



2023 IN REVIEW

THE ANNUAL REPORT OF THE NATIONAL ASSOCIATION OF GEOSCIENCE TEACHERS



Celebrating 85 years of Earth education for all

2023 In Review: The Annual Report of NAGT

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On the cover: (Top) Poster session at the Earth Educators Rendezvous. Photo by Amy Collette; CC BY-NC-SA 3.0 • (Bottom left) Citationists and winner of the JEDI award. Photo courtesy the Geological Society of America, CC BY-NC-SA 3.0 • (Bottom right) Workshop leader Tanya Atwater with a participant at the 2023 Earth Educators' Rendezvous. Photo by Maureen Kahn; CC BY-NC-SA 3.0.

ELECTED OFFICERS, 2022-2023

President

Christy Visaggi
Georgia State University

1st Vice-President

Reginald Archer
Tennessee State University

2nd Vice-President

Rory McFadden
SERC at Carleton College

Past-President

Margaret Crowder
Western Kentucky University

Secretary/Treasurer

Michael Phillips (2020-2024)
Illinois Valley Community College

Councilors-at-Large

Ryan Hollister (2019-2023)
California State University – Stanislaus

Michael Hubenthal (2022-2025)
EarthScope Consortium

Lynsey Lemay (2022-2025)
Virginia Peninsula Community College

Alex Manda (2021-2024)

East Carolina University

Katherine Ryker (2020-2023)
University of South Carolina

Dana Thomas (2021-2024)
University of Texas at Austin

INCOMING ELECTED OFFICERS

Nancy Chen, Councilor-at-Large (2023-2026)
Harvard-Westlake School

Cody Kirkpatrick, Councilor-at-Large (2023-2026)
Indiana University - Bloomington

Katherine Ryker, 2nd Vice-President (2023-2024)
University of South Carolina



Members of the Executive Committee at Arabia Mountain National Heritage Area in April, 2023. Photo by Anne Egger; CC BY-NC-SA 3.0

APPOINTED OFFICERS

Executive Director

Anne Egger (2019-2027)
Central Washington University

Journal of Geoscience Education Editor-in-Chief

Kimberly Hannula (2021-2023)
Fort Lewis College, emerita

In the Trenches Editor

Redina Finch (2020-2026)
Western Illinois University

Historian

Gene Pearson
University of the Pacific

INCOMING APPOINTED OFFICERS

Angela Hessler, *Journal of Geoscience Education*
Editor-in-Chief (2024-2026)

FROM THE PRESIDENT

Dear NAGT Members,

It has been incredible to serve as the President of NAGT. Being asked to consider this role shortly after the pandemic began, I had no idea that, as the uncertainty dragged on, I'd always find comfort (and new ideas!) in this community. There has been much that we have accomplished in continually adapting to the ever changing landscape, as well as in finding innovative ways to build on what we already do.



Christy Visaggi

My first foray into the leadership of NAGT was as president in the Southeastern Section, so the sections always have a special place in my heart. I'm pleased to say that, for the first time in a long time, we have leadership in all NAGT sections! Expect to hear more about section activities in the coming year including online elections! I'm also excited for work on the *ad hoc* K-12 Committee and in our OEST awards including planning virtual events for connecting our K-12 members. I'm additionally proud to be part of the group in the Teacher Education Division working on a diversity, equity, and inclusion (DEI) position statement. We've received helpful comments from members across NAGT on our initial draft and are in the process of making revisions and working with the advocacy committee to move it forward. Grounding inclusion, equity, belonging, and accessibility in all that we do is vital. We must strengthen Earth education in support of all identities. To learn more about amazing work that emphasizes DEI, I urge you to explore the phenomenal In Our VOICES issue of the *Journal of Geoscience Education* published this year.

Thinking back on the successes of 2023, I have fond memories of the Earth Educators' Rendezvous (EER) in Pasadena. I'm excited about next year in Philadelphia and joining all who can attend our 10th EER. Speaking with so

many of you at GSA and EER, as well as recognizing award winners, whether graduate students or seasoned professionals, was also incredibly inspiring while at these meetings. One of the wonderful parts of being in NAGT leadership is getting to help honor the fabulous work that you all are doing. Please consider nominating a colleague, student, or yourself for an award in the future; let's celebrate what you do! You can start now by updating your member profile on the website (hint, hint), so we can learn more about our many passionate educators and scholars.

I'd like to close by encouraging you to consider what NAGT means to you, how you contribute to this community and make it the amazing place that it is for all who are driven to advance Earth education. We're leading the way in the geosciences with innovative research, engaging pedagogy, and building emerging leaders and community. Doing this all requires energy, resources, and a dedicated network of individuals. Teach the Earth would not be what it is without your contributions; we all know how critical that portal continues to be in quality Earth education around the world. If ever you're looking to gain new experiences in leadership and service and learn more about NAGT, don't hesitate to step outside your comfort zone and get involved. Or invite a colleague to join NAGT in the new year... our early career folks in particular can gain so much by starting their path strong. 'Tis' the season of annual reports, so as you prepare your own, reflect on the year, and set new goals ahead, consider how engaging more in NAGT can bring new opportunities (and joy!) into your journey. Thank you everyone for being part of this community and all that you do. Best wishes for the new year and hope to see you in Philadelphia!

Christy Visaggi, President
Senior Lecturer, Department of Geosciences
Georgia State University



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: Through our activities, 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.

FROM THE EXECUTIVE DIRECTOR

Dear NAGT Members,

As you are likely aware, 2023 marked NAGT's 85th year—a year that has been full of change and challenges. Passing that milestone prompted me to look back into our archives. Our history is rich, and it reveals a community that has always changed in response to its members.



Anne Egger

We spent much of 2023 preparing for a big change implemented on September 1: a reorganization of our regional sections. As the Executive Committee and *ad hoc* Sections Committee began work, moving section boundaries felt unprecedented, but that's not the case. We began in 1938 as the Association of College Geology Teachers with a meeting in Illinois. As a result of these origins, Illinois and the states of Wisconsin, Minnesota, Iowa, Missouri, and Kansas became the "Midwest" section. Twelve years later, in 1950, the Eastern section was established. By the end of the 1950s, seven additional sections had been established covering almost the entire country. In 1959, it was time to change the name of the organization to the National Association of Geology Teachers. In 1962, two more sections were established, including the Oklahoma section (yes, we had an Oklahoma section).

At some point later, Oklahoma, Arkansas, Missouri, and Kansas reorganized into the Midcontinent section, resulting in ten sections.

The point is not who moved where when, but that the organization changed in response to members. Establishing a new section requires signatures of 20% of the membership of the proposed section, approval by the Executive Committee, and election of a President and Treasurer. In the 1950s, of course, signatures were gathered in person, on paper.

I do not need to enumerate the ways in which the world is different in 2023. The *ad hoc* Sections Committee used our digital, sortable database of members to explore different distributions of boundaries; they collected feedback through online forms, Zoom meetings—and the occasional in-person interaction. Ultimately, they proposed a course of action that reduced the number of sections to eight and brought in interim leadership for new sections until elections can be held. We look forward to streamlining the section elections process to align with the national elections, which we anticipate will give section leaders more time for leading section activities. Note that, in this report, you will see numbers reported for the ten sections that were in existence for fiscal year 2023, which ended on August 31 (see Figure 2).

Another significant change coming is in our professional development program. Since the onset of COVID in 2020, we have received a lot of feedback about the Earth Educators' Rendezvous. We've asked for your input on what kinds of professional development you are interested in, both in terms of topics and formats. Over the past year, we've had many discussions about how we can do better, and we've made some big decisions that will go into effect in 2024.

The biggest change is in our approach: although we are incredibly proud of our long-running, successful professional development opportunities like the Early Career Workshop, the Earth Educators' Rendezvous, the Traveling Workshop Program, and our webinar series (see p. 6-7), we realized that they weren't interacting to reinforce each other, bring in new leaders and participants, and support our members as they move through their careers. We are planning changes to support a coherent program that highlights pathways through professional development opportunities and broadens access by providing different modalities and scales of commitment.

Taking that approach, we decided to shift the in-person Earth Educators' Rendezvous to every other year to allow us time to build a high-quality program, recruit new leaders, promote the workshop program through webinars, and prepare leaders to be as effective as they can be during their workshops. We also plan to offer more substantial virtual offerings annually, which will not require travel. And we are increasing our offerings for graduate students and post-docs, both in-person and virtual, to better support the next generation of Earth educators in developing their skills.

In looking back through the early issues of the *Journal of Geological Education* (as it was then called), I found plenty of evidence that our organization has always been responsive to members. I also found plenty of evidence for how we have changed: for example, every author in those early issues is male, and refers to all other geology teachers as "he." We have made progress in the diversity of our members, participants, award winners, JGE authors, and leaders (see our member demographics on p. 5). You have helped us document our progress by telling us who you are through your membership profile. Thank you for helping us make progress in fulfilling our mission of supporting a diverse, inclusive, and thriving community of educators and education researchers to improve teaching and learning about the Earth.

Anne Egger, Executive Director
Professor, Geological Sciences and Science and
Mathematics Education
Central Washington University

COMMITTEE REPORTS

ADVOCACY

The NAGT Advocacy Committee promotes (geo)scientific literacy, advocates for all levels of geoscience education, and encourages the use of geoscience information in public decision-making. In FY 2023, the committee reviewed and updated NAGT's [position statements](#), including the Dual Credit Statement (a joint statement with NESTA), and the K-12 Education Statement (previously the "High School Earth Science Instruction Statement"). The updated versions were approved and are now live on the website. In addition, the committee began work on two new position statements, one on diversity, equity, and inclusion, and another on freedom of speech in the classroom. The committee was also active in signing on to letters and drafting letters for state and federal legislators, most notably helping to defeat a bill in West Virginia concerning the nature of the science curriculum. Members of the committee also participated in Congressional Visit Days.

Advocacy Committee Members

Mike Phillips (Chair), *Illinois Valley Community College* (2019-2026)

Brendan Anderson, *Paleontological Research Institute* (2022-2025)

Don Haas, *Paleontological Research Institute* (2018-2026)

Suzanne Metlay, *Western Governors University* (2018-2024)

Wendi J.W. Williams, *South Texas College* (2018-2026)

Guang Zeng, *Texas A&M University* (2023-2026)

DEVELOPMENT

The Development Committee oversees and implements fundraising strategies to support NAGT's programs, scholarships and stipends, new initiatives, and general financial health. In FY 2023, the committee developed a plan for soliciting donations, reorganized the web page describing donation options to make it easier to choose an option, provided guidance for targeted development campaigns, and supported implementation of those campaigns. The focus in 2023 was on the 85th birthday and articulating cases for support.

Development Committee Members

Rachel Beane (Chair), *Bowdoin College* (2022-2023)

Mitchel Bender-Awalt, *SERC, Carleton College* (ex officio)

Anne Egger, *Executive Director* (ex officio)

Michael Phillips, *Illinois Valley Community College* (ex officio)

Katherine Ryker, *University of South Carolina*

Karen Viskupic, *Boise State University*

DIVERSITY, EQUITY, AND INCLUSION (DEI)

The Diversity, Equity, and Inclusion Committee facilitates NAGT's DEI efforts to build an inclusive and equitable organization and achieve its goals related to diversity of its membership, leadership, committees, award winners, and participants in all events. In FY 2023, the DEI committee worked with



NAGT and EER logo cookies designed and baked by ExCom member Katherine Ryker. Photo by Mitchell Bender-Awalt, CC BY-NC-SA 3.0.

the Executive Office to rename the Minority Fund to the Broadening Participation Fund; hosted an association-wide DEI meeting to share information about efforts in the sections and divisions, led a roundtable at the EER and helped promote broader participation in the event, and began work on making NAGT's awards processes more transparent and equitable.

DEI Committee Members

Samuel Nyarko (Chair), *Indiana University-Purdue University-Indianapolis* (2020-2023)

Yadira Ibarra, *San Francisco State University* (2020-2023)

Susan Meabh Kelly, *Connecticut State Department of Education* (2022-2025)

Anika Knight, *EarthScope Consortium* (2022-2025)

Dana Thomas, *University of Texas at Austin* (ex officio)

Amy Weislogel, *University of West Virginia* (2020-2023)

MEMBERSHIP

The Membership Committee is charged with developing and implementing strategies for identifying and recruiting potential members and engaging and retaining current members. In FY 2023, the committee worked to develop lists of member benefits for different groups within NAGT (faculty, K-12 teachers, education professionals, students); these benefits are now live on the website. They also conducted a member drive and reached out to lapsed members to encourage membership renewals and considered new strategies for fostering community among members.

Membership Committee Members

Alex Manda (Chair) *East Carolina University*

Mitchell Bender-Awalt, *SERC, Carleton College* (ex officio)

Kim Cheek, *University of North Florida*

Steve Mattox, *Grand Valley State University*

Michael Phillips, *Illinois Valley Community College*

Katherine Ryker, *University of South Carolina*

Dana Thomas, *University of Texas at Austin*

Christy Visaggi, *Georgia State University*

MEMBERSHIP STATISTICS

NAGT ended fiscal year 2023 with 1,407 members, approximately the same as in 2022. As shown in Figure 1, the largest proportion of the membership is regular members, a category that includes 2- and 4-year college faculty, informal educators, and geoscience professionals. Sustaining members are regular members with a \$35 donation automatically added to their membership.

Figure 1: Distribution of member types.

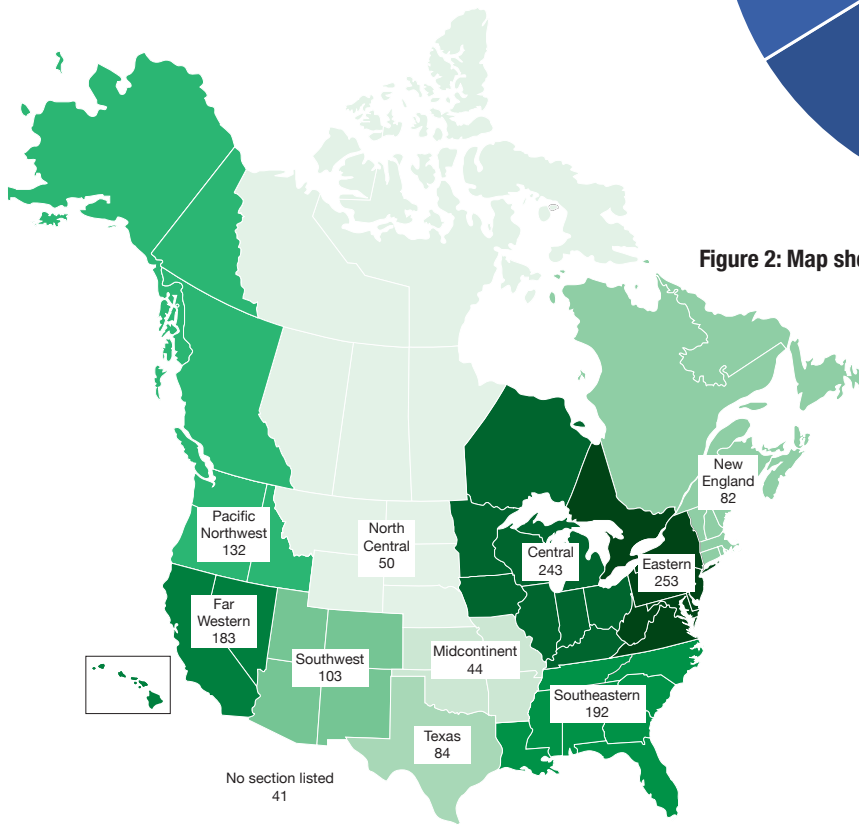
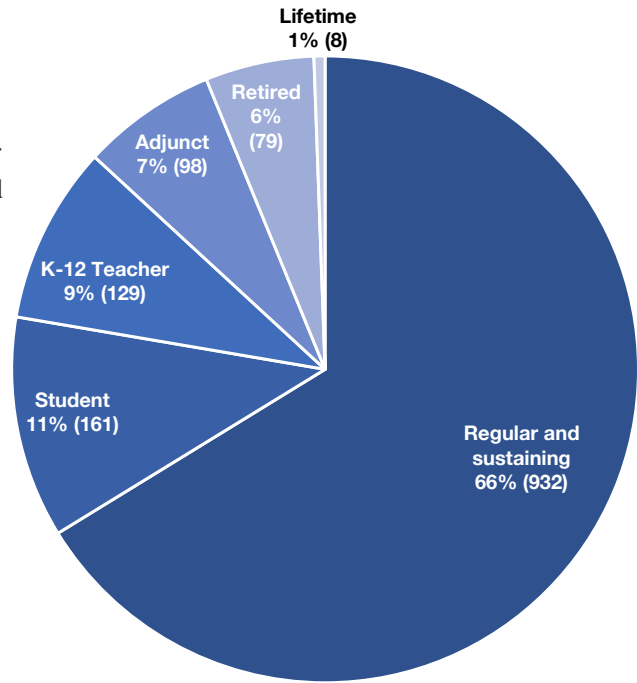


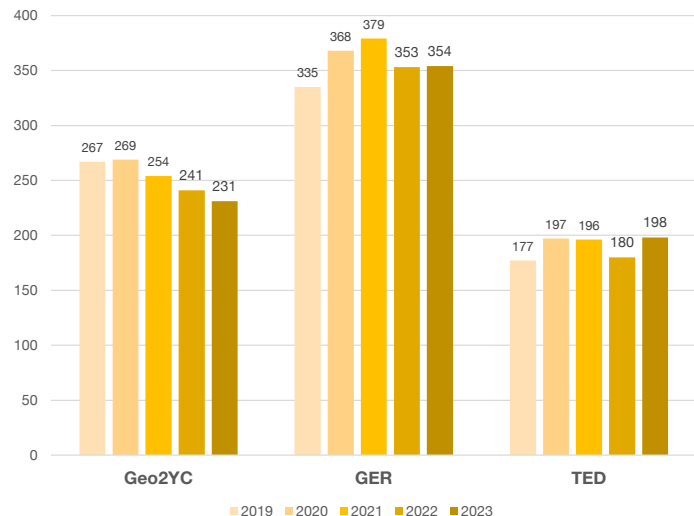
Figure 2: Map showing regional section membership.

Members are affiliated with regional sections based on their geographic location. The Central, Eastern, Southeast, and Far Western continue to be the largest (see Figure 2). In 2023, the Southwest, Midcontinent, North Central, and Texas sections were inactive.

Note that the section boundaries changed on September 1; you can see the [new regional sections and their boundaries](#) on our website.

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). Membership in all of the divisions remains strong (see Figure 3).

Figure 3: Annual division membership since 2019.



MEMBER DEMOGRAPHICS

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. For all of the demographic data, the proportion of members who did not respond decreased in 2023. Thank you for telling us who you are!

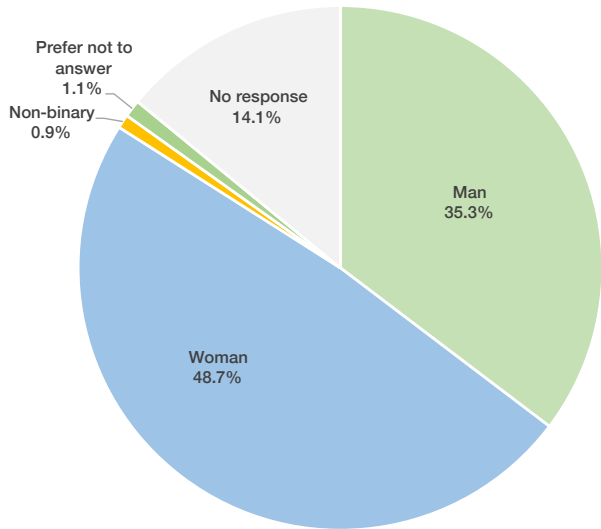


Figure 4: Gender identity of NAGT members.

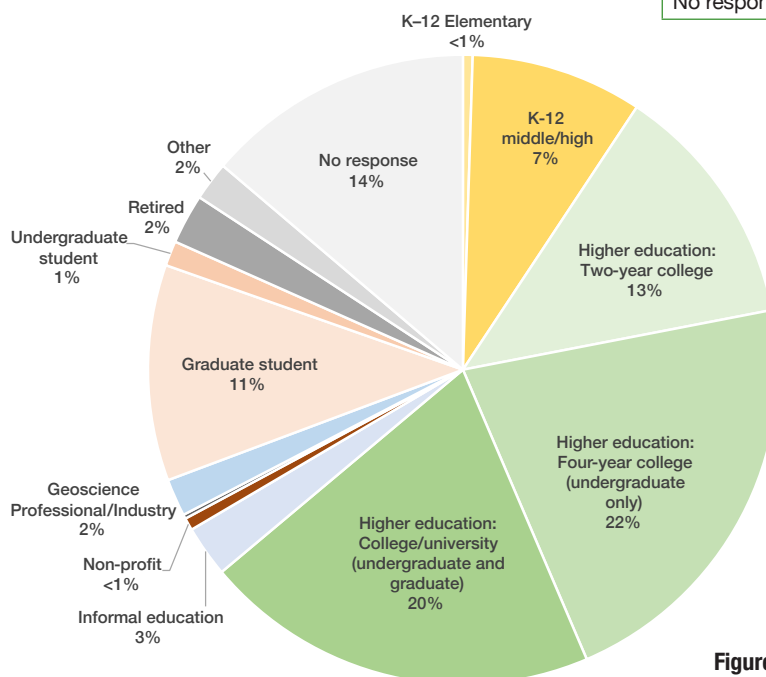
NAGT seeks to represent the full community of educators and education researchers interested in improving teaching and learning about the Earth. Data about gender (Figure 4), race-ethnicity (Table 1), and disability status (Table 2) can help us reach that goal. Note that respondents can select more than one option for race/ethnicity and disability status.

Table 1: Race/ethnicity of NAGT members.

American Indian or Alaska Native	1.4%
Asian or Asian American	4.9%
Black or African American	2.8%
Hispanic, Latinx, or of Spanish origin	4.4%
Native Hawaiian or Pacific Islander	0.4%
White	73.5%
Two or more races	5.5%
Prefer not to answer	3.4%
No response	15.1%

Table 2: Disability status of NAGT members.

Hearing impairment	1.1%
Visual impairment	0.4%
Mobility/orthopedic impairment	1.4%
Learning disability	0.9%
A disability or impairment not listed	2.6%
No disability or impairment	69.8%
Prefer not to answer	2.2%
No response	22.4%



NAGT seeks to offer professional development and resources that support all of our members throughout their careers. Data about current employment of our members (Figure 5) allows us to gauge the extent to which we are doing so.

Figure 5: Employment sector of NAGT members.

PROFESSIONAL DEVELOPMENT PROGRAMS REPORTS

PROFESSIONAL DEVELOPMENT PLANNING COMMITTEE

NAGT offers a robust and responsive professional development program in partnership with the Science Education Resource Center (SERC). The Professional Development (PD) Planning Committee is responsible for the planning the annual program and ensuring that workshop and website offerings in aggregate address the needs and priorities of the membership. During the 2022-2023 year, our programs reached approximately 958 participants (not including Teach the Earth website visits).

We also focus on developing leader skills. In May of 2023, Catherine Riihimaki organized a virtual workshop for NAGT facilitators to help strengthen skills in facilitating DEI-related conversations. About 20 leaders from across NAGT's professional development programs participated in the workshop.

The PD Committee continues to work with the NAGT Executive Committee and subcommittee chairs to provide high-quality and relevant professional development programs for the geoscience community. Our programs overall are facing challenges with respect to lower demand and enrollment which, in turn, impacts the overall NAGT budget. The committee has been exploring ways to increase participation in PD programs with the goal of having a neutral PD budget, or even a net gain. The committee made plans to pilot two virtual workshops in 2024 that will be like the multi-day morning workshops at the Earth Educators' Rendezvous, and that will have a registration fee and member discounts. Stay tuned for more information!

Professional Development Planning Committee Members

Karen Viskupic (Chair), *Boise State University*
Leilani Arthurs, *University of Colorado (2023-2026)*
Andrea Bair, *Delta College*
Mitchell Bender-Awalt, *SERC, Carleton College*
Monica Bruckner, *SERC, Carleton College*
Anne Egger (*ex officio*)
Brendan Hanger, *Colorado School of Mines (2023-2026)*
Rory McFadden, *SERC, Carleton College*
Megan Plenge, *University of North Carolina*
Walt Robinson, *North Carolina State University*
Jen Wenner, *University of Wisconsin-Oshkosh*

EARTH EDUCATORS' RENDEZVOUS

July 10-14, 2023

Registered participants: 242

Website: https://serc.carleton.edu/earth_rendezvous/2023

The 9th annual Earth Educators' Rendezvous (EER) was held in Pasadena, CA, at Pasadena City College and Caltech. The 2023 Rendezvous featured 2 field trips, 11 morning workshops plus a morning writing retreat, 11 afternoon single-day workshops, 13 round table discussions, lab tours at JPL and the Caltech Seismo Lab, and an extensive contributed program. EER goals include providing instructors with teaching practices and instructional strategies that have been shown to improve student learning, pursuing educational research to help address teaching challenges, helping graduate students and post-docs prepare for academic careers, collaborating with colleagues across disciplines, and fostering collaboration between instructors at all educational levels and across disciplines. Workshop offerings aligned with these goals, and survey feedback shows that most participants felt the Rendezvous helped them move towards these goals.

Conference Chairs

Andrea Bair, *Delta College*
Megan Plenge, *University of North Carolina*

Contributed Program Chairs

Cody Kirkpatrick, *Indiana University-Bloomington*
Nancy Chen, *Harvard-Westlake School*

Local Hosts

Martha House, *Pasadena City College*
Elizabeth Nagy, *Pasadena City College*
Joann Stock, *California Institute of Technology*

Additional Planning Committee Members

Reginald Archer, *Tennessee State University*
Mitchell Bender-Awalt, *SERC, Carleton College*
Monica Bruckner, *SERC, Carleton College*
Virginia Isava, *California State University-Fullerton*
Samuel Nyarko, *Indiana University-Purdue University-Indianapolis*
Estefania Salgado-Jauregui, *University of Texas at Austin*
Barbra Sobhani, *Colorado Space Grant Consortium*

Group photo in sunny Pasadena at the 2023 EER . Photo by Mitchell Bender-Awalt, CC BY-NC-SA 3.0.





Participants in the [Getting the most out of your TA Experience](#) workshop at the 2023 EER. Photo by Anne Egger, CC BY-NC-SA 3.0.

PREPARING FOR AN ACADEMIC CAREER IN THE GEOSCIENCES WORKSHOP

July 10-12, 2023

Participants: 29 graduate students and postdoctoral fellows

Website: https://serc.carleton.edu/earth_rendezvous/2023/program/morning_workshops/w1

The Preparing for an Academic Career Workshop is held in conjunction with the EER. 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 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 cultivates ideas that they can immediately implement. As in previous years, the program included presentations, discussions, small group activities including elevator pitch practice, and periods of informal Q&A with co-conveners and fellow participants. Lunchtime conversations continued the discussion from the morning while also building camaraderie among the participants.

Workshop Leaders

Lisa Gilbert, *Cabrillo College*

Brendan Hanger, *Colorado School of Mines*

Lynsey LeMay, *Virginia Peninsula Community College*

Mintesinot Jiru, *Coppin State University*

WORKSHOP FOR EARLY CAREER GEOSCIENCE FACULTY

June 25-29, 2023, with an optional virtual visit to NSF July 10-11

Participants: 55

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

The aim of the Early Career workshop is to develop skills and a lasting network of peers 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, developing strategies for broadening participation in geosciences, and strategic planning for a successful career. Participants report that engaging with their peers was one of the most valuable components.

Lead Facilitators

Jennifer Anderson, *Minnesota State University-Winona*

Ben Laabs, *North Dakota State University*

Martin Wong, *Colgate University*

Additional Facilitators

Julie Baldwin, *University of Montana*

Mea Cook, *Williams College*

Wendi Flynn, *University of Northern Colorado*

Scott Giorgis, *SUNY Geneseo*

Cailin Huyck Orr, *SERC, Carleton College*

Gretchen Miller, *Wake Technical Community College*

Anna Pfeiffer-Herbert, *Stockton University*

Jane Willenbring, *Stanford University*

TRAVELING WORKSHOPS PROGRAM

Participants: 3 workshops, 37 individuals

Website: <https://nagt.org/nagt/profdev/twp>

The Traveling Workshops Program (TWP) brings national leaders in environmental, sustainability, and geoscience education to departments, programs, and conferences. The TWP focuses on opportunities to strengthen both courses and programs, including attracting and supporting diverse students. The program accepts applications with four deadlines per year to encourage submissions that align with academic calendars.

In FY 2023, the following workshops were held:

Location: University of Texas at Austin, Oct. 14 and 21, 2022

Leaders: Karen Viskupic and Reginald Archer

Theme: Becoming an Inclusive Geosciences Leader (for graduate students and post-docs)

Location: California State University, Chico, Feb. 24-25, 2023

Leaders: Sean Tvelia and Gary Weissman

Theme: Building Stronger Geoscience and Environmental Science Programs

Location: STRONG Geoscience Identity at MSIs (Virtual), June 8-9 and July 18, 2023

Leaders: Anne Egger and Stefany Sit

Theme: Becoming an Inclusive Mentor

Management Team

Walt Robinson (Chair), *North Carolina State University*

Reginald Archer, *Tennessee State University*

Mitchell Bender-Awalt, *SERC, Carleton College*

David Blockstein, *Bard College*

Edith Davis, *Florida A & M University*

Diane Doser, *University of Texas at El Paso*

Catherine Riihimaki, *2NDNATURE Software Inc.*

Cindy Shellito, *University of Northern Colorado*

Rachel Teasdale, *California State University – Chico*

Gary Weissmann, *University of New Mexico*

WEBINARS

Participants: 2225 registrants, 584 attendees

Website: <https://nagt.org/nagt/profdev/webinars>

NAGT offered 16 webinars during the 2022-2023 academic year that showcased NAGT-sponsored projects, programs, and divisions including: NAGT awards and fellowships, Next Generation Science Standards–Earth and Space Science (NGSS-ESS, a collaboration between NAGT, NESTA, and AGI), Geo2YC, DEI, and Activate NASA. There were 40% fewer registrants and attendees during the 2022-2023 year than the 2021-2022 year, however, there were approximately 40% fewer webinars offered as well (16 compared to 25).

Multiple webinars focused on strategies and resources to increase equity and inclusion in the geoscience community. Through the webinar series, the NGSS-ESS delivered numerous webinars on the supporting, implementing, and assessing the NGSS. In addition, the Geo2YC Division led several webinars

that would be helpful to all educators, but especially focused on two-year college instructors. For the 2023-2024 academic year, we have four webinars scheduled and are in the process of discussing how we can utilize our webinar series to help increase interest in other NAGT programs.

Webinar Series Planning Committee

Adrienne Leinbach (Chair), *Wake Technical Community College*

Aida Awad, *American Intercontinental University*

Ashley Carlson, *SERC, Carleton College*

Debbie French, *Wake Forest University*

Cailin Huyck Orr, *SERC, Carleton College*

Karen Layou, *Reynolds Community College*

Emily Scribner, *Clemson University*

Margie Turrin, *Columbia University*

TEACH THE EARTH WEBSITE AND ACTIVITY REVIEW

Website: <https://serc.carleton.edu/teachearth>

Over the 2022-2023 academic year, the Teach the Earth (TTE) Website committee worked closely with Sean Fox at SERC as part of an NSF-funded COMPASS project aimed at improving discoverability on the SERC-hosted websites, including TTE. The committee helped to establish a Diversity, Equity, Inclusion, and Justice (DEIJ) collection and accessibility guidelines, supported connecting *Journal of Geoscience Education* articles to TTE resources and activities, and added new classifications and related resources to TTE to activity pages.

Teach the Earth Website Committee

Jennifer Wenner (Chair), *University of Wisconsin – Oshkosh*

Chris Berg, *Orange Coast College*

Andy Bobyarchick, *University of North Carolina at Charlotte*

Margaret Crowder, *Western Kentucky University*

Sean Fox, *SERC, Carleton College*

Kyle Fredrick, *Pennsylvania Western University*

Laura Guertin, *Penn State Brandywine*

Jon Hendricks, *Paleontological Research Institution*

Becca Walker, *Mt. San Antonio College*

The TTE Activity Review takes place in coordination with the EER, although all reviews are completed prior to the meeting and a social event takes place at the EER. In 2023, 22 reviewers were assigned 20 activities and a total of 229 activities were reviewed; about half were new activities that had not previously been reviewed, and half were “old” activities from the Exemplary collection that were re-reviewed to ensure they still meet the Exemplary collection standards.

Interested in helping to plan NAGT's professional development?

Let us know by nominating yourself for a committee!

https://nagt.org/nagt/get_involved/lead.html

SUPPORTING GEOSCIENCE STUDENTS

NAGT has three programs that support students' growth as geoscientists and educators by helping them participate in research in the field and the lab and supporting their attendance at the EER.



Pictures of NAGT/USGS Fellows (left to right) Laura Sugano, Marcel Peliks, and Kelly Sanks. Reflections by these and other participants who have benefitted from the USGS/NAGT program over the years can be found on the program website at <https://nagt.org/nagt/students/reflections.html>. Photos offered under CC BY-NC-SA 3.0.

SCHOLARSHIPS FOR FIELD STUDIES

Website: https://nagt.org/nagt/students/field_scholarships.html

Each year, NAGT makes several \$750 awards to undergraduate students to facilitate their study of field geoscience. The NAGT Field Camp Scholarship committee had 56 complete applications to review; the same number as in 2022. Twenty scholarships were awarded, two of which were funded by the Association for Women Geoscientists (AWG). View the [2023 Field Camp Scholarship Awardees](#) on our website, along with previous years' awardees.

Scholarship for Field Studies Committee

Lydia Fox (Chair), *University of the Pacific*

Claire McLeod, *Miami University*

Lisa Tranel, *Illinois State University*

CAREER PREP WORKSHOP GRANTS

Website: https://nagt.org/nagt/students/academic_prep_award.html

Thanks to generous donations from NAGT members and donors, a Student Career Preparation Fund was established to support students attending the Preparing for an Academic Career workshop at the Earth Educators' Rendezvous. In 2023, seven graduate students were awarded \$300 stipends to partially support travel costs to attend the workshop at the EER.

NAGT/USGS COOPERATIVE SUMMER FELLOWSHIP

Website: https://nagt.org/nagt/students/usgs_field.html

The NAGT/USGS Cooperative Summer Fellowship Program matches promising undergraduate students near the end of their degree with mentors and projects at the USGS. In the 2022-23 cycle, 51 students were nominated by field camp directors, and 38 of those students completed an application for the program. This USGS leaders received 28 proposals from USGS scientists, and a total of 25 students were placed.

Also in FY 2023, leadership from the USGS and NAGT worked together to modify the nomination process to broaden access to the program and acknowledge the evolution of both undergraduate geoscience programs and the science that happens at the USGS. The new nomination process went into effect for 2023 nominations, and will be reported in the 2024 Annual Report.

An intern from the first year of the program in 1965, Gary Fuis, established an endowment to help support student participation in the fellowship program. You can read more about the Gary Fuis and Stacy Andrews Scholarship on the [program website](#).

Executive Secretary, NAGT

Kurtis Burmeister, *California State University, Sacramento*

U.S. Geological Survey Leaders

Eleanour Snow, *Youth and Education in Science Manager*

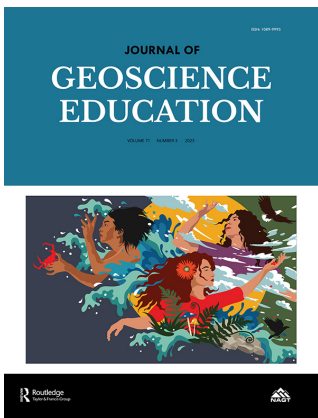
Laura Corey, *Education Program Analyst*

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 are made available online as soon as they are ready and collected into four issues per year. Starting in 2023, our contract with T&F changed to a minimum number of articles per year from a minimum number of pages. JGE's 2022 CiteScore was 4.0 (up significantly from 2.7 in 2021), and all other citation metrics have improved in the past year, including the number of downloads.



The *In Our VOICES: Voices Integrating Culture in the Earth Sciences* theme issue was published in 2023 as Volume 71, Issue 3 (see cover above). The issue highlights authentic and diverse voices in geoscience education and research, with an authorship that is 31% Native American/Alaska Native/Pacific Islander, 38% Black/African American, and 15% Hispanic/Latinx.

Other issues in 2023 covered topics such as developing skills in geoscience courses and K–12 climate education. NAGT members have access to JGE through the member portal.

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Kimberly Hannula, *Fort Lewis College (emerita)*

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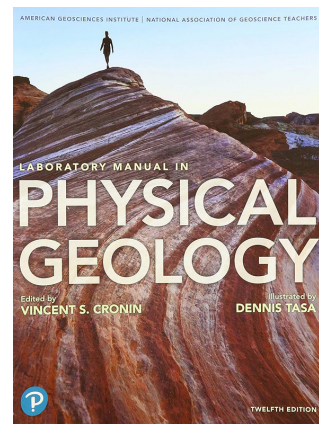
Emily Scribner, *Clemson University*

Nicholas Soltis, *University of Indianapolis*

LABORATORY MANUAL IN PHYSICAL GEOLOGY

Website: 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. Proceeds from the sale of the manual are shared by the two sponsoring organizations. The 12th edition was launched in 2019 with 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](#), particularly of rocks and minerals and word pronunciation, that are freely available and can be used in conjunction with the lab manual.



Lab Manual Editor

Vince Cronin, *Baylor University (emeritus)*

IN THE TRENCHES

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

In the Trenches is the members-only magazine of NAGT. Issues in 2023 focused on teaching atmospheric science; diversity, equity, and inclusion in the geosciences; and strategies like ungrading and supporting students in developing their metacognitive skills. The October issue is our only print issue, and focuses on our annual award winners (see cover at right). Members can use the [Content Suggestion Form](#) on the NAGT website to submit their ideas to the editor.



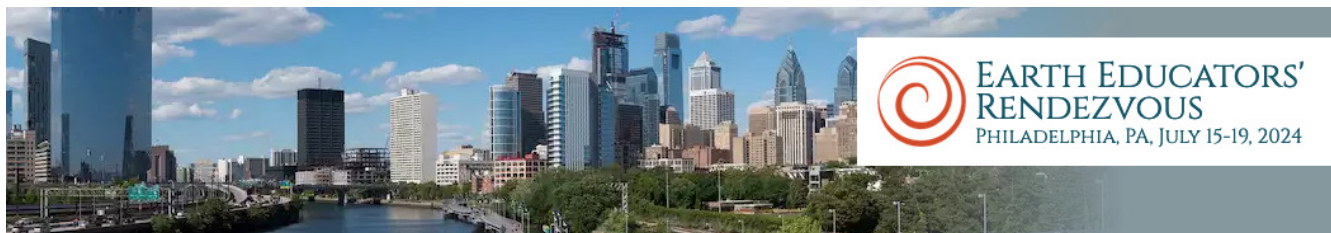
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Redina Finch, *Western Illinois University*

Managing Editor

Nancy Ashmore, *Ashmore Ink*

COMING IN 2024



JOIN US AT THE 10TH ANNUAL EARTH EDUCATORS' RENDEZVOUS IN PHILADELPHIA!

Website: https://serc.carleton.edu/earth_rendezvous/2024/index.html

Save the date for the tenth annual Earth Educators' Rendezvous, July 15-19, 2024, hosted by Temple University. Visit the website to sign up to receive timely updates as the 2024 program, contributed program deadlines, and stipend deadlines become available. Please also consider exhibiting at or sponsoring the Rendezvous.

UPDATES TO OUR AWARDS PROGRAMS

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

We are updating our awards process to be more transparent and equitable. The main website for all of our awards has been updated to reflect these changes. Look for more information about the selection criteria for each award coming soon. In the meantime, start thinking about who you can nominate!

Know an amazing K-12 teacher? Nominations for the Outstanding Earth Science Teacher Award are due March 1. **Note new deadline!**

How about an outstanding K-12 teacher leader? Nominations for the Teacher Education Division's Earth Science Teacher Leader Award are due April 1.

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 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.

All other awards have an April 15 deadline:

- **Want to recognize someone for their outstanding writing or editing?** Nominate them for the Excellence in Earth Science Writing and Editing (the James H. Shea Award).
- **Do you know a champion of justice, equity, diversity, and inclusion in geoscience education?** Nominate them for the Excellence in JEDI Award.
- **That person everyone says is the reason they got into the geosciences?** Nominate them for the

Stimulation of Interest in the Earth Sciences Award (the Neil Miner Award).

- **Do you know someone who has gone above and beyond for NAGT?** Nominate them for Distinguished Service (the Robert Christman Award).

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

NEW PROFESSIONAL DEVELOPMENT OPPORTUNITIES

2024 marks the 10th anniversary of the Earth Educators' Rendezvous (EER). Based on our experience, and what we've heard from you, the NAGT Executive and Professional Development Planning Committees are adapting our approach as we move into the next decade. Starting in 2024, the EER will move to an every-other-year schedule. We will host the 2024 EER in Philadelphia as planned, and then the next EER will be in 2026 and every other year thereafter. The extended timeline gives us the opportunity to host a high-quality meeting that also makes best use of the financial resources, dedicated staff, and generous volunteers that make the meeting run.

We are excited to move to this model in which we have more time to coordinate and develop synergies between EER and all of NAGT's other professional development programming. Look for closer connections between EER workshops and the NAGT webinar series, the Early Career workshop, the Traveling Workshop program, and the Teach the Earth portal. If you have ideas to make these connections or want to take a more active role in NAGT programming, let us know and consider nominating yourself for a professional development committee.

In addition, we'll be offering new, multi-day virtual workshops starting in the spring of 2024 that will help those who cannot travel to the EER to continue growing as Earth educators. Look for more information in the January newsletter.

THE FINANCIAL REPORT

NATIONAL ASSOCIATION OF GEOSCIENCE TEACHERS

Statement of Financial Position as of August 31, 2023

(with comparative totals as of August 31, 2022)

	8/31/23	8/31/22
ASSETS		
Cash	104,229	61,951
Investments	1,325,409	1,246,641
Prepaid Expenses	8,760	7,312
Accounts Receivable	52,405	47,276
Total Assets	<u>\$ 1,490,803</u>	<u>\$ 1,363,180</u>
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts Payable	126,116	5,272
Accrued Expenses	138,171	146,909
Deferred Revenue	37,988	31,035
Total Liabilities	<u>302,275</u>	<u>183,216</u>
NET ASSETS		
Without Donor Restrictions	897,225	941,723
With Donor Restrictions	291,303	238,241
Total Net Assets	<u>1,188,528</u>	<u>1,179,964</u>
Total Liabilities and Net Assets	<u>\$ 1,490,803</u>	<u>\$ 1,363,180</u>

Statement of Activities and Change in Net Assets for the Year Ending August 31, 2023

(with comparative totals as of August 31, 2022)

	Without Donor Restrictions	With Donor Restrictions	For the Year Ending 8/31/23	For the Year Ending 8/31/22
REVENUE & SUPPORT				
Membership Dues	93,529	-	93,529	100,035
Royalties	28,696	-	28,696	25,176
Advertising	4,495	-	4,495	3,228
On the Cutting Edge PD Program	203,874	-	203,874	173,520
In the Trenches	12	-	12	16
Journal of Geoscience Education	80,529	-	80,529	74,089
Miscellaneous Income	3,500	-	3,500	3,500
Contributions	-	87,624	87,624	47,779
Net Assets Released from Restriction	66,010	(66,010)	-	-
Total Revenue & Support	<u>480,645</u>	<u>21,614</u>	<u>502,259</u>	<u>427,343</u>
EXPENSES				
Program Services				
On the Cutting Edge PD Program	129,043	-	129,043	91,212
Journal of Geoscience Education	5,295	-	5,295	7,921
In the Trenches	19,326	-	19,326	15,761
Field Camp Scholarships	13,500	-	13,500	15,000
Awards	4,908	-	4,908	4,846
Section/Division Payments	8,701	-	8,701	7,977
Other Program Expenses	4,274	-	4,274	4,406
Total program services	<u>185,047</u>	<u>-</u>	<u>185,047</u>	<u>147,123</u>
Supporting Services				
General & Administrative	418,387	-	418,387	416,980
Fundraising	-	-	-	-
Total Supporting services	<u>418,387</u>	<u>-</u>	<u>418,387</u>	<u>416,980</u>
Total Expenses	<u>603,434</u>	<u>-</u>	<u>603,434</u>	<u>564,103</u>
Change in Net Assets from Operations	(122,789)	21,614	(101,175)	(136,760)
NONOPERATING ACTIVITIES				
Investment Gain/Loss	78,291	31,448	109,739	(207,414)
Change in Net Assets	(44,498)	53,062	8,564	(344,174)
Net assets at beginning of year	941,723	238,241	1,179,964	1,524,138
Net assets at end of year	<u>\$ 897,225</u>	<u>\$ 291,303</u>	<u>\$ 1,188,528</u>	<u>\$ 1,179,964</u>

2023 DONOR RECOGNITION

Donations made from September 1, 2022, to August 31, 2023.

We deeply appreciate the organizations and individuals that have contributed to NAGT during the 2023 fiscal year.

LEGACY LEVEL (\$2,500 OR MORE)

Kris and Steve Egger Charitable Fund
of the Sioux Falls Area Community
Foundation
William and Maria Luisa Crawford

STEWARD LEVEL (\$1,000–\$2,499)

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Kimberly Hannula
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Karen Viskupic

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Petra Zimmermann
* *Sustaining member*

83% of your donations
go directly to
programming.



NAGT booth at GSA, 2023. Photo courtesy GSA, CC BY-NC-SA 3.0.

2023 IN REVIEW

NAGT c/o Carleton College, B-SERC
One North College Street
Northfield, MN 55057

Help NAGT Make a Difference: Make a Year-end Donation

Want to support us where it is most needed?

You give us the most flexibility by donating to our unrestricted funds. To put your dollars to work right away, donate to the **Program Fund**.

Want to support participation in professional development?

To provide support for our professional development program, donate to the **Professional Development Fund**

To support initiatives that broaden access to our professional development, donate to the **Broadening Access Fund**

To support K-12 and community college instructors in professional development, donate to the **Dorothy LaLonde Stout Fund**

Want to support students in their Earth education?

To support graduate students participation in professional development, donate to the **Academic Career Preparation Fund**.

To support undergraduate students in attending field courses, donate to the **Field Course Scholarship Endowed Fund**.

To support NAGT-USGS interns in participating in their internships, donate to the **Gary Fuis and Stacey Andrews Scholarship Endowed Fund**

Want to help us build our capacity for the future?

Endowed funds generate income and provide an opportunity for long-term investment in our future. To help us build our capacity, donate to the **Endowment Fund**.

Learn more and donate today:

https://nagt.org/nagt/get_involved/donate/index.html



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