

**Traveling Workshops Program  
Annual Report  
September 1, 2020—August 31, 2021**

**Executive Summary**

As with many programs at NAGT and beyond, the Traveling Workshop Program (TWP) continued to be disrupted in the FY 2020-2021 due to restrictions from the COVID-19 pandemic. The Traveling Workshop Program Management Team received and reviewed 8 applications for workshops, approving 7 of them. For the first time, Supporting the Success of All Students was the most requested workshop, with 5 applications. The other 2 approved workshops requested Building Stronger Geoscience and Environmental Science Departments and Programs. Nine virtual workshops, with a total participation of at least 95, were conducted during the year. These included our first international workshop in Spanish, for Universidad Técnica Particular de Loja in Ecuador and our first collaborative workshop with the Bridging to STEM Excellence program. All combined, the workshops received a weighted aggregate evaluation rating of 8.71 on a 10-point scale, consistent with previous years' ratings. Several workshops continue to be postponed until in-person workshops are readily available again.

This year marked two important efforts toward moving the TWP toward a more equitable program that can be a mechanism for helping the geosciences be more equitable. A series of NSF-funded diversity, equity, and inclusion workshops were held in Spring 2021 for TWP facilitators to revise TWP materials and to provide professional development on facilitation approaches. The workshops included two sessions facilitated by Nancy McHugh from Wittenberg University in collaboration with the facilitators from the Workshop for Early Career Geoscience Faculty and Preparing for an Academic Career Workshop, marking a first for collaboration across workshop types and for combining resources from distinct NSF grants (to TWP and the Early Career Workshop). The TWP also had a discussion pod as part of the Unlearning Racism in the Geosciences program, and several facilitators participated in pods at their home institutions.

**Management Team Leads: Names and Emails**

- Catherine Riihimaki (Chair) ('18-'22)
- Walt Robinson (Co-Chair, beginning in October 2021)
- Reginald Archer ('18-'21)
- SERC web team member - Mitchell Awalt (ex officio)

- Pete Berquist ('18-'21)
- David Blockstein ('18-'21)
- Diane Doser ('20-'23)
- Walt Robinson ('19-'22)
- Cindy Shellito ('20-'23)
- Rachel Teasdale ('19-'22)
- Gary Weissmann ('20-'23)

### **TWP Facilitators**

The list of active TWP facilitators is: Reginald Archer, Kathryn Baldwin, Julie Bartley, Rachel Beane, Patrick Belmont, Pete Berquist, David Blockstein, Kate Darby, Edith Davis, Diane Doser, Sue Ebanks, Anne Egger, Kathy Ellins, Carolyn Eyles, Sarah Fortner, David Gosselin, Richard Gragg, Deborah Gross, Cynthia Hewitt, Michelle Kinzel, Kaatje Kraft, Ellen Metzger, Steven Mulkey, Cailin Orr, Rod Parnel, Ginny Peterson, Laura Rademacher, Joan Ramage, Dallas Rhodes, Gigi Richard, Catherine Riihimaki, Walt Robinson, Mary Savina, Cindy Shellito, Stefany Sit, Rachel Teasdale, Sean Tvelia, Joshua Villalobos, Karen Viskupic, Gary Weissmann, and Karl Wirth.

A new procedure was put into place this year for using Google Forms for facilitators to indicate interest in facilitation. Finding volunteers to co-lead workshops has been straightforward, but ensuring engagement by all and equitable workload distribution across the group remain challenges for the program. Two facilitators formally removed their names from the list of active TWP facilitators. A few others have not participated in activities this year nor responded to the Google Forms surveys, even to indicate their disinterest in facilitating for now.

### **Meetings of TWP Management Team Members or Facilitators**

- Management Team meetings: The TWP Management Team met three times in FY 2020-2021, all to review applications received during that quarter: October 26, 2020, March 31, 2021, and July 1, 2021.
- Virtual Diversity, Equity, and Inclusion workshops for facilitators: Reginald Archer and David Blockstein obtained NSF funding to run a series of workshops for TWP facilitators to work on converting the workshops to a virtual platform and to incorporate anti-racism concepts into the materials. The workshop was broken into three parts:

- On January 8, 2021, the facilitators met to discuss how to transition to virtual Traveling Workshops.
- On May 20-21, 2021, facilitators from the Traveling Workshop Program, Workshop for Early Career Geoscience Faculty, and Preparing for an Academic Career Workshop, met for professional development led by Nancy McHugh entitled “Toward a More Equitable Geoscience: A Training Workshop for Facilitators.” This workshop marked a first for collaboration across workshop types and for combining resources from distinct NSF grants (to TWP and the Early Career Workshop).
- On June 22, 2021, the TWP facilitators met again to revise materials and plan for next steps.
- URGE pod meetings: In Spring 2021, the Unlearning Racism in the Geosciences program held eight two-week sessions on topics related to anti-racism, with live interviews for the full URGE participant pool, pod discussions, and deliverables that focused on structural barriers to anti-racism. There was widespread interest in participating, although several TWP facilitators opted to focus only on their home department’s pod. The TWP pod included Catherine Riihimaki (primary organizer), Reginald Archer, Julie Bartley, Rachel Beane, David Blockstein, Edith Davis, Katherine Ellins, Sarah Fortner, Deborah Gross, Laura Rademacher, Cindy Shellito, and Karen Viskupic. The group presented the pod outcomes as a virtual poster during the 2021 Earth Educators’ Rendezvous.

### **Applications During FY 2020-2021**

The Traveling Workshop Program Management Team received and reviewed 8 applications for workshops, approving 7 of them. For the first time, Supporting the Success of All Students was the most requested workshop, with 5 applications. One of those has been canceled because of local restructuring of the University of Texas at Austin program. The other 2 approved workshops requested Building Stronger Geoscience and Environmental Science Departments and Programs. One workshop was not approved because it was not appropriate for the TWP program; the applicant is from an institution in Monrovia, Liberia, and the management team felt that we could not meet their needs. The TWP has a backlog of 7 workshops that are still awaiting either resumption of in-person workshops or more clarity on whether a virtual workshop would meet their needs. Each local host has been contacted.

### **Workshops Conducted During FY 2020-2021**

Nine workshops were conducted during FY 2020-2021, despite the ongoing COVID-19 pandemic.

- University of Pennsylvania: December 14-15, 2020
- University of Minnesota at Duluth: January 11-12, 2021
- University of Lynchburg: January 19-21, 2021
- Colorado College: March 11, 12, and 19, 2021
- Universidad Técnica Particular de Loja: March 26, April 1, and April 2, 2021
- University of Montana: April 1 and 9, 2021
- California State University at Fresno: April 29-30, 2021
- University of Texas at Austin: May 10-11, 2021
- California State University at Chico: August 18-19, 2021 (in partnership with Bridging to STEM Excellence)

Six of the workshops were Building Stronger Geoscience and Environmental Science Departments and Programs, two were Supporting the Success of All Students (UT-Austin and CSU-Chico), and the last was Cross-campus Environmental and Sustainability Programs. All of these workshops were virtual; facilitators varied the schedules to decrease the continuous workshop time to limit Zoom fatigue and half of the workshops spread out the meeting times beyond two continuous days to offer more opportunities for reflection.

The UT-Austin workshop is notable because it was a faculty-version of a workshop that was run during August 2020 for their graduate students. Both workshops were very well received. The Loja workshop is also notable because it marks our first workshop for Spanish speakers and our first for a program outside of the US-Canadian education systems. To support this workshop, we had an additional facilitator who could translate any materials or conversations during the workshop. Finally, the CSU-Chico workshop was notable because it marked the first workshop held in collaboration with the Bridging to STEM Excellence program.

Overall, workshops reached approximately 95 participants across a mix of institution types, primarily research institutions (R1 and R2), but including one primarily undergraduate institution (PUI) and one international institution from a Spanish-speaking country. Demographic information by such traits as gender or race/ethnicity is not tracked by NAGT.

The End-of-Workshop (EOW) evaluations were overwhelmingly positive, with an overall rating of 8.71/10 from 59 participants. These are broken down as follows:

- University of Pennsylvania: 12 participants, 7 evaluations, rating 7.57/10
- University of Minnesota at Duluth: 11 participants, 11 evaluations, rating 7.73/10

- University of Lynchburg: 3 participants, 3 evaluations, rating 9.67/10
- Colorado College: 5 participants, 3 evaluations, rating 9.0/10
- Universidad Técnica Particular de Loja: 15 participants, 13 evaluations, rating 9.31/10
- University of Montana: 12 participants, 6 evaluations, rating 8.83/10
- California State University at Fresno: 6 participants, 6 evaluations, rating 10/10
- University of Texas at Austin: 27 participants, 7 evaluations, rating 8.29/10
- California State University at Chico: 5 participants, 3 evaluations, rating 9.33/10 (note that these ratings are from the road check evaluation after day 1, because there was no rating in the EOW evaluation, which used the BTSE evaluation form)

Positive comments focused on the importance of structured, facilitated dialogue with colleagues using breakout rooms and tools like Jamboards, and specific action planning. Almost all EOW evaluation respondents were able to articulate one or more things that were learned and that were valuable. Ongoing challenges include maintaining everyone's energy over long, virtual workshop days, managing diverse expertise and interest of participants, and assessing the long-term impacts of each TWP.

### **Progress on Workshop Development**

There are three needs facing the TWP that require development efforts moving forward.

- Revise materials based on NSF-funded workshops, including long-term tracking of impacts, incorporation of DEI content, and further training of facilitators in facilitation techniques; an extension of the NSF funding has been requested
- Determine whether workshop offerings should continue to include virtual workshops for programs who would prefer this style, while returning to offering in-person workshops, with a discussion of the appropriate fee structure
- A sustainable model for membership on the management committee and in the pool of facilitators to allow for distributed leadership responsibility, to ensure that our facilitators remain engaged throughout their time in the TWP, and to offer professional development as facilitators to more NAGT members
- Better marketing for the program to ensure that there continue to be robust numbers of applications

### **Next year's contact for report**

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