# Journal of Geoscience Education Annual Report for FY25

Submitted by Alison Jolley, Editor-in-Chief

## Executive summary

*JGE* will publish 29 papers across four 2025 issues. Each issue was grouped into an unofficial theme: 1) K12 geoscience education; 2) Publication date - A snapshot in time; 3) Undergraduate teaching/Higher Education context; 4) Field and place-based education. Looking to future publications, 2025 looks like it will be one of the busiest years in recent history. We have already had more submissions to date (161 for new and revised submissions combined) than all of 2024 (144). Research papers continue to be our most frequent submission type; however, we have seen an increase in Curriculum & Instruction papers so far this year. About half of our submissions have come from the United States, and half from elsewhere in the world. Our 2025 acceptance rate is 53%, and our most recent median turnaround times for first decision and acceptance-to-publication are 13 and 15 days, respectively. These have improved considerably since 2024. In 2025, a new Editor-in-Chief and Interim Editor for Research began serving on the editorial board. Three Associate Editors left, and four new ones have begun three-year terms. Our increasing submission volume and international reach affirms our commitment to growing our editorial board.

## Detailed report

### Progress towards goals

As the format for annual reporting has changed, goals for 2025 were not explicitly articulated in the previous report. However, several of the priorities have been carried on. We continue to prioritize K-12-focused articles for our monthly free access article to help support NAGT's goal of improving engagement with this membership group. We have also continued to organize issues into unofficial themes. Finally, the "Parks, Programs, Daily Life: Geoscience Learning Beyond the Classroom" special issue initiated in 2024 is currently underway.

We now hold informal editorial board meet ups every other month to help build community, respond to challenges, and celebrate successes. To ensure efficient and strong journal operations, several projects have been completed in the last year with the assistance of our Taylor & Francis team (where relevant):

- Updated author documentation, review questions, and email templates: including with more details for the appropriate use and disclosure of generative artificial intelligence (GenAI) and general updates for consistency and clearer messaging
- Creation of Microsoft Word templates for all article types to help improve formatting and content consistency
- Instigation of auto-withdrawal of submissions that have been in revisions for over 120 days

## Submissions

2025 is on track to be the biggest year for submissions in a while (Table 1), with more submissions to date (161) than the entirety of 2024 (144). In 2022, our biggest year for submissions as of late, we had 128 submissions at a comparable point in time. New submissions (79) are the highest they have been in recent years, having already surpassed our 2022 total (67).

In 2025 to date, Research manuscripts continue to make up the greatest proportion of submission types (Table 2). However, Curriculum & Instruction (C&I) submissions make up a greater proportion of submissions than they have in recent years. It is possible that we are finally seeing a rebound in these submission types after the post-COVID onset drop noted by myself and other JGE editors (Jolley et al., 2023). Literature Reviews and Position articles continue to be less frequent but important paper types.

Our contract with Taylor & Francis is based on a minimum of 24 articles per year across four issues. We will have published 29 papers across four issues in 2025 (Table 3), and we have continued to group manuscripts into unofficial theme issues.

As of September 28th 2025, there are 35 manuscripts in review and 21 in revision. There are 24 papers in the current backlog (papers that are published online but that have not been assigned to an issue). This is consistent with Taylor & Francis' recommendations for backlog volume and means that we expect to have enough manuscripts to fulfill our contract in 2026.

The largest proportion of JGE submissions in 2024 came from the United States (63%), which is the same as 2023. Other submissions came from Australia, Canada, China, Czech Republic, Egypt, Ghana, Hungary, Iran, Israel, Italy, Kenya, Morocco, Nigeria, Norway, Portugal, Spain, Sweden, and the UK. In the five years prior to 2023, the combined proportion of United States submissions was 76%. As of September 2025, 49% of submissions came from the United States, compared to 67% at a similar time in 2024. This difference may be in part due to the theme issue, as 54% of the submissions are led by international authors. However, the decrease in the proportion of submissions from the United States may also reflect the widening international reach of the journal.

***Table 1.*** *Monthly submissions, 2022 - 2025. September 2025 includes submissions through September 28 2025. Data from monthly editor reports.*

| Month | 2022 | | | 2023 | | | 2024 | | | 2025 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | New | Revised | **Total** | New | Revised | **Total** | New | Revised | **Total** | New | Revised | **Total** |
| Jan | 5 | 9 | **14** | 5 | 10 | **15** | 4 | 7 | **11** | 6 | 1 | **7** |
| Feb | 6 | 5 | **11** | 3 | 7 | **10** | 3 | 2 | **5** | 8 | 6 | **15** |
| March | 5 | 9 | **14** | 2 | 9 | **11** | 2 | 11 | **13** | 11 | 8 | **19** |
| April | 3 | 6 | **9** | 4 | 7 | **11** | 4 | 10 | **14** | 10 | 9 | **19** |
| May | 2 | 7 | **9** | 6 | 8 | **14** | 6 | 8 | **14** | 8 | 13 | **21** |
| June | 4 | 8 | **12** | 6 | 10 | **16** | 7 | 4 | **11** | 11 | 14 | **25** |
| July | 8 | 11 | **19** | 4 | 9 | **13** | 6 | 5 | **11** | 8 | 12 | **20** |
| Aug | 15 | 11 | **26** | 4 | 10 | **14** | 7 | 9 | **16** | 8 | 9 | **17** |
| Sept | 4 | 10 | **14** | 2 | 11 | **13** | 8 | 10 | **18** | 9 | 9 | **18** |
| Oct | 4 | 10 | **14** | 5 | 6 | **11** | 0 | 7 | **7** | | | |
| Nov | 6 | 10 | **16** | 4 | 9 | **13** | 6 | 7 | **13** | | | |
| Dec | 5 | 9 | **14** | 3 | 7 | **10** | 7 | 4 | **11** | | | |
| Total | 67 | 104 | **171** | 48 | 103 | **151** | 60 | 84 | **144** | | | |

***Table 2.*** *Types of articles submitted. 2025 data includes new manuscripts submitted through September 28 2025. Data from T&F.**Position replaced Commentary in January 2024.*

| **Article Type** | **2022** | **2023** | **2024** | **2025** |
|---|---|---|---|---|
| **Position**** | 10 | 4 | 7 | 9 |
| **Curriculum & Instruction** | 20 | 15 | 14 | 27 |
| **Literature Review** | 2 | 3 | 7 | 5 |
| **Research** | 37 | 35 | 31 | 37 |

***Table 3.*** *Number of articles and unofficial themes for each 2025 issue.*

| Volume/Issue | Number of articles | Theme |
|---|---|---|
| 73(1) | 6 | K12 geoscience education (unofficial) |
| 73(2) | 6 | Publication date - A snapshot in time (unofficial) |
| 73(3) | 9 | Undergraduate teaching/HE context (unofficial) |
| 73(4) | 8 | Field and place-based education (unofficial) |
| **TOTAL** | **29** | |

## Statistics

### *Turnaround time*

JGE's turnaround times are comparable to last year. Our current (January-July 2025) median turnaround time is 13 days from submission to the first decision (compared to 19 days in July-December 2024). Our median time from acceptance to online publication for the same period is 15 days (compared to 14 days in July-December 2024).

### *Acceptance rate*

Our current (January-July 2025) acceptance rate is 53% (Comparison – 2024: 55%; 2023: 61%). In 2025 so far, we have accepted 24 and rejected 30 papers.

### *2024 Citation Metrics*

Journal metrics are regularly updated on the *JGE* website by Taylor & Francis. The following is a list of the latest metrics with yearly comparisons back to 2018 (in most cases), when we transitioned to Taylor & Francis:

- 3.3 (2024) CiteScore (Scopus) (Comparison – 2023: 3.2; 2022: 4.0; 2021: 2.7; 2020: 2.8, 2019: 2.4, 2018: 1.01)
- Q2 (2024) CiteScore Best Quartile
- 0.958 (2024) 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) (Comparison – 2023: 1.056; 2022: 1.53; 2021: 1.02; 2020: 1.10; 2019: 0.97 2018: 0.94)
- 0.433 (2024) SJR (Scimago Journal Rank; average value for all journals in Scopus is 1.000) (Comparison – 2023: 0.442; 2022: 0.576; 2021: 0.439; 2020: 0.532; 2019: 0.386; 2018: 0.414)
- 83000 (2024) downloads (Comparison – 2023: 87000; 2022: 73000)
    - 45058 downloads in January-July 2025 (compared to 43000 in the same period in 2024)

## Planned and/or published theme issues

### *Parks, Programs, Daily Life: Geoscience Learning Beyond the Classroom*

This theme issue is underway, following the March 2025 deadline. It is being led by the following Guest Editors:

- Renee Clary, Mississippi State University

- Joy Hobbs & Evelyn Ronning, Science Museum of Minnesota
- Diamantino Pereira, Universidade do Minho
- Robert Ross, Paleontological Research Institution
- Steven Semken, Arizona State University
- Erika Vye, Great Lakes Research Center

Angela Hessler (previous EiC) initiated many of the assignments, which were then passed to me when I took over. The expression of interest process meant there could be some advance preparation of the range and number of submissions expected and who would handle each manuscript, which was very helpful. I recommend that we adopt this process as consistent practice going forward. In the future, section editors should be directly involved in the theme issue process to help support a more balanced workload and diversity of perspectives in the final decisions.

Unfortunately, the stresses of funding challenges and the general political/research landscape in the United States (where most of the Guest Editors are located) has made the timelines for many of the manuscripts slower than expected. The team is working to move these forward as quickly as possible. The following summarizes the progress to date:

- 13 manuscripts submitted
- 3 final decisions
    - 1 accept
    - 2 reject
- 6 revise/major decisions
    - 5 revisions submitted, including 1 that has received an additional minor revisions decision
- 4 yet to receive an initial decision

### *Future theme issues*

At this point, we do not have any firm plans for future theme issues, as there has been significant workload involved with the current theme issue. At the 2024 annual editorial board meeting, the previous EiC (Angela Hessler) identified field education, fluid Earth, and computing as potential theme issue topics. Preliminary conversations have also been held with AE Sammy Nyarko about a potential Geoscience Education in Africa theme issue. Other ideas I am interested in workshopping are a student author theme issue and one focused on AI. These existing ideas will be explored and prioritized later in the year when the current theme issue is closer to completion.

### Challenges or anticipated needs

Like many journals, we often struggle to secure two appropriate reviewers for each submission, and we can risk overburdening our relatively small pool of dedicated reviewers. This can also significantly increase our decision time for manuscripts. Although challenging, we can use this as an opportunity to grow and diversify our reviewer pool, ensuring that a range of perspectives are represented within the peer review process.

Relatedly, as the journal continues to grow and AE terms are completed, at times we struggle with our AEs being overworked. This past year has been one of the better ones as of late in terms of ensuring no AE is handling too many submissions at once, but this is something to keep an eye on for the future.

Finally, as the wider system continues to respond to the rise of GenAI, we too need to be responsive to the challenges and strengths that it brings. We are facing this directly by having open conversations across the editorial board and ensuring that our language clearly communicates our position to authors and reviewers (as indicated above). Taylor & Francis have been a great support in this, and we are leaning on their policies and language as much as possible.

## Goals for future work

As a key venue for disseminating geoscience education research and recommendations for effective practice, we are actively involved in NAGT's mission of improving teaching and learning about the Earth. Our supportive approach to peer reviewing aligns with NAGT's goal of supporting current and future geoscience educators. We have several goals for FY26:

- Enhance editorial board community
- Update AE guidelines (last updated 2018)
- Update paper types page with more recent exemplars and relevant guidance

Our editorial board community and guidelines goals primarily act to support the careers of the geoscience educators on the board. However, having editors on the board who are clearer about and more confident in their roles will also act to strengthen dissemination outcomes. Continuing with this developmental approach will act to support diverse scholars in geoscience education. Authors, reviewers, and editors will benefit from more up to date exemplars for each paper type by supporting their career development and encouraging higher quality scholarship. This will in turn act to support NAGT's recognition as a key disseminator of geoscience education research.

## Editorial board updates

In February 2025, Angela Hessler stepped down from the post of EiC. I (Alison Jolley) took over as Interim EiC in March 2025 and – following a formal search process – was appointed in July 2025 for a three-year term (through the end of 2028). As I vacated the Editor for Research role to take up the role of Interim EiC, Peggy McNeal agreed to step back on the editorial board as Interim Editor for Research. Peggy previously served as an Associate Editor from 2021-2023. Two Associate Editors stepped down prior to completion of their three-year terms, one completed their term, and four new AEs began terms. We are currently recruiting new AEs for the 2026-2028 term.

Current Editorial Board:

- Editor-in-Chief
  - Alison Jolley, University of Waikato
- Editor for Research
  - Peggy McNeal, Towson University
- Editor for Curriculum and Instruction
  - Karen Kortz, Community College of Rhode Island
- Associate Editors
  - Alec Aitken, University of Saskatchewan
  - Kelsey Bitting, Elon University
  - Michael Hubenthal, EarthScope
  - Charles R. Kerton, Iowa State University
  - Kelly Best Lazar, Clemson University
  - Elizabeth Lewis, University of Nebraska-Lincoln
  - Chris Mead, Arizona State University
  - Samuel Cornelius Nyarko, Indiana University-Indianapolis
  - Heather Petcovic, Western Michigan University
  - Ilyse Resnick, University of Canberra, Australia
  - Allison Schwartz, University of West Florida
  - Nicholas Soltis, University of Indianapolis

## Awards

The JGE awards were selected by a committee of editorial board staff, chaired by the EiC. Alec Aitken, Peggy McNeal, and Sammy Nyarko served on the committee this year. Sammy Nyarko presented the awards on our behalf at the 2025 NAGT, GSA GED, and GeoCUR Virtual Joint Awards Ceremony on Friday, September 26th.

### *Outstanding Reviewer Award*

Lindsay Mossa, Education Specialist, American Geosciences Institute.

### *Outstanding Paper Award*

Katherine Ryker, Laura Lukes, Annie Klyce, Kim Cheek, Nicole D. Ladue, & Peggy McNeal. (2024). The geoscience education research (GER) community of practice: a brief history and implications from a needs assessment survey, Journal of Geoscience Education, 73 (2), 91–105, DOI: 10.1080/10899995.2024.2355821

## Works Cited

Jolley, A., Ryker, K., Kortz, K. M., & Riggs, E. M. (2023). The impact of COVID-19 on publishing and reviewing in the Journal of Geoscience Education community. *Journal of Geoscience Education*, *71*(2), 129-144. https://doi.org/10.1080/10899995.2022.2110835