

## Annual Report of the NAGT President Janis D. Treworgy, September 2011

### I. NAGT Professional Outreach

One of the foci of this year for the Executive Committee has been to get the word out about NAGT to other geoscience and STEM societies – to continue and increase collaboration with other societies in order to promote our mission:

***“...to foster improvement in the teaching of the earth sciences at all levels of formal and informal instruction, to emphasize the cultural significance of the earth sciences and to disseminate knowledge in this field to the general public.”***

- As President, I wrote an article for AIPG’s magazine *The Professional Geologist* about NAGT – our mission, our activities, and how we can serve them.
- For the past three years I have attended the GSA Leadership Meeting representing NAGT. This year focused on Education as one of three major topics so I was able to expound several times on what NAGT does and how we can work with GSA and their associated societies, who were in attendance, on geoscience education efforts. It was informative to know that in a room of about 30 geoscientists who were passionate about geoscience education no one was currently an NAGT member! We have work to do.
- Cathy Manduca and several other NAGT members participated in the American Geological Institute’s (AGI) first Earth System Science (ESS) Education Summit in Houston, Texas, on February 8-11, 2010. There were forty-two representatives of AGI member societies and key partners discussed and addressed key issues facing the K-12 geoscience education community. Cathy took a lead role in several of the post-meeting action item tasks.

The Big Ideas from that summit were: Participants substantively agreed:

1. The geoscience community must speak with a common voice.
  2. The geoscience community needs a public relations campaign for ESS education.
  3. ESS education needs to be inclusive.
  4. Teacher professional development for ESS must be organized nationwide.
  5. There needs to be a state-level network to deal with crises in ESS education.
  6. A nationwide campaign is needed to encourage institutions of higher learning to accept ESS high school courses as laboratory science courses.
  7. The geoscience community must be politically savvy in ensuring ESS inclusion in national and state standards.
  8. The geoscience community needs to work with guidance counselors and parents to raise the profile of ESS in schools for subject literacy and as a career option.
  9. An AP Earth Science Exam can legitimize ESS in schools.
  10. Look to the International Earth Science Olympiad as a public relations opportunity for ESS education and a chance to engage students at all levels in solving local geoscience problems.
- NAGT representatives gave input to the “Conceptual Framework for New K-12 Science Education Standards” released in July of this year by the U.S. National Academy of Sciences.

- The PKAL project is a unique opportunity for NAGT to work with other STEM societies and to contribute ideas and resources about what we already do – connect the geosciences that we teach to the topic of sustainability. Vice President Beth Wright and I attended the first working meeting of the project, “Mobilizing Disciplinary Societies on Behalf of our Students...and Our Planet,” which is a collaboration of Project Kaleidoscope, Mobilizing STEM Education for a Sustainable Future, and the Disciplinary Associations network for Sustainability (DANS). The goals of the project are to (1) increase student learning in undergraduate STEM courses and (2) better prepare UG students for the real-world 21st century “Big Questions” that relate to real-world issues such as energy, air and water quality, and climate change. We have several NAGT officers/members who will continue to be involved in this project.
- John McDaris, Cathy Manduca, and I wrote an article for AGU’s EOS magazine to help build collaboration between NAGT and AGU. The focus was on how NAGT, through its expertise in geoscience education, can help AGU members by disseminating results of their research both to the students and the public. “AGU and NAGT members are already engaged in this work:
  - Ensuring that educational materials reflect current scientific understanding
  - Developing programs that engage students, teachers, and citizens in research
  - Creating visualizations, models and data sets that are used in teaching at all levels and more.”
- Beth Wright is coordinating a geoscience education workshop at AGU’s fall annual meeting that is sponsored by NAGT. She is working with Pranoti Asher, AGU’s new Manager of Education & Public Outreach.
- Cathy and I will be attending AGI’s Leadership Forum in Washington DC on Monday, September 19, 2011, followed by the fourth annual Congressional Visits Day. The forum is an opportunity for AGI’s member societies to discuss shared concerns of the geosciences community and develop ideas or plans to help our societies. In the call letter, AGI said that “Federal science agencies are asking geoscientists to explain the impact of their research, and policymakers are demanding an estimate of the value of research so they can determine how much federal support to provide.” A suggested topic for the forum therefore is a discussion of the value and importance of the geosciences.

## **II. Restructuring NAGT Meetings**

- One of the primary strengths of NAGT as an organization is the combination of the work by the Sections (at the regional level) and Divisions and that at the national level by the overarching organization. The annual Council meeting at GSA has been the primary mechanism for fostering communication and interaction among and between these entities. The Executive Committee is trying a new meeting strategy over the next few years that takes advantage of the new capabilities for virtual meetings. We have been trying this over the last year with regular virtual Executive Committee meetings. These have provided more continuity in our work and alleviated the challenges associated with individuals missing a particular meeting.
- We have proposed three Council meetings annually -- two virtual and one face-to-face at GSA. In particular, we would like to move the annual Council meeting with the sharing of activities to virtual meetings. This will open up time at the face-to-face meeting at GSA to work together on a project or issue of importance to both the Sections/Divisions and the overarching

organization. This year the focus of that work is on *increasing membership*. As you know, our membership has dropped continually and we are now below 1500 members. We would like to work with our Sections/Divisions to reverse this trend.

- We no longer hold a face-to-face Executive Committee meeting on the Saturday before GSA. This allows our committee members to be free to participate in the GSA workshops and field trips, both as leaders and participants.
- New NAGT Meetings Schedule (Appendix A)

### III. NAGT Organization: Divisions, Membership Categories, Logos, Section Names, By-Laws, Executive Director

- **Divisions.** This year we have added Divisions to NAGT's organization. Divisions will focus on a professional interest within the geosciences. Members may join divisions for an extra annual fee. Our first division is the **Geo2YC Division**, organized to provide two-year community college faculty with a professional organization that can serve as a peer organization that focuses on their needs for professional development, curriculum development, networking, and general support.
- **Membership Categories.** A new membership category with a discounted rate has been set up for **adjunct faculty** in recognition of their desire for support but fewer resources.
- **Logo.** A modified logo has been designed that serves NAGT and each of its sections and divisions. This logo retains our recognizable logo that is quickly identified as the NAGT "brand" while giving the sections and divisions their own logo that readily identifies them as part of NAGT. Guidelines for use of the logo have also been established. Input on the logo was sought from all the section/division presidents.
- **Section names** were standardized in cases where two different names had been used (e.g. Far West and Far Western).
- **Bylaws** were revised and cleaned up for:
  - Divisions
  - Adjunct professor membership rate
  - Alignment with current practices
- **Executive Director.** The position of a paid Executive Director has greatly increased the working capacity and professionalism of NAGT over the past few years. Since the rest of us are volunteers, in order to further NAGT's effectiveness with respect to its mission, it would be beneficial to increase the percent time that the Executive Director works for NAGT. We increased the Director's time for the 2012 FY to 11.5%, up from 8%. We are fortunate that Cathy Manduca is so efficient (and generous) with the time she puts in to her NAGT work. The Executive Committee is performing a formal review of the Executive Director's performance as her contract expires next year. There is mutual desire to renew it for another five years.

#### IV. NAGT Publications

- ***Journal of Geoscience Education (JGE)***. This year JGE was published on-line for the first time, making it more accessible to members, especially international members. Julie Libarkin shepherded this transition. As her term as editor ends, we have selected her replacement, Kristen St. John, who has been the Editor for Curriculum & Instruction of JGE. We thank Julie for her dedication in making this transition that was accompanied by raising the standard on the type of articles to be published in JGE. We are delighted to have Kristen as our next editor. She will work closely with Julie this year to make the transition as smooth as possible.
- ***JGE Publisher and Membership Management***. AIP informed us in June that they will no longer be providing vendor services after this year, so they will terminate both our publishing contract and our membership management contract. Cathy and Kristen have worked hard to find a company that will do this. **Allen Press** is looking like the best option for us. We are in the data collecting stage yet, but hope to move into the process of negotiating contracts soon.
- ***In The Trenches (ITT)***. This year we debuted our first issues of the new quarterly magazine *In The Trenches* with David Steer as its Editor. David conceived the idea for this magazine in response to a need to continue having an outlet for articles, curricular ideas, and activities focusing on current hot topics, such as climate change and teaching in the field, that can be easily implemented into the classroom.

#### V. President's Other Activities

- As the in-coming president, I spoke about our vision for the next year at the National Association of Geoscience Teachers (NAGT) and GSA Geoscience Education Division Awards Luncheon, October 9, 2011.
- I worked with Cathy on all the meeting agendas and ran the Executive Committee and Council meetings throughout the year.
- I hosted our mid-year meeting at the Principia College Guest House over the weekend of April 15<sup>th</sup>-17<sup>th</sup>, 2011.
- I wrote an e-letter to ex-members updating them on the Executive Committee's activities and encouraging them to rejoin NAGT. (Appendix B)
- I wrote a mid-year report to members updating them on the Executive Committee's activities. This was published in the July issue of *In The Trenches*. (Appendix C) (<http://nagt.org/nagt/publications/trenches/articles/my-treworgy2011.html>)
- I wrote an e-letter to the NAGT Council and Section Officers informing them of the new meeting schedule and inviting them to the upcoming fall Council meetings (virtual and face-to-face). (Appendix D)
- I wrote a letter to the members thanking our outgoing editorial team, Julie Libarkin and Joe Elkins, and welcoming Kristen St. John as our new editor. This will be published in the October issue of *In The Trenches*. (Appendix E)
- I wrote an e-letter to the NAGT Section Officers seeking their input on the then proposed logo.
- I served as the NAGT liaison to GSA and attended their annual Leadership Meeting for GSA Associated Societies.
- I served as liaison to the NAGT Central Section.
- I wrote a few letters of support for research grants requesting NAGT sponsorship.

## Appendix A

### NEW NAGT MEETINGS SCHEDULE – June 2011

#### **September Executive Committee** (virtual) (2 hrs.)

*Invite new officers*

- I. Standing items:
  - A. Financial report
  - B. Amend budget as needed
  - C. Announce new officers; terms begin at the end of the GSA meeting
  - D. Presidents' report – accomplishments & goals
  - E. Committee appointments (liaisons to sections, divisions, & societies)

#### **September Council Meeting** (virtual) (1 hr.)

*Written annual report*

- I. Standing items:
  - A. Prepare for Council mtg. at GSA
  - B. Sections/Divisions report on plans for the year
  - C. Executive Committee reports on projects/plans for the year
  - D. Compile roster of potential volunteers for projects & NAGT leadership

#### **Council Meeting** (at GSA) (2 hrs.)

*Meeting followed by NAGT Annual Business Meeting and Luncheon*

Purpose: working together on strategic projects

- A. **2011 Topic:** Membership growth strategies
  1. Share most successful membership practice
  2. Brainstorm new ideas w/ synergies of the whole Council to support all of our goals and our various constituencies
- B. Develop list of possible topics for future joint meetings
- C. Reflect on the process

#### **January/February Executive Committee Meeting** (virtual) (2 hrs.)

- I. Standing items:
  - A. Financial report on prior year's closing
  - B. Moving business forward
    1. Committee progress to date, next steps, as needed

#### **Spring Mid-Year Executive Committee Meeting** (2 days)

*Written reports by Ex Comm & comm. chairs*

- I. Standing items:
  - A. Financial report
  - B. Set dues
  - C. Propose and approve budget for next fiscal year beginning 9/1
  - D. Assign non-liaison committee memberships for year beginning at the end of GSA
  - E. Announce Executive Committee nominations
  - F. Reports
    1. JGE & ITT editors
    2. Executive Director

**April Council Meeting** (virtual) (1 hr.)

- I. Standing items:
  - A. Report on Executive Committee mtg.
  - B. Section/Division reports
  - C. Move joint projects forward
  - D. Plan next steps

**June Executive Committee Meeting** (virtual) (2 hrs.)

- I. Standing items:
  - A. Approve final budget for following fiscal year
  - B. Announce all award recipients, except OEST

## Appendix B

# National Association of Geoscience Teachers

### From the President, Mid-Year Report – May 2011

I am writing you, a former member of NAGT, to update you on what we have been doing this year, and to encourage you to renew your support of geoscience education through membership in this vital organization. We are an active society that is experiencing a continued decline in membership at a time when there is a growing demand for the geoscience community to present a unified front in the development of geoscience literacy among students, science teachers (K-16), and decision-makers at all levels. We need your voice in the chorus. This is a time when geoscientists should be pooling our resources where we can make a difference. I think that NAGT can make and is making that difference and here are some reasons.

**NAGT, JGE, and ITT.** NAGT is the largest and most active society in the world that is focused on geoscience education. For nearly 60 years we have published our own peer-reviewed journal, the *Journal of Geoscience Education* (JGE) that covers geoscience education research and curriculum ideas. As of this year JGE is now primarily available on-line and is therefore more accessible to members, including our growing international membership. Replacing JGE in your mailbox is the new four-color magazine, *In The Trenches* (ITT), that includes articles and curricular ideas and activities focusing on current hot topics, such as climate change and teaching in the field. We thank Dr. Julie Libarkin for shepherding the JGE through this transition as its editor and Dr. David Steer for conceiving and editing ITT. We are pleased to announce that Dr. Kristen St. John will succeed Julie as editor of JGE beginning in January.

**Geo2YC Division and Adjunct Faculty.** The Executive Committee has proposed adding to NAGT's structure Divisions that focus on a professional interest within geoscience education. This proposed change to the Bylaws, which awaits a 60-day member notification period, was triggered by the desire of a group of 2-year college (2YC) faculty to become a subset of an existing society. Their desire is to develop a peer organization that focuses on their needs for professional development, curriculum development, networking, and general support. The Geo2YC group will be our first Division. Along with this, we have added a membership category for adjunct faculty, who commonly teach at one or more community colleges with little support or benefits; they will have a reduced rate. Why are we reaching out to our 2YC colleagues? As you may be aware, they teach the geosciences to a large and diverse audience. They not only contribute to the earth-science literacy of the general public, they also teach many pre-service K-12 teachers.

**Financial Report.** NAGT is currently in a stable position financially. Thanks to the long time generosity of many NAGT members, NAGT Endowed Funds now produce significant income. Endowed Funds supporting field camp scholarships provide over \$7,000 annually and the NAGT Endowment provides \$20,000 towards annual operating expenses. Membership is a significant source of revenue and so to ensure that NAGT continues to provide excellent programming and services as well as remain a strong advocate for high-quality geoscience education, we are considering ways to increase library subscriptions and develop new revenue streams including (1) the addition of a book review page to our website on which publishers could advertise and (2) publication of a new lab manual and/or special volume. One way NAGT intends to develop new programs and income streams and support the work of

our many volunteers is to increase the number of hours provided by our part-time (11.5%) Executive Director.

**NAGT-Sponsored Programs.** Our active programs benefit the geosciences broadly and members specifically. One of our most effective programs is **On the Cutting Edge – Professional Development for Geoscience Faculty**, which provides workshops for faculty on pedagogy and content. It has transformed the way the geosciences are taught, primarily at the undergraduate level, by individual faculty members as well as whole departments. NAGT also has an active **Distinguished Speakers Program** that sends experienced and innovative geoscience educators to colleges and universities that solicit speakers for talks and/or workshops for faculty on current directions in geoscience education. We are putting this program on hold for a year as we restructure it. We welcome your input. What type of speaker program would help you the most?

**Other NAGT-sponsored programs** include Climate Literacy and Energy Awareness Network (CLEAN) Pathway, Teach the Earth: A SERC Portal for Geoscience Faculty, USGS/NAGT Cooperative Field Training Program, Geoscience Teachers in Parks, and more. Check out our website to see the full range: [http://nagt.org/nagt/programs/sponsored\\_prog.html](http://nagt.org/nagt/programs/sponsored_prog.html). We also give Field Camp scholarships to students every year. This year there were 18 recipients selected out of a pool of 75 applicants.

**National Activities.** NAGT Executive Committee members as well as others of you in the field are participating in focus meetings and programs with other societies at a national level. Several members participated in AGI's Earth Systems Science Education Summit last year in Houston to address key issues facing K-12 geoscience education. The meeting resulted in five chaired working groups that are currently engaged in activities to support more earth science K-12 education, more professional development for K-12 teachers, and stronger advocacy for geoscience education. They also reviewed the draft version of the new national science education standards and provide feedback.

NAGT is one of 11 STEM societies working with Project Kaleidoscope (PKAL), Mobilizing STEM Education for a Sustainable Future, and the Disciplinary Associations Network for Sustainability (DANS) to better prepare students for the real-world issues related to energy, water, air quality, and climate change in the STEM disciplines. The focus of this project is to develop in our STEM courses the concept of sustainability by giving students opportunities to consider choices that can help solve societal problems.

I think it is apparent that NAGT is making a difference in building geoscience literacy through geoscience education. We need your support through your membership in NAGT as well as your volunteerism if you so desire. Consider also encouraging your colleagues and your students to join NAGT if they care about geoscience education. Show them our website ([www.nagt.org](http://www.nagt.org)) for some additional talking points.

We welcome you ideas and your support. Please re-join NAGT to help continue and foster these vital programs.

Respectfully submitted,



Janis D. Treworgy, President

## Appendix C

### President's Mid-Year Report – May 2011

The Executive Committee of NAGT met in April, midway through our fiscal year, to review the financial status of NAGT, set and approve next year's budget, and review our various projects. The short summary is that we are an active society that is experiencing a continued decline in membership at a time when there is a growing demand for the geoscience community to present a unified front in the development of geoscience literacy among students, science teachers (K-16), and decision-makers at all levels. This is a time when geoscientists should be pooling our resources where we can make a difference. I think that NAGT can make and is making that difference. Your membership in NAGT helps pool resources. We ask for your help in spreading the word about NAGT. Here are some reasons you can share to encourage others to join.

**NAGT, JGE, and ITT.** NAGT is the largest and most active society in the world that is focused on geoscience education. For nearly 60 years we have published our own peer-reviewed journal, the *Journal of Geoscience Education* (JGE) that covers geoscience education research and curriculum ideas. As of this year JGE is now primarily available on-line and is therefore more accessible to members, including our growing international membership. Replacing JGE in your mailbox is the new four-color magazine, *In The Trenches* (ITT), that includes articles and curricular ideas and activities focusing on current hot topics, such as climate change and teaching in the field. We thank Dr. Julie Libarkin for shepherding the JGE through this transition as its editor and Dr. David Steer for conceiving and editing ITT. We are pleased to announce that Dr. Kristen St. John will succeed Julie as editor of JGE beginning in January.

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**Financial Report.** Thanks to the long time generosity of many NAGT members, NAGT Endowed Funds now produce significant income. Endowed Funds supporting field camp scholarships provide over \$7,000 annually and the NAGT Endowment provides \$20,000 towards annual operating expenses. To ensure that NAGT continues to provide excellent programming and services as well as remain a strong advocate for high-quality geoscience education, we are considering ways to increase membership. We are also considering ways to increase library subscriptions and develop new revenue streams including the addition of a book review page to our website on which publishers could advertise and publication of a new lab manual and/or special paper. One way NAGT can develop new programs and income streams and support the work of our many volunteers is by increasing the number of hours provided by our part-time (11.5%) Executive Director.

**Distinguished Speakers Program.** NAGT has an active Distinguished Speakers Program that sends experienced and innovative geoscience educators to colleges and universities that solicit speakers for talks and/or workshops for faculty on current directions in geoscience education. We are putting this program on hold for a year as we restructure it. We welcome your input. What would help you the most?

**On The Cutting Edge.** One of our most effective NAGT-sponsored programs is On The Cutting Edge – Professional Development for Geoscience Faculty. This program, which provides workshops for faculty on pedagogy and content, has transformed the way the geosciences are taught, primarily at the undergraduate level, by individual faculty members as well as whole departments. Currently supported by NSF, the program has 2 more years of full funding and 2 years of reduced funding at the 50% level. NAGT would like to be involved in sustaining the program into the future as so many of us have benefited from it.

**Other NAGT-sponsored programs** include Climate Literacy and Energy Awareness Network (CLEAN) Pathway, Teach the Earth: A SERC Portal for Geoscience Faculty, USGS/NAGT Cooperative Field Training Program, Geoscience Teachers in Parks, and more. Check out our website to see the full range: [http://nagt.org/nagt/programs/sponsored\\_prog.html](http://nagt.org/nagt/programs/sponsored_prog.html). We also give Field Camp scholarships to students every year. This year there were 18 recipients selected out of a pool of 75 applicants.

**National Activities.** NAGT Executive Committee members as well as others of you in the field are participating in focus meetings and programs with other societies at a national level. Several members participated in AGI's Earth Systems Science Education Summit last year in Houston to address key issues facing K-12 geoscience education. The meeting resulted in five chaired working groups and a list of action items, which included reviewing the draft version of the new national science education standards and provide feedback.

NAGT is one of 11 STEM societies working with Project Kaleidoscope (PKAL) and the Association of American Colleges and Universities (AAC&U) to better prepare students for the real-world issues related to energy, water, air quality, and climate change in the STEM disciplines. The focus of this project is to develop in our STEM courses the concept of sustainability by giving students opportunities to consider choices that can help solve societal problems.

I think it is apparent that NAGT is making a difference in building geoscience literacy through geoscience education. That's why you are a member. We need your support in drawing more geoscientists into our membership to support the vital role that NAGT is playing. Consider encouraging your colleagues and your students to join NAGT if they care about geoscience education. Show them our website ([www.nagt.org](http://www.nagt.org)) for some additional talking points.

We welcome you ideas and your continued support.

Respectfully submitted,

A handwritten signature in black ink that reads "Janis D. Treworgy". The signature is written in a cursive, flowing style.

Janis D. Treworgy, President

## Appendix D

**From:** nagtofficers-bounces@serc.carleton.edu [mailto:nagtofficers-bounces@serc.carleton.edu] **On Behalf Of** Janis Treworgy  
**Sent:** Friday, July 08, 2011 6:38 PM  
**To:** 'NAGTsections@serc.carleton.edu'; 'nagtofficers@serc.carleton.edu'  
**Subject:** [Nagtofficers] New NAGT Meetings Schedule

Dear NAGT Council Members,

One of the primary strengths of NAGT as an organization is the combination of the work by the Sections (at the regional level) and Divisions and that at the national level by the overarching organization. The annual Council meeting at GSA has been the primary mechanism for fostering communication and interaction among and between these entities. The Executive Committee would like to try a new meeting strategy over the next few years that takes advantage of the new capabilities for virtual meetings. We have been trying this over the last year with regular virtual Executive Committee meetings. These have provided more continuity in our work and alleviated the challenges associated with individuals missing a particular meeting.

We propose three Council meetings annually -- two virtual and one face-to-face at GSA. In particular, we would like to move the annual Council meeting with the sharing of activities to virtual meetings. This will open up time at the face-to-face meeting at GSA to work together on a project or issue of importance to both the Sections/Divisions and the overarching organization. This year we propose that the focus of that work be *increasing membership*. As you know, our membership has dropped continually and we are now below 1500 members. We would like to work with you to reverse this trend.

We would like to try this schedule for the three meetings:

- **The face-to-face meeting** will be a two-hour meeting **at GSA** in the morning of the day we have our NAGT luncheon; this is currently on **Sunday**, and the Council meeting will be **from 8am-10am**, with the luncheon at 11:30am-1pm. At this meeting we would work together on some strategic project to support NAGT and its mission. This year the date is **October 9<sup>th</sup>**.
- The other two meetings will be one-hour virtual meetings, currently by teleconference, in September and April. They are to follow up on and move forward joint projects, as well as to plan for the face-to-face meeting.
- **Annual Reports** will be due to Cathy Manduca ([cmanduca@carleton.edu](mailto:cmanduca@carleton.edu)) by early September – this year's deadline is **September 15<sup>th</sup>**.
- Our September virtual meeting will be a teleconference on **Wednesday, September 28<sup>th</sup>, from 1pm – 2pm CDT**. Cathy will send instructions on how to connect.

Here are the agendas for the meetings:

### **September Council Meeting** (virtual) (1 hr.)

*Written annual report*

Standing items:

- A. Prepare for Council meeting at GSA
- B. Sections/Divisions report on plans for the year
- C. Executive Committee reports on projects/plans for the year

- D. Compile roster of potential volunteers for projects & NAGT leadership

**Council Meeting** (at GSA) (2 hrs.)

*Meeting followed by NAGT Annual Business Meeting and Luncheon*

Purpose: working together on strategic projects

- A. **2011 Topic:** Membership growth strategies
  - 1. Share most successful membership practice
  - 2. Brainstorm new ideas w/ synergies of the whole Council to support all of our goals and our various constituencies
- B. Develop list of possible topics for future joint meetings
- C. Reflect on the process

**April Council Meeting** (virtual) (1 hr.)

Standing items:

- A. Report on Executive Committee mtg.
- B. Section/Division reports
- C. Move joint projects forward
- D. Plan next steps

We hope that each Section/Division will be able to be represented at each of the three council meetings. While your President is the official representative, we encourage you to send a *pro tem* representative if the President cannot attend. This will help all of us remain connected as we work through the year to keep Geoscience Education strong. We look forward to engaging more with all of you in the upcoming NAGT year.

Sincerely,

Janis D. Treworgy  
President, National Association of Geoscience Teachers (NAGT)

## Appendix E

### Changing of the Guard

The NAGT Executive Committee would like to thank Dr. Julie Libarkin (Michigan State University) and Dr. Joe Elkins (University of Northern Colorado) for their three years of service to the Journal of Geoscience Education. Julie has served as Editor-in-Chief and Joe as Editor for Technology. During their term they have moved the journal from a print-only journal to an on-line journal with a print option. This change has included moving to an efficient on-line submission system as well. After one year the articles are freely available.

Also Julie and her staff of associate editors have shifted the submission guidelines to more academically rigorous and research-oriented articles in geoscience education or curriculum and instruction. In doing this they have encouraged authors to reference the literature, describe activities so that others can replicate them, and include statistical analysis of data. Less scholarly articles that promote successful teaching through sharing of teaching strategies and activities are now being published in a new quarterly magazine, *In the Trenches*.

These changes have brought the journal to a new and higher level. They have also required a lot of extra work for the editors as they put new processes into place and worked through the inevitable kinks along the way. We extend a big “thank you” to both Julie and Joe for their leadership in these transitions and their hard work in bringing them to fruition.

We are happy to announce that replacing Julie as Editor-in-Chief is Dr. Kristen St. John of James Madison University. Kristen has served as Associate Editor under Julie’s predecessor, Carl Drummond, and Editor for Curriculum and Instruction under Julie and so has worked fairly closely with her during the journal’s transition. We are fortunate to have someone with her experience stepping in at this key time for the journal. Kristen comes with new ideas for increasing the range of articles in the journal, desiring to include articles on “hot” areas in geoscience education and emerging themes in the geosciences, with one of the goals being to help geoscience educators keep up with advances and trends in the many subfields that impact our teaching.

Kristen also wants to work with the Editorial Board to build a community of reviewers who know each other well. Like all editors, she would like to reduce the turn-around-time for manuscripts from submission to publication.

We are thrilled to have Kristen coming on at this time with her past experience with JGE, her vision for the journal, and with the skills necessary to shepherd it forward as it matures in its new form.

Janis D. Treworgy  
President, NAGT