

# NAGT Professional Development Planning Committee Annual Report 2019-2020

The National Association of Geoscience Teachers continues to offer a robust and responsive professional development program. Despite the disruptions caused by the Covid-19 pandemic, programs overseen by this committee were able to transition smoothly to remote modalities and in many cases draw on the expertise of NAGT leaders and members to provide valuable and timely programming to assist our community in their transition to remote delivery of their programs. This report provides a summary of the programs managed by the NAGT PD committee. Full reports from each program are available at:

[https://nagt.org/nagt/about/workspaces/workshop\\_plan/programactiviti.html](https://nagt.org/nagt/about/workspaces/workshop_plan/programactiviti.html)

## 2020 Earth Educators Rendezvous

**Meeting Co-Chairs:** Lynsey LeMay, Thomas Nelson Community College and Rachel Teasdale, California State University- Chico

**Overview:** Conference held July 13-17, 2020 online via Zoom. Originally planned for Stanford University. Transitioned online due to Covid-19 pandemic.

**Meeting website:** [https://serc.carleton.edu/earth\\_rendezvous/2020/program/index.html](https://serc.carleton.edu/earth_rendezvous/2020/program/index.html)

### Executive Summary:

“The 2020 Earth Educators’ Rendezvous was scheduled to be hosted by the School of Earth, Energy, and Environmental Sciences at Stanford University. However, the COVID-19 derailed plans, and the event was hosted virtually using Zoom. The change to a virtual event occurred after all leaders for all session types had been identified, and it was due to the gracious attitudes and willingness to be nimble during times of

uncertainty that the 2020 EER was such a success. Due to the online format, there were some changes to the traditional EER schedule, in large part due to the nature of scheduling events across time zones. Plenary sessions were conducted during the lunch hour. The traditional Friday town hall event and ice cream social was abandoned, and social events were minimized to a Wednesday evening Zoom event hosted by the NAGT divisions. Additionally, the contributed program was compressed to a single day. The number of registered participants was 371, making the 2020 EER the largest yet. While a full evaluation report will be forthcoming from the recently

EER 2020 Participant Demographics			Total Registrants	371	
<b>Race &amp; Gender Demographics</b>			<b>Professional Affiliation</b>		
Male	102	27.5%	University (with grad.)	181	49%
Female	259	69.8%	Primarily Undergraduate	96	26%
			Two-year College	41	11%
Hispanic	27	7%	K-12	21	6%
Non-Hispanic	317	85%	Former K-12	5	1%
			Informal Education	11	3%
American Indian	5	1%	Other	34	9%
Asian	15	4%			
Black	20	5%			
Native Hawaiian/ Pacific Islander	2	0.5%			
White	327	88%			

established evaluation subcommittee of the planning committee, initial feedback was positive. Participants noted effective workshops and sessions, and also appreciated effective online teaching and tools being modeled. Some participants noted that they were able to attend because it was hosted virtually and hope that future events can have at least some component offered virtually as well.”

## **Early Career Workshop**

**Workshop Conveners:** Sarah Penniston-Dorland, University of Maryland; Josh Galster, Montclair State University, Benjamin Laab, North Dakota State University

**Overview:** Workshop July 27-July 30, 2020. 78 participants

**Program website:** <https://serc.carleton.edu/NAGTWorkshops/earlycareer2020/index.html>

### **Executive Summary:**

Pending

## **Preparing for an Academic Career Workshop**

**Workshop Leaders:** Sue Ebanks (lead convener), Savannah State University, Lisa Gilbert, Williams College, Lynsey LeMay, Thomas Nelson Community College, Catherine Riihimaki, Princeton University, Gary Weissmann, University of New Mexico-Main Campus

**Overview:** Workshop held July 13-15, 2020 as a 3-day morning workshop (plus

lunch and evening sessions) at the Earth Educators' Rendezvous. 36 participants

**Workshop website:** [https://serc.carleton.edu/earth\\_rendezvous/2020/program/morning\\_workshops/w1/index.html](https://serc.carleton.edu/earth_rendezvous/2020/program/morning_workshops/w1/index.html)

### **Executive Summary:**

"The main goals of the "Preparing for an Academic Career" (c.f. "Preparing for an Academic Career in the Geosciences" or "Career Prep") 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. The workshop was held for the fifth year at the Earth Educators' Rendezvous, which was 100% online due to the coronavirus pandemic. Participants rated the workshop with high marks for both quantitative and qualitative feedback provided in the end-of-workshop evaluation. Participants agreed that the workshop achieved its goals and appreciated having five leaders with diverse representation of institution types and experiences."

### **Traveling Workshop Program**

**Program Chairs:** Dallas Rhodes, Humbolt State University; Catherine Riihimaki, Princeton University

Overview: 16 workshops at 16 different institutions; total of 212+ participants

### **Executive Summary:**

"As with many programs at NAGT and beyond, the Traveling Workshop Program (TWP) was significantly disrupted in the FY 2019-2020 due to restrictions from the coronavirus pandemic. The Traveling Workshop Program Management Team received and reviewed 17 applications for workshops, approving 16 of them. One subsequently

withdrew their application to have time to assess their needs in more detail. The workshop Building Stronger Geoscience and Environmental Science Departments and Programs was the most requested, consistent with previous years, while Strengthening your Cross-campus Environmental and Sustainability Programs was requested by several programs. Six workshops, with a total participation of at least 101, were conducted during the year. These six included our first two virtual workshops and our first workshop targeting graduate students. That latter workshop was also our first one on Success of All Students: Making a Brighter Future for All of Us. All combined, the workshops received a weighted aggregate evaluation rating of 8.97 on a 10-point scale, consistent with previous years' ratings. The biggest challenge for the TWP this year has been the travel and gathering restrictions caused by the coronavirus pandemic. An ad hoc committee formed in Summer 2020 to tentatively plan virtual workshops. The first virtual workshop was held in August 2020, with exceptional reviews of 9.8/10. Although this was a unique workshop in some regards, it was a fantastic example of how virtual workshops can be successful and might merit remaining an option for future workshops, even after the coronavirus-related restrictions abate. The other societal situation that impacted the TWP was anti-racism discussions and activism. An informal group of four TWP facilitators met to discuss how the TWP can better incorporate anti-racism concepts, as well as more successfully foster discussions diversity, equity, and inclusion. Two facilitators, Reginald Archer and David Blockstein, have applied for NSF-workshop funding to address the TWP needs for revising current materials for in-person and virtual workshops, and to train facilitators to lead conversations on diversity, equity, and inclusion topics. If funding is received, the workshop will be in mid-December, 2020.”

## **Teach the Earth Website**

**Website committee chair:** Jen Wenner, University of Wisconsin Oshkosh

**Website:**<https://serc.carleton.edu/teachearth/index.html>

## **Executive Summary:**

“The Teach the Earth Committee continues to work on our three main challenges/goals: 1) understand the current collection; 2) Fill in gaps in content; and 3) update content. This year we focused a lot on outreach to and education of users and potential users and contributors. We contributed a poster to the poster session at EER that dealt with these topics and have organized mini-workshops and webinars to make the site more visible and increase the ability of users to access what they need. These professional development opportunities were well-attended and we got good feedback about both the webinars and the website itself. In addition, we reached out to the Teaching X community during the challenge of moving online in March 2020 and asked for any online activities or modification to activities. We worked on adding a quick and easy way to contribute modifications to pre-existing activities to enable folks to easily contribute new online modifications that could be tacked on to some of the items that already exist on TTE. We also revisited our policies on external sites and examined new ways to feature content that is not directly on TTE but might be of relevance to the community.”

## **Webinar Series**

**Subcommittee Chair:** Rory McFadden, Gustavus Adolphus College

“The NAGT webinar series planning committee designed and implemented an annual webinar series that serves the community needs and finds appropriate speakers to fill the webinar schedule. The webinars showcased the NAGT sponsored projects, programs, and divisions. During 2019-2020, the NAGT webinar series delivered 27 webinars. The webinar planning committee had four meetings during the 2019-2020 academic year. The meetings focused on developing potential webinars from NAGT sponsored projects, programs, and divisions, formulating a list of themes the webinars should cover, revising our promotion and advertising plan, and populating the webinar schedule for the weekly webinar series. The committee helped develop webpages for

current and future committee members, guidance for scheduling, developing, and implementing interactive webinars, and an archive of NAGT webinars. In addition, the committee has created a Youtube page for NAGT webinars and an NAGT webinar listserv. The abrupt transition to remote learning led to a set of timely webinars. The first was focused on (Suddenly) Teaching Geoscience Online and then the NAGT webinar series partnered with GSA to promote a webinar series on Remote Field Experiences.”

Submitted October 20, 2020 by

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