

**Research Service Learning
In the
Department of Geography
CU-Boulder:**

**Report on
A Feasibility Study
and
Implementation Plan**

Funded by
The Institute for Ethical and Civic Engagement, CU-Boulder
And the
CU-Boulder Department of Geography

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TABLE OF CONTENTS

I.	Introduction: Background and Impacts	3
II.	Project Background and Executive Summary of Outcomes	4
III.	Overview: RSL Planning Process	5
IV.	Background Research	6
V.	Key Research Conclusions and Recommendations	7
VI.	Program Design	10
VII.	Implementation Recommendations	11
VIII.	Implementation Schedule	14

I. Introduction: Background and Impacts

The idea for this project and study originated in fall 2004 during conversations between Peter Simons, Director of IECE, and Donna Rubinoff PhD, Instructor in Geography and Women's Studies at CU-Boulder. Peter was interested in exploring the establishment of a Research Service Learning (RSL) program at CU similar to one that was created at Duke University. He had become aware of the Duke RSL program during the IECE reconnaissance of best academic civic engagement programs around the US; and the Duke program, "RSL: Scholarship with a Civic Mission,"¹ stood out as a unique and highly innovative initiative. When IECE put out its first RFP for grants in spring 2005, Donna took this idea to Ken Foote, then chair of the Geography Department, who agreed to support the investigation and establishment of an RFP program in Geography and to provide some funding for the initiative. The result was the development of the project proposal, which was then funded by IECE and Geography.²

This report outlines the initial vision of the grant project as well as an expanded and revised study that evolved over time. It summarizes the opportunities and constraints surrounding the establishment of RSL in Geography and at CU-Boulder in general. Because it is not a project that has directly affected students during the course of the study, such as a course would have, it is only possible to estimate the number of students and faculty that have been affected. These include the twenty five Geography faculty members that either participated directly via interviews or indirectly as part of the survey; approximately ten Geography undergrads and grads who participated in interviews and focus groups as well as the entire pool of 180 Geography majors who received information about RSL and focus group opportunities through email. In addition, interviews were conducted with approximately twenty faculty directors of adjacent or relevant programs at CU and off campus. Furthermore, RSL and IECE sponsorship of a guest speaker brought approximately 20-25 faculty and students to hear more about the RSL concept. This talk has also resulted in a decision by Laura Border, Director of the Graduate Teaching Program, to highlight the Pedagogy of Engagement in the spring 2007 GTP workshop; and this will reach hundreds of grad students that participate in this program every year.

The assessment of this study follows in both the main body of the report and its appendices. In summary, this study sets the stage for an RSL program at CU-Boulder. It is not clear at this time whether this program will be implemented in the Geography department for many reasons discussed in the report. However, the study has not only evaluated the merits of a departmental scale program located in Geography. It has considered optional scales at the cluster level and beyond. Ultimately, this study has contributed to the potential establishment of an RSL program at CU-Boulder in several ways. It has expanded awareness of RSL and its pedagogical opportunities to faculty, administrators and students. It has studied a successful model and solicited insights from experts on the topic. It has laid the groundwork for the development of RSL at CU-Boulder by designing an ideal CU prototype and exploring many of the opportunities and constraints to its implementation. Finally, and perhaps most importantly, it has added one more layer of connection to the networked community of civic engagement at CU who are already undertaking important work of civic engagement. Hopefully, this study will be seen as the first critical step towards the development of RSL at some point in the future.

¹ <http://rsl.duke.mc.duke.edu/>

² The project proposal is attached as Appendix A.

II. Final Report Financial Statement

Award		\$7000
Expenses		
Travel to Durham to interview Dr. Stocking, Director of Duke RSL program	\$500	
Nick Cutforth talk		\$100
Conduct Study (215 hours @\$30 per hour)		<u>\$6400</u>
Total		\$7000

III. Project Background and Executive Summary of Outcomes

At the outset of this project, and as the grant proposal outlined, the vision of this project was to design and implement an RSL program within CU-Boulder Geography. The logic for this objective is outlined in the proposal, and suggests that Geography is well positioned to start an RSL program at CU-Boulder by virtue of its historical disciplinary links to community based problems, and administrative structures already in place. As such, the initial scale of the background analysis centered on fitting the program into the existing department context, and began with an inventory of existing practices and needs aimed at both faculty and students (grad and undergrad).³ Soon after beginning the initial information gathering phase, it became clear that there were some potential systemic barriers and challenges to the creation of an RSL program within the Geography department. These included faculty skepticism about the value and academic rigor of an RSL program; constraints around the ability of the faculty to participate in yet an additional department agenda given their already overloaded schedules; and questions about the feasibility of generating the political will needed to establish an RSL program within a small department.⁴ These faculty concerns were contrasted with initial student reactions that were extremely enthusiastic.⁵

At that point, after conversation with Peter Simons, it was decided to “back up” and to reorient the planning process to focus on planning activities that would help to develop an RSL program at CU-Boulder from the ground up. These activities centered on an institutional mapping that would catalogue relevant CU-Boulder programs, and identify potential linkages between them and RSL-Geography. The intention here was to assume that external programs would both serve as resources for an RSL-Geography program and vice versa. The vision was to avoid “reinventing the wheel,” of existing programs, and to design an RSL-Geography program that would fit into a niche between and among existing programs. In addition, informants were invited to provide input and suggestions, based on their own experience, on the development of an RSL program. Through this process it was possible to explore the institutional histories and processes of relevant programs at CU-Boulder; to examine the micro and institutional scale politics of alternative pedagogy that would be relevant to of

³ See Appendix B for questionnaires sent out to faculty and graduate students.

⁴ Based on lack of response to a departmental questionnaire to both faculty and grad students designed to solicit fundamental background input into the program; lack of availability of faculty to meet to discuss the project; and feedback from faculty that did provide input. This also became clear when no Geography faculty attended a department and project sponsored talk by Dr. Nick Cutforth, RSL expert.

⁵ However, although student input was always positive when it was provided, only a small core of dedicated students, mainly those on the Geography Undergrad Committee, responded to the questionnaire and participated in information gathering meetings.

RSL implementation; and overall to gain wisdom about the pace and process through which these things get done. Ultimately, lessons were learned about the opportunities and constraints inherent in building new (and especially alternative) programs and it was necessary reshape assumptions about the scale and the context in which to build an RSL program.

As a result of early lessons learned, it had become clear that the planning project would be at least as much a “political will building” project as a program design project, and as much an exploration of RSL potential at scales above the department level. As a result, another goal of the institutional mapping was to generate awareness and to build support for an RSL program at CU; to develop a network among relevant programs and individuals; and to develop a potential university scale participation base for the project. In this sense, the institutional mapping became a kind of “PR campaign” that would start to build awareness and momentum for an RSL program, regardless of the scalar outcome.

In conjunction with the university scale activities, departmental scale planning activities continued. These included individual interviews with faculty and staff, meetings with the Undergrad Committee; and student-centered research.

Extra university activities were also included in the planning effort. These included meeting with the director of the Duke RSL program; and consultations with Nick Cutforth, a national level RSL scholar. This second activity was undertaken not only to provide input into the development of the program but to generate awareness of RSL at CU-Boulder. A talk delivered by Cutforth was sponsored by IECE, Geography, and the CU Service Learning program; and although attendance was not outstanding, new individuals and organizations were identified and brought into the process.

The result of this study is a planning process, program design and implementation strategy for a department scale program. In the event that a decision is made to implement an RSL program at a higher level, this strategy could be adapted to that need. Although this RSL planning process has not paralleled what was originally outlined in the grant proposal, it has followed a deeper and arguably more solid foundational process for long term RSL program development at CU-Boulder. With the outcome of this plan, it should be possible to implement a program that will evolve to meet the needs of students, faculty, other programs, the administrative goals of CU-Boulder, and the community partners. In doing so, it will add an important but missing component to an already exceptional range of options that make the CU educational experience uniquely civically engaged.

IV. Overview: RSL Planning Process

The RSL planning process evolved over time, but it eventually incorporated the following elements:

- **Background Research:** Undertake departmental, university-wide and external background research to understand the existing institutional context, and identify opportunities and constraints.
 - i. Consult with the director of the Duke RSL program concerning history of that program and its operation, and planning and implementation opportunities and constraints.
 - ii. Survey and solicit input from CU-Geography faculty and students.
 - iii. Solicit input from directors and participants in relevant CU programs.
 - iv. Solicit input from national scale scholar, practitioner, consultant on RSL and Community based research (CBR).
- **Design:** an RSL program that fits into this context.
- **Implementation:** Make recommendations for the next steps.

- i. Implementation tasks
- ii. Implementation schedule
- iii. Identify responsible parties for each task

The sections below outline and summarize these three steps.

V. Background Research⁶

This section summarizes the background research that has been undertaken in the analysis of opportunities and constraints, problems, and issues, which has in turned informed the recommendations for program design and implementation steps. Following is a list of all background research interviews and investigation.

A. Preliminary Background Research

1. Visit to Duke University: Meet with Vicky Stocking PhD, director of Duke RSL program
2. Meet with Campus Compact and DU RSL/Community Based Research Expert Nick Cutforth PhD
3. Literature Review of RSL related issues
4. Preliminary Survey of Geography Department Faculty and Grad Students

B. Geography Department Research

1. Faculty and Grad Student Questionnaire⁷
2. Meetings with Undergrad Committee to present RSL project and receive input
 - a) Faculty: Bill Travis, Gary Gaile, Mark Williams, Tom Chase
 - b) Undergrad Students: Jeannine Shaw, Dylan Eiler, Jeremy Huff, Natalie Pusey, Julian Katchinoff
 - c) Elizabeth Pike, Undergrad Advisor
 - d) Darla Shatto, Undergrad Committee Staff Support
3. Individual Interviews with Geography Chairs and Faculty
 - a) Susan Beatty, Geography Chair 2005-6
 - b) Ken Foote, Geography Chair 2004-5
 - c) Bill Travis, Associate Chair, Undergrad Studies and Undergrad Committee Chair
 - d) Rachel Silvey, Geography Faculty
 - e) Nicholas Nagle, Geography Faculty
 - f) Elizabeth Pike, Undergrad Advisor.
4. Undergrad focus group meeting
 - a) Jeannine Shaw, Dylan Eiler, Natalie Pusey, Evan Anderson
5. Undergrad and grad student input (informal)

C. Institutional mapping at CU-Boulder

1. IECE: Peter Simons and Meeting Facilitators, including Nikki Townsley and Jennifer Simpson and others
2. Michael Grant, Assoc. Vice Chancellor for Student Affairs
3. Service Learning
 - a) Marty Bickman, Director

⁶ See Appendix C for interview details and conclusions

⁷ See Appendix B.

- b) Jesse Bedirian, Americorps program assistant
- 4. Sociology Service Learning: Sara Steen, Faculty
- 5. UROP:
 - a) Joan Gabriele, Director, Special Undergraduate Enrichment Programs
 - b) Larry Boehm, Program Coordinator
- 6. INVST: Seana Lowe, Director
- 7. Volunteer Clearing House: Anna Domenico, Director
 - a) Alternative Spring Break Program participants
- 8. Journalism School Ethical Journalism program: Michael McDevitt, Program faculty
- 9. ELLC and Chancellors Leadership RAP: Carol Miyagishima, Director
- 10. Continuing Ed. Outreach: Cathy Comstock, Committee Chair
- 11. Farrand RAP: Cathy Comstock, Co-director
- 12. Environmental Center, Sustainable Agriculture Program: Lisa Kaufmann, project manager
- 13. Graduate Teaching Program: Laura Border, Director
- 14. Honors Program: Paul Beale, Director
- 15. Engineers Without Borders, Robyn Sandekian, Project Administrator
- 16. ATLAS program: Diversity and IT

D. Document Output

- 1. Faculty/grad student survey
- 2. Several versions of a Power point presentation on RSL⁸
- 3. Webpage format and rough: ready to be uploaded and linked to Department webpage
- 4. Final Report/Appendices

VI: Key Research Conclusions and Recommendations

The existing ‘landscape’ of contextual conditions and institutions at the departmental and university-wide scales sets up an institutional context into which an RSL program must fit, and offers opportunities and constraints for RSL design.

- Geography student perceptions of and demand for an RSL program appear to be very high. Even for students who are initially unclear about the idea, a small amount of explanation makes them enthusiastically supportive.
- In contrast, there appears to be a current lack of Geography faculty support for the program. This gap was seen largely to be a function of faculty time, (given a wide range of other interests and projects, as well as pressure for tenure track responsibilities); although money and skepticism about the need for yet another program were also mentioned. There was also skepticism about the academic rigor of an RSL program that is perceived to be focused more on social change, not on research. Finally, one faculty member commented that undergrads are not really a focus of the discipline in general. This lack does not mean that support would not be forthcoming with more education about the benefits of RSL for faculty and the department. A first step to achieving this goal was attempted with the Cutforth talk, but no Geography faculty attended. Faculty attitudes will necessitate an implementation strategy with strong faculty education components, and faculty incentive structures will also be an important aspect of project implementation.

⁸ For the final version, see Appendix E: RSL PROJECT POWER POINT PRESENTATION

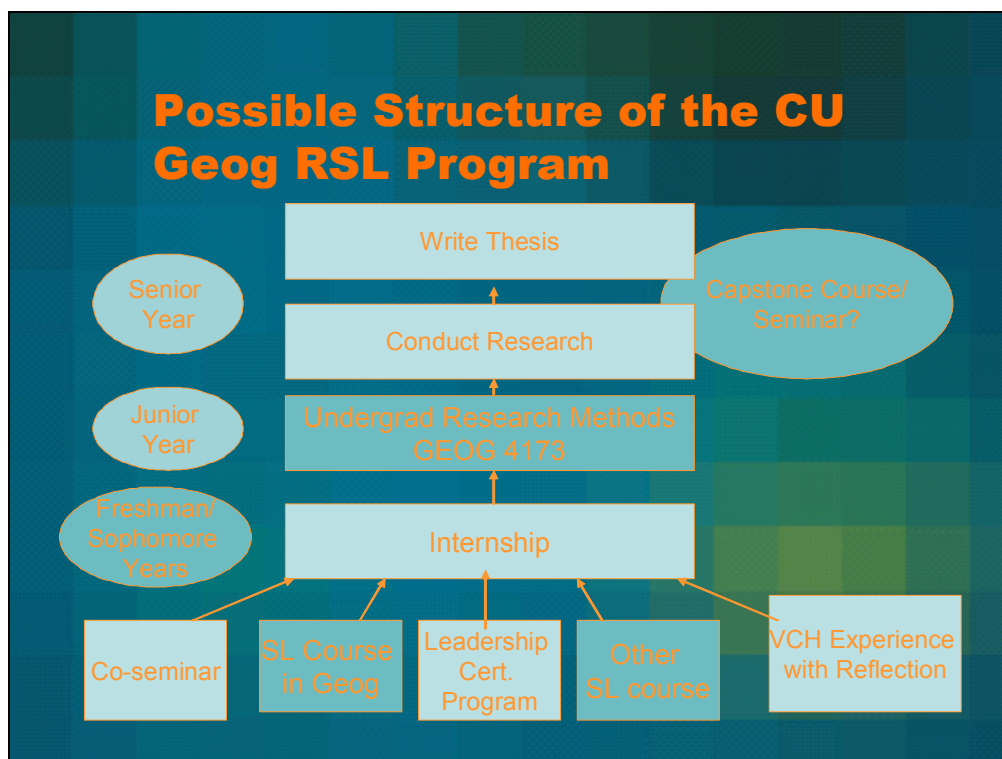
- At the university-wide scale, there are many related programs and initiatives at CU-Boulder; and there are also a wide but shallow group of individuals who are passionately committed to alternative pedagogy and civic engagement. This group of people have years of experience in the domain and they should be seen as a central resource, advisory, and cooperative pool. Many of them are already relatively intertwined with each other, in that they sit on other programs' boards and are cooperative with money and resources. None of their programs replicates RSL specifically, and most of the informants were enthusiastic about the creation of an RSL program.
- There is a real opportunity here for creating an RSL structure that will efficiently link to other CU programs. For example,
 - Marty Bickman's Service Learning program awards grants to faculty to develop SL courses and wants to bring in more experts to lecture on SL and RSL. Marty's support would be extremely valuable to RSL and he could provide leadership in many tangible and intangible ways.
 - Joan Gabriele at UROP said that they could benefit from more courses in undergrad research; but at the same time she was willing to explore providing funding for faculty who would sponsor and participate in RSL projects.
 - Anna Domenico at Volunteer Clearing House offered linkages to and coordination with community partners.
 - Paul Beale at Honors suggested that he could provide a conduit to interested and highly motivated students.
 - Sara Steen, a faculty member in Sociology, is highly motivated to expand civic engagement in her department and has been working with grad students to develop a cluster of courses and projects. She would like to participate in whatever way needed.
 - Laura Border, Director of Graduate Training Program has decided to focus the spring 2007 GTP workshop around the "Pedagogy of Civic Engagement" and this should be an important building block to bringing grad students into the RSL process. She wants to coordinate on the design of her workshop this summer.
 - Cathy Comstock, Co-Director of Farrand RAP and the Continuing Ed Outreach program, has a wealth of wisdom and experience in helping people to understand and develop alternative pedagogy programs, and also expressed enthusiasm in supporting RSL.
- This general picture, (in which there is student enthusiasm, Geography faculty skepticism, and university scale wide-but-shallow support) leads to a key question that will need to be answered before the project moves ahead: at what scale should the program be developed? While the original assumption of the grant project was that the RSL program would be departmentally based, it was also assumed that a project goal was to some day move to a higher scale, and that the program be designed with that in mind. Although it is still entirely possible to keep RSL within Geography, (and at least Michael Grant feels that it should start out at a departmental scale), there were several supporters for a middle ground between department and college or university wide. Under this scenario, RSL would be created within a cluster of a few similar departments where there would be more momentum and support by faculty and more resources. This concept has much merit and should be considered, but it was outside the scope of the planning project at this time.

- Alternatively, a departmental program could be constructed AS IF it were the first step in a broader program, with an organizational structure that positions it to benefit from university scale expertise and resources and to expand beyond the departmental scale when the time is right.
 - An important element of this scenario would be to incorporate the broader civic engagement community in the guidance of the RSL program. This group of people and programs could politically, pedagogically and economically support RSL. All of them can be kept in the RSL loop by virtue of their membership in IECE, but some of them should be considered for placement on an RSL Board of Advisors/Directors. This structure would facilitate access to resources and the development of an RSL program that also responds to their wisdom and needs in a way intensifies the success outcomes of RSL and the interconnectedness of the civic engagement community. This would facilitate the necessary communication among the broader academic and civic community that would help to reinforce the success of RSL.
- Regardless of the scale at which an RSL program might develop, new elements would need to be added within the department or program. Although several components of an RSL program are already in place, (such as Geography and other department internships, some service learning, the departmental honor program), a significant need will be the addition or linking to more service learning entry options and/or service learning co-seminars attached to intro courses; an undergrad research methods course; and a capstone seminar.
- Graduate student involvement should also be a program element. A connection should be made directly with them through the grad reps; and the GTP program agenda should be an important leverage point for bringing grad students into the program.
- Administrative structures will also need to be organized and systematized to support the program in a cohesive way. Not only will new RSL structures need to be administered, but they will need to be coordinated with existing programs, such as internships and honors.
- Certification needs to be further explored. I have spoken with Michael Grant, Carole Miyagishima, ELLC Director and Paul Beale, Honors Director, about this topic and linking certification to existing programs. The most likely possibility for aligning with an existing program would probably be the Presidents Leadership Certificate Program, although there was no conclusive decision. More work needs to be done on this matter.
- One key point that has not been given enough attention is the sphere of community partners. While we do have a large data base of existing internships in Geography and other departments, and the Volunteer Clearing House also has a huge group of potential partners, their involvement would need some more organized attention. Anna has been involved with soliciting them, but felt that their training would need to be carefully thought out and systematized. Some of the existing procedures for SL courses and internships could be adapted to meet this goal.
- There are several aspects of program development that were seen as important “words of wisdom” from those who have gone through the process
 - In the beginning, one of the most important factors will be to give some element of cohesion, identity, and organization to the RSL program, while at the same time

remaining flexible enough to build the program with existing students and while there are minimal structures to support it. The program must be seen to be (and must be) rigorous and demanding, because otherwise it will not receive the political and administrative commitment that it needs. At the same time, it is important to get students into the pipeline as soon as possible. This might also entail using independent study mechanisms before multiple students are brought into the program.

- Aligned with this is the caution from Nick Cutforth that you “can’t force” a program like this. It should be an evolving and positive experience. It is important to take a long term view of the potential and work towards that.
- One idea for helping bring in and train faculty might be a ½ day workshop. The important thing is to help faculty see what the benefits are to their own agendas.
- The sequential design of the program was extremely important for students who were highly appreciative of an overall structure that coordinated disparate elements into a cohesive program. All steps in the RSL process should be consciously and institutionally linked together by making sure that different faculty are working along the same assumptions.

VII. Program Design



The program design outlined in the RSL project PowerPoint presentation⁹ and shown in the graphic above responds to research input from all sources. It outlines a multi year process in which students enter onto a learning ladder as early as their freshman year. They would

⁹ See Appendix E: RSL PROJECT POWER POINT PRESENTATION

become aware of the program through freshman orientation, departmental advising, publicity in a variety of locations both on and off line. Some students would learn about it in one of the many specialized freshman student RAPs and Presidential Leadership programs or another special program such as the Earth Education Internship or Engineers Without Borders. Some students would learn about the RSL program by taking a course with an SL component. Active promotion of the RSL program within existing SL courses would access students from those programs. In the end, all students would formally enter into the program through some sort of a Service Learning experience. This could be a course with an SL component in Geography or another department, or a volunteer experience supplemented with a reflection/analysis that linked their volunteer experience to theoretical context. Ultimately, active development of Geography SL courses and grant writing by RSL program administration would expand the number of SL courses serving as entry points, and/or develop RSL co-seminars attached to the large introductory courses such as GEOG 1982, 1992, 1001/1011 or 2002. Key support linkages here would be CU SL program, Outreach and others.

Next, students would undertake an internship that was related to their initial SL experience, during which they would not only work with a community based partner, and learn the internal workings of the organization, but they would also begin to develop a dialogue with the community partner about its research needs. RSL program internship management would build on the existing internship programs, but could be expanded to link to Volunteer Clearinghouse options, and it should be standardized relative to research agendas and requirements. At this time, a research question (s) would emerge. Also at this point, students would also work with UROP to access funding if necessary. Likewise, RSL administration would work with UROP to provide funding to faculty research advisors.

The next step, by the junior year, would be for the student to undertake formal research methods training and proposal writing. This could be done within a research methods course or other means, such as informal training by faculty, training within a course, or proposal writing within a Writing and Rhetoric course. Consideration should be given to reinstating GEOG 4173, which has not been taught since 2001, or facilitating linkages with other departmental offerings. Exact requirements on what constitutes an acceptable training in research methods would need to be detailed, but it should be rigorous and tailored to the needs of the specific research agenda.

Finally, starting as early as the junior year, the student would conduct research and write up their thesis. During the senior year, students would ideally participate in a capstone seminar. This would not only expose them to other student researchers, and help them to discuss and process their RSL experiences, but create an efficient advisory process focused on one faculty member. Initially, students would work with their own committee for final certification, but should the program become large enough, the idea of team faculty committees should be explored as an alternative to one-on-one advising.

VIII. Implementation Recommendations

A. Overall RSL program

1. Departmental support and commitment
 - a) Student presentation of report

- b) Faculty committee review
 - (1) Key questions
 - (a) Adoption at departmental level/consideration of cluster concept
 - (b) Adoption of whole program/staging?
 - (c) Concerns for further study?
 - c) Faculty approval
 - (1) Stages?
 - (2) Chair support: current and ongoing needs
2. Determine administrative structure of RSL program
 - a) Determine the best staffing for program coordination and ongoing administration
 - (1) Central coordinator. Existing or new position?
 - (2) Training of Elizabeth Pike and Darla Shatto to undertake administrative activities and/or link to them
 3. Funding considerations
 - a) Departmental funding
 - b) Develop linkages with College and CU administrators for funding and other resource sources
 4. Develop program webpage
 - a) Concept page already formatted
 - b) Redesign format in conjunction with new departmental design?
 - c) Add material
 5. Establish Certification
 - a) Honors track?
 - b) "RSL Scholar"?
 - c) Leadership Certificate program?

B. Faculty and departmental institutional support

1. Faculty program awareness
 - a) Report
 - b) Seminars and training options?
 - c) Webpage
2. Faculty incentives and institutional structures
 - a) Tenure incentives: building RSL into service/teaching requirements and options
 - b) Build awareness of financial support options from SL
 - (1) UROP links
 - (2) CRCW options
 - (3) Others? Departmental or otherwise
 - (a) Master grant for dispersal in department
 - c) Reschedule and Staff Research Methods course
 - d) Linkages to Dean's office?

C. General student support

1. Attracting student participation: Student publicity and awareness
 - a) Develop Geography department literature

- (1) Advising entry point brochure
- (2) Webpage
- (3) Departmental general PR
2. Link to other departments and programs, especially leadership programs outlined in Appendix C
3. General publicity about program across CU and other scales

D. Service Learning element

1. Expand options for entry level service learning in Geography Department
 - a) Encourage/support faculty to apply for SL grants and integrate SL into courses. Show sources and help write grant proposals
 - b) Establish a SL option for entry level classes: co-curricular/honors section of existing classes
2. Link to existing SL courses in other departments
 - a) To provide SL options to Geography students
 - b) To solicit external students into Geography RSL

E. Internship element

1. Expand RSL/CBR internship options
 - a) Expand Geography Department internships with Community organizations by contacting and developing relationships
 - b) Research relevant internship options in other department and programs
 - (1) Volunteer Clearing House
 - (2) Sociology
 - (3) Etc.
2. Coordinate with internship director
 - a) RSL program office needs to develop coordination materials so that certain internships meet RSL requirements
3. Coordination of internship partners
 - a) Policies and materials
 - b) Ongoing coordination
 - (1) Use Duke materials

F. Undergrad Research Methods Course

1. Reinstate GEOG 4173
2. Link to Writing and Rhetoric program (for proposal)
3. Link to other departmental research methods courses (physical science and social science orientations)
4. Work with UROP to offer GEOG 4173 to other departments through UROP application process

G. Research and Thesis Writing

1. Establish Advising requirements
 - a) Individual advising?
 - b) Link to honors thesis process
 - c) Capstone course(s) for all seniors undertaking research and writing?
2. Establish Research requirements
 - a) Course work
 - b) Individual tutoring with advisor
 - c) Within another course
3. Establish Thesis requirements

- a) Criteria for completion
 - (1) Length
 - (2) Scope
 - (3) Quality
 - (4) Other?

IX. Implementation Schedule

a. Short term

- i. Establish departmental approval process
 - 1. Committee
 - 2. Review schedule
 - 3. Implementation approval
- ii. Coordinate with key Geog faculty: Chair, Undergrad advisor, Honors director, and Internship coordinator.
- iii. Create a Board of Directors drawn from inside and outside Geography
- iv. Develop short term faculty policies and incentives for participation
- v. Staffing decisions: RSL administration/coordinator and course instructors (GEOG 4173 and SL co-seminar option).
- vi. Reinstate GEOG 4173?
- vii. Establish co-seminar for RSL add-on?
- viii. Promotion of program to undergrads
 - 1. Draw up advising flyer
 - 2. Work with Elizabeth Pike on promotion to advisees
 - 3. Other promotional efforts to attract students in fall 2006
- ix. Work to document existing SL entry points for fall 2006, expand SL options for fall 2006 or to establish alternative entry points.
- x. Finish program webpage
- xi. Determine best certification option and begin certification process
- xii. Develop relations with Dean and other administrators
- xiii. Begin promotion of program within department and campus wide: announcements and PR

b. Medium Term

- i. Develop/ expand community partnerships
 - 1. Community partnership procedures and coordination procedures
- ii. Establish overall policy and guidelines documentation
- iii. Work with UROP and other avenues to expand funding for faculty participation and coordination.

c. Long term

- i. Strengthen connections to other programs with an eye towards expanding program to College scale.
 - 1. Periodic meetings within IECE
 - 2. Continue building awareness and education about RSL with guest speaker/symposiums
- ii. Keep CU administration informed about program and work to expand