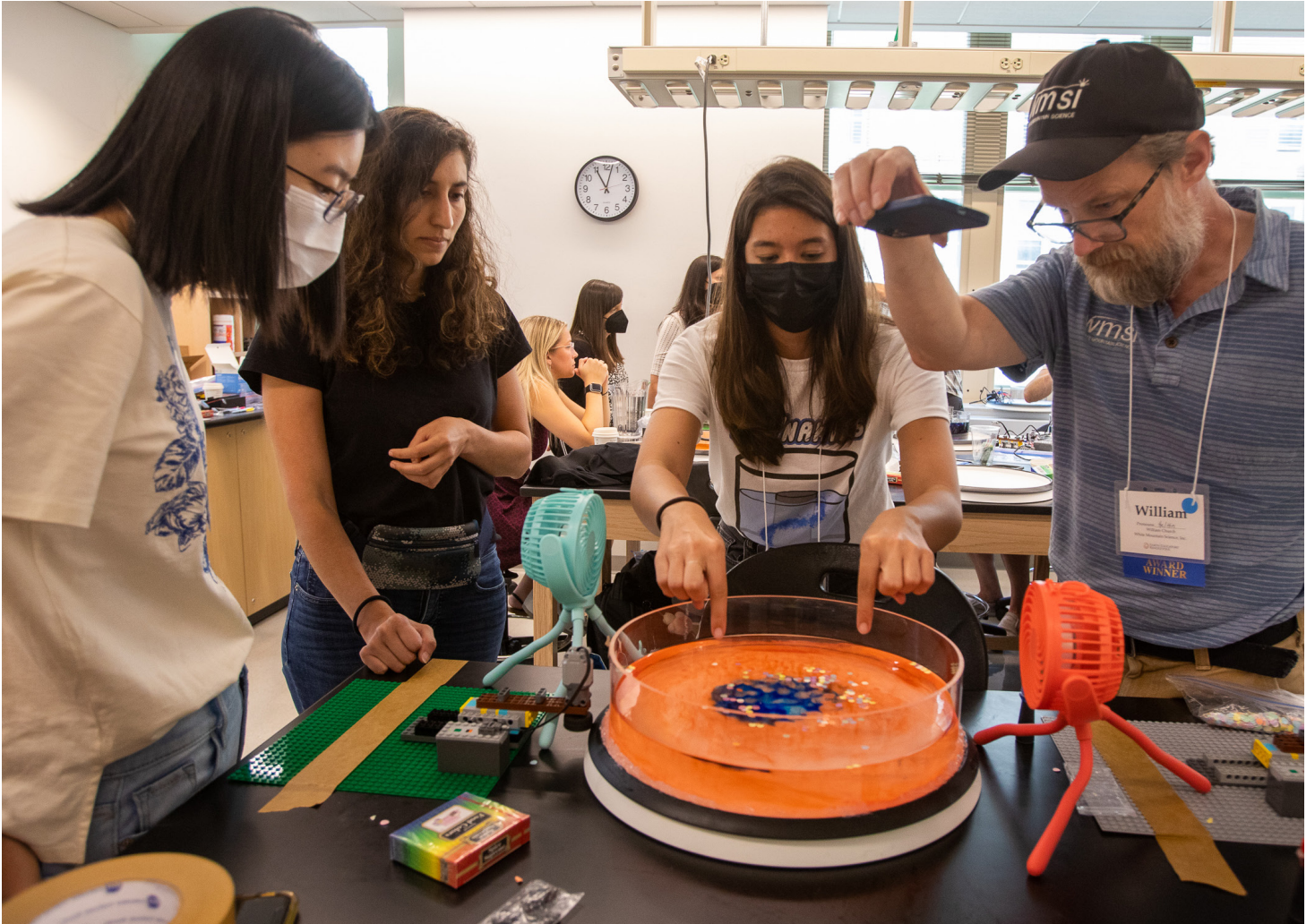




# 2022 IN REVIEW

THE ANNUAL REPORT OF THE NATIONAL ASSOCIATION OF GEOSCIENCE TEACHERS



# 2022 In Review: The Annual Report of NAGT

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On the cover: (Top) Participants in Earth Educators Rendezvous 2022 use a rotating tank model, an instructional tool to deepen students' understanding of the basic principles of rotating fluid dynamics. [Photo by S. Todd Rogers; CC BY-NC-SA 3.0] • (Bottom left) 2YC geoscience faculty [CC BY-NC-SA 3.0] • (Bottom right) *JGE* Associate Editor Shondricka Burrell, Morgan State University, presents Samuel Cornelius Nyarko, Indiana University-Purdue University, with the *Journal of Geoscience Education's* Outstanding Reviewer Award at the GSA annual meeting in Denver. [Photo courtesy of GSA; CC BY-NC-SA 3.0]

## **ELECTED OFFICERS, 2021-2022**

### **President**

Margaret Crowder, 2021-2022  
Western Kentucky University

### **1st Vice-President**

Christy Visaggi, 2021-2022  
Georgia State University

### **2nd Vice-President**

Reginald Archer, 2021-2022  
Tennessee State University

### **Past-President**

Jennifer Wenner, 2021-2022  
University of Wisconsin – Oshkosh

### **Secretary/Treasurer**

Michael Phillips, 2020-2024  
Illinois Valley Community College

### **Councilors-at-Large**

Steve Mattox, 2019-2022  
Grand Valley State University  
Ryan Hollister, 2019-2023  
California State University – Stanislaus  
Cindy Shellito, 2021-2022  
University of Northern Colorado  
Katherine Ryker, 2020-2023  
University of South Carolina

Dana Thomas, 2021-2024  
University of Texas at Austin  
Alex Manda, 2021-2024  
East Carolina University

## **INCOMING ELECTED OFFICERS**

Rory McFadden, 2nd Vice-President, 2022-2023  
Gustavus Adolphus College  
Lynsey Lemay, Councilor-at-Large, 2022-2025  
Thomas Nelson Community College  
Michael Hubenthal, Councilor-at-Large, 2022-2025  
Incorporated Research Institutions for Seismology

## **APPOINTED OFFICERS**

### **Executive Director**

Anne Egger, 2019-2027  
Central Washington University

### ***Journal of Geoscience Education* Editor-in-Chief**

Kimberly Hannula, 2020-2023  
Fort Lewis College

### ***In the Trenches* Editor**

Redina Finch, 2020-2023  
Western Illinois University

### **NAGT Historian**

Gene Pearson  
University of the Pacific

## FROM THE PRESIDENT

Dear NAGT Members,

Whenever I get the chance, I tell colleagues that this is my favorite professional organization. As a geoscience educator there are no other organizations that support me in my job and my passion for teaching as much as NAGT. I also see the deep commitment of the members of this organization — the efforts of this largely volunteer group of individuals are unmatched.



**Margaret Crowder**

As the president of NAGT for 2021-2022, I was fortunate to have a great vantage point to see the incredible work that you all are doing across the spectrum to continually support high-quality accessible and diverse geoscience education and outreach. I cannot begin to touch on everything happening with NAGT, so I will summarize a couple of important items.

During this past year, we completed our Executive Director evaluation and upon the completion of that process we count ourselves fortunate to have Anne Egger choose to stay with us in this role for another term. Anne is a powerhouse leader who helps us maintain a close-knit sense of community all while strengthening NAGT's footing in the broader geosciences.

We continue to make progress on the goals we developed in 2021 with efforts on the action items outlined in last year's annual report ongoing. Specific ad-hoc committees have been created to assist in increasing the value of NAGT membership and programming for K-12 teachers and in re-envisioning and strengthening our framework for sections. The K-12 committee is beginning its work and you will hear more about these efforts soon.

The ad-hoc sections committee has been successful in soliciting feedback from membership (through NAGT Council meetings and at the 2022 Earth Educators' Rendezvous) on a plan to streamline sections and shift geographic section boundaries. A proposed Bylaws change on these new sections will be sent to the entire membership for consideration in 2023. New communication structures and shared workspaces are also being developed to provide clearer points of contact and information for all section leaders. Our goal is to maintain and enhance the great work happening within our currently active sections while spreading the secrets of those successes to our other geographic regions to create stronger place-based education connections for all members.

If you see areas where you would like to assist in NAGT work, don't be afraid to get involved. When I applied for and became editor of *In the Trenches* several years ago, I didn't understand what a life-changing decision I had made. Here I am now grateful to have had the honor of representing NAGT as President for this past year. Since joining this organization, I've learned so much from all of you. I've experienced a tremendous sense of community and made lifelong friends. As I said at the start, this is my favorite professional organization. It is also filled with some of my very favorite people. Thank you for all you do.

**Margaret E. Crowder** (she/her/hers)  
**President, NAGT**  
**Geological Sciences Instructor II**  
**Department of Earth, Environmental, and Atmospheric Sciences**  
**Western Kentucky University**  
**Bowling Green, Kentucky**



**OUR MISSION:** NAGT supports a diverse, inclusive, and thriving community of educators and education researchers to improve teaching and learning about the Earth.

**OUR VISION:** Our vision is that everyone experiences welcoming, inspiring, and effective Earth education.

**OUR GOALS:** As an organization, we work to:

Promote high-quality Earth education.

Foster and disseminate research in geoscience education.

Drive change toward an equitable and inclusive system of geoscience education.

Support current and future geoscience educators throughout their careers.

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## FROM THE EXECUTIVE DIRECTOR

Dear NAGT Members,

As usual, it has been a busy year at NAGT. I hope you'll take a few moments to read through this annual report to see how your member dues have helped us run our high-quality programming, support our advocacy and DEI efforts, and more. I'd like to share some of the behind-the-scenes accomplishments that I'm proud of from the past year.



Anne Egger

Whether you have visited us primarily online or joined us in person over the past year, you may have noticed that NAGT has a new look in both modalities. We launched [our new website](#) in late June, with a redesigned front page and reorganized content. Our goal was to make the site easier to navigate and to provide clearer pathways to resources, and we hope that has been your experience. We continue to partner with SERC to host our website, and Sean Fox, SERC's Technical Director, provided the programming to implement the new design. In the Executive Office, Mitchell Bender-Awalt did the lion's share of reorganizing of pages, and members Rory McFadden and Karen Viskupic worked with me to update the content. Thank you to everyone for helping in this huge task—I look forward to making use of the new structure to more easily add resources to support Earth education for all.

If you saw us in person at AGU, the Earth Educators' Rendezvous, or GSA, you would have also seen our new booth! The four-panel style is designed to be adaptable and scalable to the size of the venue, and is also lightweight and easy to ship. That saves us money and set-up time, yes, but it also means that we can easily ship the booth to section meetings and other venues to better support members who are representing NAGT. If you are interested in running an NAGT booth at a meeting you will be attending, please get in touch.

You might have also seen some NAGT members sporting our new sweatshirts or carrying a mug that says, "I Teach the Earth." Honestly, I can't believe it took us this long, but I'm excited that we finally have our own virtual storefront and you can show off your NAGT spirit, like me.

Less visible from the outside but critical to how others see us is a new look for our financial health. NAGT voluntarily underwent its first-ever independent audit in 2021-22. Although we previously had reviews of our financial statements, a full independent audit shows our

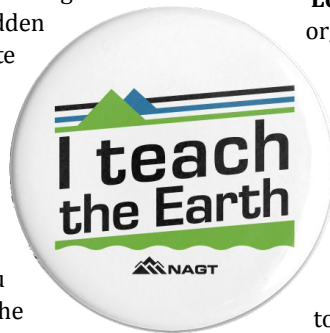
commitment to financial transparency and enhances our eligibility for funding from private foundations. The audit was conducted by CliftonLarsonAllen LLP, the same accounting firm we work with for our taxes. The auditor's opinion is that our financial statements present fairly the financial position of the organization and are in accordance with generally accepted accounting principles, which is the best possible outcome of an audit. The audit was a substantial undertaking for our business manager, Amy Collette, and her efforts and attention to detail were critical to the successful completion of the process.

One of the notable numbers pointed out to us by the auditor is 83%. That's the proportion of your dues and donations that go directly to programming, and it's a number that we are proud of. The fact that only 17% of dues and donations go to overhead and administrative costs reflects both the structure of the organization, which relies on volunteers to accomplish much of its work, and the value and impact of your contributions. It also means that growing our membership and expanding our donor base will allow us to grow our programming and expand our impact.

**Looking ahead:** 2023 marks our 85<sup>th</sup> year as an organization. NAGT has evolved since 1938, as has the world around us and the educational ecosystem we are part of. We continue to respond to the evolving needs of our members and communities. One of the big changes coming in the next year is the reorganization of our section boundaries—look for a revision to the bylaws coming to you for approval. Our professional development planning committee has also begun to develop new virtual programming options to complement our in-person Rendezvous, so stay tuned for more information.

Finally, I am reminded every day and in many ways about the importance of our vision: that *everyone* experiences welcoming, inspiring, and effective Earth education. It takes the individual and collective efforts of each and every one of us to realize that vision. Some days are more challenging than others. Thank you all for your work in supporting Earth education for all.

Anne Egger (she/her/hers)  
Executive Director  
Professor, Geological Sciences and Science and  
Mathematics Education  
Central Washington University  
Ellensburg, Washington





(Top) Educators attending the 2022 Earth Educators' Rendezvous (EER) pose for a group photo at the University of Minnesota. [Photo by S. Todd Rogers; CC BY-NC-SA 3.0] (Middle) EER participants practice nature journaling; EER attendees networking between sessions. [Photos by S. Todd Rogers; CC BY-NC-SA 3.0] (Bottom) Participants in the 2022 Early Career workshop engage in small-group discussions. [Photo by Carol Ormand; CC BY-NC-SA 3.0]; Amy Collette (left) and John McDaris (right) staff the redesigned NAGT booth at the 2021 AGU fall meeting [Photo by Anne Egger; CC BY-NC-SA 3.0].

# MEMBERSHIP STATISTICS

NAGT ended fiscal year 2022 with 1,422 members. This represents a 12% decrease from 2021 and reflects a trend across geoscience professional societies in the wake of the pandemic. We are working hard to reverse this trend for 2023. As shown at right, the largest proportion of the membership is regular members (2- and 4-year college faculty, informal educators, and geoscience professionals).

Figure 1: Pie chart showing the distribution of member types.

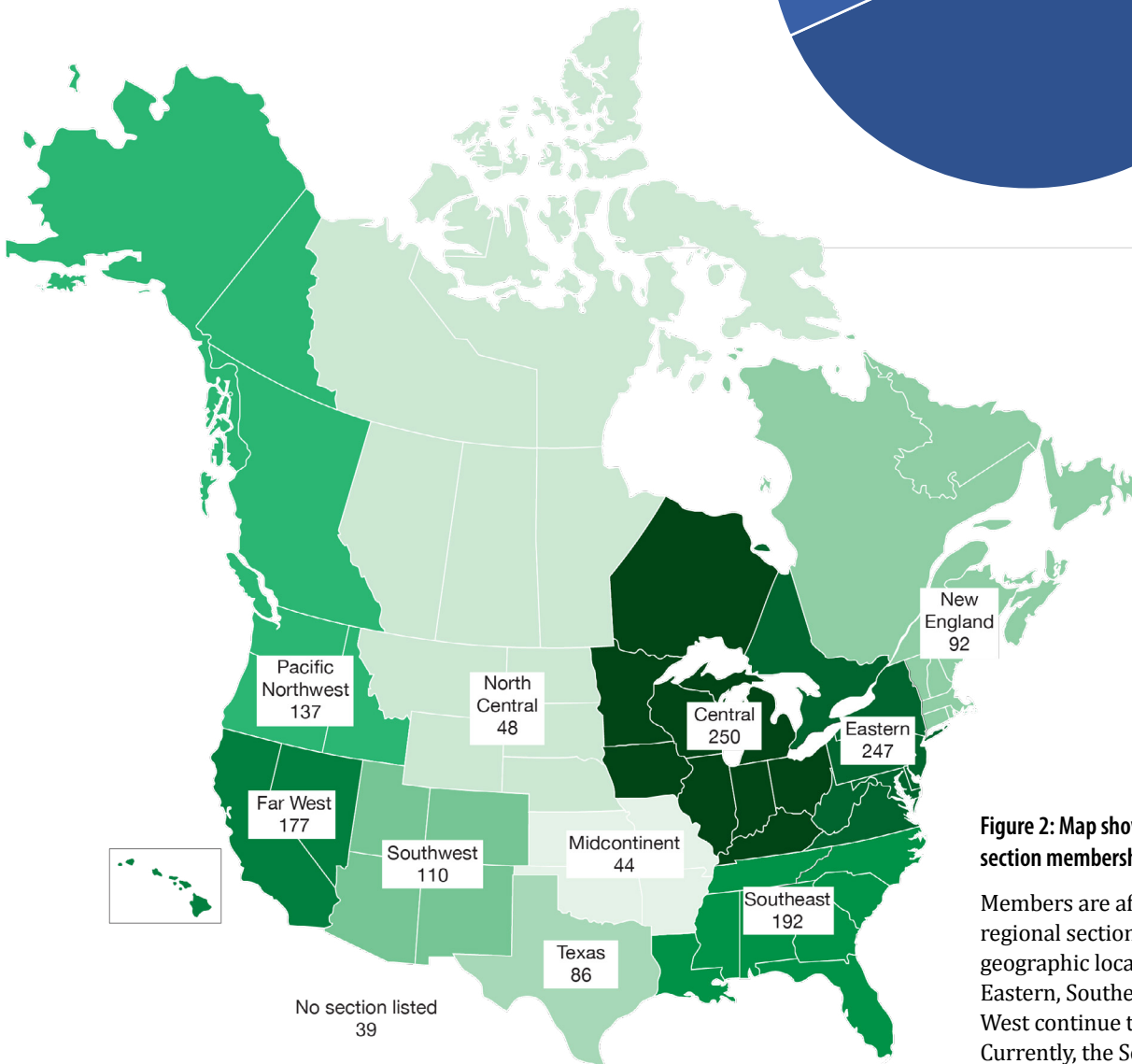
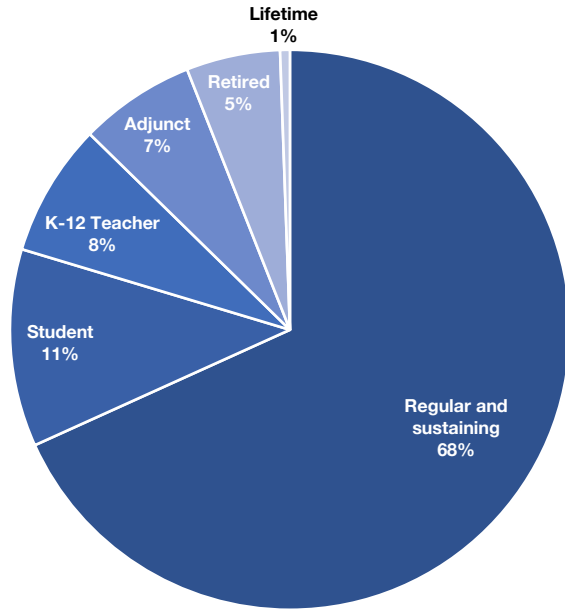
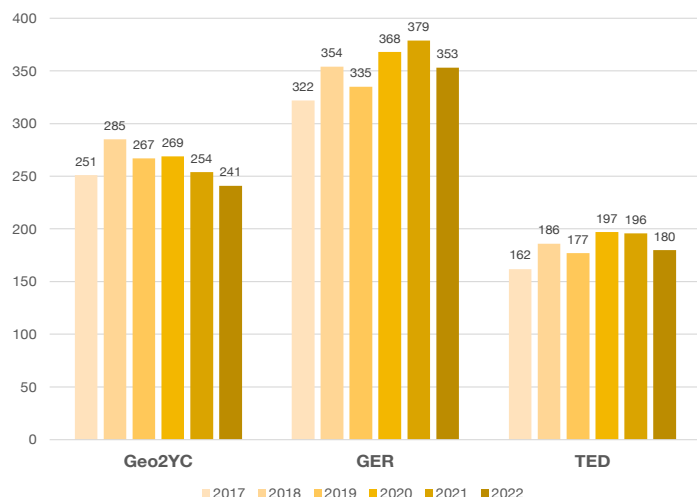


Figure 2: Map showing regional section membership.

Members are affiliated with regional sections based on their geographic location. The Central, Eastern, Southeast, and Far West continue to be the largest. Currently, the Southwest, North Central, and Texas sections are inactive. It is possible to change your regional affiliation in your membership profile if desired.

Members can choose to pay additional dues to join one or more divisions: The Two-Year College Division (Geo2YC, begun in 2013), the Geoscience Education Research Division (GER, begun in 2014), and the Teacher Education Division (TED, begun in 2014).

**Figure 3: Annual division membership since 2017.**

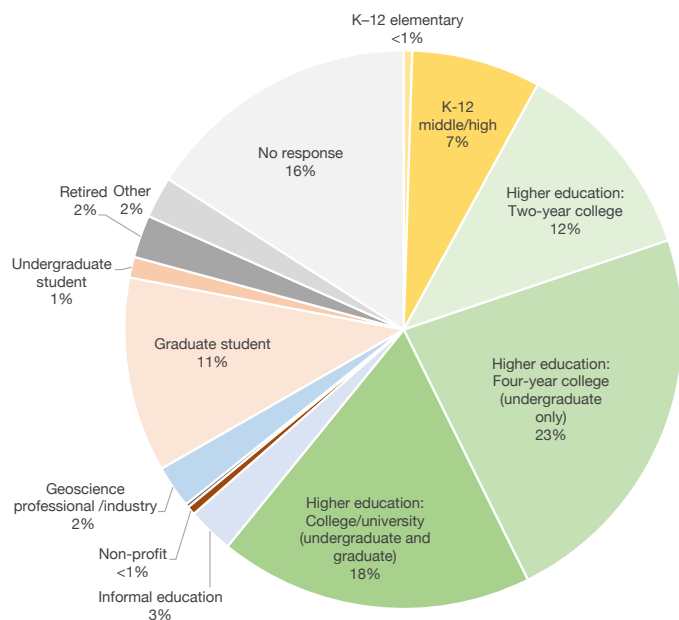


NAGT is committed to organizational transparency, which includes publishing annual, data-rich reports. In 2021, we updated the profile section of our member database to include more up-to-date and inclusive selections for gender, race/ethnicity, disability status, and employment sector. We are reporting those data in aggregate here, and **we encourage all members to update their member profiles** so that we may more accurately describe the diversity of our membership.

### Employment

NAGT seeks to offer professional development and resources that support all of our members throughout their careers. Data about current employment of our members allows us to gauge the extent to which we are doing so.

**Figure 4: Employment of NAGT membership.**



**Race/ethnicity, disability status, and gender**  
NAGT seeks to represent the full community of educators and education researchers interested in improving teaching and learning about the Earth. These data will help us reach that goal.

**Table 1: Race/ethnicity of NAGT members.**

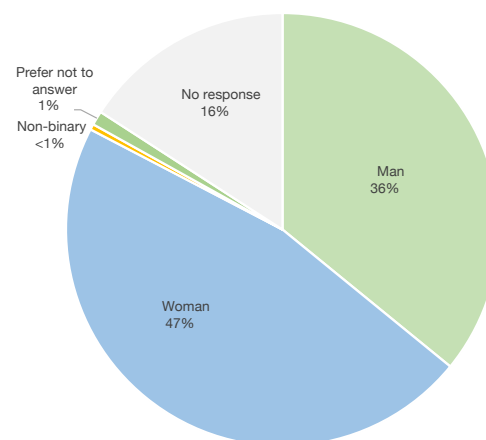
American Indian or Alaska Native	0.8%
Asian or Asian American	4.2%
Black or African American	2.4%
Hispanic, Latinx, or of Spanish origin	4.0%
Middle Eastern or North African	0.2%
Native Hawaiian or Pacific Islander	0.3%
White	72.3%
Two or more races	4.3%
Prefer not to answer	4.6%
No response	16.9%

*Note that the total is more than 100% as respondents can choose more than one.*

**Table 2: Disability status of NAGT members.**

Hearing impairment	1.1%
Visual impairment	1.1%
Mobility/orthopedic impairment	1.2%
Learning disability	0.4%
A disability or impairment not listed	2.0%
No disability or impairment	70.0%
Prefer not to answer	2.8%
No response	22.5%

**Figure 5: Gender identity of NAGT members.**



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# PROFESSIONAL DEVELOPMENT PROGRAMS AND COMMITTEES

## ON THE CUTTING EDGE PROFESSIONAL DEVELOPMENT PROGRAM

NAGT offers a robust and responsive professional development program in partnership with the Science Education Resource Center (SERC). In the 2022 fiscal year, many programs returned (or partially returned) to in-person formats after being fully online for 2020 and 2021. The community, and the committee members, recognize the value of providing virtual programming, and part of the current and ongoing work of the Professional Development Committee is to better understand how to balance in-person and virtual professional development programs. Some programs are by design virtual (webinars) or can be offered virtually if desired (Traveling Workshops Program). Other programs have been traditionally offered in person and switched to virtual formats only during the pandemic (EER, Workshop for Early Career Faculty). NAGT is exploring and discussing ways to provide virtual professional development programs that would provide opportunities for sustained interactions among participants.

## EARTH EDUCATORS' RENDEZVOUS

July 11-15, 2022

Registered participants: 224

Program website: [https://serc.carleton.edu/earth\\_rendezvous/2022](https://serc.carleton.edu/earth_rendezvous/2022)

The 8th annual Earth Educators' Rendezvous (EER) was held in-person at the University of Minnesota – Twin Cities in summer 2022. Perhaps in part due to the continuing effects of the COVID-19 pandemic, Minneapolis was the smallest EER to date (224 total registrants, to Lawrence's 231 in 2018). Even with the small attendance, EER '22 received strong ratings from its attendees—the EER Planning Committee suspects this is a testament to the strength of in-person workshops and everyone's desire to be back in person as a community of educators. Workshops at this year's meeting spanned a range of topics, including inclusive teaching practices, teaching with art, mentoring and supporting students, and tools for teaching Earth phenomena. The 2023 EER will be held in Pasadena, CA.

### Conference Chairs

- Cody Kirkpatrick, Indiana University – Bloomington
- Megan Plenge, University of North Carolina at Chapel Hill

### Contributed Program Chairs

- Chris Berg, Orange Coast College
- Antoinette Abeyta, University of New Mexico – Gallup Campus

## Local Hosts

- Josh Feinberg, University of Minnesota – Twin Cities
- Tom Hickson, University of St. Thomas
- John McDaris, University of Minnesota – Twin Cities and SERC, Carleton College

## Planning Committee

- Andrea Bair, Delta College
- Mitchell Bender-Awalt, SERC, Carleton College
- Amy Collette, SERC, Carleton College
- Larry Collins, Delta State University
- Janice McDonnell, Rutgers University – New Brunswick
- Enrique Reyes, Northside ISD – San Antonio
- Estefania Salgado-Jauregui, University of Texas at Austin
- Barbra Sobhani, Red Rocks Community College
- Pa Yao Vue, SERC, Carleton College
- Amy Weislogel, West Virginia University

## PREPARING FOR AN ACADEMIC CAREER

### IN THE GEOSCIENCES WORKSHOP

July 11-13, 2022

Participants: 23 graduate students and postdoctoral fellows

Program website: <https://serc.carleton.edu/248216>

The Preparing for an Academic Career Workshop is held in conjunction with the Earth Educators' Rendezvous and returned to an in-person format this year. This workshop is designed specifically for graduate students, post-doctoral fellows, and others who are interested in pursuing academic careers in the geosciences. The main goals of the workshop are for participants to improve their application and interview skills for academic jobs, become more effective at goal-setting and time management, and broaden their network of colleagues and resources to help jump-start their teaching and research as a faculty member. Each participant develops or revises a plan for the next stage in their career and will cultivate ideas that they can immediately implement.

### Workshop Leaders:

- Sue Ebanks, Savannah State University
- Lisa Gilbert, Cabrillo College
- Brendan Hanger, Colorado School of Mines
- Lynsey LeMay, Thomas Nelson Community College
- Gary Weissmann, University of New Mexico – Main Campus





Poster session, 2022 Workshop for Early Career Geoscience Faculty. [Photo by Carol Ormand (CC BY-NC-SA 3.0)]

### WORKSHOP FOR EARLY CAREER GEOSCIENCE FACULTY

June 20-24, 2022, with an optional virtual visit to NSF on June 27-28

Participants: 38

Program website: <https://serc.carleton.edu/NAGTWorkshops/earlycareer2022>

The Early Career Workshop returned to an in-person format this year after two years fully online. The optional NSF visit was conducted virtually. The aim of the Early Career workshop is to provide concrete skills to support geoscience faculty in their early years of their teaching and research responsibilities. The workshop includes sessions on topics such as effective teaching strategies, course design, establishing a research program in a new setting, working with research students, balancing professional and personal responsibilities, and strategic planning for a successful career. A new workshop goal of discussing and developing strategies for broadening participation in geosciences was supported by a series of webinars designed for NAGT facilitators.

#### Lead Facilitators

- Josh Galster, Montclair State University
- Benjamin Laabs, North Dakota State University
- Martin Wong, Colgate University

#### Additional Facilitators

- Anantha Aiyer, North Carolina State University
- Julie Baldwin, University of Montana

- Mea Cook, Williams College
- Scott Giorgis, SUNY Geneseo
- Gretchen Miller, Wake Technical Community College
- Carol Ormand, SERC, Carleton College
- Anna Pfeiffer-Herbert, Stockton University
- Jane Willenbring, Stanford University

### TRAVELING WORKSHOPS PROGRAM

Participants: 6 workshops, 97 individuals

Program website: <https://nagt.org/nagt/profdev/twp>

The Traveling Workshops Program (TWP) in the FY 2021-2022 remained slow to start the year, but by the end of the year showed promise of returning to a more normal pace after disruptions caused by the COVID-19 pandemic. The Traveling Workshop Program Management Team received and reviewed five applications for workshops, approving all of them. Three of the requests were for Building Strong Departments workshops, one was for a Becoming Inclusive Geoscience Leaders (BIG-L) workshop, and one was for a Cross-Campus Sustainability Programs workshop. Interest remained high for diversity, equity, and inclusion content in each workshop type requested. During the fiscal year six workshops—four in-person and two virtual—with a total participation of at least 97, were conducted. All combined, the workshops received a weighted aggregate evaluation rating of 8.8 on a 10-point scale, consistent with previous

years' ratings. The TWP anticipates continuing to offer programs the option of in-person or virtual formats. This year's workshops were held at:

- Mississippi State University, September 30-October 1, 2021
- Central Washington University, November 18-19, 2021
- Illinois State University, February 3-4, 2022
- Georgia State University, February 10-11, 2022
- West Virginia University, May 16-17, 2022
- San Francisco State University, August 18-19, 2022

Materials continue to be updated and refined. David Blockstein led an effort to revise Building Strong Departments materials based on spring 2021 workshops held for TWP facilitators. Sue Ebanks and Joan Ramage led development of the BIG-L workshop through NSF funding acquired by Reginald Archer and David Blockstein. Both efforts will continue this coming year.

#### **Management Team**

- Catherine Riihimaki (Chair), 2NDNATURE Software Inc.
- Walt Robinson (Co-chair), North Carolina State University
- Reginald Archer, Tennessee State University
- Mitchell Bender-Awalt, SERC, Carleton College
- David Blockstein, Association for Environmental Studies and Sciences
- Edith Davis, Florida A & M University
- Diane Doser, University of Texas – El Paso
- Cindy Shellito, University of Northern Colorado
- Rachel Teasdale, California State University – Chico
- Gary Weissmann, University of New Mexico

#### **WEBINARS**

**Participants:** >3,600 registrants, >1,100 attendees

**Program website:** <https://nagt.org/nagt/profdev/webinars>

During the 2021-2022 academic year, the NAGT Webinar Series ran multiple webinars addressing themes such as improving teaching and learning, addressing diversity, equity, and inclusion in Earth education, implementing the NGSS, strengthening your department, and engaging with communities and society. As part of the series, in coordination with ADVANCEGeo, the Workshop for Early Career Geoscience Faculty, and the NAGT DEI committee, one webinar addressed building inclusive communities for research and scholarly activities. Additionally, the Implementing the NGSS project continued to host webinars on a variety of topics. Project EDDIE let multiple webinars addressing teaching quantitative skills in the classroom using large environmental data sets. The Geo2YC Division

also initiated a new set of webinars designed for a 2YC instructor audience.

Throughout the 2021-2022 academic year, there were more than 3,600 registrants and more than 1,100 attendees. This is a reduction of about 20% of registrants and attendees compared with 2020-2021, but slightly above the number of registrants and attendees from 2019-2020. On average, webinars had 147 registrants and 44 attendees.

The webinar series showcased the following NAGT-sponsored projects, programs, and divisions: NGSS-ESS, Project EDDIE, IGUaNA, ADVANCEGeo, Workshop for Early Career Geoscience Faculty, NAGT DEI Committee, and NAGT Geo2YC Division.

#### **Webinar Series Planning Committee**

- Adrienne Leinbach (Chair), Wake Technical Community College
- Aida Awad, AIU
- Cailin Huyck Orr, SERC, Carleton College
- Karen Layou, Reynolds Community College
- Rory McFadden, Gustavus Adolphus College
- Emily Scribner, Clemson University
- Beth Pratt-Sitaula, UNAVCO
- Margie Turrin, Columbia University in the City of New York
- Bradlee Wahid Cotton, SERC, Carleton College

#### **TEACH THE EARTH WEBSITE**

**Program website:** <https://serc.carleton.edu/teachearth>

In 2021-2022, the Teach the Earth (TTE) committee focused on reviewing external submissions to the website, oversight of the activity review process, and discussion of SERC's Compass project. Compass is working to improve the user discovery experience across SERC-hosted sites (which includes NAGT and TTE), and the committee provides input to the project as it directly impacts and aligns with the aims of TTE (to promote discovery of resources).

#### **Teach the Earth Website Committee**

- Phil Resor (Chair), Wesleyan University
- Jennifer Wenner, University of Wisconsin – Oshkosh
- Sean Fox, SERC, Carleton College
- Kyle Fredrick, Pennsylvania Western University
- Jon Hendricks, Paleontological Research Institution
- Becca Walker, Mt. San Antonio College
- Andy Bobyarchick, University of North Carolina at Charlotte
- Laura Guertin, Penn State Brandywine

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## SUPPORTING GEOSCIENCE STUDENTS



Reflections by these and other participants who have benefitted from the USGS/NAGT program over the years can be found at <https://nagt.org/nagt/students/reflections.html>. [Photos offered under CC BY-NC-SA 3.0]

NAGT has two programs that support students' growth as geoscientists by helping them participate in research in the field and the lab.

### SCHOLARSHIPS FOR FIELD STUDIES

Program website:

[https://nagt.org/nagt/students/field\\_scholarships.html](https://nagt.org/nagt/students/field_scholarships.html)

The NAGT Field Camp Scholarship applicant pool was larger this year, as most field camps returned to normal operations. We had 56 complete applications to review from the best and brightest young geoscientists from around the country. For comparison, there were 61 applicants in 2020, and 33 in 2021. Twenty scholarships were awarded, two of which were funded by the Association for Women Geoscientists (AWG).

#### Scholarship for Field Studies Committee

- Lydia Fox (Chair), University of the Pacific
- Claire McLeod, Miami University
- Lisa Tranel, Illinois State University

### USGS/NAGT COOPERATIVE FIELD TRAINING PROGRAM

Program website: [https://nagt.org/nagt/students/usgs\\_field.html](https://nagt.org/nagt/students/usgs_field.html)

The 2021-2022 cycle for the NAGT/USGS Cooperative Summer Field Training Program marked the 57th year of what is now one of longest running science internship programs in the nation.

This year, 43 students were nominated by field camp directors, and 35 of those students completed an application for the program. After receiving 30 geology-based proposals from USGS scientists and after the proposal review panel met and matched students to projects, a total of 24 students were placed with USGS science projects. Since bringing new life back into this historic program over a decade ago, we have now gone from 8 placements in 2002, to numbers that are consistent with the historical average for this program.

#### Executive Secretary

- Kurtis Burmeister, California State University, Sacramento

#### Youth and Education in Science Manager

- Eleanour Snow, U.S. Geological Survey

#### Education Program Analyst

- Laura Corey, U.S. Geological Survey

# NAGT PUBLICATIONS

## JOURNAL OF GEOSCIENCE EDUCATION

Website: <https://www.tandfonline.com/toc/ujge20/current>

The *Journal of Geoscience Education (JGE)*, the research journal of NAGT, is published by Taylor & Francis. Articles in JGE are made available online as soon as they are ready and collected into four issues per year, averaging 400 pages total. JGE's 2021 CiteScore was 2.7, with 64K articles downloaded.



The first of the two proposed theme issues, *In Our VOICES: Voices Integrating Culture in the Earth Sciences*, had a submission deadline of December 1, 2021. Thirteen manuscripts were submitted for this volume. Eight manuscripts have been accepted, and five manuscripts are currently in revision.

The second theme issue, *The Lasting Effects of the 2020-2021 COVID-19 crisis on geoscience education: insights, problems, and unanticipated benefits*, had a submission deadline of August 5, 2022. Seventeen manuscripts have been submitted for the COVID-19 theme issue and are currently under review.

### Editor-in-Chief

Kimberly Hannula, Fort Lewis College

### Curriculum & Instruction Editor

Karen Kortz, Community College of Rhode Island

### Research Editor

Alison Jolley, University of Waikato, Te Puna Ako

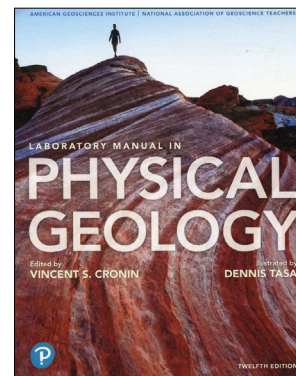
### Associate Editors:

Shondricka Burrell, Morgan State University  
Alexandra Davatzes, Temple University  
Michael Hubenthal, IRIS  
Charles R. Kerton, Iowa State University  
Peggy McNeal, Towson University  
Heather Petcovic, Western Michigan University  
Ilyse Resnick, University of Canberra  
Anne-Marie Ryan, Dalhousie University  
Katherine Ryker, University of South Carolina  
David M. Schultz, University of Manchester  
Emily Scribner, Clemson University  
Nicholas Soltis, University of Indianapolis  
Wendy Todd, University of Minnesota Duluth  
Benjamin Wolfe, University of Kansas

## LABORATORY MANUAL IN PHYSICAL GEOLOGY

Website: [https://nagt.org/nagt/publications/new\\_edition.html](https://nagt.org/nagt/publications/new_edition.html)

The *Laboratory Manual in Physical Geology* is a collaborative effort between NAGT and the American Geosciences Institute (AGI), published by Pearson. The 12th edition was launched in 2019 and includes a new chapter on climate change and significant revisions to other chapters. The lab manual can be customized with selected chapters and purchased as a print or eBook. The editor has also produced a large set of short YouTube videos (<https://www.youtube.com/channel/UCfEtW3M03kj8e582dajmj5A/videos>), particularly of rocks and minerals, that are freely available and can be used in conjunction with the lab manual.



### Lab Manual Editor

Vince Cronin, Baylor University

## IN THE TRENCHES

Website: <https://nagt.org/nagt/publications/trenches/index.html>

*In the Trenches* is the news magazine of NAGT. Starting with the January 2022 issue, *ITT* became an online interactive publication, which has allowed us to include our normal “feet-on-the-ground” articles and much more. The magazine is designed to serve educators in classrooms ranging from elementary school through undergraduate study. It provides a venue for contributors to inform NAGT members about their best teaching ideas, new resources, and special topics relevant to our profession that do not lend themselves to more research-focused journals. With *In the Trenches*, educators are provided with a more conversational outlet for ideas and experiences that inform the larger community.



### Editor-in-Chief

Redina Finch, Western Illinois University

### Managing Editor

Nancy Ashmore, College City Publications

## COMING IN 2023



**EARTH EDUCATORS'  
RENDEZVOUS**  
PASADENA, CA, JULY 10-14, 2023

### JOIN US AT THE 9<sup>TH</sup> ANNUAL EARTH EDUCATORS' RENDEZVOUS IN PASADENA, CA

Website: [https://serc.carleton.edu/earth\\_rendezvous/2023/index.html](https://serc.carleton.edu/earth_rendezvous/2023/index.html)

Save the date for the ninth annual Earth Educators' Rendezvous, July 10-14, 2023, hosted by the Division of Natural Sciences at Pasadena City College (our first two-year college host!) and the Division of Geological and Planetary Sciences at California Institute of Technology (Caltech). Visit the website to learn more and sign up to receive updates.

### RECOGNIZE YOUR COLLEAGUES AND STUDENTS

Website: <https://nagt.org/nagt/awards/index.html>

NAGT awards provide members with opportunities to recognize the outstanding work of colleagues and students.

- **Know an amazing K-12 teacher?** Nominations for the Outstanding Earth Science Teacher Award are due March 31, 2023.
- **Did you have a fantastic undergraduate or graduate TA?** Nominations for the Outstanding Teaching Assistant Awards are reviewed twice a year: December 15 and June 15.
- **Want to recognize someone for their outstanding writing or editing?** Nominations for the Excellence in Earth Science Writing and Editing (the James H. Shea Award) are due April 15, 2023.
- **Do you know a champion of JEDI (justice, equity, diversity, and inclusion) in geoscience education?** Nominations for the Excellence in JEDI Award are due April 15, 2023.
- **That person everyone says is the reason they got into the geosciences?** Nominations for the Stimulation of Interest in the Earth Sciences (the Neil Miner Award) are due April 15, 2023.
- **Do you know someone who has gone above and beyond for NAGT?** Nominations for Distinguished Service (the Robert Christman Award) are due April 15, 2023.
- **Want to recognize an adjunct for their work?** Nominations for the Outstanding Adjunct Faculty Award from the 2YC Division are reviewed quarterly.
- **Know an outstanding geoscience education researcher?** The Geoscience Education Research Division has several awards with nomination deadlines of June 15.

Visit the website for details about eligibility, the nomination process, and what to submit.

### JGE SEEKS A NEW EDITOR-IN-CHIEF

Website: [https://nagt.org/nagt/jge/editor\\_search.html](https://nagt.org/nagt/jge/editor_search.html)

After her three-year term ends in December 2023, Dr. Kimberly Hannula will step down as Editor-in-Chief of NAGT's *Journal of Geoscience Education*. We are very grateful for her service in this role and have begun the search for the next editor. It might be you if...

- You enjoy learning about research that is happening across the geoscience education community
- You are interested in broadening access to education research and elevating the work of geoscience education researchers
- You have high standards and a willingness to support editors and authors in meeting those standards

Learn more about the role and responsibilities of the Editor-in-Chief and about the application process by visiting the website.

### PARTICIPATE IN THE WORKSHOP FOR EARLY CAREER GEOSCIENCE FACULTY

Website: <https://serc.carleton.edu/NAGTWorkshops/earlycareer2023/index.html>

Faculty in the first three years of their faculty position are invited to join us for a multi-day workshop in a stimulating and resource-rich environment where you will participate in sessions on topics including effective teaching strategies, course design, establishing a research program in a new setting, working with research students, balancing professional and personal responsibilities, and time management. The 2023 workshop will be held at Macalester College in St. Paul, MN, from June 25-29, with an optional virtual visit to NSF July 10-11.

# THE FINANCIAL REPORT

## NATIONAL ASSOCIATION OF GEOSCIENCE TEACHERS

Statement of Financial Position as of August 31, 2022

(with comparative totals as of August 31, 2021)

	8/31/22	8/31/21
<b>ASSETS</b>		
Cash	61,951	182,531
Investments	1,246,642	1,503,976
Prepaid Expenses	7,312	4,436
Accounts Receivable	48,276	12,753
Total Assets	<u>\$ 1,364,181</u>	<u>\$ 1,703,696</u>
<b>LIABILITIES AND NET ASSETS</b>		
<b>LIABILITIES</b>		
Accounts Payable	5,282	6,625
Accrued Expenses	146,909	133,682
Deferred Revenue	31,025	39,251
Total Liabilities	<u>183,216</u>	<u>179,558</u>
<b>NET ASSETS</b>		
Without Donor Restrictions	940,462	1,212,314
With Donor Restrictions	240,503	311,824
Total Net Assets	<u>1,180,965</u>	<u>1,524,138</u>
Total Liabilities and Net Assets	<u>\$ 1,364,181</u>	<u>\$ 1,703,696</u>

## Statement of Activities and Change in Net Assets for the Year Ending August 31, 2022

(with comparative totals as of August 31, 2021)

	Without Donor Restrictions	With Donor Restrictions	For the Year Ending 8/31/22	For the Year Ending 8/31/21
<b>REVENUE &amp; SUPPORT</b>				
Membership Dues	100,035	-	100,035	108,427
Royalties	25,176	-	25,176	42,979
Advertising	3,228	-	3,228	2,175
On the Cutting Edge PD Program	173,520	-	173,520	182,127
In the Trenches	16	-	16	372
Journal of Geoscience Education	75,089	-	75,089	81,094
Miscellaneous Income	3,500	-	3,500	1,700
Contributions	27,700	20,079	47,779	24,951
Net Assets Released from Restriction	46,204	(46,204)	-	-
Total Revenue & Support	<u>454,468</u>	<u>(26,125)</u>	<u>428,343</u>	<u>443,825</u>
<b>EXPENSES</b>				
Program Services				
On the Cutting Edge PD Program	91,212	-	91,212	49,272
Journal of Geoscience Education	7,921	-	7,921	4,850
In the Trenches	15,761	-	15,761	22,714
Field Camp Scholarships	15,000	-	15,000	15,000
Awards	4,846	-	4,846	4,260
Section/Division Payments	7,977	-	7,977	8,732
Other Program Expenses	4,406	-	4,406	2,890
Total program services	<u>147,123</u>	<u>-</u>	<u>147,123</u>	<u>107,718</u>
Supporting Services				
General & Administrative	416,979	-	416,979	330,271
Fundraising	-	-	-	-
Total Supporting services	<u>416,979</u>	<u>-</u>	<u>416,979</u>	<u>330,271</u>
Total Expenses	<u>564,102</u>	<u>-</u>	<u>564,102</u>	<u>437,989</u>
Change in Net Assets from Operations	(109,634)	(26,125)	(135,759)	5,836
<b>NONOPERATING ACTIVITIES</b>				
Investment Gain/Loss	(162,218)	(45,196)	(207,414)	399,144
Change in Net Assets	(271,852)	(71,321)	(343,173)	404,980
Net assets at beginning of year	1,212,314	311,824	1,524,138	1,119,158
Net assets at end of year	<u>\$ 940,462</u>	<u>\$ 240,503</u>	<u>\$ 1,180,965</u>	<u>\$ 1,524,138</u>

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## 2022 DONOR RECOGNITION

Donations made from January 1, 2022, to December 12, 2022. \* Indicates sustaining membership

We deeply appreciate the organizations and individuals that have contributed to NAGT.

### LEGACY LEVEL (\$2,500 OR MORE)

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### STEWARD LEVEL (\$1,000–\$2,499)

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# 2022 IN REVIEW

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NAGT relies on member dues and donations to do our work. Donor funds support our professional development programming, travel and registration stipends, and scholarships for undergraduate field studies, and they allow us to initiate new programming to support our community. Donate today to help us support our community and improve teaching and learning about Earth.

**Donate today! Visit:**

<https://nagt.org/nagt/membership/donate.html>

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