

**OUTDOOR EDUCATION AND FEMINISM: A REVIEW OF THE OUTDOOR
ADVENTURES PROGRAM AT THE UNIVERSITY OF ALASKA FAIRBANKS**

Danielle Bessent, B.F.A.

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APPROVED:

Karen M. Taylor, Committee Chair

Amy May, Committee Member

Mark T. Oldmixon, Committee Member

Charles Mason, Chair

Department of Communication and Journalism

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Abstract

This report is an organizational review of the Outdoor Adventures (OA) Program at the University of Alaska Fairbanks (UAF). I will be reviewing the communication strategies within the program as well as the risk mitigation and socialization process of the organization. The goal of this document is to provide a theoretical background to justify decision making and communication practices within the organization based on a feminist critical perspective. This document provides recommendations based upon improving communication dynamics that play a role in the gender disparity as well as the processes through which staff of the organization are socialized. This document provides a brief history of the OA program at UAF and a strengths, weaknesses, opportunities, threats (SWOT) analysis to give perspective on the current state of the program. Next this project contains an overview of the gender disparity in the outdoor field, ways in which risk management is viewed and implemented, and the socialization processes of staff members within the program. Methods used to review the organization included document review, direct observation, and autoethnographic practices. The results of this project include documents to aid in socialization and risk management processes and further explores recommendations to mitigate the gender gap, update risk management practices, and train staff.

Introduction

This document partially responds to an external review dated January 2018. The program review was a direct response to an avalanche that was experienced by the Introduction to Mountaineering class in 2015. This review was conducted by experts in their respective fields- institutional risk management in the outdoor education setting and avalanche prediction and forecasting. The results of the program review offered recommendations pertaining to operations of the trips program and OA class functions and specifically focused on risk management. While the program review focused on issues specific to institutional risk management, this paper is meant to add to those results by providing a commentary on organizational communication and socialization practices. Additionally, I look at the longer term positioning of outdoor education programs in Alaska. This report specifically focuses on the gender disparity, risk mitigation processes, and the socialization practices within the Outdoor Adventures (OA) program at the University of Alaska Fairbanks (UAF). The purpose of this report is to look at these factors, as they are inherently a part of outdoor adventure programming.

A goal of this paper is to look at how the topics referenced above are reflected or not at UAF's outdoor program in comparison with other university outdoor programs and outdoor education standards. The industry is based upon certain standards that reinforce dominant structures that play a role in how outdoor education programs function, make decisions, and train their staff. In the past couple of years, after the program review and flux of professional staff members, it has become apparent that OA needs to make changes to the system in place. There is not a clear theoretical background for improving issues surrounding diversity or for

organizational communication, a lack of concrete risk management policies, and no regularity in the socialization processes of the program. The current professional staff members are receptive and are actively responding to this information. This document makes several recommendations to the current state of the program and is meant to improve lack of diversity, risk management processes, and staff socialization practices here at UAF.

As a current staff member of this organization, I have had the vantage point to assess the program from within in my almost two years with UAF OA. In addition to this, I was able to provide an outside and contrasting perspective having worked at a similar, but much larger outdoor education program at the University of Central Florida. In my position at OA, I have been involved with many if not all main functions of the program and have had direct access to professional staff members, students, and the Director of Recreation. This has allowed me to observe and influence the organizational practices of the program. This paper is the culmination of the information that I have gathered, an explanation of observed socialization and communication processes, and a feminist critique of such processes. This paper is meant to be a resource for future staff members and to be consulted with specific questions regarding the gender disparity in the outdoors, risk mitigation processes, and socialization practices.

The field of outdoor education and recreation is historically gendered and one of the goals with this report is to answer questions as to why and what we can do as outdoor professionals to not only address these issues, but to create a strategy for fixing them. Although the main subjects in this document focus on the gender disparity, it should be noted that the outdoor field in general is lacking in all types of diversity and representation. This includes a devaluing of Alaska native peoples, exclusion of people with disabilities, and a class-based segregation due to the high costs associated with recreating in the outdoors. The topics outlined

in this paper are linked together through the belief that outdoor programming and the UAF outdoor program should be looked at through a feminist lens. The apparent gender disparity and lack of diversity affects the ways in which the outdoor world socialize staff, create policies and procedures, and implement programming, we see this at UAF as well. I propose that the program and outdoor education in general adopt a feminist perspective in order to better understand these topics and to question the status quo and the dominant structures that set the standards for our industry.

One of the subtle traces of hegemony in the outdoors has been industry conceptualization of risk management. A goal of this report is to pinpoint risk management practices that UAF OA upholds and compare them to the industry standards. These practices will also be assessed through the lenses of social conditions, climate change, and role of staff members. The effectiveness of these practices and procedures depends on how they are applied in this specific program with Alaska and UAF specific systems.

One way to alter the communication practices that have less than ideal consequences is through socialization. The appendix here represents a set of handbooks for training new employees and a draft of OA policies and procedures for its trips program. It attempts to integrate lessons learned by a feminist lens approach and provides a guideline that should allow employees flexibility in future risk mitigation and training. In conjunction with the handbooks, this document provides a number of recommendations which address current socialization practices.

Finally, this report will define the socialization practices of outdoor programming and those specific to Outdoor Adventures at UAF. University programs such as this have the opportunity to impact students throughout their time in college. Within this report, I specifically

look at how OA trains staff members and teaches students that participate in academic classes or trips offered by the program.

Literature Review

Outdoor education

The field of outdoor education has a short but rich history. The Education Act of 1944 laid a foundation for outdoor education and encouraged the use of our natural spaces for teaching (Cook, 1999). Outdoor education in the United States started with programs such as Outward Bound and the National Outdoor Leadership School (NOLS), both of which operate in the private sector and specialize in using wilderness as a teaching tool to young adults. They teach technical as well as leadership skills and focus on experiential learning in the outdoors. Outdoor education has been defined as education in, about, and for the outdoors (Donaldson & Donaldson, 1958).

The Wilderness Education Association (WEA) outlines an 18-point curriculum that can be referenced as a guide for outdoor education teaching and understanding. The 18 points of the curriculum can be broken down into six core competencies that provide a lens as to what is valued in the field. These core competencies are outdoor living, planning and logistics, risk management, leadership, environmental integration, and education with judgement being an overarching theme (WEA, 2016). Over the years outdoor education programming evolved into a strategy for student development, recreation, and student involvement in universities. Outdoor education also flourishes in the private sector through outdoor brands, private adventure companies, and tourism. According to the Outdoor Industry Association (2017), it is an 887 billion dollar industry- this number is based on annual consumer sales. While there are many

areas of the outdoor industry to be explored, this paper focuses primarily on the Outdoor Adventures Program at UAF. There is a clear distinction of private outdoor recreation businesses goals versus the goals of university programming. University outdoor programming began with the creation of outdoor outing clubs that were associated with, but not necessarily sanctioned or monitored by their respective institution. These clubs and student groups operated under the “common adventure” model and were essentially ways for students with like interests to have an organized group to get outside with.

As its popularity and significance has grown, outdoor education has been integrated and exists in the higher education realm under student wellness and recreation departments. A typical university recreation department includes programs such as aquatics, fitness, intramurals, sport clubs, and outdoor programs. Of the 4,298 degree granting postsecondary institutions (National center for Education Statistics, 2017), 202 universities in the United States offer an outdoor orientation program (Bell, Holmes, & Williams, 2010). Although this number does not directly reflect if the university has an overarching outdoor program, the presence of an outdoor orientation heavily implies that it operates within an outdoor education program at the university. Different variations of these programs and activities can be found in universities across the country, with a more formalized university run program or in the form of an outdoor outing club. More formal programs are typically staffed by students and professional staff at the university and meant to serve the student population as a resource for wellness. The justification for this programming is that it adds enrichment to the college experience (Gass, Garvey, & Sugerman, 2003) and for some becomes a viable and appealing career path.

Outdoor programming has a significant impact on students through nurtured creativity, increased collaboration skills, increased self-confidence and self-knowledge, and reinforced

lifelong relationships with the outdoors (Victor, 2013). Students reported lasting positive effects from wilderness orientation programs, a primary function provided by university outdoor education programs, citing positive effects that continued after their time at college and adding to their undergraduate experience (Gass, Garvey, & Sugerman, 2003). This study further suggests long-term positive effects from outdoor orientation programming. However, not all groups are benefitting equally. Although women are participating in these programs, the underrepresentation of women in leadership roles within the outdoor education field suggest that women are not reaping the same benefits as men from outdoor programming (Gray, Allen-Craig, & Carpenter, 2017).

Feminist standpoint theory and Gender Bias

Standpoint theory is a feminist critical theory about relations between the production of knowledge and practice of power (Harding, 2004). The underrepresentation of women in the outdoors implies that women are not holding power to the extent that men are in the field. Standpoint theory gives us the lens to look at the world from the perspective and unique experience of marginalized groups. Standpoint theory suggests that we have to start with the perspective of the marginalized and research lived experience (Orbe, 1998) and that we can use the experiences of these groups to examine society (Brooks, 2007).

Feminist standpoint theory suggests that we see and understand the world through the viewpoint of the oppressed and then apply the gained knowledge from marginalized groups to augment social activism and change (Brooks, 2007). The concept of strong objectivity, as developed by Sandra Harding, suggests that women are more capable of producing an “accurate, comprehensive, and objective” interpretation of social realities than men because of their understanding from their standpoint (Brooks, 2007). This theory invites us to look to the

experiences of women and minorities in the outdoors to understand the current realities of the outdoor field and then translate that knowledge into practice.

Not only does standpoint theory provide a different perspective, it brings to light a concept or hidden notion that we must work to understand (Harding, 2004). Gender bias and gender socialization are some of women's greatest barriers and weaknesses in excelling as leaders in the field of outdoor education. This bias is perpetuated by professionals working the field, participants and clients on trips, and the women leaders themselves (Gray, Allen-Craig, & Carpenter, 2017). Some see women and simply do not think they are capable, as the outdoor realm is a gendered space and implies that certain tasks within the outdoors require "masculine" characteristics such as physicality and technical ability. Women are often disregarded as capable in term of technical ability.

Gray, Allen- Craig, and Carpenter (2017) go on to identify themes among five women with significant history and standing in the outdoor education world. They arrived at these themes by analyzing the email narratives provided by the five respondents using self-validation techniques and analysis of email correspondence. These themes presented the feelings of complicit inertia from feminist fatigue, rationalization, and a fear of bringing up the topic of feminism in relation to the subject of outdoor education (2017). Complicit inertia is described as a strategy for facing gender bias, as women will choose to stay silent in fear of jeopardizing their career or relationships (Gray, Allen-Craig, & Carpenter, 2017). These mechanisms lead to an inability for women to speak up for themselves, out of fear of jeopardizing relationships, hurting their career, or fear of retribution and the inevitable feeling of scrutiny from others and themselves (2017). It is theorized that gender does have an effect on women's involvement in the outdoor field and that effect is usually more negative than positive (Avery, 2015).

The use of outdoor spaces for education was a result of class and gender in the first half of the 20th century (Cook, 1999). In the United States, the influence of adventure education had been dominated by white, class-privileged males (Mitten, Lotz, Warren, & D'Amore, 2012). This was one of the factors leading to the marginalization of women in the outdoor education field. In a paper published about the gender divide in outdoor education Mitten, Gray, Allen-Craig, Loeffler, and Carpenter (2018), argue that informal outdoor learning environments uphold sexist beliefs and project gender stereotypes, whether that is being specifically left overlooked when bringing up matters in academia, assigned certain roles in the workplace based on their gender, or simply being left out of the conversation altogether. This is further supported by Gray's (2016) study in which Wikipedia was used as a search mechanism to identify significant people in outdoor education. In searching for "outdoor education significant people" all 17 results were men (Gray, 2016; Mitten, Gray, Allen-Craig, Loeffler, and Carpenter, 2018). This gives the implication that women are underrepresented, although Wikipedia is not a comprehensive or exact analysis of everyone who has contributed to the field of outdoor education.

Moreover, women are expected to excel in interpersonal relationship building while men are valued for excelling physically (Mitten, Warren, Lotz, & D'Amore, 2012). Women are also looked to for the cooking and caretaking, as well as focusing on the interpersonal relationship building side of the profession (Gray, 2016) while men are looked to for technical expertise. This is placing a disadvantage on women, as physical ability is seen as more valuable to society and in the profession than the interpersonal skills that women are reported and expected to excel at (Mitten, Lotz, Warren, & D'Amore, 2012). Women do not always experience explicit opposition or prejudice in their roles or career in the outdoors, but invisible or covert bias are still apparent (Gray, 2012). This gives the illusion that there is no gender related issue when, in fact,

it is a gender related issue. The field of outdoor education continues to uphold and preach social justice and equal opportunity for all while historically, women remain unheard and unacknowledged (Gray, 2016). It seems that the inclusion of women is encouraged, but women are still generally expected to do and be, generally, less (Avery, 2015). Further adding to the gender socialization and biases, the media paints inaccurate portrayals and feed into the cycle of underrepresentation of women in the outdoors.

Gender disparity, socialization, and industry standards

Historically women are underrepresented, not only in outdoor education, but in the outdoor industry, including major outdoor companies and in the media. The gender bias that exists is part of socialization that women and men are accustomed to in western culture. The outdoors are typically seen as a masculine space and people with masculine attributes are seen to be the ones who belong in nature (Mitten & Woodruff, 2010). Communication and socialization practices perpetuate the gender biases that are seen in the outdoors. This process would be an example of the anticipatory stage of socialization (Feldman, 1981; Jablin, 1987). Anticipatory socialization is a process that individuals experience from early ages that prepares them for entering the workforce (Jablin, 1987). In the case of the outdoor field, women and members of minority groups are seeing themselves left out prior to entering the field or outdoor community. We see similar outcomes of gender disparity in fields such as science and engineering (Eddy & Brownell, 2016).

For the purposes of this document, I will be focusing on organizational socialization and the specific socialization processes of OA. Organizational socialization refers to the processes through which an individual adopts the attitudes, behavior, and knowledge required to participate or “fit in” with other members of an organization (Van Maanen & Schein, 1979). This

socialization is based on the trainings, organizational environment, organizational culture, and management strategies. There have been several models to outline the process through which socialization occurs, and generally, it happens in three to five stages. These five stages of socialization are primary, secondary, developmental, anticipatory, and resocialization (Bauer, Morrison, Callister, 1998). Jablin outlines these stages or phases as anticipatory socialization, entry and encounter stage, and a prolonged period of metamorphosis (1987). Although the stages of socialization have been outlined by many scholars in different variations, there is a general agreement as to what is occurring in those stages.

Reasons it is important to understand the process that occurs when an employee joins an organization are as follows: (1) Unsuccessful socialization can be costly for the organization, resulting in unwanted or unnecessary turnover. (2) Training is a financial investment into an employee; if training is successful, there can be a strong and lasting impact on the behaviors of those that stay with the organization as well as creating a culture that supports productive and committed employees. If training is unsuccessful, the organization does not see the return on that investment. (3) Socialization is one of the ways the organizational culture is transmitted and maintained (Louis, 1980). If socialization is effective, employees are able to adopt the values and norms of the organization. (4) The success of the employee should depend on the effectiveness of their socializations, as this is how they learn the policies and power dynamics of the organization (Fisher, 1986).

Jablin explains assimilation as the ways in which individuals become integrated into an organization (Jablin, 1987). The assimilation process is how people are socialized into a culture and the communication processes that aid in that assimilation are “orienting, socialization,

training, formal mentoring, informal mentoring, information seeking, information giving, relationship development, and role negotiation” (Jablin, 1987, p. 732).

Although women are represented as about half of the population in the field in all staff positions of outdoor education, they remain underrepresented in leadership specific positions (Gray, Allen-Craig, & Carpenter, 2017). Common professional staff positions held in the outdoor education field as outlined by Medina (2001) include director, coordinator, instructor, and educator with women’s numbers in these positions increasing, but still unequally represented. Women have been involved in the profession since its start in the late 1940’s in America, and although the number of women in leadership positions is growing, their professional contributions continue to be unrecognized or undermined due to explicit and implicit bias (Gray, 2016). This data suggests that women are not able to flourish and move freely in their careers to the extent that men can because of the biases against women in leadership positions in the outdoor education profession. A contributing factor to this is the difference between women and men’s communication styles in general.

One of the ways that the gender disparity arises is through anticipatory stage of socialization, when the prospective member is learning norms of the organization or culture in hopes to fit in (Jablin, 1987). It is also fostered through a culture that elevates masculine traits. Since the outdoors is seen as typically masculine, the most qualified applicants are usually white males. This is also indicative of the privilege required to meet certain qualifications or be in a position to recreate in general (Rose & Paisley, 2012). These structures are fortified through the socialization practices of the industry and of OA specifically. There is a wide base of standards for those working in the outdoor education or recreation setting, these standards are based off of organizations leading in the industry. Some of these governing bodies include the Wilderness

Education Association (WEA), the Association for Outdoor Education and Recreation (AORE), the Association of Experiential Education (AEE), and the National Outdoor Leadership School (NOLS) to name a few; each of which has documentation outlining certain standards for their respective areas of expertise. A few other activity-specific governing bodies include the American Mountain Guide Association (AMGA), the Professional Climbing Instructor Association (PCIA), and Wilderness Medical Associates (WMA). These are organizations that OA looks to for industry standards in all areas.

Part of meeting industry standards as an employee in the field of outdoor education include having certain industry-specific certifications. Certifications like this are recognized by companies and organizations and are indicative that the individual is qualified in the area specific to the certification. Some popular certifications in the outdoor profession include a PCIA Climbing Wall Instructor, a Wilderness First Responder, Wilderness First Aid, Avalanche 1-3, Swift Water Rescue, AMGA Guide certifications and many more depending on the organization the individual is working for. Although all of these are not required for an entry-level job in the outdoors, they are heavily encouraged. These certifications cost anywhere from \$250 to over \$1000 each. For example, a WFR certification through NOLS costs from \$770-\$1100 (NOLS, 2018). This is a certification that many schools require of their head trip leaders. In the case of student lead programs, this is a lot to expect of a student to be able to have these before starting a job with a university program; students with limited financial means are often unable to complete these certifications prior to employment. Based on privilege and socioeconomic status, it can be inferred and is reflected in the demographic of those working in the outdoor field, that white males are most likely to obtain these trainings and certifications and that privilege is reinforced in the pedagogy of outdoor education (Rose & Paisley, 2012).

To uphold proper risk management practices, it is imperative that our instructors are qualified with not only certifications, but years of experience in the backcountry of Alaska. It is possible to train students to lead trips, but some of the skills required to keep people safe in the backcountry comes with a rich technical background. The technicality of skills are acute in Alaska-specific activities like ice climbing trips and glacier hikes. It is written into our policies and procedures that we have a professional staff on trips such as these because they require a certain amount of technical knowledge- skills that are very hard to find in a student leader. This is not because students are incapable, but because these trips have an amount of perceived risk that there needs to be a significant amount of evidence that any person is competent and qualified to lead such activities. Currently all of OA's trips are led by professional staff members, or student employees.

I believe that gender disparity issues in the outdoors falls under the category of diversity. Many universities and organizations create a diversity strategic plan in order to make changes to promote diversity and inclusion. These plans usually include the following points:

1. A values vision or mission statement that aims to explain the value diversity and inclusion to the organization as well as create links to institutional goals.
2. Conceptual framework that gives rationale for diversity and establishes areas of study to be explored
3. Input from offices on campus such as diversity councils or student government throughout the development of the plan
4. Objectives outlined and milestones to be met with a corresponding timeline
5. Accountability for fulfilling outlined goals
6. Incentives for improvement in hiring or other diversity related initiatives

7. Assessment mechanisms to monitor progress such as surveys or tools to provide data
8. Infrastructure, budget, and staffing resources for implementation of the plan (Evans & Chun, 2007)

In the discussion section of this paper, I will explore these points and how OA fulfills or could improve in order to create and implement a strategic plan for diversity.

Institutional risk management & climate change

Being housed within university programming and campus recreation, OA is held to risk management standards in line with the UAF Environmental Health, Safety, and Risk Management Department. This is typical of university based recreation programs due to the nature of a public institution. There is a certain amount of risk tolerance that limits the types of trips that OA runs and the locations to which OA takes students. This also dictates the policies and procedures as far as first aid, driving, bear safety, river crossing, and other circumstances that your program would encounter with classes and trips. Research suggests that we must take into account how risk is socially perceived (Pidgeon, 1998). Assessing risk involves examining both science and values, suggesting that public opinion should be considered in risk evaluation along with research on the subject (Pidgeon, 1998). Along with social science and research, when making decisions or policies surrounding risk, industry standards should also be a guide. Alaska-specific issues should be taken into account as climate change is playing a role of shaping recreation in Alaska (Albano, Angelo, Strauch, Thurman, 2013).

Also included with institutional risk management is the idea of a safety culture. Operating in the outdoors and teaching technical skills requires a healthy relationship with risk

management. In the university setting especially, managing risk is paramount. This sort of programming would not be able to operate without proper risk management policies and procedures. The organization or program should have a safety culture, this can be characterized by

“a culture which promotes among those that participate in it a shared attitude of care for the consequences of their actions, an attitude in which would cover both a concern for material consequences and a solicitude about possible effects on people” (Turner, Pidgeon, Blockley & Toft, 1989).

Characteristics of a safety culture include:

1. Realistic views of short and long term hazards
2. A space in which criticism is welcomed and comments/feedback is encouraged from outside
3. Awareness
4. Appropriate, realistic, and workable rules related to perceived and actual hazards.

(Turner, Pidgeon, Blockley, Toft, 1989)

In this document, I will be referring to this safety culture framework and comparing to the way in which OA approaches risk management and mitigation. Another main aspect of safety culture is that personnel need to be well trained and educated. This is where the program comes in with staff training and socialization. One aspect of risk mitigation that most outdoor programs have in common is policy regarding first aid. Most outdoor program require staff to have a Wilderness First Responder certificate or Wilderness First Aid certification. This is becoming the standard for outdoor adventure trip leaders. According to a poll done by the Association of

Outdoor Education and Recreation Risk management committee, 35 of 39 schools that responded require a Wilderness First Aid certification for all trip leaders (AORE, 2009).

Recreating in Alaska, another factor of risk mitigation is thinking about climate change. Climate change in regions of higher latitudes is causing a visible and rapid change (Melvin, 2017). Because of our location in the sub-arctic region of interior Alaska, we are seeing these changes as they happen. Alaska in general is facing many issues that are a direct result of a warming climate including flooding, increased precipitation, and permafrost thaw (Melvin, 2017). These factors directly relate to our recreation in Alaska. In a study focusing on the long term impacts of climate change on recreation, it is stated that by 2060 winter activities will be the most negatively impacted out of the types of activities they looked at (Askew & Bowker, 2018). This is also operating under the understanding that a lot of this damage has already been done, so adaptation is imperative. In the current state of the climate, outdoor recreation planning requires pinpointing which activities and outdoor setting will be impacted by the changing climate. This planning and observation requires the foresight, adaptation, and mitigation to be implemented in advance rather than a reactionary response (Askew & Bowker, 2018).

Organizational Overview

Outdoor Adventures at the University of Alaska Fairbanks

The Outdoor Adventure program at UAF started in the 1960s as part of the Student Activities Office. Their primary function was taking students out on trips in the summertime. This system was not typical in the way that it did not intersect with the normal academic calendar, which would run through late August and early May. In 1996, OA hired its first student manager. In 1998, OA was gifted winter equipment from the community in response to an

avalanche that killed three students. OA became its own program in 2000 and was no longer under the Student Activities Office, from a risk and profit standpoint it made sense to have OA be a part of the institution. After that they hired their first professional staff member in 2001. Since then, OA was able to add winter offerings and continued to grow with the purchase of backcountry skis in 2002.

OA began offering and being involved with academic classes around 2000. In these days the program was based on the “common adventure” model, similar to that of the early outing clubs popping up on the east coast. This model is centered around participants being very involved with the whole process of the trip rather than being on a fully guided experience. This is similar to the current outdoor leader philosophy, although programming today is much more structured and risk aware. Even in the earlier day of the official OA program, their organizational model was based on structure, safety, and training. In 2003 OA hired its first graduate assistant, a position that has held a key role in the program until now in 2019.

In 2016, OA experienced an accident that resulted in scrutiny from the university and community. The Introduction to Mountaineering class was involved in a small avalanche while traveling in the eastern Alaska Range (an area frequently used for this class). None of the students or instructors were injured and there were no full burials. Although the outcome was favorable in this situation, it set into motion questioning of OA risk management practices and eventually a program review provided by an outside entity. This program review focused specifically on the risk management practices of OA and gave suggestions to better promote a culture of safety. The results of this program review prompted a overhaul of standard operating procedures and policies within the organization. This report is meant to add to results of the

program review and provide more resources for aspects not covered in the program review including communication strategies and back-end organizational practices.

As of late 2018, the mission of Outdoor Adventures is “It is the mission of Outdoor Adventures to foster personal growth and a spirit of adventure for the UAF community through education, experience and accessibility in the wilderness of Alaska and right here on campus.” (Nanook Recreation, 2018). The current organizational structure includes two professional staff members- the Coordinator of Climbing and Coordinator for Education, a graduate assistant, and 6-8 student staff. The program is housed within Nanook Recreation and is managed by the Director of Recreation.

Today the program has four main functions: climbing facilities, academic classes, a rental center, and a trips program. All of these are typical of a university affiliated outdoor program. For the most part, UAF meets the standard model that is demonstrated in universities across the country. The climbing facilities include an indoor climbing wall and an outdoor ice climbing tower that are managed by the coordinator of climbing. Something to note is that the ice climbing wall is the only university-operated ice wall in the country, so certain questions as far as risk management arise, because it is not standard. These facilities have student staff during most operating hours.

UAF Outdoor Adventures offers academic classes through the Natural Resource Management degree program as well as recreation classes. Classes include Introduction to Wilderness Leadership, Advanced Wilderness Leadership, Beginning Rock Climbing, Intermediate Rock climbing, Technical Rock and Ice Climbing, Introduction to Mountaineering, and Winter Camping. These classes are taught by an OA professional staff member or vetted

instructors and offered to students for academic credit. Some of these classes also count towards a minor in outdoor leadership.

Another function of OA is the rental center. OA has a large fleet of gear that they offer to discounted rates to students. Rentals are also open to the public, but at a more competitive rate. Student staff member work in the Outdoor Adventures Office renting gear, doing gear maintenance, and managing the gear fleet. They are overseen by the professional staff members. The final function of Outdoor Adventures is the trips program. Every semester, a trips schedule is set by the graduate assistant and student staff members are assigned to run trips. These trips are offered primarily to students and are meant to be introductory level experience that allow students a chance to get out and learn about what Alaska has to offer. Depending on the trip, the staff members will be student trip leaders, occasionally a professional staff member or the graduate assistant will be on the trip as well.

Research Questions

Through my interaction and involvement with this program, the following are questions that I wanted to explore:

RQ1: What are the processes through which the gender disparity arises and how do we fix them?

RQ2: What are the “risk mitigation” processes available and are they effective?

RQ3: What are the socialization practices of the organization and are they similar to or different than the “best practice” in similar programs?

Methods

To answer the research questions, qualitative research methods were employed through direct observation, document review, and autoethnographic practices. I reviewed my lived experience as a woman working in the outdoors and specifically with this program to develop answers to the research questions posed, as well as recommendations for the organization to improve. A SWOT analysis was performed in order to help answer the research questions and provide a recent overview of OA. The gender disparity, risk mitigation processes, and socialization practices of the program were analyzed through a feminist critical lens. Feminist standpoint theory was used as a theoretical framework through which to critically evaluate the OA program. Throughout this process of collecting data, standpoint theory is how I approached documents and organizational practices associated with OA. Initially these aspects were viewed through a hierarchically influenced organizational perspective and then deliberately shifted to a feminist lens. This allowed me to critically review the organization.

Industry specific text such as the as well as OA specific documentation was studied and compared to standards held and implemented by OA. Resources from industry platforms such as the Association of Outdoor Recreation and Education (AORE) were consulted and the practices of similar programs were observed and taken into consideration when looking at the outdoor program at UAF. My personal experiences through interactions with the staff of the organization, an understanding of the current practices, and through the experience of teaching classes and training staff in the department led to my overview of current practices. This informed my decisions and suggestions as far as next steps for the OA program.

Data collection

Data was generated through personal experience, an analysis of industry standards, a SWOT analysis of the organization, and an analysis of current training practices and policies within the OA organization. Data was also drawn from routine organizational assessment that OA gathers as part of its regular functioning. This is through instructor evaluations on academic classes, evaluations from participants on trips, and informally through comments received by UAF community members and students regarding our programming.

Personal experience. Data regarding academic classes, OA program policies, and socialization processes was collected using autoethnographic processes. Autoethnographies are “highly personal accounts that draw upon the experience of the author/researcher for the purpose of extending sociological understanding” (Sparkes, 2001, p. 21). This is a process of which the researcher retroactively and selectively writes about past experiences (Jorgensen, 2015). I used retrospective reflection as well as organizational outcome data in order to offer recommendations on how to address issues outlined by the research questions. In my time at OA from June 2017-present I have coordinated the trips program, coordinated the wilderness welcome orientation program, assisted with and taught academic classes, lead trips, assisted with staff trainings, coordinated special events, and performed various tasks as far as marketing for the OA program and the Nanook Recreation department. In my position as the Graduate Assistant I have had the opportunity to work closely with professional staff and the director of the department. These unique experiences shaped my opinions given about the program and helped generate common themes that I witnessed through my involvement. Because of my involvement in the program in which I reviewed, this form of data collection can be characterized as an analytic autoethnography, this is characterized as the researcher being a member of the social world in which they are reviewing (Sanders & Anderson, 2006). Autoethnographies are highly

personalized and specific to one's own experience that rely on in depth descriptions of personal and interpersonal experiences to pinpoint patterns of a certain cultural experience (Ellis, Abrams, Bochner, 2011). Certain aspects of this review are characterized as such, but the entirety of this document is not an autoethnography; data was collected using ethnographic principles and used in conjunction with industry standard text and organizational outcome data.

Through assisting and teaching classes, I was able to work one on one with my co-instructors and witness the typical process in which OA classes are conducted. I have played different roles in each of the classes I have been a part of. For technical ice climbing, I was an assistant to the class instructor, the coordinator of climbing. I helped with trip leading responsibilities, but did not teach any of the technical skills in this class. For the Introduction to Wilderness Leadership class, I was a co-instructor. My co-instructor was the Coordinator for Education and we split roles in the class. I presented lectures on interpersonal and leadership skills while my co-instructor taught the more technical aspects of the class. Currently I am a student in the Introduction to Mountaineering class with no responsibility as far as leadership. Through each of these semester-long experiences I was able to observe the teaching styles of my co-leaders and instructors while forming an understanding of the classroom socialization structures in OA academic classes.

Leading meetings and trainings are also experiences that lead to my expertise in OA functions. In my nearly two years with the program, I have attended bi-monthly professional staff meetings with the Nanook Recreation Department, attended monthly meetings regarding policy review for OA with the Coordinator of Climbing, the Coordinator of Education, and the Director of Nanook Recreation. I share an office with the Coordinator of Climbing and the Coordinator of Education, so we all work together in close proximity. This experience has

allowed me to be a part of many, if not all of OA's functions. Throughout my time reviewing and working in the organization, I kept detailed notes based on my experience which were consulted in the creation of this document. This allowed data collection through direct observation of the organizational processes and procedures (Jorgensen, 2015 & Office of data analysis, research, and evaluation administration on children, youth, and families, 2016). There is value in one's lived experience and reflection through the process of writing an autoethnography (Wall, 2017). This paper is a culmination and reflection of my experience at OA.

Industry-based standards and organizational outcome data. In order to draw comparisons to UAF's OA program to other similar programs around the country, I consulted industry texts and resources. Industry standards are characterized by authorities that govern the field. These authorities produce documents that are meant to set the standard practice of certain aspects of outdoor programming. For risk management, I looked to The National Outdoor Leadership School's (NOLS's) organizational risk management guidelines, the AEE Accreditation Standards for Outdoor Education Programs, and publications by the Association of Outdoor Recreation and Education (AORE). For standard operating procedures of Outdoor Programs I referred to Accreditation Standards as well as publications from the AORE. A complete list of industry specific references can be found in appendix A. Organizational outcome data is generated through reviewing documents specific to the organization (Jorgensen, 2015). I reviewed training materials, class lectures, and policies and procedures manuals that OA currently employs.

SWOT Analysis

SWOT analyses are useful tools when looking at the whole of an organization. This process helped me pinpoint areas that OA is excelling as well as areas in which OA can improve.

I used this tool as a needs assessment to understand the current climate of the program. This assessment was completed by personal observation, document review, and consultation with current professional staff members.

<p>Strengths</p> <ul style="list-style-type: none"> · Alaska factor · Small program · Funding 	<p>Weaknesses</p> <ul style="list-style-type: none"> · Lack of standard operating procedures · Risk management literature · Gender divide
<p>Opportunities</p> <ul style="list-style-type: none"> · Diversity and equity · Partnerships · Scope of practice in Alaska · Marketing 	<p>Threats</p> <ul style="list-style-type: none"> · Climate change · Loss of funding · Competing offices/clubs · Lack of participation

Strengths. This is a general analysis of the overall OA program and functions, taking into consideration all of the areas OA encompasses. The first strength listed here is the “Alaska factor”, the unique location and natural wilderness in and around Fairbanks is extensive. The access to remote wilderness and scope of trips we are able to do out of the Fairbanks area is hard to compare with similar programs in rest of the United States. Being the closest University to the highest mountain in North America as well as the largest National Parks- Gates of the Arctic and Wrangell St. Elias- has a draw based on location as well. UAF markets itself heavily with this idea with their “Naturally Inspiring” slogan and I believe OA is a place on campus to create a space for accessibility to the Alaskan wilderness. This is also supported in the mission statement of OA.

Another strength of OA is that it's a small program. This allows for hands-on student development opportunities that are harder to facilitate in larger programs with more staff. OA usually has a 6-10 student staff and 3 professional staff members in leadership positions to facilitate meetings, trainings, and open lines of communication.

Weaknesses. A weakness that I noticed upon joining the staff at outdoor adventures was the lack of written standard operating procedures. OA definitely had standard operating procedures that were understood and implemented by staff members, they were just not written down anywhere. This created the issue of having to ask specific people specific questions to find answers regarding OA policies and procedures, there was no document to consult. Along these lines, there was a lack of risk management literature in the office as well. Again, the staff all had a good understanding of risk management and mitigation processes, but there was not one place that a new employee could look to find all of the policies regarding risk management for the program.

Another weakness that I immediately noticed was the lack of female employees. When I was hired, I was one of 2 female employees out of the 7 overall employees. This number did fluctuate with the semesters and currently we have an equal amount of female student staff than we do to male staff. This is reflective of the student staff members, the three full-time professional staff members have been male during my time at OA. Besides the numbers, I noticed ways in which OA or the nature of the outdoors in general can be exclusive through certain process such as teaching classes and decision making processes.

Opportunities. An opportunity that I believe we could take more advantage of is the location that we are in. Alaska is a big state, so some of the bigger national parks are still a far drive. Although these places are far, I believe we could take more advantage of Alaska's natural

spaces. This would look like having trips into Denali National Park or facilitating summer programming to take advantage of months logistically easier to be outside in Alaska. Outdoor Adventures has had summer programming for students in the past, but had not facilitated this type of programming within the last 3-4 years.

Another opportunity that I believe OA should take advantage of is increasing diversity and equity in the outdoors. OA's mission statement supports this initiative with its statement about accessibility. With our access to a diverse student population, OA has the opportunity to impact students from many different backgrounds. An opportunity OA has to address this is marketing. Marketing student activities is a struggle across campuses everywhere, but marketing is also how we get participation. One problem surrounding this is finding the best way to reach folks who would be interested in the programs and services we are offering.

Threats. Along with the Alaska factor comes the threat of climate change. Climate change seems much more of a reality in Alaska due to the visibility of its effects. Coastal villages are being affected by warmer temperatures and eroding shorelines (Melvin, 2017), bears hunting patterns and behaviors are changing (Wilson, 2017), and the alpine areas in which we recreate in are changing with the warming temperatures. This directly affects the spaces and safety of the locations that we bring students to and teach in.

Additionally, funding can be a drawback for any university funded program. On one side, funding is a strength because we have enough money to put on all of the programs that we do, but the downside is that we could do even more over the summer months with additional funding. The trips and classes that OA offer require a lot financially and risk wise. Going into more remote areas raises the risk of the trip and spending more time driving does the same. A final piece to this puzzle is participation; OA's participation fluctuates year to year and is hard to

predict if and when people will sign up classes or attend trips. The lack in participation is a threat to OA, if there are no people to teach or take out on trips, we are not meeting our mission or goals as an educational program and are not able to provide services to students.

Results

RQ1: What are the processes through which the gender disparity arises and how do we fix them?

Through my own lived experience, document review, and organizational observation, common themes were found. These include decisions without full perspectives, barriers to employee entry, and communication concerning gender.

Based on observation, conversation, and experience leading trips as well as assisting with academic classes many discrepancies were noted as decisions or processes that did not take into account a feminine perspective. When certain decisions about purchasing equipment, setting standards for communication with participants, or teaching classes some important details have been left out. The gender disparity arises and is fostered through processes such as decision making and communication from the industry, as well as how we as professionals communicate with students wanting to be a part of the outdoors.

Based on the industry statistics, women are underrepresented, and this is reflected in the UAF Outdoor Adventures program. Within the outdoor program, there are two professional staff members, both of which are male, as well as a male director. Until recently women were significantly underrepresented in our student staff members. This came from making an active effort when hiring to balance the staff. Currently we have four female student staff members and five male staff members, which is a major improvement over the past three semesters. This lack

of female staff members happens for a couple of reasons, some of which include skill requirement for the position, as outlined earlier and the hiring process in general.

Decisions without full perspectives

While this section focuses on the inequity of women, it should be noted that this is mostly referring to white, cis-gender, able bodied, people that identify in the feminine. Members of the LGBTQ+ community, people of color, indigenous peoples, and individuals with disabilities are often left out of the conversation altogether because of the lack of representation and coverage. This is certainly not to say that members of these communities are not present, but that the media and industry do not often acknowledge or uplift diversity to the extent that they should. This research question is based on the gender disparity in the outdoors which I believe falls under the category of diversity.

One specific example as far as decision making goes is deciding to purchase certain equipment for our program. This decision in particular had to do with drysuits. We use drysuits on most of our water trips and these are used by all of our staff members and participants. I will note that we usually have more female than male participants. One person, a male, was seen as the authority on all water activities and was tasked with making a large purchase of drysuits. Staff members were not consulted and a whole fleet of all male specific drysuits were purchased. The reasoning for this being that women can wear men's drysuits and that the male versions are more universal. Another reason behind this decision was that the company did not make female dry suits (this is an incorrect statement). The differences between male and female drysuits is the way in which one is able to go to the bathroom and the way in which the drysuit fits the body. It was seen as an appropriate measure to require women to remove the whole drysuit when needing to go to the bathroom versus using a convenient zipper to do so. It also seemed an appropriate

risk to give women baggy and ill-fitting drysuits for the convenience of not having to purchase drysuits for women. One main problem with this is that no women were consulted about the purchase, it was after the products had arrived that it was made known that this decision had been made. Another problem with this is the assumption that men's equipment is more universal than women's.

Barriers to employee entry

Some barriers that aid in the lack of diversity include the skill requirement for the position and the interview process. When advertising the student positions, OA is looking for a student that already has some outdoor-specific skills. These skills seem to be valued higher than interpersonal skills. For example, if there are two applicants competing, the applicant with the most technical skills or experience will most likely do better in the process than the person with no technical skills, even if the person with technical skills doesn't necessarily have the best interpersonal skills. This is typical in the outdoor industry, due to the fact that those getting hired need to possess a certain skill set. For example, it is normally expected that someone applying to work at the climbing wall has previous climbing wall experience. Outdoor education in the university setting is different from a wilderness guide job or commercial climbing gym in the way that they are employing students. It is rare to find a student that possesses all of the technical skills to jump into being a trip leader or climbing wall attendant right away. It is typical for university outdoor programs to hire enthusiastic students and train them with the specific skills that they need. This happens to an extent at UAF, but a lot of the time the expectation of technical skill is present.

One of the issues contributing to the gender gap is the assumption that outdoor programs will hire someone coming in with these certifications, but the fact that they have already been

able to obtain such certifications indicates a certain amount of privilege- the main benefactors of privilege being white males. The combination of privilege and the already gendered field makes it easier for white males to succeed in the outdoors and be the more qualified candidates when applying for these jobs. This is seen in Alaska especially because of the magnitude and technicality of the trips Outdoor Adventures is able to lead participants and classes on.

Outdoor adventures does do a good job of this in certain respects. For example, it is a requirement for a trip leader to have a Wilderness First Responder (WFR) certification. This particular certification costs over a thousand dollars, so this can be a barrier for many students wanting to obtain this certification. For student employees who demonstrate a desire to be a trip leader, Outdoor Adventures will pay the student to attend that training. Here is a list of current certifications that OA hosts and pays staff for:

- Wilderness First Aid (WFA) - two offerings per year, each fall and spring semester, cost of \$75.00.
- Wilderness First Responder (WFR) - one offering through UAF summer sessions per summer semester, cost of \$770-\$1100.
- Professional Climbing Wall Instructor course- one offering per year depending on needs, cost \$250.00.
- American Canoe Association (ACA) Level 1 & 2- one offering in the early summer semester
- Swift water rescue technician- one offering in the spring semester, cost of \$250.00

It is required of student staff at the climbing facilities to have their PCIA as well as WFR for trip leaders and WFA for assistant trip leaders. Outdoor Adventures offers this training once a

year for students' staff members to take advantage of and pays the student staff hourly to attend the training.

Communication regarding gender

At OA, we have the opportunity to not only educate our staff members, but to educate students that take our academic classes and participate in our trips. In the classes, we teach through lectures and experiential learning opportunities. For example, in the wilderness leadership class, we give students lectures about stoves during one class, and then actually use stoves in the next class. I think this is a good framework for teaching students skills. Skills that are not as emphasized are interpersonal skills. Lessons are taught about interpersonal interaction, but the learning process of developing those skills is often left out. This is observations from my participation with the wilderness leadership class. While technical skills were practiced and repeated, it seemed to be expected that interpersonal skills would develop without this same amount of practice.

In the outdoor field, women are viewed as being more effective at relationship building and interpersonal interaction skills and are not necessarily viewed as being as effective at technical skills or tasks involving physical strength. Often, when a woman does have a job as a trip leader, they are looked at to do the cooking or deal with interpersonal problems rather than technical aspects of the trip. This is something that I constantly struggle with as a female in the outdoor profession.

Another example of flawed communication is the way which we inform our participants about hygiene in the field on overnight trips. I would argue this this problem exists in the industry as a whole based on reading articles, consulting other outdoor program practices, talking to other women in the outdoors, and through my own experience. On backcountry trips, people

are expected to follow the Leave No Trace principle “dispose of waste properly” (Leave No Trace, 2012) when going using the restroom. People are required to bring everything necessary into the field and pack out their waste including used toilet paper. For example, when females urinate and use toilet paper to wipe, they need to pack out that toilet paper. From the male perspective this is a non-issue, as men do not normally use toilet paper when urinating. This leads to the perspective that we should not bring toilet paper in the field for urinating, so we can reduce waste. Women are often told they can use a “pee rag” (bandana), natural material, or nothing at all. The problem with this teaching is that not all of these options are conducive to women’s health. While these are viable options for women, the important part of maintaining female hygiene in the outdoors is keeping sensitive areas clean and dry. If this does not happen, the chance of infections or other problems in the vaginal area are higher- this then becomes a risk management issue. When leading people on a trip, it is very important for risk management to explain this. As a leader and an educator, you are responsible for the students and students trust that individuals with these labels will give them adequate and accurate information about the situations they are encountering.

Time and time again I, as a female identifying person, have witnessed this part of the conversation be left out in pre-trip communication and lectures. This allows us to assume that feminine hygiene specific issues are not viewed as important enough to talk about. It has been made clear that this particular issue has not been developed or looked at from a female’s perspective. In my time at UAF, I have spoken with medical professionals in the outdoor industry, as well as attended industry presentations that have recommended that we talk about feminine hygiene in the backcountry. The presence of these talks and shared information implies that there is a need and educational value for talking about such issues. Although there is not

much research on the subject, women in the field express their concerns and thoughts through blog posts or by just talking to other female adventurers. For example, a recent blog post written by a female mountaineer suggests options for female hygiene in the backcountry and outlines the pros and cons to different strategies (Walling-Bell, 2019). During my experience at OA, it has been a standard in our program when giving information about backcountry trips to not mention or emphasize the importance of feminine hygiene. It should be part of the assimilation of staff that both men and women are able to normalize such topics.

Another problem within the outdoor industry is that equipment can be seen as exclusive to different body types. This is problematic because it tells people that they need to be a certain weight or look a certain way to participate in outdoor activities. Another area in which we see this problem is with climbing harnesses. The rental climbing harnesses that most gyms supply are a one-size-fits-all type. This means that they are a generic size that should fit “most people” while excluding or even embarrassing those that do not fit into them. This is a dangerous message to be putting out to our participants and students, it seems to say “you’re too big, this isn’t for you.” I have witnessed this problem a handful of times and believe it is our job to provide alternatives so we are meeting our goal of accessibility. Other pieces of equipment that fall within this same issue include backpacks and sleeping bags. I believe that OA does a good job of providing many options of these specific pieces of equipment. For example, in our most recent purchase of sleeping bags, women-specific bags were purchased.

RQ2: What are the “risk mitigation” processes available and are they effective?

Through my own lived experience as a staff member of OA and in the field of outdoor education, document review, and organizational observation, here I lay out risk mitigation processes available at OA, effective risk mitigation, and ineffective risk mitigation.

Processes available

In the summer of 2017, a program review was conducted by two outside professionals in their respective fields. It should be noted that these evaluators were both female, this fact is an example of topic discussed in research question one. Evaluations were done on the risk management process of outdoor adventures specific to the trips program and academic class outings. This review was triggered by an avalanche experienced by the Introduction to Mountaineering class in 2015. The results of this review resulted in many recommendations as to how to improve risk management processes at OA and have started to be addressed. The following is a current list of risk management processes that OA abides by:

- Requiring trained staff on each trip ,both skills based and first aid
 - Trips staff are trained by OA professional staff members on OA specific policies and protocols and evaluated based on the competencies deemed required by a professional staff member to lead a certain trip. Leaders are also expected to complete a WFA certification to lead trips, and a WFR to be a head trip leader. For skills specific trips such as rock climbing or water travel, students are encouraged to obtain a PCWI or Swift water rescue technician certification. In many cases, OA pays for student staff to obtain these credentials.
- Completing a risk assessment of locations of trips and classes
 - For each location that trips or classes visit, a risk assessment is filled out beforehand. This is meant to evaluate the safety of a location as well as be kept on file for reference. Before each trip, leaders are instructed to read the risk assessment for their specific location.
- Bringing 1-2 forms of emergency communication on trips

- OA utilizes satellite phones, the Garmin In-Reach, and personal cell phones for emergency communication. Depending on location, a staff member will carry at least one form of emergency communication device. These devices are checked before going into the field.
- Driver training
 - UAF has a specific driver training that every university staff member or student that will drive a university vehicle must complete. This training is not specific to OA. To supplement this online training, student staff members must drive with a professional staff member to be checked-off to drive. One of the biggest aspects of risk that we face is driving. More should be done to mitigate driving risk by the university. In accordance with university requirements, OA collects a driver's record, keeps all employee's driver's licenses on file, and makes sure that each person that drives goes through provided online training, as well as making sure each staff is supervised driving with a professional staff before they drive participants.
- Employee check-off for student leaders or “competencies”
 - Each skill or trip type that OA preforms has a corresponding competency form. This form must be completed by a professional staff member before a student or staff member can lead a trip or teach a specific class. This is meant to provide documentation of training and justification as to why a staff member is qualified to lead a trip or teach a skill.
- Carrying first aid kits with each trip leader

- The staff member with the highest level of medical training (usually a WFR) will carry the first aid kit when out in the field.
- Avalanche safety
 - OA will not take students into avalanche terrain unless the location has been assessed by a professional staff member with avalanche training.
- Informing trip participants and students about trip risks before going out
 - Students are made aware of the objective hazards of trips and classes before going into the location. This is through a risk waiver process and through information verbally provided by the trip leader or class instructor.
- Protocols for emergency situations
 - Missing person protocol
 - Location based emergency action plans
 - Communication plan in response to an emergency. This advises staff members as to who to call and in what order.
- Bear safety
 - OA runs several programs during active months for bears and it is a critical part of staff training. The current policy on bear encounters is to use bear spray as needed. This is based on the industry standard here, and being a part of the university and to reduce more risk factors, we do not permit the use of personal firearms. This policy is looked at differently in the industry, being split between bear spray only and carrying a firearm. To mitigate this risk, OA staff are paid to attend bear safety classes where they learn about the risk factors and how to navigate a bear encounter. We also have staff practice with bear spray. They are

then assessed by professional staff and checked-off when they have demonstrated an understanding of the bear risk and how to handle it.

Effective “risk mitigation”

OA exhibits effective risk mitigation through its already established policies and procedures, understanding of safety culture, and commitment to improve. Seeking outside feedback through the 2018 program review echoes the want to improve in the area of risk management.

Fostering safety Culture. Main points of the safety culture outlined by Turner, Pidgeon, Blockley, Toft emphasize realistic views of hazards, a space where criticism is welcomed, awareness, and workable rules (1989). Although there is a lack of written policy for risk management these ideas of a safety culture are communicated through training, transfer of knowledge from professional staff to students, and what student learn in OA classes. There is a heavy emphasis on risk management and making sure OA is upholding safety principles. This is reflected through student’s evaluations of courses and trips. One evaluation from 2019 reads: “Thank you. You created a very chill and safe feeling atmosphere”.

Ineffective “risk mitigation”

Climate change as a factor of effectiveness. It is an Outdoor Adventures Policy to bring bear spray in the field anytime bears are active. We pick these dates based on data from the Alaska Department of Fish and Game. Because bear activity is seasonal, the dates bears are active are variable and are affected by warmer weather later and earlier in the year. This is a direct result of a changing climate. If it is still warm, bears will not hibernate during their normal time and bear precautions need to be taken later than normal. This thought process needs to be a part of trip planning and leading. A recent example of this directly affecting the program was a

trip that was led by a professional staff and I in the fall of 2018. We took a group of students out into the field for an overnight backpacking trip in the backcountry near Denali National Park.

According to data about bear activity, the weekend was just after bears should be hibernating. We used these dates to inform our decision on whether or not to observe bear safe camp practices or to carry bear spray. We decided to still use all bear precautions because of the closeness of the dates to when we would go out. When we arrived at the destination and began hiking, we saw signs of recent bear activity as well as seeing two grizzly bears on the side of the road when driving back. The reason for mentioning this is that there could have been a decision made to not engage in bear safe practices because of the reports that bears would be hibernating. The unpredictability of bears and the changing climate need to be factors when making decisions about bear risk factors. If bear safe practices were not observed, the students and staff on this trip would be put at risk. This example leads us to believe that we must always take careful precaution and be able to adapt with a changing climate something that we do not yet fully understand.

Another example of the changing climate affecting our risk management practices are the instances when classes engage in ice climbing and glacier travel. Each of these activities has a checklist and protocol for risk management, but we do not understand how a changing climate is affecting the safety of glacier travel. The main hazards of traveling in the mountains and around glacial terrain are crevasses and avalanches. A warming climate contributes to melting glaciers and this causes a change in features on the glacier. This makes it hard to predict what glacier travel will be like. This should be kept in mind when planning trips to locations that the program frequents.

Lack of written information. One of the main critiques of the 2018 program review was the lack of written information pertaining to risk management. The main idea behind this being that if every staff member left, what would be the assimilation and learning process for a new staff member. They would have to seemingly start from scratch due to the lack of transferred knowledge through organizational manuals, policies, and procedures.

RQ3: What are the socialization practices of the organization and are they similar to or different than the “best practice” in similar programs?

Through my experience as a staff member at OA and as a member of the outdoor education professional community, document review, and organizational observation, I reviewed the socialization processes of OA. In this section I outline the current socialization practices.

Current socialization practices

One of the main barriers to people participating in outdoor activities is accessibility and exclusivity. The outdoor realm can come off as exclusive though its socialization practices. This boils down to language used to describe outdoor activities and normalized beliefs and behaviors that exclude people such as women, indigenous people, people of color, and people with disabilities. Although we do not have an effect on the industry socialization practices, at OA we do make an impact with the staff and students that interact with the program. The following findings are ways in which socialization occurs specifically in OA programming.

- Academic classes and trips
 - Two of the main functions of OA are the academic classes we teach and the trips program. Socialization processes within these function arise through

communication from leader and instructors, actual material covered in the classes, mentorship from instructors, and the environment OA creates.

- Events and special programs
 - Banff Mountain Film Festival- this film festival is an event that OA hosts every year. It is our biggest event and a way to reach the UAF and Fairbanks community. In recent years, over 700 people have attended this event. The outdoor industry and this film festival in particular have traditionally featured the typical outdoor stereotypes. OA has the unique opportunity of selecting which films are included in our showing.
 - No Man's Land Film Festival- this is an all-women's adventure film festival that OA started hosting for the first time in 2019. There were about 100 people in attendance at this event.
 - Field safety training- this is a series of classes that OA offers in partnership with UAF research. This series of classes is offered free to field researchers and students on subjects such as crevasse rescue, firearm safety, risk management overview, avalanche awareness, snow machine safety, field safety 101, Wilderness First Aid, and swift water rescue. This socialization process emphasizes the importance of a safety culture and reaches a broad spectrum of university affiliates.

Training and development processes available for staff

Currently the practice of assimilation of staff includes going through a hiring process, a quick orientation with professional staff, and learning through experience on the job. New employees are required to complete university specific trainings as well as OA specific trainings.

These currently include bear safety, clothing systems, emergency action procedures, and avalanche awareness. These trainings are given in person and online, then assessed via quiz and observation from a professional staff member. The staff member must express proficiency in each skill and training required of them in order to go out in the field.

Discussion

Gender disparity

It is often an unconscious bias that is perpetuated by both men and women and is one of the contributing factors as to why women are not hired as much as the males of their same age (Harding, 2004). Another reason as to why males seem to excel above women in the field of outdoor recreation is because they fit the “typical outdoor person” image. This is usually described as a white male that wears certain outdoor branded clothing. Through my lived experience in the industry as well as referencing research that I have completed about the topic, I can affirm this statement. Women feel that they must go above and beyond to prove that they belong in the outdoor space. This statement is echoed in the works of several feminist outdoor education scholars such as Denise Mitten, Tonia Gray, Sandy Allen-Craig and many as more mentioned earlier in this paper. There have been presentations by industry professionals that confirm this as well as this is explicitly what you see when you go to an outdoor conference or walk into an outdoor program office. I attended a presentation titled *Privilege in the Outdoors* at the 2018 AORE National Conference and this presentation spent a lot of time talking about the image of a typical outdoor person as what I described above. This alone communicates to women that they do not fit into the outdoor community. Even more so, this idea is translated to members of minority groups or members of the LGBTQ+ community.

These are just a few examples of processes through which the gender disparity gets reinforced with our participants and staff. For women, there are extra steps that need to be normalized. Each perspective should be taken into consideration rather than making decisions without taking into account how it will affect those who identify as female. Some things that would help in bridging this gap include updating trip procedures, class curriculum, and consulting more than just a few people when making program decisions. For example, the drysuit problem could have been avoided or fixed before the purchase was made if someone (ideally a female) were consulted.

Risk Mitigation

I believe the risk mitigation processes are mostly effective amid social conditions, climate change, and scope of staff members. Based on my assessment of this area of OA, I also believe more could be done. To combat this, OA should have a proactive approach to creating policies and procedures. This implies keeping up do date with climate change literature and research and making observations as to how it is affecting certain aspects of our program. This should be taken on by a professional staff member who makes decisions about glacial travel, bear safety policies, and traveling in avalanche terrain. This especially should be kept in mind when reviewing bear safety protocols and traveling to locations for glacier travel or ice climbing. As far as social conditions, OA should require trainings such as Green Dot and Safe Zone to aid in proactive risk management for its students and staff members. Finally, the scope of staff members determines the amount of time professional staff can dedicate to each student staff. For risk mitigation purposes, I believe we should be investing more time into monthly trainings based on all of the areas that OA operates in to keep staff up-to-date and refreshed on our risk management policies and procedures. This is a standard of many university outdoor programs

and I feel that OA does have the resources-with the proper planning to put these action items into place.

As framed by Turner, Pidgeon, Blockley & Toft (1989) the aspects of a safety culture are clearly defined through verbal communication, but not written communication. It is important that we write down policies and practices to standardize organizational procedures. The following is an assessment of how OA fosters a safety culture based on the framework form Turner, Pidgeon, Blockley & Toft (1989):

1. Realistic views of short and long term hazards:
 - Based on current decision making processes having to do with risk, I believe that OA does have a realistic view of short and long term hazards. In response to the program review, OA has overhauled risk management practices and is taking steps in the direction of full documentation of decision making processes. In response to the avalanche that triggered the program review, this was a hazardous mistake, but with the information collected by the instructor, the director and then coordinator of the program were in support of the class going out. Although a mistake was made, it was quickly taken under review and used as an opportunity for growth and improvement.
2. A space in which criticism is welcomed and comments/feedback is encouraged from outside
 - The recent program review mentioned earlier is indicative of the space for criticism and feedback and I think it is a very good example of OA seeking out help to make appropriate changes.

- Recently, Nanook Recreation has also formed a risk management committee made up of community members and others involved in the industry to receive input on decision making when it comes to risk. Members of this committee include individuals with differing backgrounds to provide unique risk management perspectives. Their professions include: The Parks and Recreation Director, Alaska Club (local gym) Manager, OSHA Safety officer, engineer, Ski Land (local downhill ski area) owners, swim coach, a Certified Public Accountant, remote field research station manager, and a state park law enforcement officer.
 - Professional staff are involved in a policy review group bi-monthly to review and implement risk management policies and procedures.
3. Awareness
- Policies and procedures currently in place suggest that there is some awareness as far as a need for risk management practices.
 - Recent staffing of the climbing wall areas also show an awareness for industry standards and adaptation to comply with those (until recently, the indoor climbing area did not have any regular staff members).
4. Appropriate, realistic, and workable rules related to perceived and actual hazards
- Right now, OA has many rules, policies and procedures under which it operates for risk management. This issue is that these policies and procedures do not all live in the same place. I would agree that they are appropriate, realistic and workable, they just need to be maintained and accessible to all staff members and understood by staff members to the same extent.

Staff socialization and “best practices”

My assessment of socialization practices of OA found that there are many ways in which OA is able to communicate the goals and values of the program and that there is a lack of structure in training processes. To the eyes of the university community, OA is communicating its mission through its programming, classes, and events. The Banff Mountain Film festival is a good example of this. Historically Banff has shown films that are typical of the outdoor industry. The outdoor industry over the years has done a poor job of featuring women and people of color (McNeil, Harris, Fondren, 2012). In the film selection this year, OA was able to curate the list of films shown to be more reflective of a diverse outdoors world. This year OA also hosted the No Man’s Land Film Festival for the first time. The all women’s film festival was created to be representative of all of the identities that make up the outdoor community. This changes the message that is typical of the industry and projects that OA is not only aware of the disparities within the industry, but wants to help with representing all people that choose to recreate outside.

OA must provide employees with relevant training for their jobs, but also for the real world. At OA, there is the unique opportunity to work with students throughout their time in college. This can have a great impact on that student, and their job can prepare them to meet their own goals and aspirations. Through the assimilation process, individuals are introduced to the organization; dynamics and culture (Jablin, 1987). Their success is dependent on the effectiveness of their socialization (Jablin, 1987). This implies that OA professional staff should put sufficient time, effort, and thought into how and what staff are learning about being part of OA. Appendix C and D provide introductory handbooks for new staff members to aid in the assimilation into the program.

The task of training needs to be kept in mind when hiring student staff, entry-level positions should not require an extensive amount of previous knowledge. One of the contributing factors to inefficiencies is the lack of staff and lack of time. OA professional staff do not have the time to facilitate this training with the current organizational structure. I believe this is an opportunity missed and should be addressed not only for documentation purposes, but for developmental purposes. Right now, trainings required by OA are all skills-based. There isn't a policy in place that outlines the importance of interpersonal and communication based-training. I believe this should be changed and these sorts of trainings be added to the list of skills-based trainings that are required by OA.

Conclusion and recommendations

When reviewing topics of this paper, they all seem to be intertwined. The gender disparity issues coincide with socialization processes. Socialization process coincide with risk management practices. If training is addressed and reframed, the way we think about risk management in the organization will change as well. Just by providing adequate and extensive training to our employees, we create a culture of safety and an inclusive environment.

Universities are spaces in which women should be better represented and advocated for due to the liberal nature of higher education and initiatives such as Title IX. Although the field of outdoor education is gendered, programs in the university setting offer a unique opportunity to work towards equity. While the gender disparity exists, there are ways listed in this document in which it can be mitigated. For this same reason, the university offers the setting for education and growth in terms of risk management and socialization of staff members and student participants. UAF's program should be taking the opportunities to mitigate risk, while properly educating their staff and students. With the presence of wilderness-based academic classes and

student staff members, the opportunity for development is abundant. OA can take advantage of these opportunities by providing in-depth training, lessons in the classroom setting, and experiential learning opportunities in the outdoor classroom. The following is a list of recommendations meant to offer solutions and suggestions to problems outlined in this report.

Gender disparity recommendations

Hiring based on both interpersonal and technical skills. According to listserv responses based on hiring from the AORE (2013), only one of six universities that responded said that it requires a trips log upon hiring. Having a trips log would indicate that the potential has enough outdoor experience to keep a log. Another thing I noted about these responses was that none of these schools expected students to already have first aid training. Almost all responses mentioned something having to do with interpersonal skills.

Educational opportunities. To address the gender disparity and normalize the changing faces of the outdoors, OA should add lectures pertaining to women in the outdoors in lectures. This includes having lectures about women in the outdoors and how the outdoors are a gendered space.

To respond to comments about female hygiene in the outdoors, OA should also be talking about this issue before taking students out in the field. This would also aid in normalizing concept such as feminine hygiene that are not typically talked about. My suggestion for resolving this issue would be to have a policy surrounding hygiene in the backcountry and specific taking points for female hygiene.

Including full perspectives. To make objective decisions regarding the program, a woman's standpoint should be taken into consideration. In order to fix problems pertaining to diversity and representation, I believe there needs to be a feminist perspective when decision

making and hiring; this may help with noticing unintentional or unconscious bias. The concept of strong objectivity explains that members of marginalized groups are more able to spot bias due to their social situation (Harding, 2004). I am suggesting that the voices of women and minorities should be consulted as well as represented for this reason. This should also include socializing men to reflect on new perspectives when or if they can. I also recommend that OA create a strategic plan (that will be addressed later in the socialization section) to tackle issues having to do with diversity that extends beyond university mandated Title IX.

All in all, suggestions I have for creating an inclusive space include evaluating the hiring and decision-making processes and teaching about the gender disparity in our academic classes and staff trainings. As stated earlier, OA has many functions. When addressing diversity and the gender disparity, I am referring to the actual OA staff members (student and professional), what we are teaching students in our academic classes and on trips, and the equipment that we provide to our students through our programming

Risk Mitigation Recommendations

Consult climate change research. Climate change literature suggests that we should take a deeper look at the long term hazards and effects associated with a warming climate, as it is having an effect on recreation in Alaska (Albano, Angelo, Strauch, Thurman, 2013). As the effects of climate change affect many of our outdoor programs, up-to-date research should be taken into account.

Evolving risk policies. While OA took advantage of the results of the program review by beginning to create risk management policies and procedures, it should be noted that these policies should be constantly evaluated and updated.

An example of this would be the OA driving policy. 98% of universities asked in a poll required trip leaders to drive (AORE, 2010). OA falls under this category, if our trip leaders fall under university requirements, they are required to drive for our trips. While OA takes precautions beyond the university-wide policy to take an online quiz, I feel that the University should require more in terms of driver training. Most universities that require a driver training facilitate that training through a classroom setting or with a driver video (AORE, 2010).

Document certifications and trainings. I recommend that OA regularly provide and document trainings regarding risk management. This includes a trip leader training each semester as well as monthly meetings to discuss and practice skills and policies associated with the program. Each staff member should be expected to attend trainings and trainings should be documented as to who attended and what was practiced. Professional certifications should also be documented. A result of this paper is an excel sheet that documents staff members' certifications and expiration dates.

Socialization recommendations

Provide regular scheduled trainings. My recommendation for this specific problem is to have a system for training students lacking the more technical skills as well as providing professional certification opportunities for students as they continue with their job. These would include the WFA, WFR, PCWI, and swift water rescue technician. Other certifications that could be useful would we an Avalanche 1

One of the results of this report is to provide staff handbooks explaining specific job expectations. These can be found in appendices 1-3. The purpose of these handbooks is to outline job expectations, provide a resource for staff members if they ever have any questions, and outline step-by-step processes that are included in each job. The idea behind these

handbooks is to aid in the training of staff and not only rely on a verbal overview of their position. It is recommended that OA staff have certain certifications and trainings in order to do certain jobs. For example, trip leaders are responsible for participants in a wilderness setting; therefore they should have the training necessary for interpersonal interaction, group management, and wilderness first aid skills. OA requires all head trip leaders to have a current Wilderness First Responder (WFR) certification. In addition to this, climbing staff have other responsibilities. A result of this report is the creation of a document that keeps track of all staff and their certifications. Staff trainings are recorded via an Excel sheet and updated accordingly. This makes it so it is documented that our employees are qualified in whatever aspect they are expected to work. As a rock wall monitor, it is the employee's responsibility to oversee the safety in the climbing area and certify climbers to climb and belay in our gym. Outdoor Adventures requires an up-to-date Professional Climbing Wall Instructor Association (PCIA) Instructor certification in order to teach belay classes and work in the climbing area. This certification is nationally recognized and is the industry standard for climbing wall operations. Outdoor Adventures provides this professional training for employees once a year.

Require diversity and inclusion trainings. Research question one specifically talks about the gender disparity, I believe that this falls under the category of diversity and inclusion. To promote diversity and inclusion within OA through socialization, I recommend that OA takes steps beyond mandatory trainings such as Title IX as well as shift the organizational culture to one that reflects a concern for diversity and inclusion. I am suggesting that OA broaden the scope of influence when it comes to socialization; training is not to only way in which OA has an impact on students and the community. If these socialization processes are successful, employees

are able to adopt the values of the organization as well as become productive and committed employees (Fisher, 1986).

Title IX is the only mandatory training that has anything to do with diversity and it does not go beyond gender. These trainings are important, but I believe we should make changes to provide an environment that makes all feel welcome by having our students and professional staff go through diversity and inclusion-based trainings such as Green Dot, Safe Zone, and other diversity and prevention trainings. These are available here on campus at no cost to the student by the Nanook Diversity and Action Center. I believe OA should take advantage of these resources by arranging or bringing these trainings to our students and professional staff; it is even possible to set up a private training.

Recognition and action. In addition to updating training methods, it is important to recognize and acknowledge the lack of diversity in the outdoors in general by informing our students and staff accordingly. This is through the information that we share as a program. If OA is serious about promoting diversity and inclusion, we must take the steps in showing our students and staff that these issues are relevant and important.

Taking all of this into account, I believe that OA should form their own strategic diversity plan to help not only with the gender disparity, but also with the lack of diversity in general. Princeton Outdoor Action employs a similar framework (Princeton, 2019). Here is my assessment based on the diversity strategic plan main points (Evans & Chun, 2007) as to how OA can formulate and implement this sort of plan in their program.

1. A values vision or mission statement:
 - a. OA currently has a mission statement that mentions accessibility, I believe this implies that diversity is important and that the program thinks that the outdoors

should be available to everyone. OA should continue to follow through with this statement by doing its best to provide adequate equipment for all people.

2. Conceptual framework:

- a. Currently there is not much of a conceptual framework for the organization to justify the need for diversity. Part of this document is to provide that conceptual framework through the feminist standpoint theory and justification for viewing the program through a feminist critical lens. Feminist standpoint theory makes the assertion that we should be viewing issues from the unique perspectives of members of minority groups to better understand issues with the structures in place (Brooks, 2007).

3. Input

- a. OA currently has a representative on the Nanook Diversity and Action Council and partners with their office as well as the student activities office to put on events. More in the way of consultation should be done as far as creating policy that promotes diversity and inclusion.

4. Objectives

- a. There are currently no specific objectives or milestones created in terms of promoting diversity and inclusion. Objectives I would recommend would be to hire more female staff as well as minority staff members. Some examples of objectives to set would be to have an equal amount of women specific gear to that of men specific gear or to make sure to purchase equipment to fit people of all sizes. Another objective that I have implemented is to make active efforts towards events that promote diversity and inclusion. Some examples of this are the No

Man's Land Film Festival, The Banff Mountain Film Festival, and the Women on the Wall Series.

5. Accountability

- a. Although there are no objectives currently laid out, I believe that OA professional staff would be committed to diversity objectives and creating them for the sake of taking a step in the right direction towards diversity and inclusion. I believe this matter would be taken seriously because of the support I have received as a staff member in my endeavors pertaining to diversity. Once goals are set with the creation of this plan, professional staff and the director should hold each other accountable to those goals.

6. Incentives

- a. Continuing to diversify should act as an incentive in itself. Another incentive is UAF's rocky history with Title IX. Moving towards diversity would help to satisfy the federal requirement to uphold Title IX mandates. Another incentive is compensation, staff members should be compensated for their time spent in diversity and inclusion based training as they would be for technical trainings.

7. Assessment mechanisms

- a. Assessment mechanisms would include surveys for members of the public who use OA as well as students that experience our classes and trips, this would provide us with data as to how we are doing with our set goals. Assessment mechanisms that are already in place include class evaluations and trip evaluations. These allow for students to give anonymous feedback of our classes and trips.

8. Infrastructure

- a. This point would include providing an amount of our budget for accessible gear and other forms of support to meet goals that are laid out.
- b. There are already programs and events in place that provide infrastructure for diversity and inclusion initiatives. One example would be the Banff Mountain Film Festival, with this event we are able to tailor film selection to those that support our goals and our community.

An action item following this paper would be that the OA professional staff and director create a comprehensive strategic plan based on this model and set dates and goals to meet within a certain timeframe.

Limitations and future research

Limitations to this project include my own bias and the nature of autoethnographic methods. Although autoethnographic methods were not used as the sole method of data collection, there is still criticism of this method because it is based on subjective personal experience. Since I work for this organization and have a vested interest in the program, I am making recommendations in which I believe would help the program. It could be argued that my views are not completely objective because of my relationship with the OA program. Also, the autoethnographic nature of my data collection methods is limited to my own experience. Every person has their own lived experience and this paper is based on my own in this particular organization. In the future, formal interviews from professional staff, student staff, and students that interact with our program would add to the objectivity and scope of the data being collected.

This document is meant to aid in documentation of the OA program and live in a space that is available to all staff members. For future research and additions, this document should be

consulted and updated based on the current state of the program. When updating training materials, policies, and procedures, this document should be referenced or changed accordingly. In addition to this document, OA should have a comprehensive list of policies and procedures that add to scope of the organization and represent recommendations mentioned in this paper.

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Appendix A

List of industry specific resources and texts

- The Association of Outdoor Recreation and Education (AORE)
 - Risk Management and Wilderness Medicine Listserv Archive
 - Programming Listserv Archive
 - Management and Administration Listserv Archive
 - Notes from conference presentations (2016-2018)
 - Journal of Outdoor Recreation, Education, and Leadership
- The Wilderness Education Association (WEA)
 - 18-point curricula: https://www.weainfo.org/assets/docs/wea_18_point.pdf;
<https://www.weainfo.org/wea-curriculum>
 - Certified Outdoor Educator Credential:
<https://wea.memberclicks.net/assets/docs/COE/COE%20Handout.pdf>
- The National Outdoor Leadership School's (NOLS's) organizational risk management guidelines:
 - https://www.nols.edu/media/filer_public/14/82/148290c5-a3ed-40d1-b289-4a9b2a39429b/risk-management-at-nols-2019.pdf
- AEE's Accreditation Standards Manual, written and published by the Association for Experiential Education
 - <https://www.aee.org/manualof-accreditation-standards-for-adventure-programs>
- Leave No Trace 7 Principles
 - <https://lnt.org/learn/7-principles>

Appendix B

Outdoor adventures trip leader guide

Outdoor Adventures

Student Trip Leader Guide

Introduction

An Outdoor Adventures trip staff is a student staff member that takes other students out on recreational trips. This applies to head trip leaders and assistant trip leaders.

Trip leader expectations and responsibilities

1. The Outdoor Adventures trip leaders are responsible for:
 - a. Pre-trip communication and planning
 - b. Post-trip cleanup and logistics
 - c. Effectively leading trips with other student staff
2. Head trip leader
 - a. The head trip leader is the primary leader on a given trip. They are responsible for making the final call on risk management decisions and making sure things on the trip are conducted in an appropriate and professional way that meets OA standards.
 - b. Requirements to becoming a head trip leader:
 - i. Wilderness first responder certification
 - ii. Trip specific competency check-off
 - iii. Trip specific certifications. For example: swift water rescue, AVY 1, PCIA CWI, ACA
 - iv. Proficiency in soft skills (interpersonal interaction)
3. Assistant trip leader
 - a. The head trip leader and assistant trip leader work together as co-leaders. It is the job of the assistant trip leader to make sure things on the trip are conducted in an appropriate and professional way that meets OA standards.
 - b. Requirements to becoming an assistant trip leader:
 - i. Wilderness first aid certification or CPR/First aid certification
 - ii. Trip specific competency check-off
 - iii. Leader should express proficiency in both technical skills (trip-specific) and soft skills (interpersonal interaction)
4. Workplace expectations
 - a. OA employees should conduct themselves in a professional manner and exemplify values emphasized by OA
5. Office hour expectations
 - a. 20 hours per week max

- b. Trip leaders will spend most of their hours in the field or with trip preparation and cleanup
- 6. Professionalism
 - a. OA trip leaders should conduct themselves in a professional manner while leading trips and in the office. Trip leaders are representatives of OA both at work and in the university community.

Computer Access

- 1. Google calendar
 - a. All trips and shifts will be scheduled on google calendar through your UA email
- 2. UA Online Account

Pre-trip procedures

Before each trip, there are a number of things to be done. The trip leaders should be actively involved in this process as well as work with the graduate assistant and professional staff members for trip specifics

- 1. Pre-trip communication with participants
 - a. Email participants
 - i. Make sure to bcc so emails remain private
 - ii. Include itinerary
 - iii. List of gear to bring
 - iv. Introduce yourself as the trip leader
 - v. Give important information about the trip
 - vi. Maintain professionalism (no emoji's, proper grammar, spellcheck)
- 2. Pull gear
 - a. First aid kit
 - b. Satellite phone or in reach
 - c. Depending on the trip, use appropriate pack list to have all group gear together by Friday before the trip leaves

Emailing and email templates

Pre-trip emails

- 1. It is the responsibility of the head trip leader to send out this email by Tuesday in the week of the trip
- 2. It is very important that pre trip emails are concise, readable, and understandable for someone who is totally new to our trips or these activities in general
- 3. Make sure to bcc all recipients
- 4. Here is an example of what a pre-trip email should look like:

Hello All,

We are excited to be taking you out on a hike in the **Gulkana Glacier** area this weekend. Please be to the Outdoor Adventures office at **7am on Saturday 9/29**. {We will gear up for the day with crampons and neoprene booties (for the river crossing), do some paperwork, and then climb into the vehicle to head down to the mountains. It is a 3.5 hour drive down to the glacier so you will have time to sleep on the way down. We will stop at a local grocery store halfway down so feel

free to bring money to purchase snacks or a coffee. When we arrive at the start of the hike we will cross College Creek on a cool suspension bridge and then hike on trails for about 1.5 mile to a creek coming out of the glacier. When we get to the creek we will change into neoprene booties and put our hiking boots onto our packs to cross. After we cross several small braids we will put our boots on and continue the last mile to the glacier ice. After we reach the ice we will put crampons on and walk up the bare ice of the glacier for 30-60 minutes. We will then head back down, cross the creek again and hike back to the car. We will likely stop at the grocery store on the way back as well if you want to grab a snack. } Give specific details about the trip. The weather forecast is looking good, but it can be wrong so we need to be prepared for difficult weather too. Please see the gear list below. Please note that if there is anything you don't have like, a puffy coat or warm gloves, we can usually track something down. Please let us know if you have any questions or concerns. Take note that you need to provide your food and water for the day.

- Sturdy hiking boots, shoes or light winter boots (OA can provide Mt. Boots)
- Wool socks
- Daypack - To carry food, water, and extra clothes for the day
- Synthetic base layers, top and bottom
- Fleece or wool sweater (NO COTTON)
- Non-cotton hiking pants
- Water/wind proof rain jacket
- Water/wind proof pants (rain pants, or light snow pants)
- Puffy Jacket
- Hat and gloves
 - Sunglasses
- Water bottles (2 quart/liter), lunch, snacks for a long day out
- Optional: \$10-15 for snacks at grocery store, Trekking poles (OA can provide)

Thanks and see you **date and time,**

Your name

Post-trip procedures

After each trip, there are things that need to be take care of and completed.

1. Trip clean-up
 - a. Trip leaders are responsible for all gear used on trips, this gear should be adequately cleaned and put away by the Tuesday after each trip.
 - b. First aid kits should be refilled if they were used on the trip
2. Debrief
 - a. Evaluation

Evaluations and performance tracker

Each trip leader will receive and evaluation based on their performance at OA. This will be conducted by a professional staff member and is meant to help trip leaders and staff meet their own set goals

1. Evaluations
 - a. Once per semester
 - b. Will reference trips, competencies, and skill check-offs
2. Performance tracker
 - a. Used to keep track of how staff members are doing- positive and negative, as well as a way to see how management staff handle problems
 - b. Kudos: a time when the staff member went above and beyond
 - c. Concerns: something the staff needs to work on
 - d. Actions and follow-up
 - i. Describe actions take to rectify issue or concern
 - ii. Steps to resolving issue
 1. 1st issue: confront via email or in person to check in with staff member
 2. 2nd issue: in-person meeting with professional staff
 3. 3rd issue: disciplinary action

New hire training

New trip leaders should receive a training about outdoor adventures policies and procedures from a professional staff member, go through UA required trainings and receive the trip leader guide. UA Specific training can be found here: <https://uaf.edu/safety/training/required-training.php>

1. New staff must complete their Red Cross first aid and CPR certification upon 30 days of hiring, this can be set up with the Nanook Recreation Wellness Coordinator
2. WFA and WFR trainings are preferred, but not required upon hiring. OA will work with staff members to get theses training when desired.
 - a. OA offers WFA twice per academic year and WFR once through summer sessions

Scheduling

1. Scheduled for the upcoming semester will be provided via email at least 2 weeks before the semester starts
2. Trip leaders will be assigned based on availability and interest
3. Scheduling conflicts should be brought to the trips manager or coordinator of education.

Maintenance and checks

1. First aid kits
 - a. First aid kits should be checked multiple timed during the semester
 - b. Refilled after each trip
2. Gear/ equipment repair
 - a. Gear and equipment should be checked before each use
 - b. Repairs and maintenance should be done immediately and noted for future use

Events

OA staff are expected to help with events we put on and represent OA at these events

1. Fall Outdoor Fest- Fall semester, Friday after first week of classes

- a. Marketing
 - i. Distribute around campus
 - b. Work with professional staff
 - c. Ninja/Obstacle course challenge, help with set-up and judging
 - d. Rent speakers from library
 - e. Help prepare foods
 - f. Belay at the outdoor wall
2. Banff- Spring Semester, usually February
 - a. Marketing
 - i. Distribute around campus
 - b. Tickets
 - i. Tickets are sold at Beaver Sports, the Wood Center front desk, and in the OA office.
 - ii. Student staff members can sell tickets through Fusion when working. There is a Fusion button set up for Banff tickets
 - c. Working the event
 - i. Arrive 45 minutes before show starts
 - ii. Collect ticket stubs and hold doors
 1. Students are not expected to help with ticket sales the day of the showing
 - iii. Assist where needed
 3. Wall Events
 - a. Top Rope Throw Down, Boulderween, Ice Jam, Spring Bouldering comp
 - b. Christian (Co-coordinator of Climbing) is in charge
 - c. Assist where necessary
 - d. Marketing
 - i. Distribute around campus

Marketing

1. Marketing templates
 - a. There are templates for each OA event or offering that needs marketing
 - b. Adobe Illustrator files contain templates for:
 - i. Large poster
 - ii. Letter size poster
 - iii. UAF digital signage
 - iv. Facebook cover photo
 - v. Facebook event cover photo
 - c. Files should be updated with correct dates, time, prices, and relevant picture
 - d. To save: file- export- name file- export as jpegs
 - i. Select “use artboards”
 - ii. The files will all be exported into a folder with each label

Wilderness Welcome

Wilderness Welcome (WW) is our student orientation trip for incoming freshman, transfer students, and exchange students

1. Pre-planning
 - a. Should start marketing during spring semester
2. Kesugi Ridge
 - a. Kesugi ridge is one of the trips that normally goes for WW. This is a 4-day backpacking experience.
3. Staffing
 - a. Currently employed trips staff are expected to help lead WW

Appendix C

Outdoor adventures office staff guide

Outdoor Adventures

Student office staff guide

Introduction

An Outdoor Adventures trip staff is a student staff member that takes other students out on recreational trips.

Office staff expectations and responsibilities

7. The Outdoor Adventures office staff are responsible for:
 - a. Equipment rental and upkeep
 - b. Gear room management
8. Workplace expectations
 - a. OA employees should conduct themselves in a professional manner and exemplify values emphasized by OA
9. Office hour expectations
 - a. 20 hours per week max
 - b. Hours will be scheduled based on availability and class schedule
10. Things to do:
 - a. Everyday tasks
 - i. Check/respond to/ send emails
 - ii. Check google calendar
 - iii. Put gear away
 - iv. Help customers as they come in
 - v. Assist professional staff with any projects they are working on
 - b. Once per month
 - i. Attend mandatory OA staff training
 - c. Once per semester
 - i. Trip leader evaluation with pro-staff or GA
 - ii. Attend Nanook Recreation student staff meeting

New hire training

New trip leaders should receive a training about outdoor adventures policies and procedures from a professional staff member, go through UA required trainings and receive the trip leader guide. UA Specific training can be found here: <https://uaf.edu/safety/training/required-training.php>

3. New staff must complete their Red Cross first aid and CPR certification upon 30 days of hiring, this can be set up with the Nanook Recreation Wellness Coordinator.

Computer Access

3. Google calendar

4. UA Credentials to log into computers
5. Access to share drive- work order with OIT
6. Marketing requests
 - a. Wood center graphics
 - b. Dateline digital printing (local print shop)

Professional expectations of office staff

1. Expectations include arriving to work on-time and leaving after everything for the day has been completed
2. Office staff are expected to present themselves in a professional manner
3. Office staff are expected to be engaging and polite with customers both in person and on the phone

Gear use

As an Outdoor Adventures employee, gear is available for staff to use for free with a few conditions. We want to encourage staff members to get out and practice skills, but gear needs to be respected and taken care of.

1. Gear is for personal use
2. Take care of OA gear lit it is your own
3. Make sure to rent out in Fusion so we know where it is
4. If it is a limited availability item, staff members must wait until Friday at 6:00 pm to check it out
5. Speak with a pro-staff member about OA gear that we do not rent out such as climbing equipment or tents before you take it

Evaluations

1. Each staff member will meet with a professional staff member to discuss goals and progress throughout the semester
2. This is a time to not only receive feedback, but also provide OA pro-staff with feedback on the program

Fusion

All transactions on the computer with our rentals, trips, or programs are done with Fusion.

1. Gear rental
 - a. Check out
 - b. Check in
2. Instructions for trip/program sign ups (in person & over the phone) people are also able to sign up online
 - a. Start in point of sale
 - b. Find participant by name or student ID
 - c. Select profile and make sure they are a student/faculty member
 - d. Click registration on right-hand side of screen
 - e. Select correct semester
 - f. Classification: Outdoor Adventures > category: Outdoor Adventures Trips > program: select program they want to sign up for

- g. Select offering: same as trip name
 - h. Accept waiver
 - i. Select 'finish registering'
 - j. Take payment and email/print receipt for participant
3. Instructions to get roster from Fusion
- a. Select orange Fusion box in top left of program
 - b. Go to view- registrations
 - c. Select categories- program you want to view- offering
 - d. Select print- class list

Scheduling

- 1. Semester schedule
 - a. Office staff members will receive their schedule for hours based on availability
 - b. There will be monthly staff meetings in the OA office which all staff are required to attend
 - c. Important dates and office schedules will be added to the OA google calendar

Maintenance and checks

- 3. First aid kits
 - a. First aid kits should be checked multiple times during the semester
 - b. Refilled after each trip
- 4. Gear/ equipment repair
 - a. Office staff can repair any gear that needs it during their office hours

Events

OA staff are expected to help with events we put on and represent OA at these events

- 4. Fall Outdoor Fest- Fall semester, Friday after first week of classes
 - a. Marketing
 - i. Distribute around campus
 - b. Work with professional staff
 - c. Ninja/Obstacle course challenge, help with set-up and judging
 - d. Rent speakers from library
 - e. Help prepare foods
 - f. Belay at the outdoor wall
- 5. Banff- Spring Semester, usually February
 - a. Marketing
 - i. Distribute around campus
 - b. Tickets
 - i. Tickets are sold at Beaver Sports, the Wood Center front desk, and in the OA office.
 - ii. Student staff members can sell tickets through Fusion when working. There is a Fusion button set up for Banff tickets
 - c. Working the event
 - i. Arrive 45 minutes before show starts
 - ii. Collect ticket stubs and hold doors

1. Students are not expected to help with ticket sales the day of the showing
 - iii. Assist where needed
6. Wall Events
 - a. Top Rope Throw Down, Boulderween, Ice Jam, Spring Bouldering comp
 - b. Christian (Co-coordinator of Climbing) is in charge
 - c. Assist where necessary
 - d. Marketing
 - i. Distribute around campus

Gear and Equipment

As an office staff member, you will be expected to size gear properly for rental and help customers find what they need. This include being knowledgeable about the gear that we have in order to best serve customers. That being said, our primary rentals change between summer and winter.

1. Any rental of equipment requires the customer to fill out a rental agreement. These are located on the desk.
 - a. Make sure you ask them to read over the sheet, tell them that there inherent risks with going outside, and that they are taking responsibility for our equipment while we have it.
 - b. They must sign to be able to rent equipment
1. Summer- during the summer, our rental program focuses more on water and camping activities. See summer rental rate sheet for a total list of items we rent during the summer.
 - a. Watercraft rental (rafts, canoes, SOARs, inflatable kayaks, play boats, SUP's)
 - i. We do raft rental by reservation, we have a google form which we fill out to reserve the boat
 - ii. 50% of total cost of rental is due at time of reservation
 - iii. They can also do a walk-in if what they want is available
2. Winter- in the winter months, we are focused more on skiing and winter camping gear. See winter rental rate sheet for a total list of items we rent during the winter.
 - a. Alpine Touring (AT) Skis
 - i. AT ski rentals require that we fill out another waiver along with our waiver. It is located with the other waivers and requires the staff to fit the skis to the person.

Marketing

2. Marketing templates
 - a. There are templates for each OA event or offering that needs marketing
 - b. Adobe Illustrator files contain templates for:
 - i. Large poster
 - ii. Letter size poster
 - iii. UAF digital signage
 - iv. Facebook cover photo
 - v. Facebook event cover photo
 - c. Files should be updated with correct dates, time, prices, and relevant picture
 - d. To save: file- export- name file- export as .jpegs

- i. Select “use artboards”
 - ii. The files will all be exported into a folder with each label
 3. Marketing distribution info
 - a. Marketing materials for each trip/event:
 - i. Full-size poster
 - ii. Letter side poster
 - iii. Quarter sheet poster
 - iv. FB event cover photo
 - v. FB cover photo for Nanook recreation (we could update this two weeks out of an event)
 - vi. UAF digital sign
 - vii. UAF Digital signage
 - b. Two weeks out from a trip, email the UAF digital signage listserv (uaf-digitalsignage@alaska.edu) and they will distribute our graphic on the screens across campus. In the email include the file provided and specify the dates we would like the sign to be up.
 - c. Places to distribute signage:
 - i. SRC- Big poster in OA and in front of SRC with all events
 1. Individual event fliers near climbing wall
 - ii. MBS- in the elevators
 - iii. Wood Center- bulletin boards and lunch tables upstairs
 - iv. Geophysical Institute- bulletin board
 - v. Lower campus bulletin boards- Library, Duckering, Engineering building, Bunnell, Greuning

Appendix D

Outdoor adventures graduate assistant guide

Outdoor Adventures

Graduate Assistant Guide

Introduction

The Graduate Assistant plays more of a managerial role, working under the professional staff to help with many aspects of Outdoor Adventures. The graduate assistant works with the student staff as well in terms of scheduling and communicating about trips and events.

GA expectations and responsibilities

11. The Outdoor Adventures Graduate Assistant is responsible for:
 - a. Planning, marketing, implementation, and general management of the trips program
 - b. Planning, marketing, implementation, and coordination of the Wilderness Welcome orientation program
 - c. Assist the Assistant Coordinator for Education and the Assistant Coordinator for Climbing with all aspects of Outdoor Adventures such as class offerings, equipment rentals, and both climbing walls
12. Workplace expectations
 - a. The graduate assistant will conduct themselves in a professional manner and adhere to Nanook Recreation dress code standards
13. Office hour expectations
 - a. 20 hours per week
 - b. Can be broken down based on upcoming tasks, hours helping with a class, teaching belay classes, at the wall. This will be up to the GA and Professional staff.
14. Things to do:
 - a. Everyday tasks
 - i. Check/respond to/ send emails
 - ii. Google calendar
 - iii. Based on upcoming trips and events
 - b. Weekly tasks
 - i. Trip folders for upcoming trips
 - ii. Marketing materials
 - iii. Make sure all tasks pertaining to upcoming trips are complete
 - c. Once per month
 - i. Agenda for staff training
 - ii. Copy/scan relevant documents for share drive
 - iii. Organize trip folders
 - d. Once per semester

- i. Schedule all meeting for the semester
- ii. Orientation presentation
 1. Create presentation to give at orientation to let new students know about our programming
- iii. Create trips schedule for upcoming semester – should be completed in the end of pervious semester and finalized 1 month before classes begin
 1. Post to Nanook Recreation website
 2. Input into Fusion
 3. Create events handout schedule for fall and spring semesters
 4. Create Facebook events
- iv. Assist with OA special events such as:
 1. Fall Outdoor Fest
 2. Top rope throw down
 3. Ice Jam
 4. Spring Boulder Comp
 5. Banff Film Festival
- v. Trip leader evaluations
- vi. Trip leader training
- vii. Hiring

Computer Access

7. Google calendar
8. UA Online Account
9. OIT Service requests
10. Marketing requests
 - a. Wood center graphics
 - b. Dateline digital printing (local print shop)

Professional expectations of Graduate Assistant

The graduate assistant is held to similar standards to that of professional staff. Most of the time spent will be in the office depending on the graduate assistant's schedule.

1. Conduct yourself in a professional manner in and outside of work
2. Attire should be appropriate for workplace

Evaluations and performance tracker

3. Evaluations
 - a. Once per semester
 - b. File location:
 - c. Collaborate with all professional staff on staff member evaluations
 - d. Every staff member should receive an evaluation
4. Performance tracker
 - a. Used to keep track of how staff members are doing- positive and negative, as well as a way to see how management staff handle problems
 - b. File location:
 - c. Kudos: a time when the staff member went above and beyond
 - d. Concerns: something the staff needs to work on
 - e. Actions and follow-up

- i. Describe actions take to rectify issue or concern
- ii. Steps to resolving issue
 1. 1st issue: confront via email or in person to check in with staff member
 2. 2nd issue: in-person meeting with professional staff
 3. 3rd issue: disciplinary action

Trips staff new hire checklist

1. Job application has been submitted to UA Careers
2. Interview is scheduled with at least 2 staff members
 - a. Interview questions scored
 - i. File location: SRC shared>outdoor adventures>staff>hiring paperwork>interview questions

New hire training

The graduate assistant is required to complete UA specific trainings upon hiring. The GA assists in the hiring and training of new staff members. UA Specific training can be found here:

<https://uaf.edu/safety/training/required-training.php>

New trip leaders should receive a training about Outdoor Adventures policies and procedures, go through UA required trainings and receive the trip leader guide.

Scheduling

2. Scheduling trip leaders- things to consider
 - a. How personalities interact
 - b. Current outside obligations/ schoolwork load
 - c. Staff development opportunities:
 - i. Schedule different assistants with different leaders so they can learn from multiple leadership styles
 - d. Technical skills and soft skills
 - i. The head trip leader should have all core competencies checked off for specific trip
 - ii. Assistant trip leader should have base knowledge
 - iii. The leaders should both demonstrate a certain amount of understanding of interpersonal interaction
3. Semester schedule
 - a. Should be done at least 2 weeks before semester starts
 - i. This way trip leaders can plan their semester and give you feedback and availability if changes need to be made
 - ii. Master trips schedule
 1. Saved in share drive
 2. Entered into google calendar
 3. Distributed to all trips staff
4. Monthly staff trainings
 - a. 2 big trip leader trainings per year
 - b. Should be scheduled in beginning of semester
 - c. Coordinate with professional staff

- d. Schedule in google calendar
- e. Include technical skills and soft skills in each training
- f. Go over policies and procedures of trips
- g. Be creative with trainings:
 - i. Risk management topics
 - ii. Safe zone/ green dot topics
 - iii. Bring in outside experts

Maintenance and checks

- 5. First aid kits
 - a. First aid kits should be checked multiple times during the semester
 - b. Refilled after each trip
- 6. Gear/ equipment repair
 - a. Gear and equipment should be checked before each use
 - b. Repairs and maintenance should be done immediately and noted for future use

Events

- 7. Fall Outdoor Fest- Fall semester, Friday after first week of classes
 - a. Work with professional staff
 - b. Ninja/Obstacle course challenge
 - c. Rent speakers from library
 - d. Purchase food (hotdogs, hamburgers, s'mores, veggie options)
- 8. Banff- Spring Semester, usually February
 - a. Marketing
 - i. Create labels with OA specific details for our showing i.e.: date, location (Davis Concert Hall), time
 - ii. Create program once films are selected
 - b. Coordination
 - i. Reach out to local vendors about having a booth before, after, and during intermission
 - ii. Email a few months in advance, see Banff booth spreadsheet
 - c. Tickets
 - i. Create tickets to be sold at Outdoor Adventures, the Wood Center, Beaver Sports
 - ii. Distribute tickets and keep track of sales
 - iii. Create button in Fusion for Banff ticket sales
- 9. Wall Events
 - a. Top Rope Throw Down, Boulderween, Ice Jam, Spring Bouldering comp
 - b. Christian (Co-coordinator of Climbing) is in charge
 - c. Assist where necessary
 - d. Marketing
 - i. Create posters, digital signage, social media events and distribute on social media

Emailing and email templates

1. Pre-trip emails
2. Sponsor/vendor emails
3. New staff email

Marketing

4. Marketing templates
 - a. There are templates for each OA event or offering that needs marketing
 - b. Adobe Illustrator files contain templates for:
 - i. Large poster
 - ii. Letter size poster
 - iii. UAF digital signage
 - iv. Facebook cover photo
 - v. Facebook event cover photo
 - c. Files should be updated with correct dates, time, prices, and relevant picture
 - d. To save: file- export- name file- export as jpegs
 - i. Select “use artboards”
 - ii. The files will all be exported into a folder with each label

Wilderness Welcome

4. Pre-planning
 - a. Should start marketing during spring semester
 - b. Send postcards to incoming students
 - c. Update website
 - d. Coordinate with residence life about early move-ins
 - e. Email participants as applications are received and store information in WW spreadsheet
5. Kesugi Ridge
 - a. Obtain permit form Mat-Su/Copper Basin Area Office of Alaska state parks DNR
 - b. Staffing
 - i. Each trip should have 2-3 staff members who are checked off to lead the specific type
 - ii. 1 trip leader and 1-2 assistant trip leaders
 - c. Friday-Sunday: in the field on the trip

Appendix E

Outdoor adventures trip policies and procedures

Outdoor Adventures

Trip Policies and Procedures

Trip Folders

Each Outdoor Adventures trip has a corresponding folder. These folders are meant to hold pertinent information for our trips. These folders are kept in the filing cabinet under the OA rental desk. It is important that all information in these folders is complete and up-to-date for risk management purposes and bookkeeping. The contents of these folders are listed below:

1. Trip briefing form - form meant to be filled out by trip leaders by the Tuesday before the trip
2. Participant medical forms- collected the day of trip or during pre-trip meeting if applicable
3. Participant waivers- collected the day of trip or during pre-trip meeting if applicable
4. Participant roster- from Fusion
5. Trip debrief form
6. Gear list
7. Trip itinerary

Pre-Trip Procedures

1. Email participants
 - a. Updated itinerary for trip, give them a brief description for how the trip will go, attach gear list and add reminder for essential things to bring- these are trip-specific
 - b. Make sure to BCC participants
2. Complete trip folder
 - a. See above contents of trip folders
3. OA Vehicles
 - a. Make sure OA vehicles are clean and have gas before the day of the trip
4. Field site risk assessment
 - a. Find and read the field site risk assessment for the location on your trip
 - b. Field site risk assessments are completed by a professional staff member that has visited and approved of the discussed location
5. Consult the trips binder for previous beta and information about specific trip
6. Pre-trip meetings

- a. Pre-trip meetings will be utilized for overnight trips and trips that require in-depth preparation with participants
- b. Trip leader will deliver a brief meeting outlining the following topics:
 - i. Trip itinerary and schedule
 - ii. Trip expectations: commitment, teamwork, risk management, Leave No Trace

Post-Trip Procedures

1. Clean and put away gear
 - a. It is the responsibility of both trip leaders to clean and put away gear, not the staff members working in the office- unless otherwise decided
 - b. This should be done by Tuesday in the week after the trip
 - c. Gear should be thoroughly and properly cleaned and put away
2. OA Vehicles
 - a. Fill up gas in vehicles- return receipt to business manager
 - b. Clean out car
3. Debrief
 - a. Fill out debrief form, offer feedback to each other, read trip evaluations, and talk about how the trip went

Waivers

Every person on the trip is required to sign a waiver. There are waivers for each specific trip type. If they do not sign the waiver, they cannot come on the trip. They should be given the decision and it is ok if they are not comfortable with signing, we will just not be able to bring them on the trip. Waivers for trips cannot be re-used, the participant must sign a new waiver for each trip they go on.

1. Presenting the waiver
 - a. When presenting the waiver to the participant, make sure to state that they should read the waiver before signing.
 - b. Explain the inherent risks associated with the trip and what we will be doing to mitigate those risks.
2. A hard copy of the waivers must be kept

Medical Forms

Each participant is required to have a medical form on file to participate in our trips. We can re-use medical forms if it was filled out within a year of the trip. Med forms are confidential and should be stored in a secure way. When a trip is out, the med forms should be left in their trip folder in the OA staff office and copies of the front pages will go out on the trip with the leaders.

1. The head trip leader is in charge of the med forms on the trip
 - a. A copy of the front page of each participant's med form should be made the morning of the trip.

- b. These will be stored in a place that no one but the trip leaders should have access to.
- c. In case of emergency, the front pages lists emergency contacts and allergy information for each participant
- 2. Trip leaders should read med forms before going out on trips, important things to note:
 - a. If the participant has any allergies
 - i. If severe, check with participant if they carry their own epi
 - b. If the participant has any medical conditions
 - i. Speak with the participant about the condition to make sure you are both prepared if something happens
 - 1. For example, if a participant has asthma, there should be a conversation before the trip to make sure they have their medication in case of an attack
 - c. If the participant listed an emergency contact
 - d. If the participant is on any medications that you do not recognize
 - i. Look it up for symptoms
 - ii. If necessary, speak to the participant before going on the trip

First Aid Kits

At least one complete first aid kit should be on each OA trip. The first aid kit is the responsibility of one of the trip leaders and should be thoroughly checked before going out into the field. The trip leaders should both be familiar of all the contents and where they are located in the first aid kit. Each of these items make up a complete first aid kit:

- 1. Pod #1 Major
 - a. CPR Mask
 - b. 1-5X9 Abdominal Pad
 - c. Coban (flexible adhesive bandage)
 - d. Ace Wrap
 - e. 4-4X4's
- 2. Pod #2 Minor
 - a. Moleskin
 - b. 1" Athletic Tape
 - c. 4-2X2's
 - d. 4 sheets Tagaderm (breathable bandage)
 - e. Various Bandages including large ones
- 3. Pod # 3 Wound Care
 - a. 4 oz 1% Povidone iodine
 - b. 20ml syringe w/18g tip

- c. Surgical scrub brush
- d. 2-Sterile tweezers
- e. Hand Sanitizer
- f. Alcohol wipes
- 4. Pod #4 Meds
 - a. 1 tube Bacitracin Ointment
 - b. 25-Acetaminophen
 - c. 25-Ibuprofen
 - d. 12-Diphenhydramine
 - e. 2- Epi Pens
 - f. 1 tube-Hydrocortisone cream
 - g. 8-Imodium
 - h. 1 rolls Antacid
- 5. Pod #5 Diagnostics
 - a. Pulse Oximeter
 - b. Stethoscope
 - c. WMA Emergency Notebook w/SOAP Notes
 - d. Small Pencil
 - e. Emergency Reporting Protocols
- 6. Pod #6 PPE
 - a. 4-Large Gloves
 - b. 4-Medium Gloves
- 7. Pod #7 Personal comfort
 - a. Feminine hygiene pads
 - b. Tampons
 - c. Nail clippers
 - d. Duct tape
 - e. Dental floss sewing kit

Emergency Communication Devices

Outdoor Adventures uses 2 types of emergency communication devices, a Garmin in-reach and a satellite phone. The location of the trip determines what we bring with us.

1. Emergency communication devices should be available to all participants in case of emergency
 - a. They should know where it is kept in case of emergency
 - b. If trip leader is in possession of the sat phone or in reach, overnight it should be left in a central location
2. Front country trips (where cell coverage is available)- a charged personal cell phone
3. Backcountry trips- satellite phone should always be with one of the trip leaders. On a longer trip, the in-reach should be brought along with the satellite phone

Trip Itineraries

Each trip has a corresponding itinerary. Itineraries are made in the beginning of each semester for each trip specifically by the trips manager. Time of year, weather, and gear are all taken into consideration when creating the itineraries.

They are located in the following places:

1. Saved in the Adventure Trips folder on the shared drive
2. Hard copy in the trip folder
3. Linked to the trip on our website
4. Attached as a 'waiver' to the trip on Fusion so it is emailed to the participant when they sign up

Fusion

Fusion will be used for all trip listing and sign-ups. Participants must be signed up through Fusion to attend a trip.

OA Vehicles and driving

Outdoor Adventures uses two leased vehicles from facilities services. The vehicles should be kept clean and treated with care. We use these vehicles to transport participants for trips and in town to get trip supplies.

1. Trip leaders must complete a driver's training before driving any participants
2. Participants cannot drive themselves to trips
3. Trip leaders must be approved by a professional staff member before driving a vehicle with a trailer
4. Vehicles must be filled with gas at the end of each trip
 - a. Receipts must be given to the business manager any time we purchase gas with the university OA credit card

Trip Participants

Outdoor Adventures trips are open to students and staff members only, they are not open to the public. The reasoning behind this is that Outdoor Adventures within the Nanook Recreation department. Nanook Recreation is meant to provide recreation opportunities for students and is funded partly through student fees. For this reason, students have first priority to trip signups.

1. Trip participants will be held to the UAF student code of conduct while out on a trip with Outdoor Adventures.

Sleeping arrangements

In the case of an overnight trip where students will be sleeping in tents, students should be asked their preference about sleeping arrangements. If a student wants their own tent for any reason, we will comply with that. Tents do not have to be separated by gender, but everyone in the tent should either choose or approve of their sleeping arrangements.

Backcountry Hygiene

This should be included in trip prep. Trip participants should be briefed on staying clean and hygienic in the backcountry. This is pertaining to using the bathroom. For females, this is especially important for avoiding unwanted infection.

1. Include a section of the pre-trip meeting where this is addressed
2. Have participants make toilet paper bags in which they can store their used toilet paper (this is in line with Leave No Trace, dispose of waste properly).
 - a. This is a plastic bag covered in duct tape to hide the contents (used toilet paper or feminine hygiene products)
3. For females, using toilet paper to wipe after peeing is recommended for keeping clean in the backcountry and avoiding unwanted problems associated with hygiene.
4. If a woman is experiencing her period on a trip, they may use the same method of waste disposal.
5. Some wish to burn used toilet paper with a lighter, this is acceptable as long as conditions allow. If toilet paper is not completely burned it should not be buried, it must be disposed of properly.

Leave No Trace (LNT)

Outdoor Adventures will adhere to all 7 LNT principles while on trips:

1. Plan ahead and prepare
 - Through pre trip communication, food prep, pack lists
2. Travel and camp on durable surfaces
 - Use established trails and campsites if available. If not, minimize the impact on the area.
3. Dispose of waste properly
 - Pack it in, pack it out (used toilet paper) unless it is able to be burned and ashes buried with waste
 - Cat holes for using the bathroom at least 200 yards from water source and camp
4. Minimize campfire impact
 - We will not have a fire unless there is an established fire ring and available dead wood for burning.
 - We will not cut down trees for wood.
5. Leave what you find
 - Do not take anything from the environment but trash- this includes rocks, fossils, tree bark.
6. Respect wildlife
 - Do not feed, or interact with wildlife
7. Be courteous of other visitors
 - When traveling, make sure be respectful of the environment and others in the area

Bear Safety

OA will carry bear spray on every trip that encounter bear territory during active months. Active months are based on historical dates of bear activity. The decision to carry bear spray should be made taking into consideration current research and reports by Alaska Fish and Game.

1. Due to the waring climate and changing weather, it is hard to predict if bears will be in hibernation.
2. It is a judgement call to bring bear spray, but if there is any question or hesitation, we will bring bear spray on the trip.
3. Every trip leader will carry a bear spray
4. We will practice bear-safe camp practices (bear triangle)
5. Bear barrels- bear barrels or bear safe containers (yeti cooler) will be used on all summer overnight trips.
6. Food or items with smell (lip balm, toothpaste, and similar items) will be kept ne bear barrels overnight away from sleeping area
7. "Kitchen" will be set up away from tents.

Last revised 1.24.2

