

Future of Geoscience Undergraduate Education

Participants:

Systematic change in geoscience education must be driven by departments and programs, although it is usually the individual faculty who lead innovation in the classroom. The success of this summit depends critically on the participants. With our goal of developing a community vision and roadmap for the future of geoscience undergraduate education, we need both the innovative faculty who are using new techniques, technologies and course content and the administrators who can facilitate a sustainable change in geoscience undergraduate education. We also need representatives from industry to represent the workforce needs and from professional scientific societies to help disseminate the summit results and help with long term implementation. We can provide full to partial travel support for participants; please indicate your financial needs on the application form.

We envision a group of ~150 participants that consists of a broad mix of participants from large research universities with undergraduate programs, smaller four-year colleges, and community colleges offering Associates degrees in the geosciences. The application form serves as a pre-summit survey to identify what participants view as the most critical issues, what specific aspects of the topics interest the participant, and what changes their department has tried. Specifically we encourage attendance by:

- Administrators to provide important insight into barriers to implementing the recommendations and who have the ability after the summit because of their positions to oversee and facilitate recommended changes;
- Junior to senior faculty who are successfully promoting and piloting innovative approaches to undergraduate education and/or are involved in educational and designed-based educational research (DBER);
- Representatives from the academic institutions who produce the largest number of BA/BS geoscience degrees;
- Representatives from the academic institutions who produce the most geoscience faculty;
- Teams consisting of a department head/chair and innovative faculty member from institutions where such approaches have been successfully implemented or tried;
- Representatives from different industries for input on workforce issues and needs; and
- Representatives from the education groups of the geoscience professional societies (e.g. GSA, AGU, AGI, SEG, AAPG) as these societies can play a leading role in fostering implementation by educating their members and helping facilitate change.