



THE POGIL PROJECT

Planting Seeds for a Sustainable Future

2022 COMMUNITY REPORT

The POGIL Project

NATIONAL OFFICE

Rick Moog, Executive Director

Marcy Dubroff, Associate Director

Julie Boldizar, Event Coordinator

Sully Boldizar, Chief Morale Officer

Kathy Clark, Administrative Assistant

Lara Dailey, Digital Manager

Mike Dolence, Controller

Jen Perot, Event Coordinator

Elaine Ressel, Bookkeeper

Susan Richardson, Publications Liaison

Mary Sakellaris, Administrative Assistant

Laura Trout, Materials Coordinator

Barbara Verrier, Director of Development

Wayne Pearson, eSeries Coordinator and Podcast Producer



WWW.POGIL.ORG

WORKING GROUP & SPECIAL PROJECTS LEADERSHIP

Andy Aspaas, Chair, Strategic Collaborations Working Group

Rodney Austin, Co-Chair, Classroom Videos Working Group

Teresa Bixby, Co-Chair, Addressing Equity: Learning Communities Working Group

Michael Bruno, Co-Chair, Addressing Equity: Learning Communities Working Group

Joyce Easter, Chair, 2023 NCAPP

Caryl Fish, Co-Editor, PAC

Sean Garrett-Roe, Co-Editor, PAC

Alex Grushow, Host, The POGIL Podcast

Urik Halliday, Chair, OPTIC Working Group

Siobhan Julian, Host, The POGIL Podcast

Jennifer Larson, Co-Chair, Networks Working Group

Caroline Lehman, Chair, Addressing Equity: Guidelines Usage Working Group

Stanley Lo, Co-Chair, Evaluating the Impact of POGIL Professional Development

Jenny Loertscher, Chair, Advanced Facilitator Experience

Ashley Mahoney, Co-Chair, Evaluating the Impact of POGIL Professional Development

Charity Flener Lovitt, Co-Chair, Networks Working Group

Chris Mayfield, Co-Chair, Classroom Videos Working Group

Kristin Plessel, Coordinator for Electronic Offerings

Joan Roque, Co-Chair, Addressing Equity: Targeted Recruitment Working Group

Shawn Simonson, Endorsement Coordinator

Kimberly Stieglitz, Co-Chair, Networks Working Group

Andrea Van Duzor, Co-Chair, Addressing Equity: Targeted Recruitment Working Group

THE POGIL PROJECT

A Vision for the Future



Dear Friends,

Over the past 10 years, we have seen a burst of activity across all areas of The POGIL Project, from book discussions and the creation of new materials, to new online and in-person workshops and alliances with other like-minded organizations. It's simply not something we could have imagined when The Project officially became a non-profit organization.

As we reach this critical juncture, we get to do the exciting work of sustaining our continued innovation and growth by developing a new strategic plan. It is the perfect time to reflect on our past and to clarify our priorities for the future. We are always striving to make The POGIL Project more inclusive and to develop tools that measure the impact of our efforts.

While the details are still in process, one thing is for certain—the POGIL community will face the challenges of the coming years together. With our trademark enthusiasm, we'll find new ways to make a bigger impact in

our classrooms and on one another.

Last year alone, we offered 45 in-person and virtual workshops to more than 1,400 practitioners. Although we're still finding the right mix of in-person and virtual programming, our aim is to meet the needs of a diverse and growing community of practitioners.

Virtual programming has been an important tool for reaching an entirely new set of “POGIL people,” many of whom don't receive institutional funds for travel. We hope to continue expanding our virtual offerings for this audience, while still providing rich, in-person professional development experiences that sustain our practitioners and continue to grow The Project.

Throughout 2022, we have also taken the opportunity to reflect on what it means to be a sustainable organization for our growing and changing community of educators. We're kicking off a second year of Learning Communities, a program designed to support new practitioners and sustain their practice,

which meets a real need for support systems. We held a climate justice symposium, which helped POGIL practitioners grapple with what it means to be a good POGIL citizen and a citizen of the world. And we're continuing our own efforts to “go green” in the national office, including holding our first paper-free POGIL National Meeting.

All of these efforts are only possible thanks to our generous donors, our sustaining partners, and the many community members who volunteer their time and talent to support our organization. Thank you for helping us grow The POGIL Project, so we stay vibrant and evergreen. I can't wait to see what our future holds.

With gratitude,

Rick Moog

Rick Moog, *Executive Director of The POGIL Project*

Your donation helps educators bloom

For every teacher who has access to POGIL's professional development workshops and webinars, entire classrooms experience better learning outcomes.

SINCE 2012, WE HAVE:

OFFERED
460+
WORKSHOPS

SERVED
14,300+
EDUCATORS

REACHED AN ESTIMATED
360,000+
STUDENTS



What a Difference a Year Makes

We believe in training educators to design learner-centered classrooms.

HERE'S
A LOOK AT
WHAT WE
ACCOMPLISHED
IN 2022

Professional Development Workshops

In 2022, we reached more than 1,400 educators and offered more than 45 in-person and virtual workshops. This total includes 144 brand-new practitioners who attended our Fundamentals workshops. We also welcomed 41 participants to our Classroom Facilitation and Activity Writing workshops and (virtually) hosted 8 advanced practitioners during our weeklong Writers' Retreat. Virtual offerings are still a great way to meet educators where they are, and we'll strive to do just that in 2023.

eSeries and Webinars

Our eSeries and webinar offerings helped 136 practitioners explore exciting new content areas, including how to design interactive POGIL models and how to integrate equity into the POGIL classroom. We're continuing to streamline our digital offerings to reach as many practitioners as possible with high-quality, timely topics in the practice of teaching.

SPUR+ Grants

We've been thrilled by the way POGIL keeps expanding to new disciplines. SPUR+ grants provide up to \$2,500 of seed money for projects that further this strategic goal. Congratulations to Neal MacDougall and Mare Sullivan, who plan to create and classroom-test 21 POGIL mini-activities to help students develop the basic concepts of Introductory Microeconomics.

POGIL National Meeting

After two years of virtual gatherings, The Project once again held its national meeting in St. Louis. In addition to our strategic planning sessions, we welcomed two new working groups dedicated to supporting advanced POGIL practitioners and assessing the impact of our professional development offerings. We also celebrated the contributions of three special members of our community: Laura Trout, Siobhan Julian, and Andy Aspaas (see story, page 15). We're so excited by how far we've come and how much the next generation of practitioners has to offer!

Climate Justice Symposium

From June 13-15, we held the POGIL Climate Justice Symposium. This cross-curricular virtual event introduced ways for practitioners to incorporate hands-on social justice components into their courses, making classwork more relevant to students and more impactful in the community.

A pair of hands is shown from the left, cupping a mound of dark, rich soil. A small, vibrant green seedling with four leaves grows from the center of the soil. The background is a soft, out-of-focus green, suggesting a natural outdoor setting. The text 'POGIL Stories' is overlaid in white, bold, sans-serif font across the middle of the image.

POGIL Stories

POGIL STORIES

The Evolution of The POGIL Project

Most organizations approach strategic planning with hesitation, if not outright dread. It's an expensive, time-consuming process and often a challenge to get everyone excited and on the same page. Plus, there's no guarantee that a strategic plan will deliver results—or even be used at all.

At The POGIL Project, however, these clichés go out the window. Strategic plans aren't just documents created by leadership and passed down to staff to implement. Instead, members of the POGIL community collaborate on setting priorities and goals for the future.

When it comes time to get work done, practitioners participate in working groups dedicated to realizing The Project's strategic goals. It's a highly participatory,

dynamic, and creative process, driven by dedicated volunteers. Dare we say, it's even...*fun*?

After four years of working toward the goals of the last strategic plan, it's time to begin again. This year's planning efforts kicked off at the POGIL National Meeting in St. Louis, where 60 members of the POGIL community collaborated on a series of generative exercises led by **Susan Shadle**, Distinguished Professor of Chemistry and Vice Provost for Undergraduate Studies at Boise State University.

Using The Project's current strategic plan as a starting point, the group reflected on its strengths and areas for improvement. How well has The Project tackled its goal to make the organization more diverse



”

The goal was to take the collective knowledge of The Project, build a general awareness of where we are, and consider what we need as we're moving forward.

SUSAN SHADLE
STRATEGIC PLAN LEADER

and inclusive? What strides has it made to develop assessments for POGIL learning environments? The planning group even spent some time envisioning the future of The Project, looking ahead five years or more. ▶▶



**It's satisfying that
The Project listens to,
and is interested in,
what the membership
wants to do.**

NICK ROSTER
PNM ATTENDEE

For Shadle, who also led The Project's first strategic planning process in 2012, this approach was the right way to honor the history of the organization while leaving room to grow into something new. "Because the current strategic plan, and how it gets implemented, is so deeply embedded in the community, you can't ask people who are deeply involved in that work, and care about it a lot, to start from scratch," Shadle explained.


"The goal was to take the collective knowledge of The Project, build a general awareness of where we are, and consider what we need as we're moving forward," she continued.

After a series of reflective exercises focused on the current strategic plan, participants moved on to the brainstorming phase. "You can imagine, in a room full of really passionate, dedicated, committed, and smart people, there are lots and lots of ideas," said Shadle.

"We often get mired in the day-to-day," she added. "Okay, we've got this task, we have to develop this rubric, we're figuring out how to better curate the Facebook page.' It was, I think, helpful for people, and helpful for the process, to step back and think broadly."

"It's satisfying that The Project listens to, and is interested in, what the membership wants to do," said **Nick Roster**, a Biology instructor at Northwestern Michigan College who participated in the planning process.

Roster was most impressed by discussions about how to ensure "POGIL activities addressed equity and inclusion." He added, "I think this is really important, not only for the future of POGIL, but for education as a whole."

Over the next year, the Steering Committee will take the many passionate, dedicated, and smart ideas discussed at the PNM and transform them into a full draft of a brand-new strategic plan. Then, the real fun begins. 



HOW TO DRAFT A STRATEGIC PLAN

3

**DAYS OF
PLENARIES**

60+

**MEMBERS OF THE
POGIL COMMUNITY**

1

**CONFERENCE
ROOM**

15

**HARDWORKING
GROUPS**

100s

**OF INCREDIBLE
IDEAS**

LISTEN IN ON THE STRATEGIC PLANNING PROCESS

Season Two of The POGIL Podcast provides a deep dive into our current strategic plan. (It's interesting—we promise!) Follow along wherever you listen to podcasts or at <https://rss.com/podcasts/thepogilpodcast>.



Helping New Practitioners Flourish

One of the biggest barriers for new POGIL practitioners is adopting a classroom strategy that other educators in their grade or department might not use. Who can they talk to about student roles? Which activities work best? What should they do when students who are used to passive lectures revolt at the thought of group work?

Last year, The POGIL Project launched a new initiative called POGIL Learning Communities as an effort to overcome these challenges. Eleven participants from across the country attended a one-day POGIL workshop, then met monthly in small groups to share challenges and celebrate wins in the classroom. Participants who attended 75% of the meetings received a scholarship to pay for registration at an advanced POGIL workshop.

According to **Teresa Bixby**, co-chair of the Addressing Equity strategic working group, the results have been exciting. “The feedback from participants was super positive,” said Bixby. “They felt supported, and they felt it was great to be able to talk to experts. It’s one thing to go to a three-day POGIL workshop and be immersed. Then you go home, and you’re like, ‘Well, now how do I actually do this?’”

For **Zarraz Quick**, who taught Earth and Space Science and Biology at Raffles American School in Johor, Malaysia, the support from her Learning Community was essential to using POGIL in the classroom. “I was surprised and comforted that other practitioners were having similar issues,” said Quick of discussing classroom activities with her cohort, including leader **Shannon Wachowski**.



”

Learning Communities participants felt supported, and they felt it was great to be able to talk to experts.

TERESA BIXBY

CO-CHAIR, ADDRESSING EQUITY
STRATEGIC WORKING GROUP

“I liked that Learning Communities was not a one-time instructional workshop on ‘how you should teach,’ which is what I have experienced in many professional development courses,” Quick continued. “The POGIL Project helps educators grow through demonstration and mentoring.”

After a year of targeted support, Learning Community members like Quick have





We want participants to be a part of the POGIL community because it's such a rich one.

MICHAEL BRUNO

CO-CHAIR, ADDRESSING EQUITY
STRATEGIC WORKING GROUP



New NSF Grant Will Assess How Teachers Use Software

The POGIL Project is proud to administer a new National Science Foundation grant that will assess how teachers use software to support POGIL classrooms. The software, designed by **Clif Kussmaul**, former Associate Professor of Computer Science at Muhlenberg College, provides teachers with key information about student successes and challenges throughout POGIL activities.

For the past two years, Computer Science instructors at Drexel University have piloted Kussmaul's software in their introductory courses. "This new grant looks at how faculty use the software, including what it makes easier for them," explained Kussmaul.

By studying user experience, "we can better match the software to what faculty want, both in the moment, during class, and also after class, when they have a little more time to go back and look at what's going on," Kussmaul added.




decided to stay for a second year of programming, narrowing their focus to writing and facilitating POGIL activities.

Bixby and her co-chair **Michael Bruno** also hope that participants will follow pathways into POGIL Project leadership. From ad-hoc committees to strategic working groups, The POGIL Project is seeking to diversify its volunteer base and become ever more inclusive.

"One of our long-term goals is to change the demographics of the people who are at the POGIL National Meeting, who are on the Steering Committee, who are participating in

those resources," Bixby added. "A lot of the strategic planning? That's just us, as practitioners, volunteering our time, participating in the community to strengthen it and perpetuate it. We want you to be successful in your own practice, but we also want you to be a part of POGIL," she said of the Learning Communities members.

"My hope is that we will see participants at the National Meeting several years from now, or we'll see them at our conference, and that they will continue to be engaged in The Project," said Bruno. "We want them to be a part of this community, because it's such a rich one." 

Expanding Our Impact

Fiscal Year 2021

228
DONORS

23
NEW
DONORS

127
SUSTAINING
PARTNERS

\$2,250 STIPEND WAIVERS

\$73,913 ANNUAL FUND GIFTS

I GIVE TO POGIL BECAUSE...

”

I can affect teaching, learning, and students directly. Funds aren't being filtered through all these layers but going directly to making learning better for students.

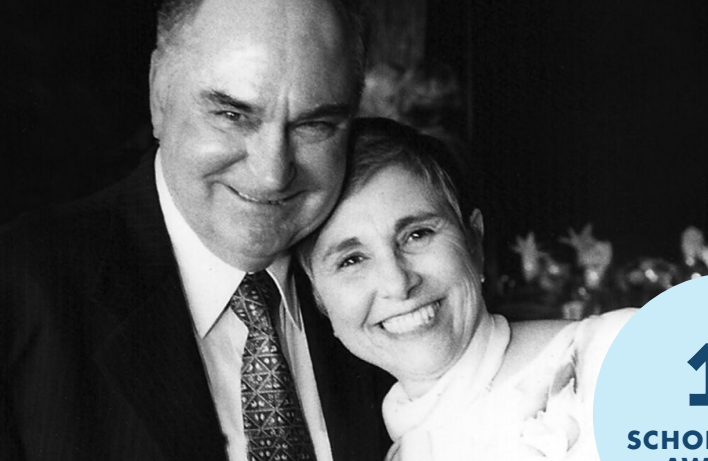
MEGAN MORGAN HOFFMAN
SUSTAINING PARTNER

”

It's investing in the community and in providing these great activities and resources for instructors to help students learn. By giving, I think we can lower the barrier to entry for workshops and activities. It's a great way to make learning more equitable.

RODNEY AUSTIN
SUSTAINING PARTNER





16
SCHOLARSHIPS
AWARDED

ESTABLISHED IN 2020, The Jim and Kathy Spencer Fund to Advance POGIL Practice is a scholarship fund dedicated to supporting educators who wish to attend the National Conference to Advance POGIL Practice.

As we continue to build this fund, we know that reaching our \$100,000 goal will have a major impact on educators in a climate of shrinking professional development resources. Scholarships from the Spencer Fund sustain educators as they receive community training and support to bring effective active learning strategies back to their classrooms.

Thank you to everyone who has contributed to the Spencer Fund. We're so proud to carry out the legacy of Jim and Kathy Spencer through our work!

Spotlight on the Spencer Fund

”

I wanted to attend NCAPP... to learn more about POGIL and to begin the journey of writing my own POGIL material. Unfortunately, as an adjunct lecturer, there is little to no funding available to me to attend conferences. The funding provided by the Jim & Kathy Spencer Fund made my attendance possible.

—TINA HANSON-LEWIS

”

As public high school teachers, we were never given money to do any kind of outside professional development. It was really important to me to be able to go to a professional conference, like NCAPP, using the Spencer Fund scholarship. It made a big difference. POGIL helps good teachers become better teachers.

— BEFF MANCINI
SUSTAINING PARTNER



NEW PUBLICATIONS ON THE HORIZON

As The POGIL Project grows and welcomes practitioners from many disciplines, we're expanding our POGIL activity offerings! There are brand-new publications on the horizon, including:

- ▶ **AP Environmental Science**
- ▶ **Art**
- ▶ **College Algebra**
- ▶ **Finite Math**

Thank you to the many practitioners who worked so hard to develop and test these activities and make them available to our community!



POGIL STORY

Helping Active Learning Communities Grow

As the climate bill stalled in Congress and wildfires ravaged the coasts of Spain and France, climate change—and the strategies we use to address it—took on more importance than ever this summer.

In June, The POGIL Project held a symposium on climate justice in order to infuse a sense of urgency into science curricula everywhere. Over three days, participants in fields like chemistry, environmental science, and literature learned how to apply climate justice



POGIL
CLIMATE JUSTICE
SYMPOSIUM
JUNE 13-15 · 2022

frameworks to activities in their own classrooms.

Guided by trained facilitators, participants worked together to design activities that would help their students understand how climate change disproportionately impacts communities with fewer resources. Some groups tackled activities around the levels of acidity in the ocean, while others examined cycles of heat waves and drought.

By helping students develop data sets around inequality or disenfranchisement, for example, educators can bring a climate justice lens to activities originally designed to help students learn scientific concepts.

“People who don't have as many resources are going to be more negatively impacted by climate change than those countries



”

Our mission is to support active learning in education, and this was an important way to help the active learning community in higher education and in secondary schools.

CARYL FISH

SYMPOSIUM PLANNING COMMITTEE

and individuals who have more resources to adapt,” explained Caryl Fish, Professor of Chemistry at Saint Vincent College and one of the symposium organizers. “Not everyone has the same ability to create



Now that participants have a "kernel of an activity" to work on in their classrooms, The POGIL Project will continue to provide resources throughout the year.



changes that will soften climate impacts," she added. "This shows up in the data."

The symposium also featured keynote talks from climate justice educators, including **Sonya Doucette**, sustainability leader at Bellevue College; **Heather Price**, a climate change curriculum expert; and **Deb L. Morrison**, an internationally renowned climate justice expert who "Zoomed in" from her visit to the International United Nations.

Although many of the 15 attendees were trained POGIL practitioners, the symposium also attracted other educators who wanted to both learn about climate justice and how to incorporate it into active learning settings. "These symposia support more than the practice of POGIL," said Fish. "Our mission is to support active learning in education, and this was an important way to help the active learning community in higher education and in secondary schools."

Now that participants have a "kernel of an activity" to work on in their classrooms, The POGIL Project will continue to provide resources throughout the year. One resource Fish hopes to provide is a half-day follow-up workshop, in which participants will have a chance to come back together and discuss their efforts in the classroom. "We want to give everyone a chance to try stuff out, then talk about how it worked," she said.

Fish, who is currently editing a collection of college-level environmental science activities for The Project, was also deeply impacted by the program. "How I perceived climate justice changed," she said. "I'm not a climate justice expert, or even an environmental justice expert, but it made me realize we need to incorporate climate justice into this activity collection." She's already revising her activities to make it happen. 🌱

POGIL STORY

Cultivating Excellence

When asked what makes The POGIL Project special, this year's POGIL award recipients don't wax poetic about the POGIL method—even though they could. Instead, all three practitioners highlighted what makes The Project stand out from other professional development organizations: the people.

"It's always been my goal not just to be a good teacher in the classroom, but to also build a community of good teachers," said **Laura Trout**. An 18-year Project veteran, Trout is the recipient of the **inaugural 2022 Impact Award**, which recognizes the lasting footprint she has made on The Project and the POGIL community.

When the country ground to a halt at the onset of COVID-19, Trout rushed to convert in-person workshops to virtually delivered trainings, so The Project could

continue its work. But she's been integral to The Project for much longer. Trout not only developed some of the first high school POGIL chemistry activities, she also led the High School POGIL Initiative (HSPI) from 2008 to 2011. She continues her critical work today, updating high school activities to address process skills and meet the newest criteria for endorsement.

Most of all, Trout has made more space in the organization for other high school teachers. "We have a ton of high school involvement now, which I think is amazing," said Trout, who teaches at Lancaster Country Day School. "Both parties, college professors and high school teachers, appreciate one another's perspectives and know that it makes us stronger to have that other perspective," she added.



”

It's always been my goal not just to be a good teacher in the classroom, but to also build a community of good teachers.

LAURA TROUT

2022 POGIL IMPACT AWARD WINNER

For **Siobhan Julian**, a high school chemistry teacher from upstate New York, Trout was a torch bearer, lighting a path she could follow. A self-taught POGIL facilitator, Julian used the HSPI collection in her own classroom and was delighted to work more closely with Trout at the POGIL National Meeting and NCAPP in 2019. ▶▶



”

**I believe in the power of
POGIL, and I know
that POGIL works.**

SIOBHAN JULIAN

2022 POGIL PEACH AWARD WINNER

“When I met POGIL people at NCAPP, they instantaneously welcomed me into the fold despite my lack of experience, and it really helped me believe in myself more than I did on my own,” said Julian.

This year, Julian received the POGIL Early Achievement Award (PEACH) for secondary educators in recognition of her contributions to multiple working groups and in facilitating Fundamentals of POGIL workshops. She’s excited to see how POGIL can continue to expand its reach.

“I believe in the power of POGIL, and I know that POGIL works,” said Julian. “I would love to be part of a team that is helping to develop content for middle school social science, for example, and working with those

teachers, so that they have the activities they need.”

This year’s PEACH Award winner in post-secondary education, **Andy Aspaas**, also believes in expanding POGIL’s reach. Because of

his experiences teaching last fall, he sees virtual learning as one way to do that.

“I really appreciated how, instead of being stuck in the past, The Project was flexible and forward-thinking enough to get on the forefront of digital learning at the beginning of the pandemic,” said Aspaas, who teaches chemistry at Anoka-Ramsey Community College in Minnesota. He and his colleagues now have exciting new “hybrid learning models” to use as in-person learning returns, he added.

As a community college educator, Aspaas also sees firsthand how crucial process and team-building skills are for his students.



He considers POGIL to be an integral way of designing equitable and inclusive learning experiences.

“Putting the student at the center of the classroom and emphasizing inclusiveness as part of teamwork skills—those are at the top of the list for reducing the equity gap, for making people from all backgrounds feel included, for being able to incorporate a person’s own background and culture to the ways that they’re learning,” said Aspaas.

“It’s such an amazing community that is so welcoming, so generous with their knowledge and so friendly,” Aspaas added. “I’m proud to be part of it.”

”

**It’s such an amazing
community that is so
welcoming and generous.
I’m proud to be part of it.**

ANDY ASPAAS

2022 POGIL PEACH AWARD WINNER



The POGIL Activity Clearinghouse (PAC) is streamlining the activity feedback and endorsement process!

The PAC now encourages authors of large collections to submit 2 to 3 activities for feedback during the endorsement process. Writers who do not wish to submit an entire collection may also apply to have individual POGIL activities reviewed and approved by the PAC.

All writers who wish to receive feedback will have the opportunity to review what makes a strong activity, so they can create materials from a place of confidence. As we expand our publications for the future, this new feedback and endorsement process will make our materials stronger and set the bar for excellence.

**FOR MORE INFORMATION OR TO SUBMIT
ACTIVITIES FOR ENDORSEMENT, PLEASE VISIT
[HTTPS://POGIL.ORG/AUTHORING-MATERIALS](https://pogil.org/authoring-materials).**

Thank you to our generous donors!

The POGIL Project's high-impact professional development programs and expert publications are supported by an incredible group of monthly and yearly donors. We are especially grateful to our 127 Sustaining Partners* who have donated for three or more consecutive years or have joined our monthly giving program. Thank you so much for your ongoing support!

Leslie C. Anderson

Maralyn and Warren Anderson

Anonymous

Susan Arenberg

Tammy Ashworth

Rodney Austin*

Sheila Barbach*

Robert & Louise Barnett

Mary Bartholomew*

Scott W. Barton

Christopher F. Bauer*

Lisa Bell-Loncella*

Teresa Bixby*

Rick and Marguerite Bliss

Julie Boldizar*

Andrew R. and Jennifer Bressette*

Timothy Robert Brewer

Betsy Moog Brooks and Mike Brooks*

Lynn Matluck Brooks

Charlotte B. Brown

Peter and Jane Brown

Linda Hollingshead Bruce

Asha Brunings

Michael Bruno*

Donnell J. Butler*

Paula W. and Andrew Butler*

Phil and Jane Calhoun

Jeff Callies

John Campbell

Naomi Campbell*

Deborah Carter*

Joe and Shelley Chambers*

Carrie Annette Chapman Wolfe

Mark and Judith Chien

Kathleen Corby Clark*

Sandra J. Climenhaga

Renee and Greg Cole

Colleen Conway*

Patricia Cook

Frank J. and Barbara Creegan*

Megan Cronin

Joel Davis*

Michael James DiNardo*

Debra Driscoll*

Kristen Drury*

Marcy Dubroff*

Kevin Duffy*

Crystal Dykes*

Joyce and Loran Easter*

Mark Ediger*

Gary Edvenson*

Julie Ellefson

Lisa Ellis*

John Farrell

Tracy and Arnold Feldman

Ruth and Jon Ferguson

Brandon Fetterly*

Caryl Fish*

Matthew Fisher and Bettie A. Davis*

Richard Allen Fluck

Donna Fournier

Sara Fox

Roxanne Frank

Gina Frey*

Margaret and Tom Friedman

Laura Frost*

Michael Garoutte

John I. Gelder

Brian Gilbert*

Anne Glenn and Rob Whitnell*

Hilary Grant

Steven J. Gravelle*

Joanna Greene

Edgar Grove

Elnore Grow*

Alex Grushow*

Patricia Hall

Urik Halliday*

Valentina Halliday*

Amy Hanson

Ellen Harpel*

Timothy Allan Herzog*

Mark Hey*

Bruce Jay Heyen*

Thomas Higgins

Ashley Heptig Hill

Donald Hirsh*

Gregory Hislop*

Dalia Hoffman

Megan Hoffman*

Kevin Hoke*

Laura and Gregg Hollabaugh*

Tina Holland*

Tom Holme*

Tom Horsley*

Sally S. Hunnicutt*

Carrie Bell Jacobus

Philip M. Jelley

Elizabeth Jensen*

Murray Jensen*

Brian and Katie Johnson*

Anjela Johnston

Siobhan Julian*

Joseph Keane*

Marianne Kelly

Hae-Won Kim

Daniel King*

Shannon Therese Knuth

Anne Kondo*

Eileen Kowalski*

Clif Kussmaul*

Juliette Lantz and John Carroll*

Laura Lavine

An-Phong Le*

Caroline Lehman*

Irving and Gwen Lerner

Scott and Giovanna Lerner

Alan Levine*

Carol Baker Libby*

R. Daniel Libby*

Jim LoBue*

Jennifer A. Loertscher and Ben Smith*

Sue and Gary Loertscher

Roger Loring*

Lynette Luke

Patricia Ann Mabrouk*

Neal MacDougall*

James and Marcie Mack

Lynn E. Maelia

Beff and Anthony Mancini*
 Kristy L. Mardis
 Lawrence Margerum*
 Lucy Marks
 Andrea E. Martin*
 Emily Watkins Marzock
 Christopher Mayfield*
 Craig and Leslie McClure*
 Maria and Barry McKeon
 Benjamin and Jan Miller*
 Britton Miller*
 Katie & Jeremy Mitchell-Koch
 Jean S. Moog*
 Rick S. Moog and Pat Martin*
 Gene and Jan Moore
 John Moore

Christine Morales
 Mark Morehouse*
 Angelina Moretto
 Jennifer Morford
 Betty Motter*
 Andrew Mundt*
 Tracey Arnold Murray*
 Philip Napier
 Stephanie O'Brien*
 Christopher Oehrlein
 Sarah Olken
 Dennis O'Shea*
 Linda Padwa
 David and Eileen Parkin*
 Laura E. Parmentier
 Ian Michael Paul

Jennifer Perot
 Marty Perry*
 Laura Philips and John A. Elliott*
 Sarah-Jane Pillsbury*
 Tammy Pirmann
 Kristin Plessel*
 Gaylord and Nadine Poling
 Rongson Pongdee*
 Jeff Pribyl*
 Stephen and Jennifer Prilliman
 Sheila Qureshi
 Rick and Elaine Ressel*
 Austin and Zell Rich
 Susan Richardson*
 Mark Rimple
 Cathy and Mike Roman
 Bruce Alan Roth
 Gillian Rudd*
 Suzanne Ruder*
 Lisa Russell-Mina*
 Carl and Joy Gail Salter*
 Maureen Scharberg
 Martin Schmerr
 Candace Schneggenburger
 Jamie L. Schneider*
 Andrew Isaac Schultz*

Drs. Michelle and Paul Schultz*
 Lorie Sedlmyer
 Neil Seltzer
 Susan E. Shadle*
 Shawn Shields
 Alan Shusterman*
 Sally Quast Sliker*
 Shawn Simonson*
 Steve Singleton
 Cheryl L Smith
 Robert and Suzanne Smith, in honor of
 Jennifer Loertscher*
 Steve Spadafore
 Aaron Spangler*
 Teresa Speakman
 Kathy Spencer*
 Mary Eleanor Spencer
 David Stameshkin*
 Mare and Joe Sullivan*
 Craig Teague*
 Bonnie and Ed Tessler*
 Chris Thompson
 Vicky Minderhout Thorsell*
 Raymund Torralba*
 Laura Trout*
 Kristi Deaver Uselding*

Mary van Opstal
 Emanuel and Karol Waddell*
 James Wakefield*
 Catherine Wallace*
 Paul W. Ware
 Gail and Jeff Webster*
 Hal White*
 Bill and Phyllis Whitesell
 Robert Wieman
 Cindy and Troy Wingenroth*
 Robert Witwer
 Micah You
 Zelda Ziegler



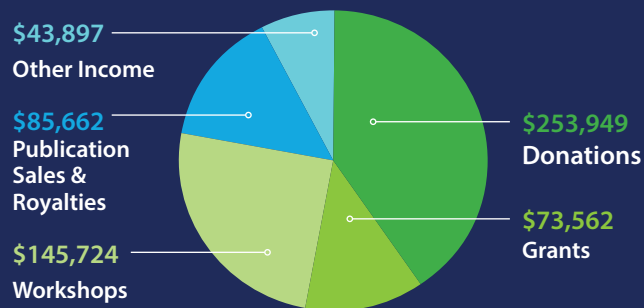
I'm really proud of the work we do, not just producing activities and books but the network of colleagues and support that we are for each other. I would like to see this continue, and I would like to enable other people to participate, whether that's writing activities or participating in strategic planning. —EILEEN KOWALSKI, SUSTAINING PARTNER



Financial Overview

Fiscal Year 2021

REVENUE SOURCES



TOTAL — \$602,794

EXPENSES AS % OF BUDGET



WAYS TO GIVE

The POGIL Project trains secondary and post-secondary educators to provide learner-centered instruction that helps students construct and retain knowledge, all while developing crucial process skills like communication and collaboration.

Your gift, of any amount, helps bring POGIL to new educators and classrooms every year. Thank you for helping us to make student-centered instruction the norm!

Online

Visit www.pogil.org/donate

- ▶ One-time gift
- ▶ Monthly gift

Become a POGIL Sustaining Partner by joining our monthly giving program.

By Mail

Please send your check to:

The POGIL Project
P.O. Box 3003
Lancaster, PA, 17604-3003

Donor-Advised Funds

Recommend a gift to The POGIL Project (EIN# 27-3451654) through your Donor-Advised Fund.

Publicly Traded Securities

Visit pogil.org/donate for more information.

Matching Gifts

If your company or organization participates in matching gifts and you would like to make a contribution, please call us at (717) 358-4727.

The official registration and financial information of The POGIL Project may be obtained from the Pennsylvania Department of State by calling toll free, within Pennsylvania, 1 (800) 732-0999. Registration does not imply endorsement. The POGIL Project is a 501(c)(3) nonprofit organization.

POGIL Leadership

BOARD OF DIRECTORS

Andrew R. Bressette

Associate Professor of Chemistry and Vice President for Enrollment Management, Berry College, Mt. Berry, GA

Mike Dolence, *Board Treasurer*

M.B.A., Managing Principal, Blue Moon Consulting, Indianapolis, IN

Marcy Dubroff, *Board Secretary*

Associate Director of The POGIL Project, Lancaster, PA

Richard S. Moog, *Board Chair*

Executive Director of The POGIL Project and Professor of Chemistry, Franklin & Marshall College, Lancaster, PA

Marty Perry, *Ex Officio/Steering Committee Chair*

Vice Chair for Professional Education, College of Pharmacy, University of Arkansas for Medical Sciences, Little Rock, AR

Laura A. Philips

Co-founder, President and Chief Executive Officer, Spheryx, Inc., New York, NY

Lisa Russell-Mina

Director of Major Gifts, Society for Science & the Public, Washington, DC

Andrew Schultz

Executive Director, Congregation Sukkat Shalom, Wilmette, IL

2022-2023 STEERING COMMITTEE

Sean Garrett-Roe

Associate Professor of Chemistry, University of Pittsburgh, Pittsburgh, PA

Juliette Lantz

Associate Dean of Curriculum, Professor of Chemistry, Drew University, Madison, NJ

An-Phong Le

Chemistry, Blackstone Valley Prep Mayoral Academy, Cumberland, RI

Beff Mancini

Retired, Biology and Environmental Studies, Cherry Hill High School East, Cherry Hill, NJ

Mario Nakazawa

Associate Professor of Computer Science, Berea College, Berea, KY

Laura E. Parmentier

Chair of Chemistry and Biochemistry, Beloit College, Beloit, WI

Marty Perry, *Steering Committee Chair*

Vice Chair for Professional Education, College of Pharmacy, University of Arkansas for Medical Sciences, Little Rock, AR

COMMUNITY REPORT CONTRIBUTORS

Editorial: Marcy Dubroff, Kristen Evans

Photos: Tim Brixius, Nick Gould

Design: Modern Art

Proofreading: Julie Boldizar, Jen Perot, Barbara Verrier, Rick Moog

Printing and Distribution: WhiteOak



THE POGIL PROJECT MISSION

Our mission is to improve teaching and learning by fostering an inclusive, transformative community of reflective educators who design, implement, assess, and study learner-centered environments.

