



IC APPLICATION QUESTIONNAIRE

Please answer the following questions honestly and thoughtfully. The selection committee may follow up with you if they have additional questions.

Each response box below has a character limit. The numbers at the bottom of the boxes show how many of the available characters you've used.

If you haven't already read the [Instructor Course FAQ](#), please check it out.

WOULD YOU LIKE TO WORK: (PLEASE CHECK ONE)

Summer Only (June, July, August)

Due to shifting enrollment trends, we are actively recruiting field faculty who only seek employment with NOLS during our peak season: mid-June through mid-August. If you only seek employment with NOLS during these months, please check this box.

Summer Plus Fall, Winter or Spring

NOLS runs far fewer courses in the boreal fall, winter and spring than during the summer months. We have far more faculty request field work during these seasons than we are able to offer. For newer instructors, particularly those who are only qualified to teach hiking courses, it is very unlikely to receive work during the non-peak season. One way to increase the likelihood of being offered offseason work is to be assessed in multiple skill types, like whitewater boating, climbing or sea kayaking.

If you haven't already read the [Instructor Course FAQ](#), please check it out.

Over 50% of our 600 field faculty work just 4 weeks per year, during the boreal summer season. Our aim in providing this information is to establish realistic expectations of what working as a NOLS field faculty entails.

Summer is NOLS' peak season, and July is our peak month. Field faculty must be available during the summer season. To be considered available for summer NOLS work, you must have six contiguous week of availability between June 25 - August 10. If you have six weeks of full availability (no wedding commitments for the weekend of July 10, for example), NOLS can guarantee you at least two weeks of work after finishing the Instructor Course. If selected, candidates must supply the Field Staffing Office with dates of availability one month prior to the start of the IC.

Do you have 6 weeks of contiguous availability between June 25 - August 10 of this upcoming summer season to work for NOLS after your IC?

YES

NO

Please list all the countries in which you have work status and your visa expiration date. (E.G. Dual-citizenship Canada + Chile; New Zealand working holiday visa exp. 03/2018)

(0/150 characters including spaces)

Why do you want to work field courses for NOLS?

(0/500 characters including spaces)

NOLS is foundationally a wilderness based outdoor leadership school. What do you think are the most important components of an exceptional student experience? Feel free to use bullet point or paragraph form.

(0/500 characters including spaces)

At NOLS we place a high value on creating an equitable and inclusive learning environment for students, faculty and staff. please respond to both of the following questions:

1. How might you promote norms of equity and inclusion on a NOLS course?
2. How have your identity, culture and experiences shaped your ideas of wilderness?

(0/1000 characters including spaces)

At NOLS, we place high value on a culture of reflection, feedback sharing, and a growth mindset. what are...

3. Two meaningful pieces of constructive feedback you've received in your professional life:
4. How are you currently working (or struggling) to apply this feedback?

(Please share meaningful, behavior descriptive feedback, rather than advice or suggestions you have received)

(0/1000 characters including spaces)

MANAGING RISK

NOLS teaches risk management by applying leadership and wilderness skills and facilitating experiences to develop judgment. After a NOLS course, we want our students to be able to:

- Identify and assess hazards and understand risks in the wilderness
- Use technical skills, leadership, judgment, and situational awareness to manage risks
- Use models to assess and communicate decisions and actions
- Create and implement contingency plans

Managing risk is a core piece of every NOLS instructor's day-to-day work. As a school, we value instructors' ability to communicate openly and honestly, and with a learning-oriented approach when managing risk. When debriefing risk management situations, we often separate objective and subjective factors.

OBJECTIVE AND SUBJECTIVE FACTORS DEFINITION

Objective hazards, also called environmental factors (hazards), are those aspects of the natural world and its forces that present hazards and risks. These include such things as weather, darkness, falling objects (i.e., rocks or tree limbs), and moving water. Subjective hazards, also called human factors (hazards), are the attributes of people, which can be both positive and negative. These include such things as fatigue, physical strength, complacency, watchfulness, overconfidence, and differing perceptions.

PLEASE REFLECT ON THE FOLLOWING RISK MANAGEMENT SCENARIO

It's late afternoon, and two small groups of students travel separately to their intended camp. Each group is accompanied by an instructor. This is day 22 of an early season hiking course, and there are still large patches of snow on north and east facing slopes. Temperatures are warm for this time of year. Large, cumulonimbus clouds are building in the distance. Three weeks in, instructors have encouraged students to take ownership over some elements of the course, including route planning, navigation, route finding and risk management. This course has encountered a range of terrain types alpine tundra, steep talus and scree, snow, and some on- trail travel. In some cases, instructors have set up hand lines and pack passes to manage sections of 4th class terrain.

One group, traveling with the Course Leader, arrives in camp around 4:30 pm. The other hiking group, while hiking down steep switchbacks, and accompanied by an instructor working their first NOLS course, encounters a 300 x 200 ft section of snow covering the trail. There are a number of fist-sized rocks on top of the snow, some of which seem to have slid or fallen into place, originating from steeper terrain above. Footsteps are visible in the ~40 degree snow slope. The instructor cannot see terrain below the snow and believes that the hillside steepens where the snow ends. This hiking group believes the other group to be about an hour's travel ahead. The talus around the snow is wet and lichen-covered, making the rocks slippery and difficult to walk on.

After a short conversation about whether to take a snack break before or after the snow patch, the designated student leader begins to traverse the snow, with the rest of the group following closely behind in single file, with the instructor walking last. Away from the edges, the snow hardens and becomes more challenging for students to secure footing. Halfway through the snow patch a student slips and starts to slide. The student flips to their stomach, digs their elbows into the snow and kicks their feet aggressively to arrest the slide, coming to a stop 10 feet above the transition from snow to rock (after sliding a total of about 100 ft). The rest of the group shuffles quickly to the edge of the snow. The instructor drops their pack and walks down to check on the fallen student and help shuttle their pack. The fallen student appears to be shaken, but not physically harmed.

What are some subjective and objective factors that might've contributed to this scenario?

(0/2000 characters including spaces)

If you were an instructor on this course, what lessons or themes might you want to explore with your students and with your co-instructor?

(0/2000 characters including spaces)

IMPORTANT INFORMATION

Once you use the "Submit" button, you won't be able to do any more editing.

NOLS is the sole owner of the information in these forms. We will not sell or share your information with anyone outside the organization. We do not accept e-signatures and have taken every security precaution to protect your privacy whether you submit your form via this website, fax, or mail.

RESUME

NOLS is seeking well-rounded instructors who are excited to help facilitate exceptional student experiences. Your resume gives the selection committee a sense of what else you have done that may not be directly related to wilderness education but could still be relevant to being a NOLS instructor. Please include outdoor and non-outdoor items that speak to your leadership, education, service, and training experiences.

If you haven't already read the [Instructor Course FAQ](#), please check it out.

Education

(0/300 characters including spaces)

Work History

(0/300 characters including spaces)

Service and Volunteer Work

(0/300 characters including spaces)

Training, Certifications, Honors, and Awards

(0/300 characters including spaces)

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SCHOLARSHIP

Scholarship aid is available to applicants who show great potential to excel as NOLS instructors and who would be unable to attend without financial aid. These scholarship dollars are made available through the generosity of alumni and friends to the NOLS Scholarship Fund. Our graduates realize the great impact a NOLS education has and volunteer both time and money to further the school's mission. Please do not apply for higher dollar amount than you need.

IMPORTANT INFORMATION

The Instructor Course Application is a "blind" application process. That means we DO NOT make decisions based on your scholarship request. Please apply for the funding that you need in order to take an instructor course. Scholarships are awarded based on financial need.

If you haven't already read the [Instructor Course FAQ](#), please check it out.

Do you want to apply for a scholarship?

YES

NO

If you have an Americorps education award, how much do you have available? If you don't have an Americorps education award, enter "0".

If you have a 529 plan, how much do you have available? If you don't have a 529 plan, enter "0".

If you have VA benefits and are applying for the rocky mountain instructor course, what is your percentage of eligibility, and how many months remaining? Enter "n/a" if this doesn't apply to you.

(0/150 characters including spaces)

What other resources (investments, family assistance, savings accounts) do you have that can support you in attending?

(0/150 characters including spaces)

What was your total income last year before taxes? This could include wages, tips, salary, interest, dividends, etc.

How much did you spend last year on housing?

Do you own a home, and if so, what is its current value?

How much money do you currently have in cash, checking, and savings accounts?

How much did you receive last year in interest or dividends from investments?

Have you had any significant changes in income this year compared to last year?

(0/150 characters including spaces)

How many people's living expenses are you responsible for, including yourself? For example: if someone else pays for your food and housing, enter 0. If you pay for yourself and no one else, enter 1. If you pay for yourself, your partner, and two children, enter 4.

(0/150 characters including spaces)

Taking into account your income, expenses, and savings, how much of your own money can you afford to pay for your course? How did you decide on that amount?

(0/150 characters including spaces)

How much funding do you request?

(0/10 characters including spaces)

What is your motivation for wanting to be a NOLS instructor?

(0/150 characters including spaces)

Is there anything else you'd like us to know about you when reviewing your scholarship application?

(0/150 characters including spaces)

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SAMPLE

TRIP LOG

The Instructor Course Application Review Committee reviews approximately 200 applications. Please provide the application information in the most concise, straightforward and clear way you can. This helps us review applications objectively and efficiently.

When filling out your trip logs, please focus on experience pertaining to the Instructor Course(s) you are applying for. For example, if applying for the Kayak Instructor Course, please include any sea kayaking trips.

If you haven't already read the [Instructor Course FAQ](#), please check it out.

Please check out this [example](#) of a clear and concise trip log.

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PERSONAL

Please fill out these pre-formatted outdoor trip logs. Please include your 10 most significant personal trips including backpacking, rock climbing, mountaineering, sailing, sea kayaking, whitewater paddling, or other extended trips. Please be as simple, concise and clear as possible. Please see examples.

EXAMPLE

Type	When	Where	Days	Highlights/Notes
Backpacking	Summer 2011	Olympic National Park, WA	7	Summited "The Brothers" peak! 3 rd class summit. Off trail travel
Oar-rig Rafting	11/1/2015	Grand Canyon, Colorado	21	Ringtail cat encounters
Climbing, Car camping	Fall, 2011	Red Rock Canyon, NV	12	Routes include: Black Orpheus 10a III, Olive Oil 5.7, Sour Mash 10a III
Backcountry skiing	208-present	Tetons, WY	300	Days and weekend trips. About 300 total days of skiing. Decision-making in avalanche terrain.

YOUR PERSONAL TRIPS

Type	When	Where	Days	Highlights/Notes

PROFESSIONAL

Please fill out this professional trip log detailing your experience in a leadership role. This can include your role as a trip leader, instructor or guide. Please include the total number of field weeks with an organization as well as the length of each trip. One field week means seven days. Please see examples.

EXAMPLE

Name of Organization	Type	When	Where	Trip Length	Total Field Weeks	Highlights/Notes and Your Role
GirlVentures	Backpack/Sea kayak, backpack, rock climbing	Summers, 2011-2014	CA, Bay Area	12, 5, 12, 6	5	Role: Leader Instructor See Resume
Camp Menogyn	Canoeing	Sumer 2015	North Woods of MN	50	5	Role: Assistant
Teton Science School	Environmental Science camp	Fall, 2015	Jackson, WY	5	10	Role: Americorps Intern. Residential enviro. Ed. Camp for 5 th and 6 th graders. See Resume

YOUR PROFESSIONAL TRIPS

Type	When	Where	Days	Highlights/Notes

PARTICIPANT / TRAINING

Please fill out this professional trip log detailing your experience in a leadership role. This can include your role as a trip leader, instructor or guide. Please include the total number of field weeks with an organization as well as the length of each trip. One field week means seven days. Please see examples.

EXAMPLE

Sponsoring Organization	Course or Trip	Type	When	Where	Days	Certification?
American Alpine institute	AIARE Level 1	Avalanche Education	January, 2015	Bellingham and Mount Baker WA	3	Yes. AIARE Level 1
NOLS	Fall Semester in the Rockies	Hike, climb, canoe, canyons	Fall 2012	Lander, WY	90	No
Camp Menogyn	Camper, participant on canoe trips	Flatwater canoeing in the boundary waters	Summers 2006-2012	Minnesota	14, 21, 21, 40, 45	No
Peoples' Institute for Survival and Beyond	Undoing Racism Training	Diversity and Inclusion leadership training	Sept. 2014	Seattle, WA	2	No

YOUR PARTICIPANT / TRAINING

Sponsoring Organization	Course or Trip	Type	When	Where	Days	Certification?

ROCK CLIMBING

If applicable, please document only your 10 most significant trad multi-pitch climbs. If you are not a climber, please leave this section blank. It's okay if you don't climb!

EXAMPLE

Area	Date	Route	Grade	# of Pitches	Role	Notes
Red Rocks, NV	05/24/2015	Olive Oil	5.7, III	7	Swung leads	
South Early Winter Spitre, Washington Pass, North Cascades	07/29/2012	The South Arete	5.5, II	3	Lead all	With novice climber.
Zion Canyon	05/08/2016	Moonlight Buttress	5.8, C2, V	10	Swung leads	Spent 1 night on the wall, first aid climb!

YOUR PARTICIPANT / TRAINING

Area	Date	Route	Grade	# of Pitches	Role	Notes

OTHER

Briefly summarize other outdoor skills and experience that you might have. This can include wilderness medicine, horse packing, sailing, sea kayaking, back country skiing, caving, and whitewater boating (there's room for more details on the resume form).

EXAMPLES

- "I have led horsepacking trips at Camp Long Hair summers 2010-2012."
- "I have a current WEMT and am interested in working wilderness medicine courses."
- "I have led sea kayaking trips on Lake Superior for 2 years. Please see resume."

Your Others Skills & Experiences:

(0/500 characters including spaces)

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