NOLS

Gender Identity Inclusion Practices: Things We are Learning at NOLS

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NOLS Research Manager

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PRESENTATION GOALS

share our learning

continue learning

REVISED FEBRUARY 2017

HISTORY

MISSION

TO BE THE LEADING SOURCE AND TEACHER OF
WILDERNESS SKILLS AND LEADERSHIP THAT SERVE
PEOPLE AND THE ENVIRONMENT

VALUES

WILDERNESS

EDUCATION

LEADERSHIP

SAFETY

COMMUNITY

EXCELLENCE

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THE NEED FOR THIS PROJECT

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- **BRING TOGETHER SYSTEMS CREATED IN ISOLATION**

- **ADDRESS ISSUES THAT WERE BIGGER THAN ONE DEPARTMENT**

THANK YOU

- Holly Barrass, Colorado Mountain Club
- Emi Birch, NOLS
- Kristen Brown, NOLS
- Susie Childs, Winterline
- Kim Cooper, The Berkshire School
- Jesi Crawford, NOLS
- Rick Curtis, Princeton University
- Dave Dennis, Rustic Pathways
- Paul Dreyer, Avid4Adventure
- Todd Duncan, Sierra Club
- Debra East, NOLS
- Mark Ginn, The Tatnall School
- Paula Guenther, US Forest Service
- Heather Hall, The Northwest School
- J Hamel, NOLS
- Tim Hare, Where There Be Dragons

- Reviewer: Joel Baum, Gender Spectrum

- Asher Hauck, NOLS
- Alison Hudson, NOLS
- Jeremy Jostad, U of Eastern Washington
- Emily Ledingham, NOLS
- Katie Baum Mettenbrink, NOLS
- Alex Myers, Phillips Exeter Academy
- Jesse Quillian, NOLS
- Jo Rolls, U of Utah School of Medicine
- Kevin Sadler, NOLS
- Jen Sall, NOLS
- Jay Satz, Northwest Youth Corps
- Steve Smith, NOLS
- Shana Tarter, NOLS
- Lindsay Yost, NOLS
- Tom Zimmer, Wyoming Catholic College

- Reviewer: Elyse Rylander, Avarna Group

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METHODS

- Background information
- Interview NOLS staff and students
- Interview staff from other organizations
- Summary report
- Report review
- Information sharing

The iterative process continues.

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RESULTS

- **Facilities**
- **How We Present Ourselves to the World**
- **Organizational Culture**

FIND EVERY INSTANCE WHERE WE SORT OR ORGANIZE BY GENDER AND ASK WHY

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FACILITIES

GENDER NEUTRAL RESTROOM
BAÑO PARA TODA PERSONA

FRIENDLY FOR ALL GENDERS

NO URINAL

RESTROOM

LABELS

TOILETS and SHOWERS

DORMS and HOTEL ROOMS
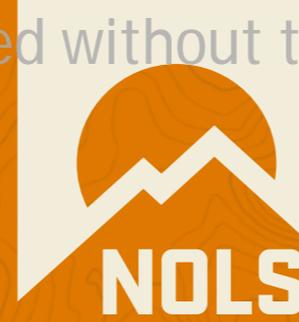
STOP AND DISCUSS

FACILITIES

NOLS
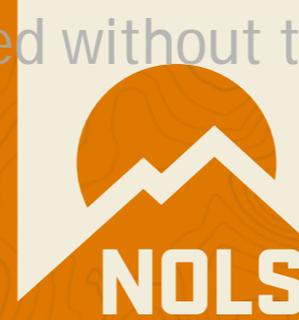
HOW WE PRESENT OURSELVES TO THE WORLD

Marketing, Paperwork, and Information Technology

Marketing

Paperwork

Information Technology
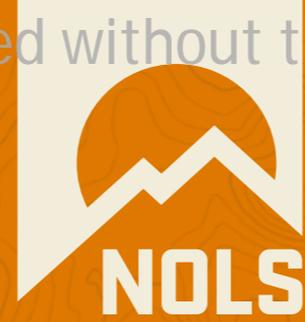
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Find a Course   Events   Catalog   Blog   Store

NOLS   **START ▾**

About   Alumni   Giving

More Name Fields

* Birth date

Date format: mm/dd/yyyy

* Gender   Why do we ask for this information?

○ Male

○ Female

○ Prefer to Self Identify

Additional Information (Optional)

Examples include but are not limited to agender, gender fluid,
non-binary, trans female. Please also feel free to share your
pronouns. (50 characters max)

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Application Form

Considerations

- Why are we asking?
- Female/Male vs Woman/Man?
- Open-ended question?
- Drop down menu?
- Othering
- Tell us whatever you want

Application Form

More Name Fields

* Birth date

Date format: mm/dd/yyyy

* Gender   Why do we ask for this information?

○ Male

○ Female

○ Prefer to Self Identify

Additional Information (Optional)

Examples include but are not limited to agender, gender fluid, non-binary, trans female. Please also feel free to share your pronouns. (50 characters max)

Why do we ask?

### Why do we ask for gender information?

NOLS is committed to pursuing gender-based diversity goals in our educational offerings. We welcome students of all genders and ask for gender information in the application process to open conversations that will ultimately contribute to the positive learning environment for all NOLS students.

Examples of when knowing a student's gender is important for purposes of safety or engagement include:

- We use gender-based sleeping arrangements on many courses, and our goal is to make people of all genders as comfortable as possible.
- Privacy, a concern for all genders, may pose greater concern for transgender and non-binary students, so we seek to inform about situations where strict privacy is not possible, for example:
  1. Expedition courses in grizzly bear country require that students be in groups of four for safety, even when attending to daily toileting needs;
  2. Wilderness medicine patient assessments are conducted by fellow students learning professional touch while practicing identifying injury; and
  3. Safety equipment for some expedition skills can be more revealing than standard outdoor clothing (harnesses used in climbing and mountaineering and wetsuits used for some water-based courses).

If you have any questions or concerns, please reach out to **customer_service@nols.edu**. You'll hear back from someone who can answer your questions and will happily discuss any of your concerns.

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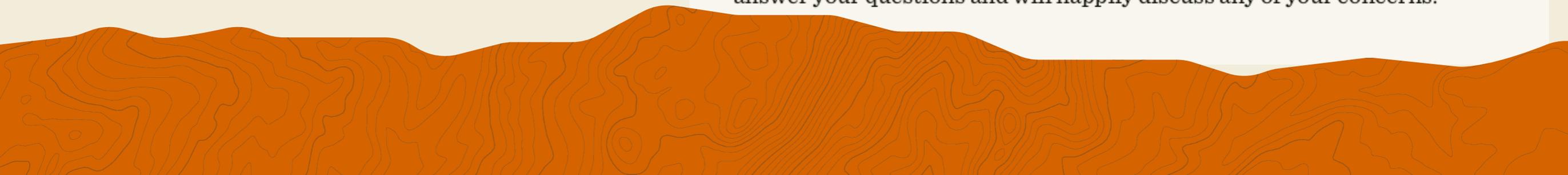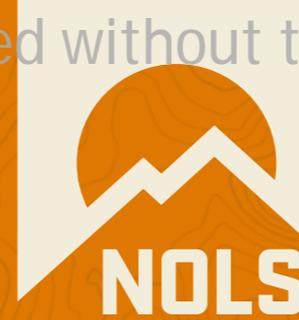
Changing Personal Information
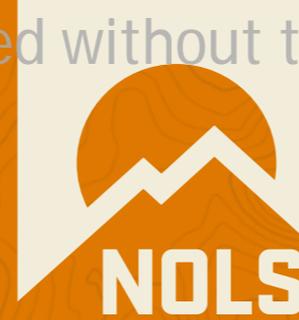# Database Structure

ACCOUNT INFORMATION

Personal (Edit)

Jamie Smith

DOB: Sept. 12, 1988

White

Self-identified: Gender questioning
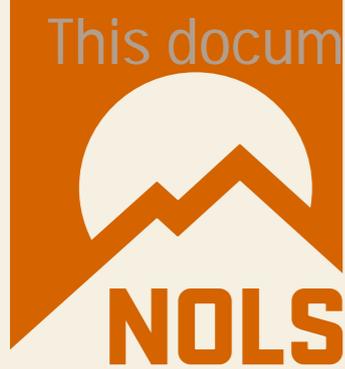
STOP AND DISCUSS

HOW WE PRESENT OURSELVES

TO THE WORLD
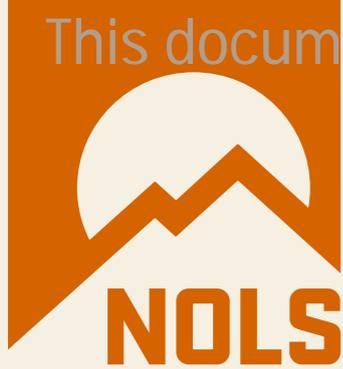
ORGANIZATIONAL CULTURE

WHERE DOES GENDER PLAY A PART IN COURSE ACTIVITIES OR THE NOLS COMMUNITY?

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ORGANIZATIONAL CULTURE

1. Systems and culture we have been unable to change
2. Systems and culture where there is flexibility
3. Systems and culture that are changeable/have been changed

ORGANIZATIONAL CULTURE

1) IDENTIFY systems and culture we have been unable to change

- **Physical risk**—international laws and customs

- **Privacy and information-sharing within NOLS**

- **Activity-specific privacy compromises—** patient assessment, bear protocol, wetsuits, harnesses, mountaineering rope teams

Travel.State.Gov
U.S. DEPARTMENT of STATE — BUREAU of CONSULAR AFFAIRS

U.S. Passports	International Travel	U.S. Visas	Intercountry Adoption	International Parental Child Abduction	Records and Authentications

Before You Go	Country Information	While Abroad	Emergencies

🖨 Print   ✉ Email

Tanzania
United Republic of Tanzania

Travel Advisory September 27, 2019	Tanzania - Level 2: Exercise Increased Caution	C T H O

❌

Exercise increased caution in Tanzania due to **crime, terrorism, health issues, and targeting of LGBTI persons**.

ORGANIZATIONAL CULTURE

1) IDENTIFY systems and culture we have been unable to change

- **Physical risk**—international laws and customs

- **Privacy and information-sharing within NOLS**

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ORGANIZATIONAL CULTURE

2) IDENTIFY where standard practices can be flexible: ASK questions and adjust systems to meet student needs

- Identity on course and at home

- Binders

- Hormones

- Single gender sleeping spaces

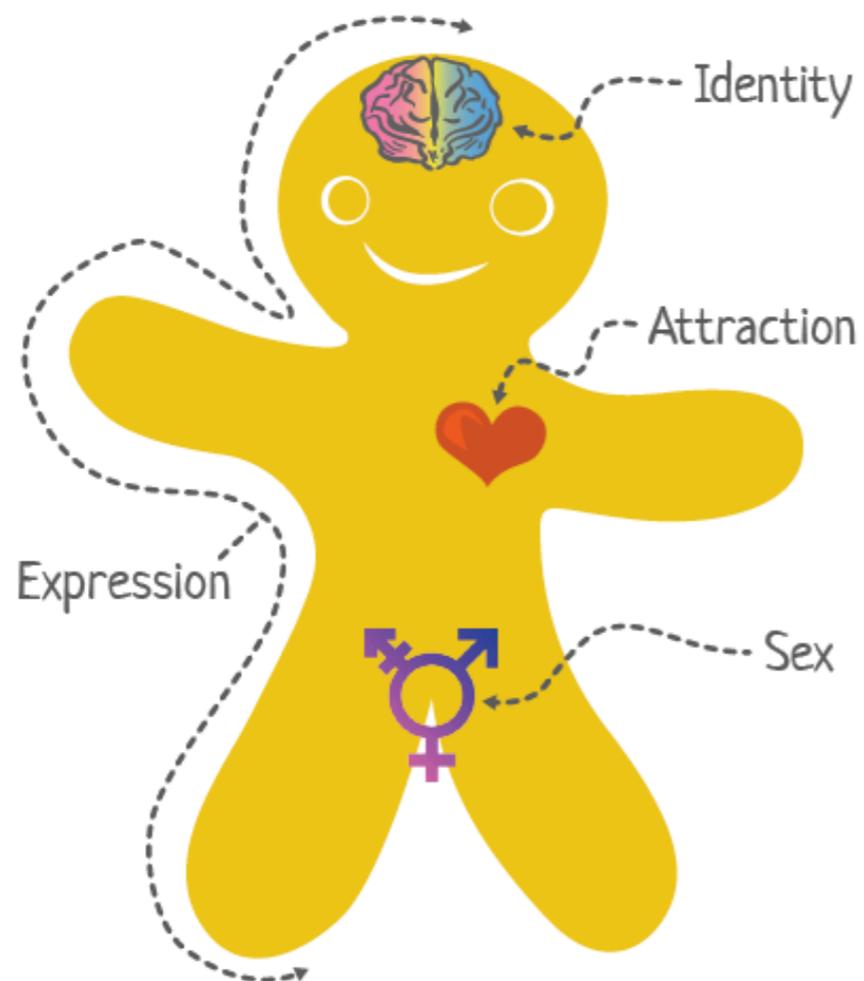# Gender-based tent groups and dorms

ORGANIZATIONAL CULTURE

3) IDENTIFY AND CHANGE the systems and culture we are able to change

- Informal education—conversation, design and sharing of systems among employees

- Formal training—cultural competency seminar, instructor briefings, eventual school wide training

The Genderbread Person v4

by *it's pronounced* METROsexual.com

Identity

Attraction

Expression

Sex

⊘ means a lack of what's on the right side

Gender Identity
⊘ ──→ Woman-ness
⊘ ──→ Man-ness

Gender Expression
⊘ ──→ Femininity
⊘ ──→ Masculinity

Anatomical Sex
⊘ ──→ Female-ness
⊘ ──→ Male-ness

Identity ≠ Expression ≠ Sex
Gender ≠ Sexual Orientation

Sex Assigned At Birth
☐ Female ☐ Intersex ☐ Male

INCLUSIVE COURSE CULTURE IDEAS FOR INSTRUCTORS

- **Language** and **rainbows**—"cisgender," "queer"

- **Privacy considerations**—group norms for urinating, changing clothes, tent spaces

- **Inclusion activities**—opportunities to disclose without pressure, acknowledge privilege of cis identities
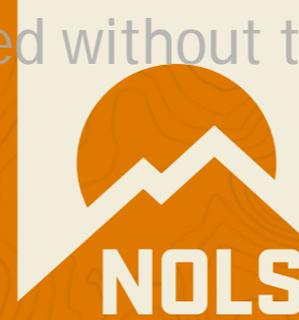
-

IDENTIFY AND CHANGE the systems and culture we are able to change

SOME RECENT SPECIFIC CHANGES

- Pronoun sharing practices
- Non-gendered hygiene presentation
- Gendered language
- Wilderness medicine curriculum
- How we talk about clothing

ORGANIZATIONAL PHILOSOPHY QUESTIONS

Why do we, as outdoor and classroom educators, need to know a person's gender or sex?

Does your organization have diversity goals? What are they? How were they chosen? Are they still relevant?

Does your organization offer gender-related (women's, girls', and LGBTQ+) affinity spaces or courses? What are the goals? Who are they designed for?

Do single gender sleeping spaces really make a difference in sexual misconduct? Are there other feasible options?

Is social justice part of your organization's mission? In what way? How does that play out in your activities?

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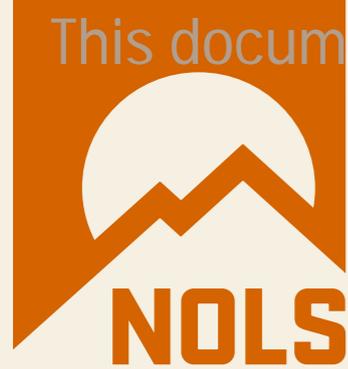
WRAP UP

START BY ASKING: WHERE DO WE SORT BY GENDER? WHY?

EXAMINE THREE ORGANIZATIONAL AREAS
FACILITIES
PRESENTATION (MARKETING, PAPERWORK, INFORMATION TECHNOLOGY)
ORGANIZATIONAL CULTURE

IDENTIFY AND PRIORITIZE NEEDS
TIME COMMITMENTS
FINANCIAL COMMITMENTS
ORGANIZATIONAL PHILOSOPHY

THERE IS ALWAYS MORE TO LEARN AND DO

WHAT IS **ONE THING YOU CAN DO**
TO MOVE YOUR ORGANIZATION TOWARD BEING A PLACE
WHERE PEOPLE OF ALL GENDERS CAN SAY
"THIS WAS CREATED WITH ME IN MIND"?

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THANK YOU AGAIN!

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- Kevin Sadler
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- Jay Satz, Northwest Youth Corps
- Steve Smith
- Shana Tarter
- Liz Tuohy
- Lindsay Yost
- Tom Zimmer, Wyoming Catholic College

THANK YOU
for sharing your ideas today!

If you have thoughts you'd like to share later, I'd really appreciate hearing from you.

shannon_rochelle@nols.edu

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What privacy compromises does your organization make in the name of managing physical risk (examples at NOLS are maintaining groups of four at all times in grizzly country and urinating on rope teams while glacier mountaineering)? Are those privacy compromises truly necessary?

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