



IMAGIN Inc.
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2012/2013 Board of Directors:

Scott Ambs: President (2013)	Andrew Cain (2013)	Dianne O'Connell (2014)
Bill Rowe: Vice President (2014)	Chad Collins (2013)	Paul Riess (2013)
Aaron Boos: Treasurer (2014)	Trudy Galla (2014)	Peter Schneider (2014)
Thomas Van Bruggen: Secretary (2013)	Sarah Merz (2014)	Lori Schultz (2013)
Andrew Brenner (2014)	Michael Muskovin (2014)	Scott Swan (2014)

Minutes of the IMAGIN Inc. Board of Directors Meeting

Friday, October 26, 2012

Location: Teleconference

1. Call to Order - Board Member Roll Call

1.1. President Scott Ambs called the meeting to order at 9:06 AM

1.2. Roll Call

President Scott Ambs: Present
Vice President Bill Rowe: Present
Treasurer Aaron Boos: Present
Secretary Thomas Van Bruggen: Present
Andrew Brenner: Absent
Andrew Cain: Absent
Chad Collins: Present
Trudy Galla: Absent
Sarah Merz: Absent
Michael Muskovin: Absent
Diane O'Connell: Present
Paul Riess: Present
Peter Schneider: Present
Lori Schultz: Present
Scott Swan: Absent

Quorum Present

1.3. Others In Attendance

Maryellen Jansen – Reihl Solutions
Sue Feenstra – Reihl Solutions

2. Approval of Agenda

Moved by Thomas Van Bruggen and supported by Bill Rowe to approve the agenda as presented

Motion Carried

3. Review and Approval of Minutes of the September 28, 2012 Board Meeting

Moved by Lori Schultz and supported by Peter Schneider to approve the minutes of the September 28, 2012 Board Meeting

Motion Carried

4. Treasurers Report

Treasurer Aaron Boos presented the treasurers reports.

Checking account balance for October 26, 2012 is \$2,691.95; there have been no added revenue and/or deposits for the month of October. At the beginning of October the account balance was \$7,844.90 The notable expenses since the last report in September have been \$2,500 withdraw October 12th, and \$2,500.00 October 22nd both by Riehl Solution for management fees.

That's a difference of about \$5,000 From September's reported balance of \$8,044.00

Savings account balance for October 26, 2012 is \$2,228.28

The combined total from checking and savings is \$4,919.00

Membership Invoices out so revenues should be coming in.

Moved by Thomas Van Bruggen and supported by Bill Rowe to approve the treasurer's report as presented.

Motion Carried

5. Old Business

5.1. Review Action Items

Scott Ambs reviewed the open action items:

All Team Leads need to complete the SMART Goals Process

5.2. URISA Decision

Moved by Lori Schultz and supported by Bill Rowe to NOT pursue an affiliation with URISA at this time due to financial constraints and to review an affiliation partnership at some time in the future.

Motion Carried

6. NG-911 Technical Advisory Committee Update

Scott Ambs reported that the committee has ceased meeting for the time being with a meeting with Governor Snyder last week. Scott summarized the meeting with the Governor.

7. Team Reports

7.1. Executive Team

Scott Ambs reported that the team met two (2) weeks ago to discuss meeting schedules and the face-to-face meetings. Scott stressed the need to reestablish the in person meetings. The team also discussed the conference, budget and other items that will appear on the agenda later.

7.2. Conference Team

Maryellen Jansen reported that she and Aaron Boos have meet regarding some proposals about the costs of the conference registration. As proposed, the registration rate would increase from \$275 to \$285. Maryellen commented that increasing the programming tends to benefit the attendance more than price adjustments. Maryellen, Aaron and Andrew Brenner have not yet had a chance to meet.

Discussion regarding the registration costs of the conference.

Maryellen Jansen reported that an email blast was transmitted with Conference, Education and Logo items.

Peter Schneider reported that the team met two (2) weeks ago to continue working on details for the Conference. There will be a Sunday afternoon geocaching event with details still be developed. One of the keynotes has been secured, Greg Babinski from King County, Washington will present on ROI in GIS. Also working with ESRI for a Tuesday keynote. Additional social activities being planned for additional networking

opportunities. Vendor "speed dating" will return and a GIS Jeopardy event. Also working on the potential of workshops at CMU.

Discussion: Utilizing fliers at other conferences to advertise our conference. Forward all ideas to Maryellen.

Next meeting for November 13, 2012.

7.3. Education Team

Chad Collins reported that a workshop on November 19, 2012 is planned. Preregistration is open and flier is open. Testing of Webex is going to be done on November 6, 2012.

Working on Smart Goals, future workshops, and additional team membership.

7.4. Student Paper and Poster Competition Team

Peter Schneider reported that not much has changed since last meeting. The team is working on procuring judges for the competition, including alternates. Some inroads with private sector has occurred and will continue to try to expand the competition. Dianne O'Connell is working with Schoolcraft College to determine if web broadcast is possible.

7.5. Professional Recognition

Scott Ambs listed Trudy Galla as the key contact but she was not in attendance and had no report.

7.6. Communication Team

Thomas Van Bruggen reported that updates for the Conference, SPPC, and November webinar have been loaded to the website. Work on the new website is continuing and we are hoping for a rollout of the new site sometime between Thanksgiving and Christmas. Any updates needed for the site please send to Thomas Van Bruggen.

A team member listing has been created and will be posted to the Dropbox site. Between now and the November meeting, please consider if we should have team broadcast emails.

Use of LinkedIn, Facebook and the resources list on the website will be coming soon.

7.7. Statewide Imagery

Scott Ambs reported that the team will be meeting next week Friday and will work on Smart Goals.

7.8. Nominating & Governance

Lori Schultz reported that Paul Riess has returned to the Board. Team has been inactive otherwise. Attendance reports are attached to these minutes. Team is always looking for nominations.

The Board of Directors Attendance Report is attached to these minutes as Addendum 1: Board Attendance
The Nominating & Governance Report is attached to these minutes as Addendum 2: Nominating & Governance Report

8. K-12 GIS License Program Support

Scott Ambs presented a letter received from Andrew Brenner

Scott Ambs will ask Michael S. Dueweke, Administrator Michigan ESRI K-12 GIS License Program to attend our November meeting to present on the program and allow us to have a Q&A Session.

The Letter from Michael Dueweke is attached to these minutes as Addendum 3: K-12 Program Letter
The Grade 6 to 12 Attachment to the Program Letter is attached to these minutes as Addendum 4: Grade 6 to 12 Outline

9. Closing Roundtable Discussion

Scott Ambs reported that on November 9, 2012 Scott will have a meeting with Jessica Moy, Laura Blastic, Everett Root, and Andrew Hartwick will be meeting in Jackson to discuss CSSTP and their working with the GIS communities.

Open Discussion

10. Next Meeting Data

FACE TO FACE MEETING
Friday November 16, 2012
Mt. Pleasant, MI

11. Adjournment

Moved by Thomas Van Bruggen and supported by Bill Rowe to adjourn the IMAGIN Board of Directors Meeting at 10:47 am.

Motion Carried

Minutes respectfully submitted by Thomas Van Bruggen, IMAGIN Secretary

Addendum 1: Board of Directors Attendance 2011-2012 Board of Directors Meeting Attendance

2012-2013 Board of Directors Meeting Attendance

Name	Term Expires	May-12/Ann.	Jun-12	Jul-12	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13
Scott Ambs	2013	Present	Present	Present	Cancelled	Present							
Aaron Boos	2014	Absent - ex	Present	Present	Cancelled	Present							
Andrew Brenner	2014	Present	Present	Present	Cancelled	Present							
Andy Cain	2013	Absent - ex	Absent - ex	Absent - ex	Cancelled	Absent - ex							
Chad Collins	2013	Present	Present	Present	Cancelled	Present							
Trudy Galla	2013	Present	Absent - ex	Absent - ex	Cancelled	Present							
Sarah Merz	2014	Absent - ex	Present	Present	Cancelled	Present							
Michael Muskovin	2014	Present	Present	Absent - ex	Cancelled	Absent - ex							
Diane O'Connell	2014	Present	Absent - ex	Present	Cancelled	Present							
Paul Riess	2013	####	####	####	####	####							
Bill Rowe	2014	Present	Absent - ex	Absent - ex	Cancelled	Present							
Pete Schneider	2014	Present	Present	Present	Cancelled	Present							
Lori Schultz	2013	Present	Present	Present	Cancelled	Present							
Scott Swan	2014	Present	Present	Present	Cancelled	Present							
Tom VanBruggen	2013	Present	Present	Present	Cancelled	Present							

Addendum 2: Nominating & Governance Report

IMAGIN Committee Activity Report

Date of Report: 10-24-2012

COMMITTEE: Nominating and Governance

CHAIR: Bill Rowe

BOARD LIAISON:

Name(s) of IMAGIN Staff supporting:

Type of Report:

Contains ACTION ITEMS

For Information Only

Budget attached (for new project proposals)

Report:

1. Please see attached spreadsheet tracking Board attendance for 2011-2012 and for 2012-2013 beginning with the Annual Meeting in May.
2. Paul Riess has replaced the recently resigned Charlie Bristol on the Board of Directors and will fill out the remainder of his term. Thanks for coming back and helping us out!
3. Just something to think about. Current Board Members whose terms will expire in 2013 are:
 - Scott Ambs
 - Andy Cain
 - Chad Collins
 - Trudy Galla
 - Paul Riess (Welcome Back!)
 - Lori Schultz
 - Tom VanBruggen

Addendum 3: K-12 Program Letter

Andrew Brenner, Ph.D., General Manager

Photo Science

2200 Commonwealth Blvd, Suite 300

Ann Arbor, MI 48105

Dear Dr. Brenner

As you may have heard, EMU has been selected by ESRI to administer the Michigan Statewide K-12 GIS License Program. This program provides not only free software, but also training and learning opportunities for teachers, students and school administrators. This program is available to public, parochial and charter schools and for those students who are home schooled.

The importance of the ESRI GIS program cannot be overstated.

Some compelling factors that show GIS and spatial reasoning skills need to be taught in America's classrooms are listed below.

- 1) Test scores show that students in the USA lag behind other students in many of the developed countries in both science and math proficiency.
- 2) It has been recognized nationally that GIS is a valuable technology tool to be used in STEM education.
- 3) The Michigan Social Studies Content Expectations starting in Grade Six (attachment) through High School, stress spatial thinking and geographical inquiry and analysis skills.
- 4) GIS and Remote Sensing are not emerging technologies; they are mature technologies used by scientists, planners, the defense industry and municipal governments throughout the United States every day.
- 5) It has been shown that students who engage in project-based learning techniques do better in the classroom because it awakens their curiosity.
- 6) It's also FUN!
- 7) It will lead them to selecting a productive and interesting career.

As you may know from experience, in many cases, technology professionals volunteer their time to provide after school project-based learning opportunities to school children. These opportunities may be through 4H Clubs, Scouting or other organized youth groups who get together after school. For the K-12 GIS program to truly succeed, teachers who are new to GIS technology need support and mentors.

Since many of your members may have students in state school systems and are already thinking about what careers their children may pursue, an organization like IMAGIN could make a substantial impact by promoting professional outreach to the educational community which would foster good public relations for IMAGIN and teach

students and teachers how to perform real-world projects using geospatial technologies in communities throughout Michigan.

Here is the link to the EMU ESRI K-12 GIS website <http://esrik-12gis.emich.edu/k12/>.

By the way, Penn State has a set of excellent videos (Geospatial Revolution) that can give those interested in GIS a quick Primer. <http://geospatialrevolution.psu.edu/>

I want to thank you and IMAGIN for your time and we hope your organization will consider supporting and spreading the word about the benefits of the GIS License Program to K-12 students, their schools and to their communities.

As a side note, perhaps there are Federal or State funding opportunities available to IMAGIN to promote a partnership between IMAGIN, schools and EMU.

If the IMAGIN Board of Directors is interested in supporting this vision, we can talk more.

Sincerely,

Michael S. Dueweke, Administrator
Michigan ESRI K-12 GIS License Program
Eastern Michigan University
127B King Hall
Ypsilanti, MI 48197
mdueweke@emich.edu

Attachment: Grade Six and High School GCE

Addendum 4: Grade 6 to 12 Outline

Social Studies Content Expectations

Grade Six

GEOGRAPHY

GI THE WORLD IN SPATIAL TERMS: GEOGRAPHICAL HABITS OF MIND

Describe the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.

GI.1 Spatial Thinking

Use maps and other geographic tools to acquire and process information from a spatial perspective.

Geographers use published maps, sketch (mental) maps, and other geographic representations, tools, and technologies to acquire, organize, process, and report information from a spatial perspective. World maps made for specific purposes (population distribution, climate patterns, vegetation patterns) are used to explain the importance of maps in presenting information that can be compared, contrasted, and examined to answer the questions “Where is something located?” and “Why is it located there?” Students will begin with global scale and then refocus the scale to study the region of the Western Hemisphere, and, finally, focus on a specific place.

- 6 – GI.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world.
- 6 – GI.1.2 Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).

GI.2 Geographical Inquiry and Analysis

Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.

Geographers use information and skills to reach conclusions about significant questions regarding the relationships between people, their cultures, the environments in which they live, and the relationships within the larger world context. Students will reach their own conclusions using this information and make a reasoned judgment about the most justifiable conclusion based on the authenticity of the information, their skill at critically analyzing the information, and presenting the results of the inquiry.

- 6 – GI.2.1 Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.
- 6 – GI.2.2 Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.
- 6 – GI.2.3 Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.
- 6 – GI.2.4 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.

- 6 – GI.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.
- 6 – GI.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.

GI.3 Geographical Understanding

Use geographic themes, knowledge about processes and concepts to study the Earth.

The nature and uses of geography as a discipline and the spatial perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of geography are essential in the development of geographical understanding. A spatial perspective enables student to observe, describe, and analyze the organizations of people, places, and environments at different scales and is central to geographic literacy.

- 6 – GI.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- 6 – GI.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
- 6 – GI.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

National Geography Standards – High School Content Expectations

G1 The World in Spatial Terms: Geographical Habits of Mind

1.1 Spatial Thinking

1.2 Geographical Inquiry and Analysis

1.3 Geographical Understanding

High School Social Studies Content Expectation v-10/07 MDOE Page 13

Geography bridges the social and physical sciences by asking questions and seeking answers to those questions through inquiry. In doing so, students apply skills and develop habits of mind that they will be able to use in the diverse societies and workplaces of the community, nation, and the world. Maps, satellite images of Earth, Geographic Information Systems (GIS), Geographic Positioning Systems (GPS), and other resources on the World Wide Web provide valuable information about the spatial patterns on Earth. The tools of modern geography are based on modern technology. The technology is the means to explore the world and inquire about the spatial patterns and dynamic processes that shape the world in which we live.

Geography: an Integrative, Disciplined Study

Geography is an integrative discipline that brings together the physical and human dimensions of the world in the study of people, places, and environments. The content of geography is the Earth's surface and the processes that result in natural environments, the relationships between people and environments, and the ways that people use and view places both near and far. Geography is important

because the world facing students in the 21st century is more crowded, the maintenance of a sustainable physical environment more challenging, and the global economy more competitive and interconnected. Comprehending issues and making decisions about local places, regions, the world, and the diverse environments and the economies require competencies with geography from the local to global scale.

The purpose for studying world geography is to foster the development of citizens who will actively seek and systematically use a spatial perspective in viewing the world. The spatial perspective is the ability to view the patterns and dynamic processes on Earth. Those patterns and processes occur as webs of relationships within the natural world and between the natural world and the activities of human societies. A spatial perspective enables an individual to visualize, comprehend, and ask questions about why the human and physical systems occur in particular patterns and combinations, where they are on Earth's surface, why they are there, and what are the consequences for people and the environment? For example, large amounts of the world's petroleum resources are located near the Persian Gulf. They are at that location due to Earth's physical processes in the past, and this impacts the present. For example, availability and cost of petroleum are affected by the political, economic, territorial, and military events that occur in and near the Persian Gulf Region.

The study of geography as a discipline is approached two ways. One is as a regional study in which Earth is examined by areas that share a similar criterion or continuity. For example, a regional criterion may be geopolitical. Examples include Michigan as a state and Canada as a country, each with its particular geopolitical boundaries and legal jurisdictions. The second approach is systematic geography. The Earth is examined by topics that share common attributes, but may occur in different regions. Examples include urbanization and the spatial structure and function of cities. Most cities have a central business district, satellite business centers in the suburbs and social, economic, and ethnic residential patterns that spread across urban space. At times regional and systematic geographic studies merge, such as the study of migration to urban centers in Mexico, Central, and South America. A similar study of migration could be completed for Africa or Asia. Among the systematic topics are human/cultural, economic, historical, physical, and political geography. Geographic studies may be based on continents, groups of countries, an individual country, or a region within a country. The criteria for a region may include religion, language, and/or ethnicity. The spatial pattern of topics may cross political boundaries and connect continents, such as Islam within Africa, Europe, and Asia.

Geography bridges the social and physical sciences by asking questions and seeking answers to those questions through inquiry. In doing so, students apply skills and develop habits of mind that they will be able to use in the diverse societies and workplaces of the community, nation, and the world. Maps, satellite images of Earth, Geographic Information Systems (GIS), Geographic Positioning Systems (GPS), and other resources on the World Wide Web provide valuable information about the spatial patterns on Earth. The tools of modern geography are based on modern technology. The technology is the means to explore the world and inquire about the spatial patterns and dynamic processes that shape the world in which we live.