

Minutes of the GENIP Meeting

April 22 and 23, 2005

Friday, April 22, 2005

Present: Roger Downs, Michael Solem, Osa Brand, Dick Anderson, Sarah Bednarz, Michal LeVasseur, Mary Lynn Bird, Duane Nellis, Barbara Chow

Guests: Robert S. Bednarz, Martha Sharma, James Marran

Apologies: Ken Foote

GENIP met with Lyn Schaefer and Ruth Johnston at the American Council on Education to learn more about the GED and its geography component. Tentative plans to analyze their extensive data on geography knowledge and skills were discussed.

In the afternoon GENIP met at NGS with Mary Lee Elden to learn more about the International Geographic Bee, with Jessica Wdowiarz, GENIP Intern, to hear the results of her research on the State of Geography Education, with Nik Schiller, Association of American Geographers, on the Careers in Geographical Sciences Project Geography with John Wertman, Association of American Geographers, on the Association's Education Policy Initiatives, and with David Rutherford, Grosvenor Intern, on *What Works in Geography Education: Studies in Improving Geographic Literacy*.

Saturday, April 23, 2005

Present: Roger Downs, Michael Solem, Barbara Chow, Chris Shearer, Dick Anderson, Sarah Bednarz, Michal LeVasseur, Mary Lynn Bird, Duane Nellis

Guests: Robert S. Bednarz, Martha Sharma, James Marran, David Rutherford

Apologies: Ken Foote

The minutes from the Denver 2004 meeting were accepted (Anderson moved acceptance, Nellis seconded).

The order of the agenda was accepted with an admonition to minimize time on reports in order to maximize discussion time.

Treasurer's Report

Anderson reports that with the downturn in the stock market GENIP has lost around \$8000.

In order to secure a flow of funding, there is a discussion of GENIP publications. Sales are down. We will encourage AP workshops to purchase the new GENIP publication along with other AP-related documents in a bundle at \$55 per set. LeVasseur agrees to research how much we could sell them for to entice bulk purchasing. There is a need for materials connecting geography and environmental science, mathematics, and reading, particularly in light of NCLB restrictions.

Following a review of prior GENIP commitments, including \$5000 to the AAG for John Wertman, Chow questions Wertman's role and what he is doing for GENIP. Solem reports Wertman's work has all been related to Office of the Geographer; there is no overlap with NGS's current initiatives. The AAG needs grass roots infrastructure to generate support for the coming bill. Chow is concerned with Wertman direct contact with Congressional representatives. A plan is needed to coordinate efforts. Chow explains yesterday was the first time Chow heard what Wertman has been doing. NGS is taking the lead on the Hill. The community at large is helping with the infrastructure—is that what

Wertman is supposed to be doing? Once the NGS bill is dropped, Chow explains, NGS needs to coordinate efforts. David Rutherford has met with Solem and Wertman when Chow and Shearer are not available. Solem reports that Wertman communicates with AAG staff to learn about issues. Consensus is that Chow and Richardson need to communicate to coordinate their efforts.

GENIP members clarify the legal ramifications of “lobbying.” Wertman should not talk about GENIP; he represents AAG. GENIP assists to make the position possible. This is new and different territory for GENIP and the professional associations. We did not know where providing money for Wertman would take us. Solem assures GENIP that Wertman is NOT lobbying. He is providing information, communicating, and gathering data.

Chow is concerned with making sure that they are the only point of contact with the Hill. GENIP takes no positions. GENIP has provided a grant to AAG to promote geography education—not tied directly to any single person. Would it be wise to avoid complications to combine the grants for Wertman and Schiller (careers research) into one? GENIP’s interest is to promote geography education—or there is no point in doing it at all. Nellis reiterates that it is important that there be regular communication between Richardson and Chow.

GENIP will allocate \$50,000 for 2004 and 2005 educational outreach and jobs internship and add a line item for Travelocity Award expenses.

Bird moved approval of the budget, Chow seconded and the budget was accepted. Downs and the group offered thanks to Anderson for his outstanding work.

AAG Report

I. New Projects

(1) Enhancing Departments and Graduate Education in Geography. The National Science Foundation, through its Research on Learning and Education (ROLE) program, has awarded the AAG a \$980,393 grant for “Enhancing Departments and Graduate Education (EDGE) in Geography”, a three-year project to study the process of professional development in graduate geography. The EDGE project will develop a methodology to interpret the social and academic climates of MA/MS and PhD geography programs. Particular attention will be given to the experiences of women, ethnic minority, gay, and foreign-born students who often become marginalized in traditional academic environments. The project will also collect and evaluate samples of professional development resources that departments are currently using to train graduate students, especially with regard to those aspects of academic work and culture that receive relatively little attention in today’s graduate curriculum (e.g., course design, career planning, project and time management, professional ethics, and writing proposals). With this information, the project will publish practical resources that chairpersons and departments can use to improve the quality of their graduate programs. PI: Michael Solem. Co-PIs: Ken Foote, Janice Monk. Partners: Professional and Organizational Development (POD) Network in Higher Education, Center for Assessment of Higher Education at the University of Maryland, Center for Innovation in Research on Graduate Education (CIRGE).

(2) Project Geo-START: NASA has awarded the AAG a one-year grant (amount pending approval of revised work plan) for Project Geo-START: Geo-Spatial Thinking Activities and Resources for Teachers of Geography and Earth Science. The project is designed to improve teacher quality and student outcomes in physical geography and earth system science through resources drawing on GIS and NASA Earth Observing Missions remote sensing technology, imagery, and data sets. Through a partnership with the Capstone Institute at Howard University, the project will implement an

academic-year training program for teachers in the District of Columbia Public Schools. PI: Sheryl Luzzadder-Beach (George Mason University). Co-PIs: Wade Boykin (Howard University), Carol and Phil Gersmehl (co-Directors of the Center for Geographic Learning at Hunter College), and Michael Solem (AAG). Partners: District of Columbia Public Schools, Environmental Systems Research Institute (ESRI), the National Council for Geographic Education (NCGE), and the state Geographic Alliances.

II. Updates on Existing Projects

(1) A Teacher's Guide to Modern Geography (2004-2007). The AAG received a three-year, \$515,927 grant from FIPSE to produce, test, and prepare for dissemination a comprehensive suite of resources for teacher professional development in geography. In April 2005, Guilford Publications will publish a volume entitled *Teaching Geography*, which will serve as the springboard for the print, electronic, and web materials we are developing under the FIPSE "Teacher's Guide to Modern Geography" grant. Jongwon Lee, a PhD student at Texas A&M University, will join the AAG staff in May as a post-doctoral fellow under the project. Jongwon has successfully defended a dissertation on GIS and spatial cognition. A professional development workshop for teachers and methods faculty is planned for the NCGE annual meeting in Birmingham, Alabama. GENIP organizations have representation on the steering committee. PI: Phil Gersmehl (Hunter College). Co-PI: Michael Solem (AAG). Partners: National Council for Geographic Education, state Geographic Alliances, and several geography and education departments. Joseph Stoltman (Western Michigan University) is serving as the external evaluator.

(2) Online Center for Global Geography Education. (2003-2005). NSF, \$152,548. Michael Solem, PI. AAG subcontract: \$10,320. The Center now offers three prototype course modules (Population, Global Economy, and Nationalism) designed to support international collaborative teaching and learning using the Blackboard e-learning platform. Each module is currently being tested at universities in the U.S., China, Germany, Spain, Northern Ireland, Chile, Australia, Eritrea, and the Netherlands. The aim of the evaluation is to measure the impact of the modules on student learning and faculty teaching practices. Phil Klein is leading the evaluation of the modules in courses taught by geographers Colin Arrowsmith, Rob van der Vaart, Osvaldo Muniz, David Padgett, Martin Eaton, Kate Davis, Antonio Luna, Janet Smith, Margaret Keane, Michal Kohout, Wei Dongying, Yvonne Schleicher, Rolf Sternberg, Adriana Galvani, Steven Silvern, and Johnathan Bascom. Most of these individuals participated in a training workshop during the International Geographical Union Glasgow Congress. More than 750 students have participated in the project evaluation since September 2004. After the evaluation concludes in April 2005, the modules will be revised and prepared for online dissemination through the AAG website.

(3) Where Faculty Live: Internationalizing the Disciplines (2004-2005). The Carnegie Corporation has awarded a grant to the American Council on Education for a project to promote the internationalization of teaching and learning at U.S. colleges and universities through collaboration with four disciplinary associations: the Association of American Geographers, the American Historical Association, the American Political Science Association, and the American Psychological Association. To support the goals of this project, the AAG is conducting a study, "Internationalizing Geography in Higher Education," to examine international education and collaboration in the discipline of geography. The study is gathering data from an online survey of geographers in the U.S. and internationally with the assistance of the INLT, International Geographical Union, Canadian Association of Geographers, and the Royal Geographical Society-Institute of British Geographers Higher Education Research Group. The methodology is designed to identify the factors that encourage or deter faculty from pursuing international collaboration in teaching and research. A second objective is to measure the extent that geography faculty members support the goals of

international and global learning in their courses. Waverly Ray, a Master's student at Texas State University, is providing research assistance.

(4) Geography Faculty Development Alliance. (2002-2007). NSF, \$993,862. Ken Foote, PI. AAG Educational Affairs Director subcontract: \$8,500/yr. The Geography Faculty Development Alliance is a long-term, broad-based project to improve the learning and teaching of geography in higher education. The aim is to provide early career faculty and advanced doctoral students with the theoretical and practical knowledge needed to excel in the lecture hall, seminar room, and laboratory. Michael Solem is the project evaluator and is collaborating with Ken Foote on the project's research component. The first study examining the concerns, attitudes, and abilities of early career geography faculty was published in December 2004 issue of the *Annals of the Association of American Geographers*. Upcoming studies will focus on faculty mentoring and department environments.

(5) Visiting Geographical Scientist Program. GTU, \$5,000/year. Managed by Oscar Larson and Michael Solem. Sponsors visits by 6-8 geographers to 12-16 campuses per year. AAG has made and will continue efforts to involve more small departments in the program. 2004-05 program information and applications are now available on the AAG website.

III. Pending Proposals

(1) Center for Spatial Learning. The AAG is participating with UC Santa Barbara, Penn State, and Texas A&M University in a preliminary proposal submitted to the NSF Science of Learning Center program to develop a Center for Spatial Learning. The SLC program offers awards for large-scale, long-term Centers that will extend the frontiers of knowledge on learning and create the intellectual, organizational, and physical infrastructure needed for the long-term advancement of learning research. Full proposals are by invitation only. A planning meeting is tentatively scheduled for 14-15 May at the AAG. PI: Reg Golledge. Co-PIs: Sarah Bednarz, Roger Downs, Michael Goodchild, Michael Solem.

UPDATE ON AAG PUBLIC POLICY INITIATIVES

(1) AAG Newsletter Column – the Washington Insider. Continues to appear monthly in the newsletter. Issues focused upon include the major education legislation (including the Higher Education Act and the No Child Left Behind law), Federal budget and appropriation decisions (including National Science Foundation and U.S. Geological Survey funding), government evaluations of investments in research, access to research data, the Census Bureau and government demographic data, GIS coordination and management within the government, key Federal appointments, the geographical components of the electoral system, tsunami research, and scientific freedom concerns. (Please see attached samples).

(2) Process is continuing to enhance Federal funding of geography education:

- Attended the annual meeting of the National Council for Geographic Education to highlight our involvement in this area.
- Were involved in discussions regarding and signed on to Intersociety Group for Education Research's FY 2006 budget/appropriations letter.
- Will continue tracking and outreach efforts as the Congress begins the reauthorization process for the Elementary and Secondary Education Act (No Child Left Behind), set for either 2006 or 2007.
- Have continued discussions with NGS staff regarding their draft legislative and public outreach efforts.

- Attended confirmation hearings, along with Michael Solem, for Education Secretary Margaret Spellings. Have reached out to members of her staff.

(3) Update on the Higher Ed Act: When the 109th Congress convened in January, the Republican leadership was hopeful that it would quickly be able to pick up where work left off last year on the Higher Education Act (HEA) reauthorization. Amid a tsunami crisis, budget wrangling, the Teri Schiavo incident, controversy over judicial confirmations, and political and ethics attacks on House Majority Leader Tom DeLay (R-TX), however, Congress has been bogged down and unable to near completion of the HEA.

As was done last year, the House has split various components of the HEA into separate legislation and these bills are moving through the chamber disparately. Some provisions have passed the full House, while others still await a hearing by Chairman John Boehner (R-OH) and the Education and Workforce Committee. But key staff members have characterized the work on the HEA as bipartisan and they hope to get through the remaining issues in the coming weeks.

The Senate, meanwhile, has yet to take up the HEA in 2005, and future action is uncertain. Senators, including Health, Education, Labor, and Pensions Committee Chairman Michael Enzi (R-WY), have been tied up with presidential nominations and Enzi finally specified this week that he will likely hold his first hearing on the HEA on April 28. Furthermore, key staffers have indicated that while they are closely monitoring the various House bills, the Senate will probably proceed on a different course. This could make the conference process quite lengthy and arduous. House Speaker Dennis Hastert (R-IL), for one, has predicted that there would be few major legislative accomplishments in 2005, and as it concerns the HEA, at least, his prediction appears prophetic.

Nellis expressed his appreciation for Solem's contribution to the AAG.

AGS Report (available on line at <http://genip.tamu.edu/washingtonspring2005.htm>)

- 1) *FOCUS on Geography*:
 - a. Free copies continue to be provided to teachers participating in Alliance workshops
 - b. Photo-essays introduced in last two issues were well received. Consequently, the practice will be continued as long as there is good, substantive text to weave the pictures together in a "story."
 - c. Editor Greg Chu finishes his appointment at NSF at the end of the summer and resumes full editorial responsibility for the magazine.
 - d. NCGE's *FOCUS* reader for Advanced Placement geography classes is about to be printed.
 - e. McColl Family Fellowships continue to generate for the magazine fieldwork-based articles based on work somewhere abroad. The fellowships are open to K-12 teachers as well as others.

- 2) *Geographical Review*:
 - a. With eight special issues in varying degrees of preparation and with guest editors assisting with several of those, the co-editors anticipate production of five and possibly six issues of the journal in 2005.
 - b. Electronic access to the complete archive of the *Geographical Review*, up to and including the most recent issue (and its predecessor the *Bulletin of the American Geographical Society*), is now available at libraries through Jstor and four other servers.
 - c. Preparation of an anthology of the 20 most influential articles published in the journal since its inception is underway. Publication of the volume is under

consideration by three publishers. Each article is accompanied by commentary defining its impact. The book will constitute an overview of the discipline of geography and of the journal's evolving concerns.

- 3) Media Outreach project:
 - a. AGS now distributes articles by geographers, suitable for printing on op-ed pages, to 280+ newspapers in the U.S.
 - b. Articles have appeared in the *Beacon Journal* (Akron,OH); *Chicago Tribune*; *San Francisco Chronicle*; Casper, Wyoming *Star Tribune*; *Sun Herald* (Mississippi); North Jersey Media Group; *Los Angeles Times*; *Anchorage Daily News*; and Rush Limbaugh's website(!), among others.
- 4) AGS Council
 - a. With the recent additions of Greg Smith (National Geospatial-Intelligence Agency), Lee Macenczak (Delta Air Lines), Dava Sobel (author of *Longitude*, etc.), Rickie Sanders (Temple U.), and Braden Allenby (recently of ATT), the AGS Council is approaching its traditional composition of one-third academic, one-third government, and one-third business, with a few from other sectors: law, media, etc.
 - b. On May 6th the Council will visit and meet with senior staff at the NOAA Coastal Research Center in Charleston, S.C. for a full day of private briefings on the center's current research priorities.
- 5) Travel Program
 - a. While still modest, the program is gradually regaining momentum. Bookings for 2005 so far are double those for 2004. To date, almost 50 geographers have served as lecturers on these trips since the program was established in 1984.
- 6) AGS Library (Milwaukee, WI)
 - a. Funds have been added to those previously available for the Helen and John S. Best Fellowships, enabling more fellowships to be given each year for research at the collection. Five were awarded for 2005, including one for a scholar from Universidad de Extremadura (Spain). Competition for these is open to anyone, including K-12 teachers, with an appropriate research project and the ability to execute it.
- 7) Humanitarian Demining Project
 - a. AGS has been contracted by the Geneva International Centre for Humanitarian Demining to assist in the promulgation of proposed standards for cartographic symbolization of landmines, minefields, and mine action activities, through the organization and conduct of focus group workshops for major map producing organizations and GIS vendors, for the purpose of educating the mapping community about consistent cartographic symbolization relevant to landmines

**NCGE Report (available on line at
<http://genip.tamu.edu/washingtonspring2005.htm>)**

Central Office Personnel

Peggy Pritchard has joined the Central Office staff as Administrative Assistant. Her contact information is:

Phone: 256-782-5293

Email: pritchard@jsu.edu

2004 Annual Meeting, Kansas City, Missouri

The 2004 annual meeting in Kansas City, Missouri, brought together 520 participants to enjoy several full days of workshops, papers, panel sessions, computer labs, field trips and special activities. A special thank you to the National Geographic Society for arranging a GEOGRABEE with host Alex Trebek, preceded by a lunch with door prizes.

2005 Annual Meeting, Birmingham, Alabama

This is also the first time that the Preliminary Program will be online and not mailed to NCGE members. The Central Office will mail out a brochure about the meeting with a registration form so that participants may register online or by mail or FAX.

Future Conferences

Tentative sites are Michigan and Baltimore, Maryland for 2008 and 2009.

Grosvenor Grant from NGS Education Foundation

NCGE has received a Grosvenor Grant from the National Geographic Education Foundation to support a program to train new AP Human Geography teachers and encourage schools to offer new courses in AP Human Geography. The program consists of a summer workshop followed by an online course in Human Geography in the fall. Susan Hardwick is developing the course and the first workshop will be held at the University of Oregon, July 14-17, 2005. This will be followed by two workshops and online courses in the summer and fall of 2006.

NASA Grant

NCGE has received a one-year grant from NASA to develop curriculum materials using remotely sensed imagery. We are awaiting the full details as to funding as the original grant proposal was for three years.

Publications

A Teacher's Guide to Advanced Placement Geography	\$14.95
Teaching Human Geography: Selections from the <i>Journal of Geography</i>	\$19.95
	Discount for volume orders
Revised Outline Map Series	\$6.95
Outline Map Series of 23 Most Populous Countries	\$8.95
Grades 5-8 Standards-Based Lesson Models, By Judy Bock	\$29.95

FOCUS on Human Geography is expected to go to the printer in later April, 2005.

In addition, NCGE is following up on the NASA grant which it received. Brand is heading a cooperative venture with NASA, ESRI, and others to focus on community college involvement with remote sensing and GIS.

A special supplement to the *Journal of Geography* will focus on educational policy initiatives and the history of geography education. It was peer reviewed by a special review committee and by a committee from within NCGE. The supplement will be packaged with a regular issue of the *Journal*.

NGS Report

The Strategic Plan was approved by the NGSEF Board in December 2004. This Initiative includes model programs and the online tool—Ednet—which is really an online collaborative community that was launched last September. 6600 educators are currently enrolled. It has already been nominated for a Webby. It will house online professional development opportunities through the National Geographic Academy. It is suggested that for sustainability the AP online initiative being developed

by NCGE with NGS funding be placed there. September will see the launch of geoliteracy components as part of Model Programs. The Arizona Geographic Alliance is working with Michigan on a large-scale study to research the efficacy of the program. Literacy gains as a result of the materials is the goal. NCLB is driving elementary teachers to focus only on mathematics and reading.

Advanced Placement Human Geography (Sharma)

Martha Sharma, the president of NCGE and a member of the AP Human Geography Development Board since its inception reports that each year since 2001 there has been about a 30 percent increase in exam takers.

- 2001-3271 students
- 2002-5286 students
- 2003-7329 students
- 2004—10471 students

561 schools participated in 2004. Homeschoolers take the exam with regular students but are coded differently. Approximately 15,000 exams are expected for 2005; 80 readers are required this year.

The distribution of students is unlike that of other AP exams:

- 23 percent -9th grade
- 24 percent -10th grade
- 18 percent -11th grade
- 30 percent 12th grade

Exam takers are 46 percent male; 54 percent female. The ethnic distribution of exam takers is 11 percent Asian, 10 percent Hispanic, and 4.8 percent African American. Teacher preparation in AP Human Geography is a challenge. Teachers with no formal training in geography are frequently selected to lead AP classes. Sharma states that there is a lack of quality learning activities that incorporate college level expectations appropriate for high school students and suggests that GENIP develops materials appropriate for college to support APHG.

No changes in the outline are expected in the near future. A survey of university faculty indicates that the outline is similar to that taught in college.

There are gaps in the geography of APHG test taking: California, New York, and Massachusetts are notable in their small numbers. It appears that some state educational agendas are marginalizing geography.

College credit is given for scores from 3 to 5. The College Board web site has specific information. For universities without geography departments it is a challenge to get credit—general elective credit. Others just cannot find an equivalent. College Board has organized geographers to serve as advocates under the directorship of Alison Clark.

GENIP is reminded that the agreement with College Board set 12,000 as the break-even point to be achieved within five years or it would not be profitable to College Board. We are likely to lose the investment since we did not meet the time period specified in our original contract. GENIP urges that a letter following up with how unhappy we are with this situation be sent to College Board. The Spirit of the agreement has been met but not the letter of the law.

This letter could remind College Board that we had a meeting in New York in 2003 to seek better support. NGS received a payment but there needs to be a re-distribution to the organizations that

contributed. We never anticipated not receiving the full amount. Consensus is that we take an aggressive stand. Lanny Proffer is taking the initiative.

Downs asked if a follow-up study would be a good idea as an endorsement of the program. It would attract positive attention to APHG.

NCLB

Marran believes things are changing. Evidence for this is taken from a speech given by Bush on April 7 at Mount Vernon. In it he identified special education as a significant problem within NCLB and promised special education standards to be developed over the summer. DOE is beginning to make concessions to the states. Problems with Limited English Proficiency students as well. A consortium of 13 states was formed several years ago—WIDA to address LEP Standards—five of them are related to geography and feature both social and instructional activities. Speaking, listening, reading and writing. Of the learning activities, 50 relate directly to geography. If a special education initiative is successful LEP may be next.

GENIP might consider getting some representative on the special education task force.

Home Schooling

This remains a topic of interest. Downs will look at the Annenberg Foundation for funding. The Penn State information office is publicizing Vender's GENIP-funded research presented as a paper at AAG. NGS offers to provide a venue for materials through EdNet.

American Advisory Council of Geographer Executives

Draft 10/11/04

AMERICAN ADVISORY COUNCIL OF GEOGRAPHER EXECUTIVES

MEMBERSHIP

To consist of 5-11 geographers who have achieved substantial success as executives in government, education, business, and other organizations and enterprises.

PURPOSES

The major purposes of the Council are to use the special talents, expertise, and positions of its members to:

- A. Advise the several geography organizations (i.e., GENIP, AAG, NCGE, AGS, NGS) and other professional groups concerning:
 - 1) opportunities for advancing the visibility and credibility of the geography profession;
 - 2) other initiatives needed to advance geography's contributions to education, science, and the public good;
 - 3) subfields most likely, and least likely, to experience growth in demand; and
 - 4) curriculum reforms needed to accommodate present and future requirements in education, government, and business, where geography is most likely to flourish

and where geographers will, or should, seek employment.

- B. Promote the intellectual qualities of the discipline among individuals and organizations where geography expertise may be beneficial and desirable.
- C. Contact decision-makers in government, industry, education, and other organizations on behalf of the profession.
- D. Assist geographers and their organizations in acquiring added resources through gifts, grants, contracts, and legislation.

SELECTION OF MEMBERS

Members are to be nominated through a process agreed to by the heads of the five aforementioned geography organizations. Nominees receiving endorsement by heads of at least four of the five organizations may be asked to serve as members of the Advisory Council, up to and including a total of no more than eleven members.

TERMS OF SERVICE

Members are to serve without compensation for three-year terms that are renewable for up to a maximum of 12 years. Those selected as initial members will serve staggered terms proportioned into one-, two-, and three-year lengths, as selected by lottery. Members should be selected and should begin meeting as soon as possible.

MEETINGS

Members should meet at least once each year, preferably in conjunction with meetings of the NCGE or AAG. Additional meetings may be held as needed, or arranged through electronic means.

ORGANIZATION

The Council shall elect from among its membership persons to serve as President, Vice President, and Secretary, with other officers and committees to be selected or appointed as needed at the discretion of the Council membership.

GENIP members decided to table the proposal until Ken Foote can be present to discuss it.

What Works

GENIP members spent nearly an hour offering feedback to David Rutherford on the NGS publication "What Works."

Marran asked us to consider the points of view expressed in the editorial by Deborah Stipek. Shearer inquired about a research base for other aspects of geography education, e.g., the expanding horizons model of social studies instruction. Downs replied that there is a large research base, especially in mathematics research.

Nellis pointed out that geography has an opportunity to assess student learning at the higher education level. There is a need for clear models of assessment in geography learning. Accountability is guaranteed by scientific based research. NSF is finding that data is not being shared. It is not unreasonable to expect this kind of research.

Consensus is that an NSF-type mixed methods approach needs to be considered.

The group discussed training geography faculty to take on education research. Is geography capable of sustaining interest in itself? Yes...the Geography Faculty Development Academy (GFDA) has emphasized the scholarship of teaching and learning. There is more and greater pressure at the University level to look at processes of design and evaluation. However, this requires a change in culture to obtain faculty buy-in.

GENIP/NCGE Agreements

(insert request from LeVasseur)

GENIP unanimously approves this request.

Follow Up on GED

Thanks to Jim Marran for arranging the meeting with GED. GENIP will follow up with letter to Lyn Schaefer making a commitment to work with them in the future.

Crisis in History→Crisis in Geography

GENIP feels it could get prominent geographers and others to sign on. Should we do it? Large professional constituency that could be taken to the Hill. Not just advocates of bill but intellectual leaders across the country....might be a neat dry run for an advocacy initiative.

Historians left it as a web site.

Shearer will check with Chow and Patton Boggs as to whether this is a good idea. Nellis suggests to add items from the article by Susan Bales on International Education.

Interns for 2005-2006

Nellis supports GENIP's interns program. It enables the Society to do work that they would not be able to do otherwise. In picking a topic we need to make sure that there is an actionable outcome. Payoffs will come later, suggests Downs, through long-term data collection.

Achieve, CEP, etc are issuing reports but not separating geography out. Possible intern projects include:

- Teacher certification
- State standards/curricula
- Science assessments? Earth science connection?
- Girls and the Bee – girls and geography in general—assigned to Mary Lee Elden
- Assessment models? Ways geography is being assessed—to produce a library of assessments.
- Program design—models of on line courses
- Relationship between GED and Geography

GENIP members support the idea of three interns: one with Bee, one on research; one on model senior projects/programs. Resolution? Two spring, one fall.

Intern 1: Models of assessments in science—state standards, state frameworks for assessment in science and possible points of entre for geography.

Intern 2: Girls and geography

Intern 3: Certification

Shearer asks us to consider institutionalizing the annual report on geography education.

Budget Redux:

Green copy: where do we want to put our money?

6800 + 6800 = Fall Intern

12000 = Nik

50,000 – Wertman “educational outreach”

Marketing production – 10,000

ACR – 300

Michal: Request for \$3000 to supplement travel grants for participants to attend AP Human Geography workshops sponsored by NCGE.

Motion: move the budget (Nellis, Bird seconds). 10 \$300 travel grants.

Invite Kim Crews to dinner next fall....possibly connect SWG with GENIP Intern working with Mary Lee Elden.

Adjournment 3:20 pm