

CREED

Curriculum Resources for Environmental Education Development
Winter 2014 | Vol. 39 No. 4



President's Message *from Kara Salazar*

Greetings EEAI! I hope this letter finds you well and warm in this long, snowy winter!

The EEAI Board recently met for the annual strategic planning meeting at scenic and snowy Bradford Woods. We had a fun and incredibly productive weekend enjoying the beautiful grounds and accommodations, spending time in great company and of course strategic planning! In addition to our regular updates and working group discussions, the board focused our time on communications/web development and strategic planning. Our website and communications will soon have an upgrade. We are now using Wild Apricot for our website development and editing, communications platform and membership management. This means we will have more efficient communication streams, easy access for website editing and updates, and online membership forms and payment. The new website, format and features are almost complete. The new features will be highlighted in the spring CREED, but we will email a notice as soon as the site is ready. We also made significant progress on forming our draft three-year strategic action plan that will guide our collective efforts, benchmark our progress, and celebrate our successes. This draft plan will be compiled within the next month and sent out to the membership for feedback this spring. Look for additional information, including a link to provide online feedback on the draft plan, in our next CREED as well.

Another new and exciting venture is in progress for EEAI. We have formed a working group for the development of university student chapters. The new initiative will be piloted this spring with Purdue University students to form guidelines and procedures. Dr. Rod Williams and I are co-advising the Purdue University student chapter and I am chairing the EEAI working group along with Ann Niednagel and Ericka Popovich Coy. The proposed club activities will include planning and leading regional EE activities, hosting a speaker series,

and attending and participating in the EEAI annual conference, among others. I will provide updates on the student chapter progress and Dr. Williams and I will host a Q&A session at this year's annual conference. Information about forming student chapters will be available on our website after we conclude the spring semester pilot. Please contact me for more information and/or to participate.

These are just a few of the exciting updates on the progress EEAI is making to enhance EE throughout our state. Please contact me with suggestions, ideas or questions.

All the best!

Kara

Upcoming Meetings

Teleconference/Adobe Connect Meetings

- April 7, 2014 (two hours, 4:30 to 6:30 p.m.)
 - August 7, 2014 (two hours, 4:30 to 6:30 p.m.)
- EEAI Adobe Connect Site: <http://connect.iu.edu/eeai/>

To connect into the meeting, click on the link above and log in as a guest with your name. It is recommended that you use a headset if you are going to use a microphone as the feedback from your computer speakers can be very problematic.

In-Person Strategic Planning Meetings

- Saturday, June 14, 2014
10 a.m. to 3 p.m.
Location: Kara's House
e-mail Kara for directions
- September 28 2014, directly after Annual Meeting (2 hours)

All EEAI members are welcome to attend board meetings. Please contact Kara to add specific agenda items to the board meetings or to propose new EEAI projects or ideas.

Indiana Children and Nature Network ICAN winter update 2014

ICAN hosted a January family nature club training at Cool Creek Park in Fishers with 6 people in attendance representing Butler U., Hamilton Co. SWCD, Hamilton Co. Parks & Rec., St. Thomas Aquinas School, Conner Prairie, and KIB education programs manager. Despite the cold temperatures the enthusiasm for ICAN was fired up. Many wonderful connections were made.

ICAN continues to work with Indiana Pediatrics, Inc., getting information into doctor's offices and examination rooms. The offices and doctors have agreed to post information about the benefits of getting outside in all examination rooms as well as the waiting rooms. We are in the process of getting that print material to the offices.

ICAN presented at HASTI on February 6 and had a nice turnout of about 15 educators. On February 20, we will present at the Hamilton County SWCD annual meeting. On March 11, we are hosting a panel of speakers to help introduce ICAN. The meeting will be held at TNC. On March 14, we will have a booth at the *Going Green* event at the state museum.

Efforts continue to look for funds to help support all the activities of ICAN. Check out the article about ICAN in the July issue of Indiana Living Green, "[Family Nature Clubs: Get out there and explore!](#)"



ON THE COVER

Ira Burnworth sports his nifty new EEAI one-sie.
Get yours at cafepress.com/eeai
and help support EEAI!

2014 EEAI Board

President — Kara Salazar
(317) 557-9658
president@eeai.org

Vice President — Bernadette de Leon
(812) 333-4667
vicepresident@eeai.org

President Elect — Jabin Burnworth
(260) 982-2196 ext. 128
presidenelect@eeai.org

Secretary — Ann Niednagel
(317) 576-9943
secretary@eeai.org

Treasurer — Paul McAfee
(260) 489-5032
treasurer@eeai.org

Past President — Jan Sneddon
(317) 257-1740
pastpresident@eeai.org

Director-at-Large — John Brady
director1@eeai.org

Director-at-Large —
Sheryl McGlory
(765) 342-2915 x5202
director2@eeai.org

Director-at-Large —
Ericka Popovich-Coy
(574) 293-5070
director3@eeai.org

CREED is the
newsletter
of the
Environmental
Education
Association of
Indiana
www.eeai.org



One Man's Perspective: Go Take a Hike

by Sam Carman

It was a hot summer day and I was working the DNR booth at a community festival. Mine was the last shift and I was preparing to shut down, looking forward to going home and relaxing. Just as I was putting things away, a man approached the booth. I greeted him with a smile and asked if he had any questions.

It quickly became apparent that he had no questions to ask, but plenty of opinions to share about how the DNR should be managing its hunting program. He had a litany of complaints about bag limits and how hunting seasons were determined on various wildlife species. I tried to explain to him that while I worked for DNR, I was not with either the Division of Fish and Wildlife or Enforcement and I really couldn't address his concerns in those specific areas, but I could put him in touch with someone who could.

His rampage continued, getting more animated by the moment, and again I apologized and told him that I'd be happy to take his name and have someone contact him. He said something about passing the buck and as he turned away, I could hear him say, "Aw, go take a

hike." As he stomped off, I had to remind myself that he is part of the public who pays my salary.

With his parting remark echoing in my mind, I finished packing up and left. It had already been a trying day and the trip home was no better. Traffic on the interstate was moving at a crawl with cars jockeying between lanes for position. Eventually I made my way to an off-ramp and put my signal on to exit.

Suddenly without warning, a car swerved across lanes in front of me onto the ramp. The end of the ramp split into left and right turn lanes with him going one way and me going the other. As we reached the end of the ramp I looked his way and simply shook my head. He opened his window and shouted at me, "Go take a hike, buddy!" as he sped off on his way. A surge of anger shot through me but I was too tired to think much more about it. I made my turn and proceeded on home.

After dinner I was finally able to sit down and relax. I'd just raised the footrest on the recliner when the telephone rang. I got up, walked across the room to the phone and answered it.....a telemarketer wanting to



Views expressed are those of the author and are not endorsed or reviewed by EEAI.

give me an estimate on aluminum siding for our brick home. There are few things that really set me off and raise my blood pressure; but being disturbed at home by the telephone with someone trying to sell me something is one of them. Still, I try to be polite—at least initially—figuring that these people are just trying to do their jobs. I informed the caller that we are on the “Do Not Call” list and I would appreciate if they did not call again. With most of these calls that’s where the conversation ends. But this caller hit me with a ploy I’d never heard before.

“Oh, we’re exempt from that,” he said. “That’s only for sales calls and I’m not selling anything.”

“Really?” I said, “You’re GIVING aluminum siding away?”

“No sir,” he replied. “I’m just offering to give you an estimate.”

“Yes,” I said, “you’re selling aluminum siding, so you want to set up an appointment to give me an estimate to see how much aluminum siding you can sell me.”

“NO”, he said, “I just want to give you an estimate. I’m not selling anything.”

“I don’t think the Attorney General’s office would

agree”, I said, “and I’ll be filing a complaint with them.”

“Good,” he said, “and why don’t you go take a hike!” he said as he hung up on me. A TELEMARKETER hung up on ME.

I must admit I felt an eerie sense of rejection. It had been a rough day. I’d had three distinctly unpleasant experiences, each ending with the same directive: “Go take a hike.” So I did.

As I walked across my neighbor’s harvested cornfield, I focused on the many deer tracks and rocks strewn throughout the field. Entering our woods, I was struck by the quiet and stillness, interrupted occasionally by the rustling of a squirrel in a tree or the sudden burst of flapping wings as my presence startled the many mourning doves that had settled in for the evening.

The light grew dim as I left the woods and started back to the house, feeling a sense of calm. The muscles in my neck loosened up, my head no longer throbbed, and tenseness was replaced by a relaxing peace. So next time when you’re having a rough day and things aren’t going well, let me give you a piece of advice: Go take a hike, buddy!



Teacher Talk: The Value of Problem-Based Learning

with John Brady

When I reflect on my K-12 education, there are a few experiences that I can still recall. I don't remember the day to day activities. I couldn't tell you how I learned cursive or when I understood long division. What I do remember is my third grade teacher burning sugar in the classroom to demonstrate change of state. I remember my 5th grade class taking an overnight trip for Maryland's required EE curriculum. This is when I learned how to use a compass, when I learned that the forest is made of more than one type of tree, and when I learned that I loved being outside and learning about real world things.

As teachers, both in a traditional school and in non-traditional settings, we all know that we need a hook to engage students. I learned this lesson through Boy Scouts and through my two summers as an EE summer camp counselor working at Holliday Park in Indianapolis. The best hooks are things like current events or problems you need help solving. Once you have the student's interest, you can begin to help them learn by building upon their previous knowledge.

The unit I enjoy the most is a Problem Based Learning (PBL) unit. "Problem-based learning is the learning that results from the process of working toward the understanding or resolution of a problem. The problem is encountered first in the learning process!" (Barrows, 1980)

Each year, I craft a problem that uses current, relevant and local environmental science topics (i.e. drought of 2012 and aflatoxin, coal ash disposal in Pines IN, and I always include eutrophication). I pose the problem to students: "You and your friend notice fish are swimming erratically in the stream." Students identify what they know about the situation then brainstorm reasons the fish might be swimming erratically. I learn very quickly what prior knowledge students have about aquatic ecosystems and also to an extent the value they place on them. Next, I provide more detailed background.

"The next morning, you and your friend return. There are 49 dead fish and 10 still swimming erratically with open sores. You are able to identify them as river carpsuckers. You and your friend decide to check out what else is living in the pool. You use a D-net to collect macro invertebrates and discover the pool only has aquatic worms (Oligochaetae), left handed/ pouch snails (Physidae) and blood midge larva (Ditera)."

Students are again asked to identify what they know, but then they are asked to identify gaps in their knowledge. Once they identify their knowledge gaps, they research until their gaps have been filled. This process of getting new information, identifying knowledge gaps and researching continues for a few days. On my lab days, I take students to do some of the test on Crooked Creek that flows on the western edge of our campus. In this way, they learn about Dissolved Oxygen (DO) and stream flow through research, then they get the hands on experience of collecting data as well.

Students then create a concept map so they can identify relationships between various aspects of the story and they begin to develop an answer to the problem. In my AP Environmental Science course, students write a formal environmental assessment report.

I have found the PBL model to be an effective tool in engaging students, letting them direct their own learning, and helping them see that environmental science is not some abstract science. The PBL structure could be applied all the way down to 1st grade as it is based on observation, identifying prior knowledge, learning and thinking about solutions.

Problem Based Learning is one of many ways to engage students in their learning. I only use this method once a year, but it covers 4 chapters of content, is memorable, and allows students to understand how the environment is part of the real world.

If you are interested in learning more about PBL in EE check out these sites:

Searchable database of 350 cases: <http://www.cse.emory.edu/cases/>

Climate Based PBL: http://ete.cet.edu/gcc/?/pbl_welcome/

A good list of other web resources: http://stem.browardschools.com/science/science_general/pbl/

Reference: Barrows, H. Tamblyn, R. (1980) Problem-Based Learning: An Approach to Medical Education: New York: Springer Publishing Company.

Save the Date!

45th Annual EEAI Conference at McCormick's Creek State Park September 26-28, 2014



The theme this year is "Land Ethic." We felt that the time is right to have a discussion of the reason for Environmental Education. We will still learn a lot about techniques, resources, and status of EE, but we will also study some of Aldo Leopold's philosophy of a land ethic while learning what a land ethic is and developing our own land ethic.

Believe it or not, we all have a land ethic of some sort. For some, the important parts are the soils, plants and animals. For others, it's how much food can be grown on it. For others, it's how much monetary value it has. We'll be spending some time understanding our own land ethic and, perhaps most importantly, learning about others' land ethics too.

Reserve your camp space or family cabin soon

If you're planning to attend the annual conference and want to camp or rent a family cabin rather than stay at the Canyon Inn, it would be a good idea to reserve your spot now. September 26 to 28 is prime

time at McCormick's Creek and spots fill up fast. The online reservation wizard is available [here](#). If there are no openings, just check back from time to time for cancellations.



At the planning meeting for the 2014 EEAI annual conference, it was decided that there would not be a regional display competition at this year's conference. However, we are requesting that each region's members set up their display in a given area. We would like you to bring pictures and materials that demonstrate the successes as well as challenges of environmental education in your region.

This picture of our EEAI regional display was taken by Debra Steinhauer at the Indiana Master Naturalist Annual Gathering, which was organized by EEAI's own Mary Cutler, the naturalist for Tippecanoe County Parks.

Indiana Junior Duck Stamp Art Contest

Entries are now being accepted at the Muscatatuck National Wildlife Refuge for the Indiana Junior Duck Stamp Art Contest. The “Learning through Art” contest is curriculum-based and involves learning about waterfowl and wetlands by drawing a picture of a native duck, goose, or swan. Curriculum guides and some art materials are available on loan from Muscatatuck. Complete rules may be found at www.fws.gov/juniorduck. The entry deadline is March 15.

For more information about Muscatatuck, contact Donna Stanley, Park Ranger, Muscatatuck National Wildlife Refuge, donna_stanley@fws.gov, 812.522.4352.



*2013 Indiana Best of Show
Wood Ducks by Taylor Bone, 15, in colored pencil*

Mark Your Calendar

EEAI 2014 Conference at McCormick’s Creek State Park

Spencer, Indiana | September 26-28, 2014

Igniting a Green Fire: Using EE to Spark a Land Ethic Ember

World of 7 Billion Video Contest

Bring technology and creativity into your environmental education curriculum by incorporating the World of 7 Billion video contest into your syllabi. Challenge your students to create a short (60 seconds or less) video illustrating the connection between world population at seven billion and one of the following: climate change, global poverty, or water sustainability.

The contest is hosted by the Education Program at Population Connection, a Washington, DC-based non-profit focused on educating today’s youth about the environmental and social effects of our growing popu-

lation. The contest is an excellent way to incorporate population studies into your environmental curriculum as it is accompanied by suggested lesson plans and activities.

Students can win up to \$1,000 and their teachers will receive free curriculum resources. The contest deadline is February 21, 2014. Full contest guidelines, resources for research, past winners, and more can be found at www.Worldof7Billion.org. FMI contact Amanda Frank, Population Education, or go to www.PopulationEducation.org.



Envirothon is Coming Soon to a City Near You!

Indiana's regional competition begins in March

Indiana Envirothon

Envirothon is a competitive learning event for high school-aged students. Envirothon tests the student's knowledge of environmental resources including soils, forestry, wildlife and current environmental issues.

How Envirothon Works

Teams of five students, representing a school or organization, compete by answering questions and by studying resource problems in each of the five environmental areas. Before the competition, students study, with their advisors, to develop a greater understanding the environment. At the Envirothon competition, students test their knowledge under the supervision of environmental instructors. Students use teamwork to develop creative solutions to environmental problems.

Southwest ~ Tuesday, March 11

Pike County 4-H Fairgrounds,
Hornaday Park (Petersburg)
Coordinator: Jeri Ziliak
e-mail: jeri.ziliak@in.nacdnet.net

North Central ~ Wednesday, March 12

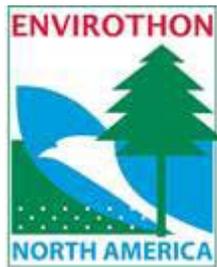
Camp Buffalo (Buffalo)
Coordinator: Darci Zolman
e-mail: darci.zolman@in.nacdnet.net

East Central ~ Tuesday, March 18

Hayes Arboretum (Richmond)
Coordinator: LuAnne Holeva
e-mail: luanne.holeva@in.nacdnet.net

South Central ~ Wednesday, March 19

Lawrence County 4-H Fairgrounds (Bedford)
Coordinator: Michael Wilhite
e-mail: michael.wilhite@in.nacdnet.net



Northwest ~ Thursday, March 20

Red Mill County Park (LaPorte)
Coordinator: Nicole Messacar
e-mail: nmessacar@LaPorteCounty.org

Northeast ~ Thursday, March 20

Peabody Library (Columbia City)
Coordinator: Nadean Lamle
e-mail: nadean.eldien@in.nacdnet.net

2014 Indiana State Contest Wednesday, April 30

Beck Agricultural Center (West Lafayette, Indiana)
Coordinator: Darci Zolman
e-mail: darci.zolman@in.nacdnet.net
Local Coordinator: Leah Harden
e-mail: leah.harden@in.nacdnet.net
Phone: 765-659-1223 ext. 3

For more information, go to
www.iaswcd.org/district_tools/envirothon.html



Detroit Integrative Session

Paul-itics with Paul Steury

Three of Merry Lea's graduate students are from the state north of us. They requested that we visit Detroit for our December Integrative Session. An Integrative Session is since we are believers in field trip – we thought we should take our grad students on field trips as often as possible. The field trips goal is to pull together things that they have learned so far in their graduate adventure through the classes they taken and the books/articles they've read and integrate them through the eyes of environmental education.

So I said great – I love challenges!

In July 2013, ABC-online that declared Detroit's ten biggest dilemmas are:

- The city's unfunded liabilities top \$18 billion.
- The city owes money to over 100,000 creditors.
- Nearly 80,000 buildings have been abandoned and many are unsecured.
- Population of Detroit has fallen from 1.86 million in 1950 to 700,000 today.
- Some 47 percent of properties are delinquent in paying their taxes.
- Police take an average of 58 minutes to respond to calls.
- Only 8.7 percent of violent crimes are solved and Detroit has the highest crime rate in US of large cities.
- Manufacturing jobs in the city have slid from a peak of 200,000 to just 20,000 today.
- Only 7 percent of the city's eighth graders are proficient in reading.
- The city manager says its retirement system is underfunded by \$3.5 billion.

And now they're going thru bankruptcy. But through reading up on the Motor City we were excited to visit this place that has some trials ahead of them.

So our first stop was the Detroit Rouge F-150 factory in Dearborn. Besides being an institution in American history, the factory creates 400,000 trucks annually, goes thru approximately 40 train cars of coal weekly to mold their steel, emitted a large amount of heavy metals into the neighborhood and has put an emphasis on sustainability in the past several years!

We visited with the director of the Ford Rouge Factory Tour, Cynthia Jones, who has created quite the interpretive tour of the factory but has also created a green overlook of the area that surveys the Living Roof of sedum that lessens storm sewer impact but it also looks over a naturalized habitat, porous pavement, solar arrays and energy saving photovoltaic panels. It is impressive to see the moneys they've put into the plant but the impact of industry is incredibly prevalent.

From there we drove to Seva vegan restaurant to talk with Kido from Keep Growing Detroit that "exists to promote a food sovereign Detroit where the majority of fruits and vegetables consumed by Detroiters are grown by residents within the city's limits. We achieve this mission by fostering relationships to food, growing the knowledge of food and farming, building leadership skills and capacity, changing the value of food, and developing community assets." In downtown Detroit!!

We then drove five minute down the road to meet another great organization called the Greening of Detroit whose mission is inspire "sustainable growth of a healthy urban community through trees, green spaces, food, education, training and job opportunities." Vaughn Johnson, Community Education Coordinator, met us and had the grad students jump into the Greening of Detroit van to do a tour of the great thing they are doing in Detroit. We saw a bioremediation site utilizing poplar trees to suck up heavy metals in the neighborhood, reinvigorated high school greenhouses that sat underutilized for years and Greening of Detroit's partnership brought it back alive, and an urban farm right downtown with three hoop houses that grow greens to be sold throughout the city.

We also had in the van Charles Stokes, Community Organizer of Detroiters Working for Environmental Justice, who took us to see the giant incinerator that burns Detroit AND Windsor, Ontario's trash to generate electricity but disregards health impacts of the downwind impoverished neighborhood. "Neglect and abuse continue to reduce much of Detroit's infrastructure to a more advanced state of decay with each passing year. Like a patient with a chronic life-threatening illness, but dressed up in a nice suit, having well-polished shoes and clean fingernails, the development in Detroit's city center is held up as evidence of progress while the decay of the wrecking ball and bulldozer approaches for the blighted neighborhoods and moribund manufacturing complexes which cover large tracts of the city." Charles

was incredibly inspiring to the students because his passion of cleaning up his hometown abounded.

Excited to get back into our own van so we could head to meet with Belle Isle Nature Zoo but got to the parking lot to find our window broken out, two computers gone, 4 bags and a couple wallets..... Environmental Education in the city.....

Vaughn felt horrible and he kept reassuring us to not let this one event ruin our memories of Detroit. And then he stayed with us the entire rest of our visit to offer comfort, friendship, a ride while our van was getting fixed and hope for this city.

Vaughn drove us to the Detroit Zen Center where we stayed for the night in a truly non-Detroit experience with futons in a very Asian looking facility where we were welcomed by Mingchu, a monk whose job is to work with the community through gardening and their vegan café/cooperative.

The next morning we went to Russell Street Deli which served Michigan grown food to meet with Dan Carmody, the president of the Detroit Eastern Market that has 60,000 visitors on a Saturday, Cheryl A. Simon from Detroit Food Policy Council that is “an education, advocacy and policy organization led by Detroiters committed to creating a sustainable, local food system that promotes food security, food justice and food sovereignty in the city of Detroit” and Malik Yakini from the Detroit Black Community Food Security Network, who is creating model urban agricultural projects that seek to build community self-reliance, and to change our consciousness about food.

Vaughn then took us to MOSES: Metropolitan Organizing Strategy Enabling Strength, a group whose goal is to organize organized organizations – like churches and other places of worship.

We then travelled to Earthworks Farm which “is a program of the Capuchin Soup Kitchen, a human service organization of caring people inspired by the spirit of St. Francis and sponsored by the Capuchins of the Province of St. Joseph and concerned benefactors. Earthworks seeks to promote sustainable agricultural practices, nutrition and care for the Earth. We strive for peace, respect and harmony between Neighbor and Nature.”

“Earthworks works to restore our connection to the environment and community in keeping with the tradition of our spiritual patron, St. Francis. It is a working study in social justice, as well as in being more

connected to the food we eat. This project relies on the gracious donations from supports of the Capuchin Soup Kitchen and of time from volunteers and materials from sponsors. Neighbors and friends of all ages, incomes and faiths join us in our work.”

We met with Patrick Crouch, farm manager, who starred in the documentary Urban Roots about the Detroit Urban Agriculture movement, who gave us a tour of the gardens and hoop houses and talked about Detroit history, exploitation and hope. Then he took us to the Capuchin Soup Kitchen to help us with our visual portrayal of the people this farm serves. He made sure to let us know the people eating there are not drunk horrible people but they have a long complicated story that has to be addressed through reform and education.

The students could have been dismayed. They could have been put off by the incident but one of the grad students Lisa Myers said “it’s just stuff but what we’ve learned in the past two days has been incredibly inspiring. Lots of heroes!”

Caitlin Lorenc, a grad student from Traverse City, Michigan poetically says “There is a lot already being accomplished, much that has started, and more that has yet to be done. I feel a responsibility for my future community to revolutionize the way we see ourselves in our environment. Detroit is starting that and while policies are difficult to navigate and create, movements will happen regardless. It is important for me to remember that people are the change, that we already have the power to do whatever it is we want, we just need to realize and act. There is the future of Detroit, which is joy and happiness in the slap of children’s feet running down the sidewalks from garden to garden, breathing in clean air, and the shout of revelation as the juice from the newest variety of Detroit apple runs down their chins.”

Detroit inspiration for continued Indiana work!

Views expressed are those of the author and are not endorsed or reviewed by EEAI.

GET INVOLVED IN EEAI!

Want to be active in raising the profile of Environmental Education in Indiana? Join a committee!!!!

Communication: website, CREED

Chair: Ann Niednagel (secretary@eeai.org)

Key Members: Jabin Burnworth and David Garner (website); Bernadette de Leon and Sue Speichert (CREED)

Activities: programs and activities outside of the EEAI annual conference

Chair: Bernadette de Leon (bernie.deleon@gmail.com)

Key Members: Regional chairs

Conference: planning and administration of annual conference

Chair 2014: Paul McAfee

Membership: management of membership

Chair: Jabin Burnworth (jabinburnworth@gmail.com)

Key Member: Krista Daniels

Finance: funding, annual budget

Chair: Jan Sneddon (pastpresident@eeai.org)

Key Member: Paul McAfee

Nominations/awards: manages nomination of board members and award recipients

Chair: Paul McAfee (pmcafee@toast.net)

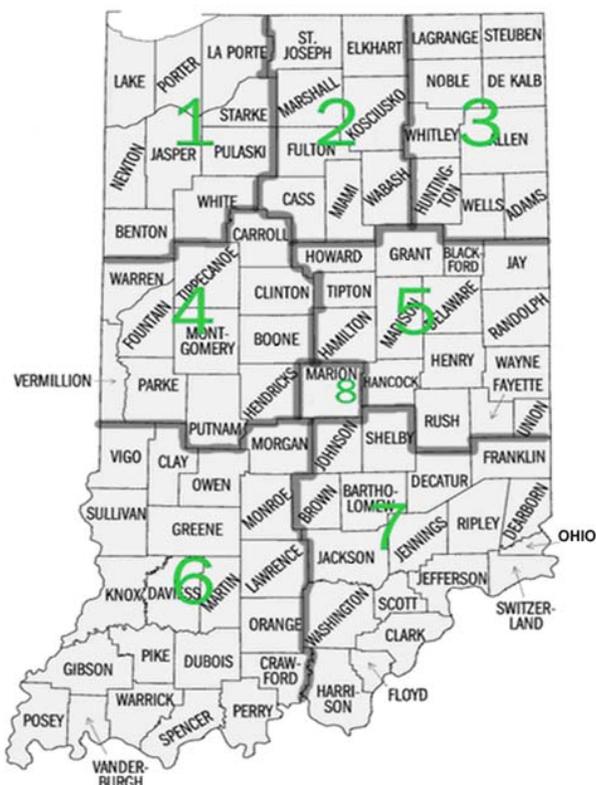
Key Member: Warren Gartner (WGartner@dnr.in.gov)

Historian

Chair: Sam Carman (scarman@dnr.IN.gov)

Mark Your Calendar
EEAI 2014 Conference
McCormick's Creek
State Park
Spencer, Indiana
September 26-28, 2014

Map of Regions



Regional Chairs

To improve networking and communications within our organization, EEAI members are organized into regions with each region having a Chair. If you have any questions, suggestions, events to report, lesson plans to share, or anything else you feel would be beneficial for other members to know, please pass it along to your Regional Chair. Here's who to contact and how to contact them:

Region 1: Open, Region1@eeai.org

Region 2: Brad Rody, Region2@eeai.org

Region 3: Paul Steury, Region3@eeai.org

Region 4: Sam Carman, Region4@eeai.org

Region 5: Warren Gartner, Region5@eeai.org

Region 6: Carissa Lovett, Region6@eeai.org

Region 7: Donna Stanley, Region7@eeai.org

Region 8: Ann Niednagel, Region8@eeai.org

Out of State: Bernadette de Leon, vicepresident@eeai.org

Active communications within regions can greatly increase the benefits you receive from being an EEAI member. PLEASE take advantage of it!