Logistics
- Field vs. Hotels (camping should be priority and would cut down on costs)
- Salary for professors (logistically was very difficult to pay faculty due to EPCC requirements for check processing for non-employees)
- Design multiple financial models (Single institution takes the funds to covers costs. This would minimize confusion between institutions on who pays for what at the administrative level)
  - Identify basic program cost:
    - Flight- the sooner the cheaper the airfare.
    - Rentals for vans- institutional vehicles were more cost effective.
    - Restaurants should be one check (large groups were difficult to handle)
    - Camping/hotel fees
    - Food cost and calculations (Food storage, quantity, and variety was sometimes an issue)
    - Faculty/guest salaries ($500)
    - Outline for student projects in the field
    - Coordinate field logistics with multiple contingency plans (weather, site closers, health emergency, etc.)
    - Present in the field; students were more engaged when presenting in the field and listening to their peers.
    - Pre-post survey (online survey sites helped in collecting pre and post data)

Applicants
- More novices or more advanced? Students’ abilities and knowledge on geology and field work between partnering institutions should be relatively the same.
  - Face to face courses should be designed to help facilitate student knowledge on the area prior to visit. Booklets or field guides should be written to facilitate the trip and learning experience.
- Allow for ample time to advertise, review, and select applicants
  - Create template for application and give 3 months
  - Develop a plan to incorporate students with various disabilities who may apply or get selected.
- Create a manageable limit on student participants (23 seemed like a reasonable number)

Material
- Promotional material (t-shirts with logos) helped in student comradery and social connections.
- Be aware of money for binding and material (maps, cadets, teaching materials) (~$400-$800 per institution)
Facebook was a great way to stay connected to students, upload pictures of sites, and encourage pre and post engagement of students in the program. It also allowed a means to disseminate results of the project to interested parties.