

2022 Annual report
Kim Hannula
Editor-in-Chief, Journal of Geoscience Education

Editorial Board

In November, 2021, we recruited one new Associate Editor (Emily Scribner). In addition, Alexandra Davatzes, Ilyse Resnick, and Ben Wolfe agreed to continue. Ben Wolfe stepped down at the end of spring semester, 2022, but Emily, Alexandra, and Ilyse have terms that continue until 2024.

In September, 2022, we began recruiting for new AEs, to serve a term from 2023-2025.

Current Editorial Board:

Curriculum & Instruction Editor: Karen Kortz

Research Editor: Alison Jolley

Associate Editors:

- Shondricka Burrell, *Duquesne University*
- Alexandra Davatzes, *Temple University*
- Michael Hubenthal, *IRIS*
- Charles R. Kerton, *Iowa State University*
- Peggy McNeal, *Towson University*
- Heather Petcovic, *Western Michigan University*
- Ilyse Resnick, *University of Canberra*
- Katherine Ryker, *University of South Carolina*
- David M. Schultz, *University of Manchester*
- Emily Scribner, *Clemson University*
- Nicholas Soltis, *University of Indianapolis*
- Wendy Todd, *University of Minnesota Duluth*

Two Associate Editors left us this year. Ben Wolfe stepped down, and Anne-Marie Ryan sadly passed away early this year.

Theme issues

In Our VOICES: Voices Integrating Culture in the Earth Sciences

The first of the proposed theme issues, *In Our VOICES: Voices Integrating Culture in the Earth Sciences*, had a submission deadline of December 1, 2021. Thirteen manuscripts were submitted for this volume. Eight manuscripts have been accepted, and five manuscripts are currently in revision.

The *In Our VOICES* theme issue editors are:

- Wendy Todd, University of Minnesota Duluth (also a regular AE)
- Aradhna Tripathi, UCLA
- Carmen R. Cid, Eastern Connecticut State University
- Corey Garza, California State University, Monterey Bay
- Christopher Atchison, University of Cincinnati

The Lasting Effects of the 2020-2021 COVID-19 crisis on geoscience education: insights, problems, and unanticipated benefits

A second theme issue had a submission deadline of August 5, 2022. Seventeen manuscripts have been submitted for the COVID-19 theme issue, and are currently under review.

The guest editors for the COVID-19 issue are:

- Mark Abolins, Middle Tennessee State University
- Reginald Archer, Tennessee State University
- LeeAnna Chapman, Davidson College
- Rachel Teasdale, California State University - Chico

Submissions

The number of submissions to JGE has remained robust, despite the ongoing time pressures on geoscience educators created by COVID-19. Except for submissions from the theme issue (reflected in the July and August submissions), submissions are generally less than in 2021. I expect that the total number of manuscripts submitted in 2022 will be somewhat lower than in 2022.

Table 1. Monthly submissions, 2021 and 2022

Month	2021			2022		
	New	Revised	Total	New	Revised	Total
Jan	9	10	19	5	9	14
Feb	9	7	16	6	5	11
Mar	7	12	19	5	9	14
Apr	5	10	15	3	6	9
May	2	8	10	2	7	9
Jun	3	15	18	4	8	12
Jul	5	10	15	8	11	19
Aug	5	11	16	15	11	26
Sept	2	6	10	3	8	11
Oct	4	6	10			
Nov	5	6	11			
Dec	15	11	26			
Total	67	103	170	51	73	124

Table 2. Types of articles submitted

Article Type	2021	2022
Commentary	14	25
Curriculum & Instruction	59	25
Literature Review	5	3
Research	58	67

International submissions

The largest proportion of submissions to JGE continue to come from the United States. In 2021, 71% of new submissions (52 out of 73) came from the United States. Other countries with more than one new submission included Canada, Cyprus, Germany, Indonesia, New Zealand, and Poland. Seven other countries had one new submission. As of September 16, 2022, 74% of new submissions (39 out of 53) have come from the United States. Australia and New Zealand each had more than one new submission. In addition, ten other countries had at least one submission.

Analysis of 2020 JGE submissions

Following a question at the 2020 Editorial Board meeting about the effects of COVID on JGE submissions, a group of JGE editors analyzed and published a paper on COVID-era JGE submissions. Although submissions dropped initially starting in March 2020, the number of submissions rebounded later in the year. There has been a shift in the distribution of paper types, with a decrease in the proportion of C&I submissions and an increase in the number of Research submissions. (Although the analysis included only submissions through the end of 2020, this pattern has continued and intensified through September, 2022.) Review times increased, and reviewers were more likely to give specific reasons when they declined invitations to review. Submissions from doctoral institutions increased, but reviewers from doctoral institutions were more likely to decline invitations to review.

As a result of this analysis, I have been explaining review delays to authors and asking for their patience, and increasing the default time that authors are given to revise a paper, especially for the first revision. I am also being more flexible during the technical checks for the first submission of a manuscript (in particular, not asking for figures and tables to be initially submitted in the form needed by Taylor & Francis). I hope that this will reduce the early workload for authors without making extra work for reviewers (who can't tell if a figure is submitted in a Word document or as a TIFF file). During my entire time as Editor-in-Chief, I have given authors any extensions that they request.

Alison Jolley, Katherine Ryker, Karen M. Kortz & Eric M. Riggs (2022) The impact of COVID-19 on publishing and reviewing in the *Journal of Geoscience Education* community, *Journal of Geoscience Education*, DOI: [10.1080/10899995.2022.2110835](https://doi.org/10.1080/10899995.2022.2110835)

Publishing

Pages per issue

Our 2022 contract with Taylor & Francis is for 100 pages per issue. However, because we had a large number of papers that were accepted and published online in 2021, NAGT agreed to publish more pages per volume than originally contracted, and to organize the papers into unofficial themes. As a result, the entire 2021 backlog will be published in 2022, with 160 pages over the originally contracted number. NAGT paid a \$1800.05 overage charge for the 160 additional pages.

Volume/Issue	Number of articles	Actual Pages	Budgeted Pages
70(1)	10	144	100
70(2)	9	140	100
70(3)	10	148	100
70(4)	8	128	100
TOTAL	37	560	400

Change to Taylor & Francis contract

Starting in 2023, Taylor & Francis will switch their contracts to a minimum number of articles per year, rather than a number of pages. This is a change that is happening across the publishing industry, in an attempt to decrease the time between accepting and publishing papers. There will not be any charge to NAGT for publishing more than the minimum number of articles. Our minimum will be 24 papers per year (6 articles per issue minimum). It should not be a problem to meet this minimum; as of September 23, we have 24 papers waiting to be included in a print issue.

Backlog

As of September 23, 2022, JGE's backlog (papers that are published online but will not be included in any of the 2022 print issues) is 19 papers, with another five papers being typeset. Seven of those papers are part of the *In Our VOICES* theme issue. A total of 27 manuscripts have been accepted so far in 2022 (compared to 31 in 2020 and 37 in 2021).

Turnaround time

In 2021, our average turnaround time was 71 days between the date the manuscript was received and the first decision. So far in 2022, we have averaged 75 days from when the manuscript was received to the first decision.

Acceptance rate

Since we began publishing with Taylor & Francis in 2018, JGE has averaged a 59% acceptance rate.

Awards

The **Outstanding Paper Award** goes to Karen Viskupic, Anne E. Egger, Rory R. McFadden & Mark D. Schmitz (2021) Comparing desired workforce skills and reported teaching practices to model students' experiences in undergraduate geoscience programs, Journal of Geoscience Education, 69:1, 27-42, DOI: [10.1080/10899995.2020.1779568](https://doi.org/10.1080/10899995.2020.1779568)

The **Outstanding Reviewer Award** goes to Samuel Cornelius Nyarko of Indiana University-Purdue University, Indianapolis (IUPUI).

Indexing and metrics

Journal metrics

Taylor and Francis now provides a summary of journal metrics, available directly from the JGE home page

<https://www.tandfonline.com/action/journalInformation?show=journalMetrics&journalCode=ujge>
20 .

Usage: 35,860 full-text downloads in the first two quarters of 2022 (compared to 29,408 in the first two quarters of 2021). In all of 2021, there were 64,000 article downloads.

2021 Citation metrics:

- 2.7 CiteScore (Scopus)
- Q2 CiteScore best quartile
- 1.016 SNIP (Source-normalized Impact per Paper; a journal with a SNIP of 1.0 has the median number of citations for journals in that field)
- 0.439 SJR (Scimago Journal Rank; average value for all journals in Scopus is 1.000)

Metrics from Scopus:

- CiteScore = 2.7 (2020: 2.8, 2019: 2.4, 2018: 1.01)
- Ranked 419/1406 (70th percentile) in Education journals (2020: 76th percentile; 2019: 75th percentile; 2018: 54th percentile)

Metrics from Scimago:

- H-Index 37
- Average 11.63% international collaboration
- 33 documents were uncited and 68 documents were cited
- 1.888 external citations per document