

Dark Skies Public Lands Student Researcher

All majors welcome. \$14.42 an hour.

Project Description and Job Duties:

Going Public with the Conservation in the West Poll Public Lands Survey of Visitors and Dark Skies: Phase III

Passionate about the outdoors? Care about protecting our public lands? Think Dark Skies are a conservation concern? Interested in Anti-racism, Diversity, Equity and Inclusion issues?

The **State of the Rockies** is HIRING student researchers for phase 3 of the student-led Public Lands Visitors Survey project.

The student research team will work with CC's State of the Rockies Project and Journalism Institute. The team will use *Conservation in the West Poll*-based interview questions created by the 2022 and 2023 project teams to build on previous years' surveys and add to our extant database for analysis.

Project description and Job Duties:

Who, What, When, Where, and Why (2022 Public Lands survey)

Interview public lands visitors to find out their opinions about their experience recreating in our public lands. Add to our database of who, when, why, how often, and what attracts their visitation to our nation's public lands. Find out what visitors and residents living near public lands believe are some of the most important conservation concerns in the Rocky Mountain West.

Original People's Attitudes toward National Public Lands

The 2024 Public Lands Visitors Survey will focus the second phase of this student-led conservation inquiry on Original Peoples' perceptions of federal public lands. Students will travel to regions in the Rocky Mountain West to conduct in-person interviews with indigenous people who live in proximity to federal and state public lands. In addition to the

collection of attitudes toward public lands, the 2024 summer student research team will incorporate additional interview questions about dark skies conservation issues.

Dark Skies Matter: Indigenous Perspectives

We will ask questions addressing dark skies conservation issues. Concerns illuminated by the interviews conducted in 2022 and 2023 by the Dark Skies student research team will be used to further this research – questions we hope will be included in the 2025 Conservation in the West poll.

Our summer 2023 visits to five of the region's national public parks and nearby areas supported our hunch that few BIPOC would be present reflecting the challenges reported by our polling partners, New Bridge Strategy and FM3, of reaching and thereby fully representing in the poll Indigenous peoples', Blacks', and Latinos' attitudes toward federal public lands. We suspect that BIPOC are more likely to visit public lands other than national parks, (e.g., state parks, national monuments, US Forest Service and Bureau of Land Management lands). Because of the reported difficulties (i.e., access and cost) with the current polling method, we propose to send four Colorado College students into national public lands adjacent Native Lands to interview residents with questions asked in Phase I and II of this project during summer 2022 and 2023.

Dark Skies Star Stories

Rationale:

"Why do dark skies matter? Should this topic be one of conservation concerns? What can be done?" are the central questions of the State of the Rockies Dark Skies/CC After Dark project. Students' preliminary findings show strong community and individual support for dark skies conservation. Voices missing from the conversation are those of Indigenous residents of the region. We continue to work to connect with the sources that have been shared by CC staff and faculty, a professional journalist, and others, and in spring 2024 and summer 2024, we plan to gather field interviews by visiting national public land locations in the Rocky Mountain West proximal to areas where Native American populations reside (i.e., reservations; nearby communities/towns).

The significance of the cosmos to humans can be traced across the millennia of human history. We evolved into diurnal beings; our brain development and function shaped by the rhythm of daytime and nighttime patterns and processes. Our perception of ourselves as Earthlings in relation to the universe helped mold our religious beliefs, lifeways, and the location, re-location, and planning of societies, among other important aspects of human life throughout the ages.

We aim to include in the second phase of this project the voices of Indigenous groups whom we recognize and value as the source of original knowledge. Our intent is to share our research findings with conservation and policy decision-makers. CC will work with the Center for Western Priorities to plan student presentations with various stakeholders and interest groups.

What to expect:

This position begins Block 7 2024 and ends Block 5 2025. Student researchers will complete IRB documents, plan their site visits and travel schedules (by car) to four of the most popular national parks, forests, and monuments in Rocky Mountain West to survey park visitors, and arrange special interest interviews. The student researchers' primary role will be to visit the identified parks' nearby campgrounds and trailheads, local area visitors' centers, etc., and while doing so, interview visitors to the park areas. Students will investigate individual characteristics of park attendees, how they recreate in the parks, attitudes toward climate change, and other conservation topics.

This position is ideal for students with experience in the outdoors and interests in journalism, conservation, and the environmental impacts of human activity. Demonstrated experience in outdoor recreation, interest in conservation, and qualitative analysis preferred.

Students will perform qualitative analyses of the survey and report findings using various delivery platforms: film; podcasts; reporting; photography.

Learning Competencies:

1) Work Ethic

- a. Consistently works energetically to accomplish tasks
- b. Takes responsibility for work that needs to get done
- c. Does the best job possible in all situations
- e. Does not carry out non-work activities during work

2) Time Management

- a. Uses time effectively while at work for maximum productivity
- b. Consistently meets all work deadlines unless unanticipated and unavoidable interruptions arise

c. Takes on additional tasks and fits them into schedule when necessary

3) Work Quality

a. Organize work/duties efficiently and effectively

b. Prioritizes tasks appropriately

c. Carries out work accurately

d. Attention to detail

e. Completes work on or ahead of schedule

f. Responds to specific inquiries/requests in a timely manner

4) Professionalism/Customer Service

a. Dress/presentation is appropriate to work position

b. Arrives punctually for work and remain for entire scheduled time

c. Does not miss scheduled work except in emergency circumstances

d. Interacts professionally and courteously with supervisor (as relevant)
and others

e. Speaks with tact, composure, and diplomacy in all circumstances

f. Monitors own performance and actively seeks feedback for improvement

g. Supports others in behaving professionally

h. Reliability is demonstrated with by showing commitment to
work schedules and the needs of the department through consistent
attendance

5) Initiative

a. Works independently on tasks, problem-solving

b. Asks for clarification or further information where necessary

b. Resolves issues or potential issues proactively

- c. Acts resourcefully to accomplish job when supervisor is not available
- d. Continually learns new skills and information where relevant
- e. Uses mistakes to further own knowledge and competence

6) Technical Knowledge

- a. Uses general computer skills necessary to complete tasks
- b. Uses specific computer software (Excel, etc.) necessary to complete tasks
- c. Uses technical skills other than those related to computers
(photocopying, etc) to complete tasks
- d. Uses technical academic knowledge (e.g. statistics) to complete tasks
- c. Learns and understands new programs and/or technologies to
successfully accomplish assigned work duties

7) Problem-Solving

- a. Articulates nature of problem that needs to be solved
- b. Describes information/tools needed/available to solve problems
- c. Solves straightforward problems by working through them
- d. Solves challenging/ill-defined problems by applying sound reasoning,
critical thinking, creativity, analysis, etc.
- e. Obtains, uses, and interprets facts and other information to solve
problems
- d. Follows established policies, procedures, and practices

8) Analysis

- a. Reasons through complicated situations with incomplete information
- b. Breaks problems or situations down into constituent parts
- c. Explains how different parts related to each other

d. Draws implications from analysis

9) Ethical Behavior

- a. Makes decision based on ethical standards rather than bias or potential gain
- b. Takes action based on ethical standards rather than bias or potential gain
- c. Articulates and exemplifies the core values of CC (honor, respect, and integrity) and is able to explain how they affect their position
- d. Explains implications of CC core values (honor, respect, integrity) for work position and responsibilities
- e. Conscientiously avoids conflicts between personal/private interests and CC responsibilities, including (but not limited to) confidential information, financial transactions, and personal relationships

10) Appreciation of Diversity

- a. Listens to different perspective non-defensively and without anxiety
- b. Learns from people of different backgrounds or perspectives
- c. Works productively with people from different backgrounds, or with difference perspectives
- d. Forges professional relationships with people of different backgrounds or perspectives

6) Communication Skills

- a. Writes clearly, effectively, and with proper audience(s) in the mind within context or position
- b. Speaks clearly, effectively, and with proper audience(s) in mind within

context of position

c. Writes clearly, effectively, and with proper audience(s) in mind within

context of position

d. Utilizes good listening practices

5) Team Work

a. Works effectively with others

b. Uses conflict resolution skills to resolve or defuse disagreements

c. Articulates team goals and wants to reach those goals

d. Develops and maintains positive relationships with team members

e. Acts in ways that influence team members positively

d. Develops understandings of larger work-related matters such as

human motivation, conflict management, group dynamics, and effective work processes

For more information visit stateoftherockies.com or contact Cyndy Hines chines@coloradocollege.edu

How to apply:

Please visit Handshake during Block 4 and 5 to apply for this position.

Deadline to apply January 10, 2024 11:59 PM

Required application materials:

resume; cover letter; outdoor education certification or personal reference.

TIMELINE

Spring 2024

Review 2022 methods, research findings

Complete IRB

Choose public lands to visit

Learn, practice journalistic methods of interviewing and reporting

Complete permit applications if applicable

Get certified to drive and complete First Aid training (or proof of recent certification)

Arrange for motor pool transportation

Plan interviews with special interest groups, experts, tribal members, etc.

Plan reporting method(s): video, photography, podcasts, written

6 weeks Blocks 7-8 (5-10) hours per week

Summer 2024

Conduct in-field interviews

Record interviews (note taking; audio/visual recordings; photos, etc.).

Input interview response data

This is a 10-week summer internship. Start date: June 5-Aug 10, 2024 (appx dates).

10-week summer intern * 37 hours per week