



COMMUNITY REPORT 2024

**IT'S TIME TO CHANGE HOW WE TEACH & LEARN**



# 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.

## The POGIL Project National Office

Rick Moog, *Executive Director*

Marcy Dubroff, *Associate Director*

Julie Boldizar, *Event Coordinator*

Sully Boldizar, *Chief Morale Officer*

Lara Dailey, *Digital Manager*

Mike Dolence, *Controller*

Wayne Pearson, *eSeries Coordinator and Podcast Producer*

Jen Perot, *Event Coordinator*

Elaine Ressel, *Bookkeeper*

Susan Richardson, *Publications Liaison*

Mary Sakellaris, *Administrative Assistant*

Laura Trout, *Materials Coordinator*

Barbara Verrier, *Director of Development*

\***DEIB**: Diversity, Equity, Inclusion, and Belonging

† **HMG**: Historically Marginalized Group

‡ **NCAPP**: National Conference to Advance POGIL Practice

§ **PAC**: POGIL Activity Clearinghouse

## Working Group & Special Projects Leadership

Rodney Austin, *Chair, Large-Classroom Videos*

Chris Bauer, *Chair, Evaluating the Impact of POGIL Professional Development*

Teresa Bixby, *Chair, POGIL Learning Communities to Support HMGs†*

Sidney Boquiren, *Chair, Supporting Inclusivity: DEIB Principles\**

Kristi Deaver, *Co-Chair, NCAPP 2025‡*

Caryl Fish, *Co-Editor-in-Chief, PAC§*

Sean Garrett-Roe, *Co-Editor-in-Chief, PAC§*

Alex Grushow, *Host, The POGIL Podcast*

Tim Herzog, *Chair, Advanced Practitioner Experience*

Siobhan Julian, *Host, The POGIL Podcast*

Clif Kussmaul, *Chair, POGIL for Non-Classroom Settings Task Force*

Jennifer Larson, *Co-Chair, Networks Task Force*

Charity Flener Lovitt, *Chair, Large Enrollment Adoptions & Implementation*

Kristy Mardis, *Chair, Supporting Inclusivity: Removing Barriers to Professional Development*

Wayne Pearson, *Co-Chair, NCAPP 2025‡*

Kristin Plessel, *Coordinator for Electronic Offerings*

Shawn Simonson, *Endorsement Coordinator*

Andri Smith, *Chair, Instructional Approaches*

Kimberly Stieglitz, *Co-Chair, Networks Task Force*

Andrea Van Duzor, *Chair, Supporting Inclusivity: Developing Learning Ecosystems for HMGs in Key Areas†*

*Dear Friends,*

**T**he past year has been an exciting and energizing one at The POGIL Project. We're proud to announce that The Project has officially approved its new strategic plan after many years of hard work, preparation, and community input.

This ambitious plan will provide a foundation for the work of The Project for the next five years. With goals centered on the needs of students, practitioners, and the organization, the plan is deeply focused on supporting our community as it continues to grow and evolve.

We've also woven diversity, equity, inclusion, and belonging principles into each goal of the plan. Our community of practitioners is diverse in demographics, practice, and discipline, and we're excited for our organization to better reflect these strengths.

At this year's POGIL National Meeting, our strategic teams rolled up their sleeves and officially got to work. Our road map has specific tactics for teams to use as they achieve their goals, including short-, medium-, and long-term benchmarks for success. We worked hard to make these SMART (specific, measurable, achievable, realistic, and time-bound) goals, so we know how much progress we're making and when we might need to adjust.

We're so grateful to our community members for their thoughtful input on our new plan and for their tireless work on The Project's success. Their needs and insights are reflected in each goal, tactic, and desired outcome. Thank you!



**The POGIL Project has officially approved its new strategic plan after many years of hard work, preparation, and community input.**

Right now is a challenging moment for educators, many of whom have less access to professional development funds than ever. In order to support our community, we're developing additional, cost-effective, virtual workshop offerings. We're creating more opportunities for advanced practitioners who want to continue improving their facilitation skills.

We're revamping our summer workshop sessions to make them more relevant, data-driven, and focused on student process skills. And we're exploring partnerships with like-minded organizations, including Beyond Benign, Learning Assistant Alliance, and SENCER, in order to transform education together. Whether we're developing our programs or forging new partnerships, the work we do makes The POGIL Project stronger and more sustainable.

The efforts of The Project are only possible thanks to our generous donors and sustaining partners, as well as the many community members who volunteer their time and talent. Thank you for helping us sustain the work of The POGIL Project, ensuring its success for the next five years—and far into the future.

With gratitude,

A handwritten signature in black ink that reads "Rick Moog". The signature is fluid and cursive.

Rick Moog, Executive Director of The POGIL Project

# THE NEXT FIVE YEARS

**Each POGIL story in this year's Community Report relates to one of our new strategic goals.**

**This plan lays out our community's shared goals to ensure The POGIL Project remains at the forefront of educational reform and innovation, prepares learners to contribute and succeed in a complex world, and nurtures a thriving community of transformation.**

Scan the code to explore our next strategic plan!



Goal 1  
**FOR  
LEARNERS**

Expand access to student-centered, process-rich learning for an increasingly diverse range of learners

PAGE  
**10**

How **Kristy Mardis** and **Andrea Van Duzor** support students at Chicago State University

PAGE  
**14**

POGIL has a far-reaching impact on **Brian Gilbert** and his students

Goal 2  
**FOR  
PRACTITIONERS**

Expand and support a vibrant, inclusive, and diverse POGIL practitioner community that promotes student-centered, process-rich learning

PAGE  
**6**

**Sidney Boquiren, Claudia Jorgensen,** and **Neal MacDougall** chart a course for practitioners from new-to-POGIL disciplines

PAGE  
**18**

**Adrianna Kezar** reflects on the value of The POGIL Project during a challenging time for professional development organizations

Goal 3  
**FOR THE  
ORGANIZATION**

Expand the efforts and community of The POGIL Project in ways that ensure equity, inclusivity, and organizational sustainability

PAGE  
**16**

**Andy Bressette** and **Marty Perry** provide a behind-the-scenes look at what went into the strategic planning process

# CHANGING HOW WE TEACH AND LEARN

For every teacher who has access to POGIL's professional development offerings, entire classrooms experience better learning.

SINCE  
2012, WE  
HAVE:

Offered  
**500+**  
workshops

Reached  
**400,000+**  
students

Served  
**15,000+**  
educators

# A YEAR IN THE LIFE OF THE POGIL PROJECT

**F**rom unveiling a new strategic plan to holding our first Social Emotional Learning (SEL) practicum, here's a look at how The POGIL Project transformed teaching and learning in 2024.

## POGIL Programming Continues to Evolve

This year, we forged ahead into new territory with our offerings. In the spring, we held three sessions of an SEL practicum for facilitating effective communication in active learning classrooms. To support our growing community of practitioners, we continued to expand our collections of materials outside of traditional STEM disciplines. We're also exploring how to develop POGIL workshops for non-academic audiences. Soon you will be able to POGIL everywhere!

## Professional Development Workshops

This year, we reached more than 550 educators via 29 virtual and in-person workshops. We welcomed 234 new practitioners to Fundamentals of POGIL sessions. We also hosted 29 advanced practitioners for sessions devoted to classroom facilitation and activity writing, and 9 participants in our biennial Writers' Retreat. Even as we explore new avenues for growth, we'll continue to hold our tried-and-true workshops—and use your feedback to make these sessions even stronger.

## eSeries Offerings

Our six eSeries events gave educators a chance to discuss topics vital to teaching in today's classroom, as well as share facilitation strategies with one another. Participants delved into improving student engagement and collaboration, assessing process skills, and navigating diversity, equity, inclusion, and belonging.

## POGIL National Meeting

In June, 69 practitioners gathered at Washington University in St. Louis, St. Louis, MO, to kickstart work on the new strategic plan in person. Strategic teams began their work on goals ranging from improving the accessibility of POGIL activities to removing barriers to professional development.

**David Asai**, former Senior Director for Science Education at the Howard Hughes Medical Institute, delivered an insightful plenary talk titled, “Ratcheting Inclusivity.” We’re still thinking about his “culture box” exercise, which helped so many of us make meaningful connections with our colleagues.

Last but not least, we would like to extend a special thank you to Steering Committee member **Juliette Lantz** for her leadership in crafting the new strategic plan. Juliette worked tirelessly with the rest of the Steering Committee to ensure we have a document that will guide us into the future.

## THESE PRACTITIONERS ARE EXPANDING POGIL MATERIALS TO NEW DISCIPLINES

### POGIL STORY

**Sidney Boquiren**, Professor of Music at Adelphi University, first learned about POGIL from his colleague, Melissa VanAlstine-Parris, a chemist. “She invited me to visit her classroom, but in typical POGIL practice, visiting a classroom is not just sitting back and watching,” said Boquiren.



*Sidney Boquiren*

“She put me in one of the teams, and I got to experience what it was like—and I was lost. Chemistry is not my thing,” Boquiren recalled with a laugh. “What was actually important was that I got a sense of how POGIL aligned with the way I was already moving in terms of my own teaching practice and philosophy.”

One of the most exciting parts of The Project’s evolution is how many educators like Boquiren are drawn to its cross-disciplinary community—

even though the majority of activity collections, and many community members, are in STEM fields.

These intrepid practitioners imagine how to translate principles of the POGIL pedagogy into their own coursework, often without relevant examples or a POGIL-trained colleague in their discipline to talk with.

Undaunted by the lack of POGIL activities in music, Boquiren gamely began writing his own. This required not only finding good models to help students understand important concepts in music theory, but also occasionally composing his own music in order to avoid copyright infringement.

Over the past eight years, Boquiren has become steadily more involved in The Project. He now chairs a strategic team focused on supporting

inclusivity by incorporating diversity, equity, inclusion, and belonging principles into professional development workshop sessions.

“In a way, I’ve been lucky because I’m not alone,” said Boquiren of his POGIL journey. In 2018, he met Joshua Groffman, a fellow musician who uses POGIL at Southern Connecticut State University. The two have since collaborated on activity writing. “He’s been really great, really supportive,” Boquiren added. “It’s helpful to have someone in the same discipline, even if we’re not at the same institution.”

**F**or **Claudia Jorgensen**, Associate Professor of Psychology at Utah Valley University, peer collaboration and mentorship were also critical to writing POGIL activities in a new-for-POGIL discipline.



After her first POGIL workshop, Jorgensen was determined to transform her “Introduction to Brain & Behavior” course into a POGIL-friendly class. With grant funding supporting her efforts, Jorgensen teamed up with three other colleagues for feedback and support.

“I was lucky,” said Jorgensen, echoing Boquiren’s sentiments. “One of the faculty members who was my mentor taught anatomy and physiology in the biology department, so I was able to get some ideas from her and from some of the high school activities POGIL had already published.”

Even though neuroscience is a STEM field, there aren’t many neuroscientists who use POGIL in their classrooms. This makes fulfilling The POGIL Project’s classroom testing requirement for activity publication a major challenge, said Jorgensen.

To meet the requirement, Jorgensen asked The Project to put her in touch



Claudia Jorgensen

with as many educators who work in similar fields as possible, including biology and anatomy and physiology.

When she gets a response from others, said Jorgensen, it’s positive. Even so, she wishes there was a more efficient way to support POGIL pioneers trying to meet the classroom testing requirement.

“I’m still hopeful,” said Jorgensen.

**L**ike Jorgensen, **Neal MacDougall** has carved out alternative ways to circulate and test the activities in his economics activity collection.

MacDougall, Professor of Agribusiness at California Polytechnic State University, won a grant from the USDA to introduce other agricultural economists to POGIL. The strategy created a disciplinary community interested in student-centered

learning and gave MacDougall more peers who could test his activities.

“I’ve found that this community approach is better than a publishing approach,” said MacDougall, who also works on the POGIL Activity Clearinghouse (PAC). “The PAC is the answer for getting people from other disciplines involved,” he added. “It gets people trained, gives them access to the archive, and provides an option for classroom testing.”

As The POGIL Project embarks on the next iteration of its strategic plan, more resources will be devoted to supporting an inclusive, diverse practitioner community. This includes educators like Boquiren, Jorgensen, and MacDougall, who each come from new disciplines and are forging paths in new territory.

“POGIL is a huge opportunity,” said MacDougall. “You just have to get people to come in, and rely on the community to get them excited.” ▲



Neal MacDougall

# EXPANDING OUR MATERIALS INTO NEW DISCIPLINES

## New Endorsed Collections on the Horizon

We're proud to announce that two new titles were endorsed this summer:

- ▶ *Explorations in Math: A Guided Tour*
- ▶ *Environmental and Earth Science: A Guided Inquiry*

## POGIL Activity Clearinghouse (PAC)

The PAC itself continues to grow, reaching new members of The POGIL Project and expanding into new disciplines.



**397**

total users

Activities  
submitted across

**13**

disciplines

**50**

users  
submitted at least  
one activity

Thank you to all the practitioners who work so hard to develop, test, and review these activities, so we can publish the best possible collections for our community!

**For more information or to submit activities for endorsement, please visit <https://pogil.org/authoring-materials>.**



# POGIL IN THE SPOTLIGHT

**Congratulations to our community members on their professional honors.**

## **Bauer Honored by American Chemical Society**

**Chris Bauer** was named the recipient of the 2025 American Chemical Society (ACS) Award for Achievement in Research for the Teaching and Learning of Chemistry.

## **Boquiren Work Performed by Opera Omaha**

As part of its 2024 Poetry and Music Project, Opera Omaha performed a work by **Sidney Boquiren** of Adelphi University.

## **Kowalski Recognized for Teaching Excellence**

**Eileen Kowalski** of the United States Military Academy earned the 2024 Dean's Career Award for Distinguished Teaching Excellence.

## **Moog Named American Chemical Society Fellow**

The ACS named **Rick Moog** one of 37 ACS Fellows for 2024. ACS Fellows are recognized for outstanding achievements in, and contributions to, science, the profession, and the ACS.

## **Perry Accepted to Fellows Program**

**Marty Perry**, chair of The POGIL Project Steering Committee, was accepted into the American Association of Colleges of Pharmacy's prestigious Academic Leadership Fellows Program.

## **The POGIL Project Wins Regional Recognition for Fundraising Efforts**

The POGIL Project team earned a silver "CUPPIE" award from College and University Public Relations & Associated Professionals for its 2023 social media campaign during POGIL Pledge Week.

## **NSF Awards Supplemental Funding to Software Project**

**T**he POGIL Project is proud to announce that The National Science Foundation has awarded supplemental funding for a project exploring how teachers use POGIL software in their classes.

Designed by **Clif Kussmaul**, the software has been used at Drexel University, Weber State University, and Utah Technical University, among other institutions. Rick Moog and Pat Campbell are the other investigators on the project team.

**Congratulations to the project team on this award!**

## SUPPORTING STUDENTS IN WAYS THAT HELP THEM BEST

POGIL  
STORY

**K**risty Mardis and Andrea Van Duzor, colleagues in the chemistry department at Chicago State University (CSU), started writing POGIL activities because their students come to STEM with different lived experiences. Before students could dig into models on their own, the two educators often needed to provide a more culturally appropriate model or question.

“Sometimes, it felt like we would spend the whole 30 minutes trying to explain,” said Mardis, Professor of Chemistry and Chair of the Chemistry, Physics, & Engineering Studies department at CSU. “You’d have to give students the answer before they could figure out what the question meant.”



Andrea Van Duzor  
and Kristy Mardis

“I don’t want my students feeling stupid because they can’t parse out a question—because they’re not stupid,” Van Duzor, Professor of Chemistry, added.

“Some of the questions are written in a certain type of academic language, and maybe it’s good for our students to learn that, but they don’t need to learn it in general chemistry, when their footing is uncertain,” she continued. “We can teach that in advanced inorganic chemistry, when they know they’re chemists, and they know they’ve got this.”

A primarily Black institution, or PBI, CSU has a far different student body than those of the small, primarily white liberal arts schools where POGIL first started. Both Mardis and Van Duzor bring their extensive experiences working

with historically marginalized groups to The POGIL Project, chairing strategic teams devoted to removing barriers to professional development and supporting inclusivity, respectively.

Because of their work in the classroom and writing POGIL activities, they’re also excited by The Project’s plans to make activities more flexible and inclusive. There are changes in the works to support language leveling and provide guidance around team formation and belonging.

Inclusive language for team roles is especially important for Mardis’ students, many of whom are attending college later in their lives. “A lot of our students are older,” Mardis explained. “The word ‘manager’ has a very different connotation when you’ve been in the workforce for 10 years.”

“

**You're creating students who are like, 'Oh, my gosh, I'm helping inform what this instruction looks like—and that makes me a chemist, and that makes me a leader.'**

“I think if I could wave a magic wand and change the process for approving POGIL materials, I would add a cycle,” she continued. “We send activities out for classroom testing, but the people who reply are instructors. I find the learning assistants at CSU are much better at telling me when students are confused.

“Even with the best of intentions, I write long sentences. Or I think the model makes perfect sense to me, but I've got a Ph.D. I think we're getting better at figuring out how POGIL could get direct feedback from a diverse group of students with a diverse set of skills. But I

think that there's still some work to be done.”

Van Duzor agreed. Like Mardis, she has already tried incorporating feedback cycles from learning assistants into her own activity writing process.

“We think it's really helpful and useful to incorporate that student voice, both because your activities get better and because you're creating role models in your classroom,” said Van Duzor. “You're creating students who are like, ‘Oh, my gosh, I'm helping inform what this instruction looks like—and that makes me a chemist, and that makes me a leader.’”▲

THE  
**POGIL**<sup>®</sup>  
PODCAST

In Season Four of The POGIL Podcast, hosts Alex Grushow and Siobhan Julian took a deep look into the nuances of teaching practice.

They discussed what POGIL looks like in different teaching environments, the importance of science literacy to good citizenship, and how to invite learning assistants into your college classroom.

Season Five is just around the corner!

**Tune in wherever you listen to podcasts.**  
[www.pogil.org/news3/podcast](http://www.pogil.org/news3/podcast)

2024  
POGIL  
AWARDS



L-R: **Kayla Heffernan** and **Amy Steele**

## HONORING NEW COMMUNITY MEMBERS

**E**ach year, we recognize significant and enthusiastic contributions by secondary and post-secondary practitioners who are new to The POGIL Project. Here's to our 2024 POGIL Early Achievement Award (PEACH) honorees!



### **Kayla Heffernan**

**University of Pittsburgh at Greensburg, Greensburg, PA**

Kayla is an Associate Professor of Mathematics at the University of Pittsburgh at Greensburg and has a special interest in teaching mathematics for education students. She worked with The Project to create and publish *College Algebra: A Guided Inquiry*.

### **Amy Steele**

**Cornerstone Christian School, Olympia, WA**

Amy is a Washington State science teacher, as well as a Title 1 specialist in reading and math. She collaborated with Mare Sullivan, Lori Stanton, and other POGIL community members to create a collection of activities for middle school students that support the big ideas of the Next Generation Science Standards (NGSS).

## CELEBRATING PRACTITIONERS WHO MAKE AN IMPACT

Impact Awards celebrate individuals who have achieved extraordinary outcomes related to The POGIL Project's strategic plan, recognizing their sustained impact, innovation, and contribution to The Project and the community. This year, we're excited to recognize two outstanding practitioners.



### Sally Hunnicutt

Virginia Commonwealth University

Sally served on the Steering Committee of The POGIL Project for two terms. A longtime POGIL practitioner, she is an integral member of the POGIL-PCL (POGIL physical chemistry laboratory) initiative and helped create the precursor of the POGIL Activity Clearinghouse.

### Gail Webster

Strategic Analysis

Gail is the co-author of *Chemistry: A Guided Inquiry (1 and 2)*, the former chair of The POGIL Project's Steering Committee, and the 2021 co-chair of NCAPP. She is one of the organization's biggest advocates for incorporating diversity, equity, inclusion, and belonging (DEIB) practices into our processes and shaped how we address DEIB in our new strategic plan.



L-R: Gail Webster and Sally Hunnicutt

# TRACING THE IMPACT OF POGIL FROM THE CLASSROOM TO THE LAB AND BACK AGAIN

## POGIL STORY

When **Brian Gilbert**, Professor of Chemistry at Linfield University, first encountered POGIL in the mid-1990s, he didn't get it. It took attending a workshop led by Rick Moog, Jim Spencer, and Vicky Minderhout for the potential of the pedagogy to hit home.

"I saw the utility of it was having students discuss the questions, and me being able to hear what they were thinking," Gilbert recalled. "It became clear to me that it was going to be much easier for me to know what each student's individual misconceptions were going to be, and that there were ways to use teams to overcome those."

Gilbert found this to be especially true for general and physical chemistry, classes



*Brian Gilbert*

in which students have a wider range of abilities and knowledge. "It's a great way to even that out and to bring the entire class forward," he said. "Not all students are going to get everything at the same level. I think POGIL takes something that might be intimidating and breaks it down into concepts a team feels they can understand."

After facilitating POGIL workshops, Gilbert started writing his own activities. He now teaches a general education course about brewing beer that incorporates POGIL activities, as well as an upper-level chemistry class where many activities focus on writing and analysis. In 2021, Gilbert earned a distinguished teaching award at Linfield for his excellence in teaching and commitment to student success.

His efforts made a big impact on two recent students, Leah Patterson and Hannah Waterman, both of whom changed their career trajectories after taking Gilbert's classes.

Patterson, a fourth-year doctoral student in chemistry at the University of California Davis, originally wanted to teach high school chemistry. In addition to taking education courses as an undergraduate, she worked with Gilbert and conducted research. Then, her two courses of study began to converge.

"When I got to my education classes, we learned all about POGIL as a really good strategy for student learning and understanding. It doesn't put all of the responsibility on students to learn, but it gives them more ownership and advocacy," Patterson recalled.

"None of my chemistry undergraduate



classes used POGIL until Brian's class," she continued. "It made the classroom feel more welcoming, inclusive, and calming."

"It was empowering to see what I had learned in my education classes about POGIL and effective teaching strategies happen in real life," Patterson added. "I felt the importance of that as a student, and I felt like I was actually learning the material better than I had comparatively in my other upper-level chemistry classes." She now wants to teach chemistry at the college level—and provide the same, meaningful learning experiences to her future students.

For Waterman, who went through her junior year during the height of the COVID-19 pandemic, Gilbert's positive classroom environment was evident, even over Zoom. Because POGIL has built-in teamwork, said Waterman, the teaching strategy translated to digital learning easily, while many of her other classes simply fell apart.

The effects of learning this way

stuck with her throughout college and into graduate school at Vanderbilt University, where she is now a rising fourth year in an interdisciplinary program. In particular, Waterman sees a direct correlation between her experiences with POGIL as a student and her ability to conduct independent, interdisciplinary research into diabetes.

"I do think that POGIL helped me build confidence and feel I am capable of problem solving, breaking down complex situations, and explaining them," said Waterman. "That wasn't a skill that I was able to test as much in other classes."

"It goes to show that having great teachers and professors who care about their students and want them to learn the material will impact their field," she added. "My experience with Dr. Gilbert and other professors I had in biology and chemistry at Linfield drove me to want to continue doing research and make an impact." ▲



## ROLLING UP OUR SLEEVES: STRATEGIC TEAMS SET NEW PLAN IN MOTION

POGIL  
STORY

**A**t this year's POGIL National Meeting, 69 members of The POGIL Project met in St. Louis, MO, for four days of hard work on the new, five-year strategic plan.

The goals of the plan were divided among eight strategic teams, each dedicated to following carefully crafted action items.

The POGIL Project was looking for effective ways to gauge progress, build in flexibility, and give strategic teams strong starting points for their work, said **Marty Perry**, Chair of the Steering Committee.

"The action plan is a dynamic, living document that allows us to be nimble and adjust to the educational landscape," he added, "with very specific, time-bound tactics and outcomes that we can measure."



Andy Bressette and  
Marty Perry

Meeting participants also reflected on what the organization had accomplished during its last strategic plan, said **Andy Bressette**, a member of The POGIL Project's Board of Directors. Like all of The Project's strategic planning efforts, this grassroots reflection period

helped build new goals from the bottom up and identify areas where The Project wanted to "lean in."

"I think the areas where we made a lot of progress included creating materials, doing more workshops to bring in participants, and increasing our ability to assess POGIL's effectiveness," said Bressette.

Even with all of its successes, the community also wanted to continue making The POGIL Project more inclusive.

"Some of the big changes in this plan are the diversity themes, which were all in a separate strategic goal before," explained Perry. "Now, all those initiatives are baked into each of our goals, and we're thinking about them in relation to everything that we do. It's a much more integrated approach, and I think that's a big plus for us."

The Project will also focus more intently on organizational sustainability efforts in order to ensure that its programs are available to educators for years to come.

"We know that students who learn in a POGIL classroom have seen tremendous growth relative to their peers in traditional classrooms," said Bressette.

"Those of us who've been a part of The Project for the last 20 years want to make sure that, as new educators join, they have the same opportunities for professional

“

**We know that students who learn in a POGIL classroom have seen tremendous growth relative to their peers in traditional classrooms.**

development and support that we had.”

“We want to make sure that the student experience is the best that it can possibly be, so that every student grows and succeeds,” he continued. “We want to give the faculty the support they need to ensure their students can succeed. To do that, we need to pay it forward with the work, to help support and sustain the next generation.” ▲

**Over the next five years, practitioners will meet in strategic teams dedicated to specific goals, including:**

- ▶ generating materials to support POGIL adoption and implementation in large classes
- ▶ creating lower-cost, shorter professional development opportunities to support new practitioners
- ▶ establishing POGIL learning communities to support practitioners from historically marginalized groups
- ▶ proposing changes to existing POGIL workshop sessions to better incorporate diversity, equity, inclusion, and belonging principles

**The POGIL Project's strategic planning process is unique, inviting feedback and input from the entire community. This year's rollout was no exception!**

**By holding multiple town halls throughout the year, we hoped to make the strategic plan more inclusive, transparent, and meaningful for our entire community.**



## WHY WE NEED THE POGIL PROJECT RIGHT NOW

POGIL  
STORY

**A**drianna Kezar isn't just interested in how change happens—she researches it.

The Director of the Pullias Center of Higher Education at the University of Southern California leads projects on supporting VITAL (Visiting, Instructors, Temporary, Adjuncts, and Lecturers) faculty, improving equity outcomes for marginalized students, and scaling and sustaining systemic change in higher education.

She also co-authored the 2015 study, “Communities of Transformation and Their Work Scaling STEM Reform.” The study examined four professional development organizations, including The POGIL Project, identifying what made



Adrianna Kezar

each adept at reforming teaching and learning.

A lot has changed in higher education since 2015, said Kezar, including challenges that make it harder for faculty to do their jobs well. “There are entities that are doing positive work, but they sit nested in all these negative pressures,” Kezar acknowledged.

This includes an increase in the number of VITAL faculty, a challenge “several decades in the making,” as well as the lingering consequences of the pandemic.

“I hear that contingent faculty feel unsafe,” said Kezar. “They felt they were forced to move classes on-line during the COVID-19 pandemic without pay and return to campus before it was safe. As a result, there's a lot of morale problems,

faculty trust issues, and burnout.”

Professional development organizations that support faculty members, like The POGIL Project, will need to be both “empathetic and strategic” to support the members of their community. “Unless faculty trust the organization offering professional development, it's going to be very hard to engage people,” said Kezar.

By listening to the specific populations they serve, professional organizations can provide much-needed spaces for faculty to be heard, process morale issues, and develop coping strategies for burnout—even if that's not part of their traditional programming.

In addition to challenges with morale, Kezar also noted major shifts in the professional development landscape as a whole. For-profit models of professional

development are now “quite dominant in the sector, and they are highly responsive to issues like burnout because they’re very market-driven,” said Kezar. These companies also seem to provide easy fixes to institutional leaders who are on the hunt for solutions.

While The POGIL Project and many of the organizations Kezar has studied don’t have the same reach or budgets as for-profit outfits, they have something else working in their favor. Non-profits have deep communities and a strong commitment to teaching practices that respond to disciplinary differences, pay close attention to student learning, and build community among faculty.

“Student success movements have realized they’ve left out

teaching and learning,” Kezar explained. “The POGIL Project and other entities are situated to be a solution to an emerging problem” that major funders want to solve.

“It’s exciting to see the ambition for the POGIL community to continue to grow,” she added. “What I found in this earlier study was that it’s an incredibly valuable community to faculty across the country, and it offers really valuable tools.

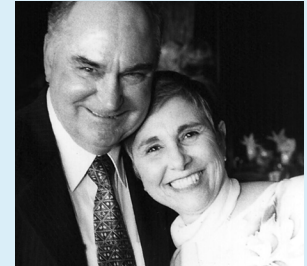
“I just loved that they live their principles and really help people who join the community to actualize them. They’re not just talking about their principles, it’s something that they’re living in everything that they do.” ▲





## SPOTLIGHT ON THE SPENCER FUND

**E**stablished 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.



**JIM AND KATHY  
SPENCER**

Thank you to everyone who has contributed to the Spencer Fund to help us exceed our \$100,000 goal. We're so proud to carry out the legacy of Jim and Kathy Spencer through our work!

**\$107,928**

**RAISED TOWARD  
OUR GOAL OF  
\$100,000**

## THANK YOU TO OUR GENEROUS DONORS!

**T**he 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 **126 Sustaining Partners\*** who have donated for three or more years or have joined our monthly giving program.

**Thank you so much for your ongoing support!**

Anonymous  
Julie K. Abrahamson  
Barbara S. Achtermann  
Amazon Smile  
Audrey S. Armoudlian  
Rodney Austin\*  
Mary and Vince  
Bartholomew\*  
Alison Barton  
Chris Bauer\*  
Lisa Bell-Loncella\*  
Teresa Bixby\*  
Rick and Marguerite  
Bliss\*  
Julie Boldizar\*  
Sidney Boquiren  
Andrew and Jennifer  
Bressette\*

Betsy Moog Brooks and  
Mike Brooks\*  
Patrick Brown  
Asha Brunings  
Michael Bruno\*  
Donnell J. Butler\*  
Paula and Andrew  
Butler\*  
Dusty Carroll  
Deborah Carter\*  
Joe and Shelly  
Chambers\*  
Judith Chien  
Kathleen Corby Clark\*  
Sandra J. Climenhaga\*  
Renée S. Cole  
Colleen Conway\*  
Kimberley Cousins  
Marcia Coy  
Barbara Creegan\*  
Joel Davis\*  
Michael James  
DiNardo\*

Debra Driscoll  
Kristen Drury\*  
Marcy Dubroff\*  
Stephen Dunham  
Joyce Easter  
Mark Ediger\*  
Julie Ellefson  
Lisa Ellis\*  
Michael Everest  
Tracy and Arnold  
Feldman\*  
Ruth Ferguson\*  
Caryl Fish\*  
Matthew Fisher and  
Bettie Davis\*  
Flinn Scientific  
Margaret Friedman\*  
Laura Frost\*  
Stephen Gallo  
Sean Garrett-Roe  
Anne Glenn and Rob  
Whitnell\*  
Robyn E. Goacher

Beatriz Gonzalez  
Nick Gould  
Steve Gravelle\*  
Alex Grushow\*  
Patricia Hall\*  
Urik Halliday\*  
Valentina Halliday\*  
Amy Hanson\*  
Ellen Harpel\*  
Roberta Hayes  
Carolyn Henges  
Timothy Allan Herzog\*  
Mark Hey\*  
Bruce Jay Heyen\*  
Thomas Higgins\*  
Ashley Heptig Hill\*  
Gregory Hislop\*  
Dalia Hoffman  
Megan Hoffman\*  
Kevin Hoke\*  
Laura and Gregg  
Hollabaugh\*  
Tina Holland\*

Tom Holme\*  
Tom Horsley\*  
Helen Hu  
Kathryn Huisinga  
Sally and Michael  
Hunnicut\*  
Carrie Bell Jacobus  
Elizabeth Jensen\*  
Brian Johnson  
Robert H. Johnson  
Claudia Jorgensen  
Siobhan Julian\*  
Melinda Kalainoff  
Kaufman Broadcast  
Services\*  
Marianne Kelly\*  
Kendall Hunt  
Publishing  
Hae-Won Kim\*  
Dan King\*  
Shannon Therese  
Knuth\*  
Randy Kochel

Anne Kondo  
Eileen  
Kowalski\*  
Clif  
Kussmaul\*  
Juliette Lantz and  
John Carroll\*  
Jennifer Larson  
An-Phong Le\*  
Caroline Lehman\*  
Scott Lerner  
Susanne Lewis  
Carol Baker Libby\*  
Dan Libby\*  
Jim LoBue\*  
Gary Loertscher  
Jennifer Loertscher and  
Ben Smith\*  
Roger Loring\*  
Charity Lovitt  
Lynette Luke\*  
Patricia Ann Mabrouk\*  
Neal MacDougall\*

126  
Sustaining  
Partners

21  
New Donors

## WHY I GIVE

**"Twenty years ago, we helped transform Guilford College's chemistry curriculum with POGIL, and we've never looked back. POGIL gave us tools to guide our students' learning, and we've seen them realize (sometimes a few years later!) just how much they gained from POGIL.**

**Our POGIL colleagues have built the most welcoming and engaging community we've ever worked with, and we want others to have that same access to this incredible group of educators."**

— Rob Whitnell and Anne Glenn,  
Sustaining Partners

**\$3,700**  
Stipend  
Waivers

Beff Mancini\*  
Lawrence Margerum\*  
Mark Maroncelli  
Andrea E. Martin\*  
Chris Mayfield\*  
Craig and Leslie McClure\*  
Maria McKeon  
Benjamin and Jan Miller\*  
Britton Miller\*  
Carol Mishler  
A. Robert Moog  
Alex Moog  
Jean Moog\*  
Mark Moog  
Rick Moog and Pat Martin\*  
Gene Moore  
John Moore\*  
Christine Morales  
Mark Morehouse\*  
Elizabeth Morton  
Betty Motter\*  
Andrew Mundt\*  
Tracey Arnold Murray\*  
Mario Nakazawa  
Sarah Oakes  
Stephanie O'Brien\*  
Brendan O'Donnell  
Dennis O'Shea\*  
Linda Padwa

David Parkin  
Laura E. Parmentier\*  
Ian Michael Paul\*  
Wayne H. Pearson  
Lawrence Pensack  
Jennifer Perot\*  
Marty Perry\*  
Laura Philips and John Elliott\*  
Sarah-Jane Pillsbury\*  
Tammy Pirmann  
Kristin Plessel\*  
Ron Pongdee\*  
Jeff Pribyl\*  
Stephen Prilliman\*  
Sally Quast Sliker\*  
Melissa S. Reeves  
Elaine and Rick Ressel\*  
Austin Rich  
Susan and Gary Richardson\*  
Ruth E. Riter  
Joan Roque  
Nicholas Roster  
Suzanne Ruder\*  
Lisa Russell-Mina\*  
Mary Sakellaris  
Joy and Carl Salter\*  
Donna W. Salter  
Gail Salter  
Maureen Scharberg

Candace Schneggenburger\*  
Jamie L. Schneider  
Andrew Isaac Schultz\*  
Michelle and Paul Schultz\*  
Krista Seanor  
Lorie Sedlmyer  
Carolyn Shadle  
Susan E. Shadle\*  
Tricia Shepherd  
Alan Shusterman\*  
Shawn Simonson\*  
Steve Singleton  
Pamela Smallwood  
Andri Smith  
Robert and Suzanne Smith\*  
Peter Smyntek  
Aaron Spangler\*  
Teresa Joy Speakman\*  
Kathy Spencer\*  
David Stameshkin\*  
Carol Stander  
Mare and Joe Sullivan\*  
Susan Sutheimer  
Craig Teague\*  
Bonnie and Ed Tessler\*  
Chris Thompson\*  
Vicky Minderhout Thorsell  
Raymund Torralba

Laura Trout\*  
Caroline Ulrich  
Kristi Deaver Uselding\*  
Scott Van Bramer  
Andrea Van Duzor  
Mary van Opstal  
Barbara and David Verrier\*  
Paulette Vincent-Ruz  
Emanuel Waddell\*  
James Wakefield\*  
Mary Walczak  
Catherine Wallace\*  
Paul W. Ware  
Gail and Jeff Webster\*  
Hal White\*  
Bill and Phyllis Whitesell\*  
Cindy and Troy Wingenroth\*  
Robert Witwer\*  
Carrie Chapman Wolfe  
Winston Wolff  
Ellen Yeziarski  
Zelda Ziegler\*

**\$195,692**  
Annual Fund  
Gifts



# WAYS TO GIVE

---

**T**he 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 AT [WWW.POGIL.ORG/DONATE](http://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 [www.pogil.org/donate](http://www.pogil.org/donate) for more information.

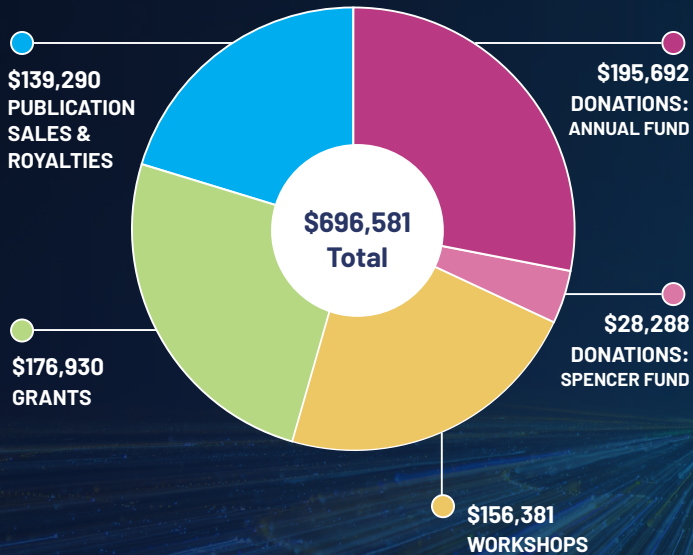
## **MATCHING GIFTS**

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

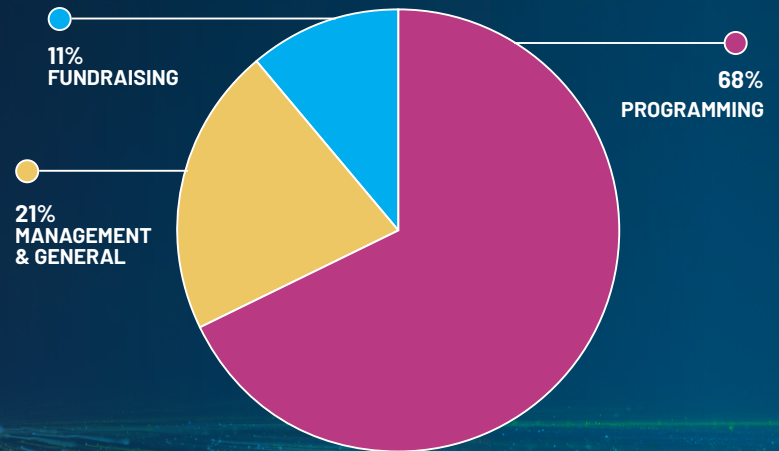
# FINANCIAL OVERVIEW

FISCAL YEAR 2023

## REVENUE SOURCES



## EXPENSES AS % OF BUDGET



# 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**

*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 Emeritus, 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, retired, Congregation Sukkat Shalom, Wilmette, IL*

## 2024–2025 Steering Committee

**Teresa Bixby**, *Assistant Vice Provost of Assessment and Educational Effectiveness and Professor of Chemistry, Lewis University, Romeoville, IL*

**Dan Libby**, *retired, Professor of Chemistry, Moravian College, Bethlehem, PA*

**Beff Mancini**, *retired, Biology and Environmental Studies, Cherry Hill High School East, Cherry Hill, NJ*

**Laura Parmentier**, *Professor and 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*

**Melissa Reeves**, *Professor of Chemistry and Assistant Department Head, Tuskegee University, Tuskegee, AL*

**Craig Teague**, *Associate Dean of Academic Affairs and Professor of Chemistry, Cornell College, Mount Vernon, IA*

## COMMUNITY REPORT CONTRIBUTORS

Editorial: Marcy Dubroff, Kristen Evans, Barbara Verrier | Photos: Marcy Dubroff, Nick Gould, Tim Brixius

Design: Modern Art | Proofreading: Julie Boldizar, Jen Perot | Printing and Distribution: White Oak



P.O. BOX 3003  
LANCASTER, PA 17604-3003  
WWW.POGIL.ORG



**"Our work in The POGIL Project builds authentic and lasting connections between people. Students and educators partner to learn and achieve, and teachers partner together to create better environments for student learning. The support I receive from my POGIL colleagues is the rain that rejuvenates me when times get tough."**

— An-Phong Le, Sustaining Partner

NON-PROFIT ORG  
U.S. Postage  
PAID  
Lancaster, PA  
Permit No. 901