

NCGE Proposal

Dawna Cerney

The following was recognized at a round table discussion during the joint NCSS/NCGE meeting in November.

Leadership changes in the NCGE leave the organization in a position needing to redirect some of their mandates and operating objectives.

- National Geographic is pulling much of its support from NCGE
- NCGE is a long standing and important organization in maintaining geography in the K-12 curriculum and classrooms. NCGE's work is important to the maintenance of Applied Geography and university programs, as they are the start to the post secondary student and career pipeline. Changes or even loss of NCGE promoting geography could/would leave advancing geography in universities is significantly hindered.
- A scan of past AGC programs indicates we have seen a loss of geoeducators in presentations. Geoeducation had a clear presence at AGC meetings a decade ago.
- NCGE as a co-agent of the NCSS meeting in 2019 was significantly dwarfed to NCSS. It was a poor showing for geography. The same effort with a joint meeting with AGC would produce an equal balance in stature, if not heavy for NCGE.
- We do not have a Geoeducation person represented on the Board. Inclusion of one would help promote this sector of geographers to our meeting and hopefully result in a collaborative effort to support the promotion and education of Applied Geography to Geoeducators K-12.

As Applied Geographers there is reciprocity to supporting the Geoeducators, which should be aimed at securing future geographers in career fields. Many of us have seen University Administrators and Colleagues in other disciplines see geography is something anyone can do and, GIS undertaken in absence of geographic analysis and principles. Holding up our discipline as a critical area of study and career direction rather than a set of career tools within other disciplines is vital to good natural and social science, and business analysis. We have all witnessed poor to dismal spatial analysis in absence of geography, producing pseudo results. I personally believe we have a moral imperative as Applied Geographers to ensure the best spatial analysis is undertaken by demonstrating the robust and necessary intrinsic geography needed for spatial analysis. The slow changes taking place in Universities that minimize geography as a discipline and now the shifts at NCGE indicate to me that geography education is at precipice and we must act to ensure the future of Geography in the United States.

Suggestions are:

- Better define the geo-subdisciplines sitting on our Board to cover as many as possible allowing for future flexibility in meeting changing discipline directions quickly. This will allow targeted inclusion and conference invitations to geographers in sub-disciplines that may otherwise be missed.
- Immediately include a Geoeducator on our board to facilitate a bridge between us and NCGE. Hopefully this can manifest in attracting more educators to the AGC meetings.
- Reach out to NCGE and offer mutual support for geoeducation and career development. Perhaps future joint meetings and other cost saving and membership building ideas. (One such idea would be to bring professional geographers to educators (K-12 and through to 16) and their

students with classroom visits, shadowing, “kid workshop” type activities. Where we could provide the experts and they would provide the audiences.)