

TWS Student Chapter

Toolkit for Success

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1. Introduction

The Wildlife Society (TWS) is a non-profit organization dedicated to promoting excellence in wildlife stewardship through science and education. TWS' mission is to represent and serve the professional community of scientists, managers, educators, technicians, planners, and others who work actively to study, manage, and conserve wildlife and its habitats worldwide. Members of the organization manage, conserve, and study wildlife populations and habitats. They actively manage forests, protect wetlands, restore endangered species, conserve wildlife on private and public lands, resolve wildlife damage and disease problems, and enhance biological diversity.

Wildlife students are the future of the profession, and TWS strives to further its cause by not only training these aspiring wildlife professionals, but also empowering student chapters at colleges and universities across North America. Student chapter members may attend regional TWS student conclaves and network with fellow students and wildlife professionals from across the region. They also get numerous opportunities to participate in educational workshops, field trips, and competitions, which help familiarize them with wildlife management techniques and natural resources issues as well as build relationships and provide experience critical to their professional future. TWS student chapters are also invited to local chapter meetings, regional section meetings, the TWS Annual Conference, and a variety of workshops.

This toolkit has been created for all TWS student chapters in an effort to increase their success. We're grateful to the following TWS student chapters, organizations, and individuals for allowing reproduction of their work:

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Texas A&M University – Kingsville Student Chapter of TWS
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University of Alberta Student Chapter of TWS
University of Delaware Student Chapter of TWS
University of Illinois Urbana Campus Student Chapter of TWS
University of Nebraska – Lincoln Student Chapter of TWS
University of Northern British Columbia Student Chapter of TWS
University of Wisconsin Stevens Point Student Chapter of TWS
Virginia Tech Student Chapter of TWS
Western State College Student Chapter of TWS
West Virginia University Student Chapter of TWS

2. What TWS Can Do for Your Student Chapter

The Wildlife Society (TWS) provides its student chapters and members with numerous benefits, geared toward enhancing professionalism. The **Annual Conference**, for example, is the ideal venue for students to improve presentation and networking skills while also providing the latest updates in wildlife research. Consider the **student chapter leaders breakfast**—designed as an open forum for student chapter officers to meet their peers and share personal experiences about running a student chapter. Similarly, the **student-professional networking event** is an opportunity for students to develop networking skills and make important professional contacts or build on connections for graduate school. Everybody's favorite: The **student chapter quiz bowl**—a friendly competition between student chapters—challenges students about wildlife identification, classification, policy, history, and trivia. The **resume review session** allows students to have their resumes critiqued by a wildlife professional. The student research-in-progress **poster session** provides students additional presentation and networking skills. Chapter 25 discusses more about how to get the most out of TWS' Annual Conference.



Student hearing about job openings from NOAA. Photo credit: Ruxandra Giura, TWS.

To encourage student chapters to send many delegates to TWS' annual conference, TWS offers the **Student Chapter of the Year Award** with a travel stipend of \$1,000. TWS also offers **travel grants** up to \$500 to selected student members who apply for TWS' Student Travel Grant. TWS also offers a \$1,000 **student conclave grant** to student chapters that host conclave. Please see chapter 27 for more details about TWS awards.



Student members attending Northeast Student Conclave. Photo credit: SUNY Cobleskill Student Chapter of TWS.

TWS provides **exposure for student chapters** by highlighting student chapters in its bi-monthly membership magazine, *The Wildlife Professional*, and on its website via the [Next Generation article](#) section. TWS encourages its student chapters to send in news updates and articles to TWS' office as often as possible.

TWS **chapters and sections** often send invitations to student chapters to their annual meetings to provide student chapter members with hands-on training workshops and presentation and networking opportunities. They also provide space in their newsletters for displaying student chapter news. For a list of all TWS chapters and sections, please visit our website at www.wildlife.org/sections-chapters.



Student members attending their local TWS Chapter Meeting. Photo credit: Texas A&M University – Kingsville Student Chapter of TWS.

To find your student chapter's Representative to TWS **Council**, please click [here](#). Representatives to TWS Council want to hear from YOUR student chapter about what you enjoy about TWS and how TWS can further help YOUR student chapter. They have been elected by TWS members and are there to help you and YOUR student chapter.



TWS student member and Student Liaison to Council Jonathan Derbridge with TWS President-Elect, Dr. Paul Krausman. Photo credit: Ruxandra Giura, TWS.

TWS teaches its student chapter officers how to run their organization by providing a [resource page](#) and sending out deadline reminders. TWS also sends student chapter officers current news from TWS' office each week in *The eWildlifer* e-newsletter.

As a subunit of TWS, any student chapter (except those in interim status) is allowed to apply for **nonprofit status** if it does not have this status set up through its college/university already. Instructions can be obtained by TWS' office by request. Please contact Mariah Simmons, TWS' Wildlife Programs Coordinator, at MSimmons@wildlife.org or 301-897-9770 x310 for more details.

3. Annual Reporting Requirements

The following reports need to be filed with The Wildlife Society (TWS) headquarters on an annual basis:

1. Officer Report Form
2. Tax Report Form
3. Form 990-N or Form 990EZ email receipt (if applicable)

Officer Report Form – this form needs to be submitted to TWS headquarters by the Student Chapter Secretary (or Secretary/Treasurer) immediately following each election. All elected Executive Committee members of the student chapter must be members of TWS (parent society). The blank officer report form can be found on the TWS [website](#).

The Secretary (or Secretary/Treasurer) should submit the officer report form as completely as possible, and within 20 days following any election. It should include each officer's name, mailing address, email address, daytime phone number, office title, and office term date. The officer titles (i.e., President, President-Elect, etc.) may be changed to match the student chapter's officer titles as described in the student chapter's bylaws if they differ from the report form model. Below is an example.

STUDENT CHAPTER OFFICER REPORT FORM

Bylaws for The Wildlife Society, its Sections, Chapters, and Student Chapter **require** for **all** elected officers to be members of The Wildlife Society (parent society). After each election, please fill out this form and submit it to The Wildlife Society, 425 Barlow Place, Suite 200, Bethesda, MD 20814 or via fax (301) 530-2471 or via email to MSimmons@wildlife.org. Please change titles if needed.

Student Chapter Name

University of McLean Student Chapter of TWS	Election Date	March 30, 2010
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Student Chapter Permanent Address

111 Maple Avenue, McLean, VA 22102

President

Name	Joanna Smith	Office Term Dates	April 30, 2010-April 30, 2011
Address	112 Maple Avenue, McLean, VA 22102		
Work Phone	703-555-5555	Email	jsmith@mclean.edu

President-Elect (aka Vice President)

Name	Mike Smith	Office Term Dates	April 30, 2010-April 30, 2011
Address	113 Maple Avenue, McLean, VA 22102		
Work Phone	703-555-5555	Email	msmith@mclean.edu

Chapter Representative (if applicable)

Name	Laura Smith	Office Term Dates	April 30, 2010-April 30, 2011
Address	114 Maple Avenue, McLean, VA 22102		
Work Phone	703-555-5555	Email	lsmith@mclean.edu

Secretary

Name	Chad Smith	Office Term Dates	April 30, 2010-April 30, 2011
Address	115 Maple Avenue, McLean, VA 22102		
Work Phone	703-555-5555	Email	csmith@mclean.edu

Treasurer

Name	Allison Smith	Office Term Dates	April 30, 2010-April 30, 2011
Address	116 Maple Avenue, McLean, VA 22102		
Work Phone	703-555-5555	Email	asmith@mclean.edu

Newsletter Editor (if applicable)

Name	N/A	Office Term Dates	
Address			
Work Phone		Email	

Student Chapter Advisor

Name	Dr. Nancy Smith	Office Term Dates	January 1, 2005-forever
Address	118 Maple Avenue, McLean, VA 22102		
Work Phone	703-555-5555	Email	nsmith@mclean.edu

Tax Report Form – The Student Chapter Treasurer (or Secretary/Treasurer) must submit a calendar year tax report form each year by March 31. This is a statement of all income and all expenses to show TWS headquarters a snapshot of your student chapter's financial health. The Student Chapter Treasurer (or Secretary/Treasurer) acts as a bookkeeper throughout the year keeping a log of all income and all expenses. The Student Chapter Treasurer (or Secretary/Treasurer) will need their student chapter's name, Employer Identification Number (obtained either through the university or through TWS), beginning January 1 balance (of all accounts), ending December 31 balance (of all accounts), total income, and total expenses from the previous calendar year. The form is available at:

<http://wildlife.org/next-generation/student-chapters/resources/>.

Form 990-N or Form 990EZ- The IRS now requires that all subunits (student chapters, chapters, sections, and working groups) who obtained their Employer Identification Number (EIN) from the IRS through TWS (parent society) to file their taxes each year electronically using either Form 990-N (aka e-postcard) or Form 990EZ. If you don't know if you obtained your EIN from the IRS through TWS, please contact TWS for confirmation. If you obtained your EIN from the IRS through TWS, then you must submit either the Form 990-N or Form 990EZ, and forward your confirmation email receipt to TWS

immediately. Forwarding your confirmation email to TWS is critical to gain credit for complying with this annual requirement.

So, let's say you have confirmed that your student chapter obtained its EIN from the IRS through TWS. Which one of these forms do you have to submit to the IRS? Well, that depends on how much your student chapter grossed during the previous calendar year. Simply stated, if your student chapter grossed less than \$50,000 during the previous calendar year, then your student chapter treasurer (or any executive committee member) should submit the Form 990-N (e-postcard). If your student chapter grossed more than \$50,000 during the previous calendar year, and two consecutive years before that, your student chapter treasurer (or any executive committee member) should submit the Form 990EZ. However, the Form 990EZ can be very challenging and we recommend hiring a professional Certified Public Accountant (CPA). Most student chapters qualify for the Form 990-N (e-postcard) since most gross less than \$50,000 each year.

Since most student chapters gross less than \$50,000 each year, let's list out the steps for submitting the Form 990-N (e-postcard). You will need your student chapter's official name, any other name your student chapter uses in business, Employer Identification Number, TWS' office address, one officer's name and personal contact information. If your student chapter submitted the e-postcard in a previous year, then you will also need that login. If you do not know your student chapter's previous login and password, then please contact the IRS directly.

epostcard.form990.org

The screenshot shows the homepage of the e-Postcard website. At the top, there is a blue header with the Urban Institute logo on the left and the text "e-Postcard file your electronic IRS Form 990-N" on the right. Below the header is a navigation bar with links for Home, Support, Links, and Log In. A red arrow labeled "Existing Chapters" points to the "Log In" link. Below the navigation bar, the main heading reads "e-Postcard: file your electronic IRS Form 990-N". Underneath this, it says "File your electronic Form 990-N (e-Postcard)." and "Click [here](#) for more information on who must file Form 990-N (e-Postcard)". A "NOTICE" section follows, stating that subordinate organizations must use their own EIN. Below the notice, there are three steps: "STEP 1: Register as a New User", "STEP 2: Create your Form 990-N (e-Postcard)", and "STEP 3: Submit your Form 990-N (e-Postcard)". A red arrow labeled "New Chapters" points to the "STEP 1: Register as a New User" section. To the right of the steps is a "Quick Menu" with links for "Register as a New User", "Update Email/User Information", "Create New e-Postcard", "Edit/View Existing e-Postcard", "Technical Support", "Frequently Asked Questions", and "Privacy Policy". At the bottom of the main content area, there is a link for "Requirements and tips for using this website."

Below are the instructions for submitting the e-postcard:

1. Go to <http://epostcard.form990.org/>
2. Enter your username and password from the previous year or create a new username with your Employer Identification Number
3. Enter the TWS address for the physical address and one officer's personal contact information when asked (name, email address, mailing address, student chapter's Employer Identification Number)
4. Leave the name of your organization as Wildlife Society, Inc.
5. Press the submit button
6. **Forward your IRS email confirmation to TWS (MSimmons@wildlife.org). This is an extremely important step!**

It is very important that you meet all annual reporting requirements so your student chapter may continue to operate each year. Failure to provide your student chapter's officer report form, tax report form, and Form 990-N/Form 990EZ email receipt (if required) to TWS each year can lead to the dissolving of your student chapter.

That concludes the annual reporting requirements unless your student chapter needs to pay any Unrelated Business Income Tax, or taxes involving lotteries, certain bingos, certain raffles, etc.

4. Recruiting New Members

Recruiting and maintaining new members is vital to any student chapter. Sul Ross State University Range & Wildlife Club (SRSU) lists what they do to actively recruit new members.

- I. Start out “Fresh”
 - a. The best way to get a new base of members is to speak at all freshman level wildlife courses.
 - b. A PowerPoint presentation may be useful, highlighting the club’s activities from previous years.
 - c. Create an interest with upcoming events and encourage students to help out.



Students listening to meeting at Penn State University. Photo credit: Penn State University Student Chapter of TWS.

II. SRSU Fall in the Mall

- a. This event may vary based on your university but this event at SRSU is held usually the 2nd week of the fall semester and sponsored by the campus activities office.
- b. This allows for all clubs on campus to share club information and upcoming events.



Students working their college's Club Fair Day. Photo credit: Finger Lakes Community College Student Chapter of TWS.

- c. It's best to have club officers and active members attend and present information about the club.
- d. Make your booth fun: Decorate it with traps, radio telemetry equipment, etc.

- e. ***It's important to have a club meeting soon after this event to maintain the interest in your club***

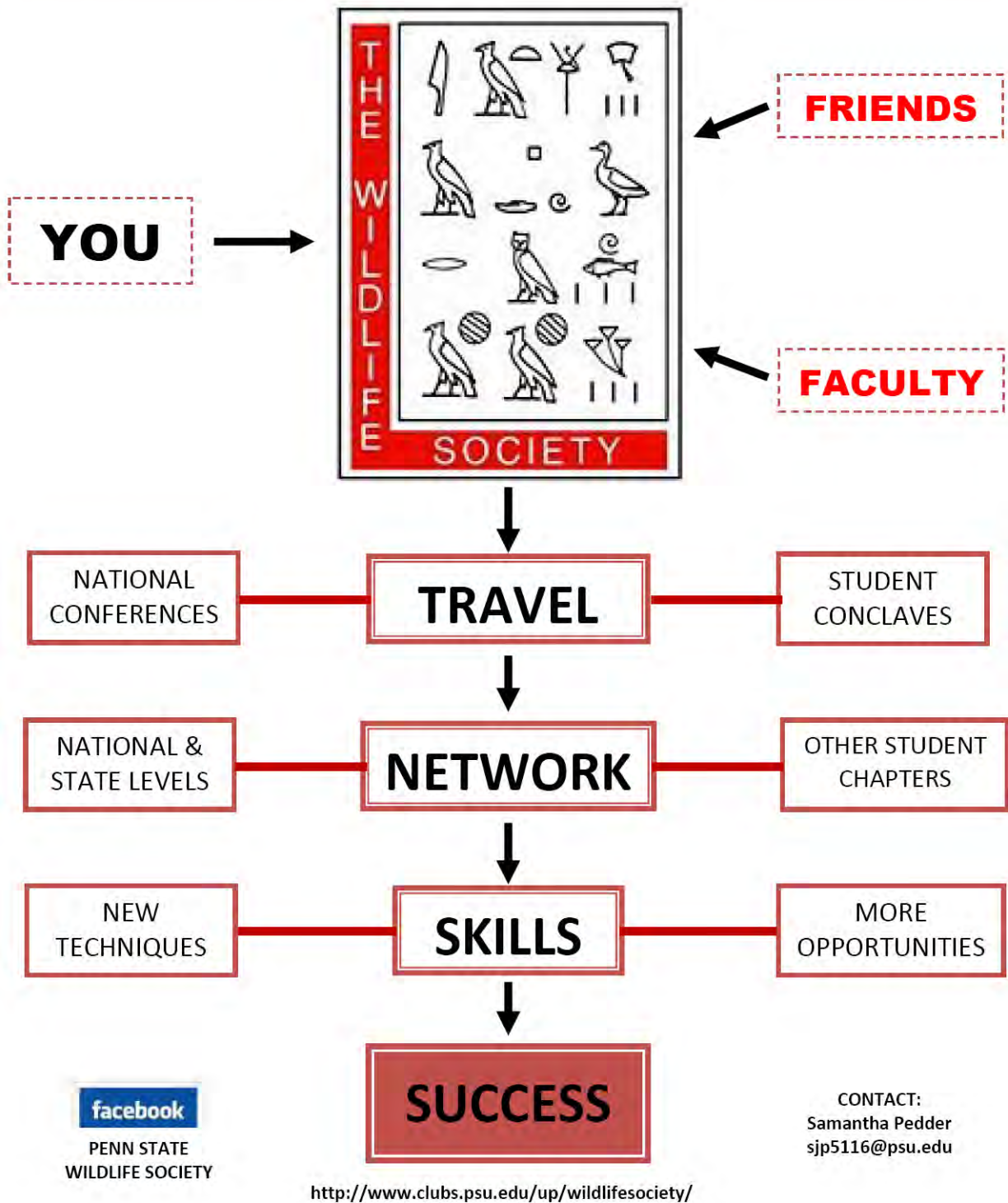


Student members working a booth. Photo credit: Texas State University Student Chapter of TWS.



TWS booth showing publications, membership benefits, and a little creativity. Photo credit: Shannon Pederson, TWS.

JOIN THE PENN STATE STUDENT CHAPTER of



III. Guest speakers

- a. Guest speakers should vary based on your area i.e. State Game Wardens, State Biologists, Federal Employees of NPS, Fish & Wildlife, NRCS , Forest Service, or other relevant speakers.



Guest lecture about wetland delineation. Photo credit: Finger Lakes Community College Student Chapter of TWS.

- b. Topics discussed in our meetings include predator control, prescribed fire, and how to get a job in law enforcement.
- c. Post your club meeting around campus. This will generate interest from other majors.
- d. This allows an excellent opportunity for your guest speaker to maintain an interest in your club, whether it's by recruiting summer interns or asking for volunteers to help with projects.



Student members meeting then-TWS President Dr. Daniel Svedarsky following his guest lecture. Photo credit: Paul Smith's College Student Chapter of TWS.

- IV. Help out the Grad Students
 - a. Graduate students are highly encouraged to attend club meetings to look for volunteers.
 - b. This allows for hands-on, real world experience.



Student member holding baby alligator. Photo credit: Texas A&M University – Kingsville Student Chapter of TWS.

Another way to generate interest in your club is to invite the editor of your school paper to participate in events. Our model for maintaining members has greatly benefited our club, and we hope that it will help yours.

Source: Sul Ross State University Student Chapter of TWS

Examples:

The following recruiting ideas have been used successfully by The Society for Human Resource Management (SHRM) student leaders across the country to maintain strong and active chapters. Try them out at your school!

- Raffle off a free membership to someone who joins your chapter during your recruiting drive.
- Host a special “bring a friend” meeting featuring an ice-breaker exercise, a brief club orientation, and refreshments. Each member must bring a friend with them to the meeting.
- Display business cards of former chapter members now working in HR to demonstrate that former chapter members have found jobs in their field.
- Call or e-mail visitors after they have attended a meeting. Thank them for visiting the chapter and invite them to your next event.
- Obtain testimonials of the value of SHRM membership from former chapter members now working in HR and share them with potential members.
- Invite people who have a conflict with chapter meetings to join as national members so they will still have access to current HR information through the HR Magazine and HR News publications.
- Ask your professors to offer extra credit for SHRM membership and/or participation.
- Create a bulletin board display in a prominent place and develop a chapter web site showing pictures from chapter activities, membership information, and a calendar of upcoming events.
- Hand out SHRM flyers to students in general business, psychology, and management classes.
- Announce upcoming chapter meetings in your HR and business classes; invite everyone to attend.
- Ask members for names of friends and classmates who could benefit from SHRM membership. Send these people a personal invitation to attend your next event. Follow up with a phone call.
- List your upcoming meetings in your college of business newsletter and campus newspaper. Send e-mail reminders to all members and potential members.
- Prepare a two-minute talk on the value of joining SHRM. Give your presentation to HR-related classes and then hand out membership applications and information.

- Set up tables displaying SHRM materials at the student activities fair and the freshmen orientation.
- Provide free refreshments at your meetings.
- Ask sponsoring chapter members to provide free resume critiques to anyone in your chapter who joins SHRM this month.
- Create an inexpensive bookmark advertising your chapter, and stuff them in all the business and HR textbooks in the college bookstore.
- Ask your sponsoring chapter to subsidize \$5 - \$10 of the student dues for new students joining during your membership drive, and offer this discount to new members.
- Ask for donations of items such as notebooks, mugs, or gift certificates from the campus bookstore and other local businesses. Offer these as incentives to new members who join during your membership drive.
- Offer a prize to the person in your chapter who recruits the most new members.
- Waive or reduce local membership dues for students who join national SHRM.
- Provide students who visit your meeting with an information packet about your chapter and SHRM. Include a calendar of events, a list of chapter officers, and an application to join.
- Send out a flyer about your chapter to a targeted group such as new HR majors, undeclared freshmen, or psychology majors.
- Invite a successful professional in your community to speak to your chapter on the value of joining professional associations.
- Display copies of HR Magazine, Echoes, and your chapter newsletter at every meeting.
- Publicize any awards your chapter or members have won, such as Merit Awards or SHRM scholarships. People like to join groups that are successful.
- Ask professors to mention SHRM to students in their advising sessions.
- Write an article for your campus paper on a successful chapter project or high profile speaker.
- Create a membership committee to focus on new ways to bring in members.
- Organize a behind-the-scenes tour of a popular organization such as an amusement park, casino, or winery. Require students to be members in order to attend.
- Offer a chapter scholarship or book award (money towards textbooks) for members only.
- Require all chapter officers who qualify to become national SHRM student members.
- Highlight and explain a different national membership benefit at each meeting.

- Hold a meeting in the computer lab and demonstrate the valuable information available to members on the Society's web page.
- Co-sponsor a high visibility event on campus, such as a dance, concert, seminar, or sporting contest to raise awareness of your chapter and its activities.
- Participate in a charity event with other clubs. Invite members of other groups to visit one of your meetings and learn more about your chapter.
- Survey current members to determine what benefits are most valuable to them. Emphasize these benefits when creating flyers or speaking to potential new members.
- Hold a joint meeting or event with a related club such as Management, Marketing, or Accounting. Distribute SHRM information to the participants.
- Think WIIFM- ~~What's~~ In It For Me?" That's what prospective members are asking themselves. Be sure to tell them specifically how membership will benefit them.
- Hold an informational meeting for prospective members. Have members and chapter alumni tell the visitors how networking through SHRM helped them find internships and jobs.
- Talk to lots of people about SHRM. Experts say it takes ten calls to make one sale.
- Plan chapter social events in addition to educational activities. People like to join groups that are friendly and fun.
- Make each prospective member feel special. Make an effort to remember names and to smile and greet people by name when you see them again around campus.
- If you have non-members who have come to several events, give them an application and ask them to join. Some people never join simply because no one has taken an interest and encouraged them to sign up.
- Make it easy to participate. Establish and publicize a regular meeting schedule. Provide a local contact name and phone number on all your materials and then return calls promptly!
- Review SHRM rosters and remind expiring members to renew their national memberships.
- Offer an incentive such as an HR pin or mug to members who bring at least two guests to a meeting.
- Print names of new chapter members in your newsletter and recognize them at chapter meetings. Demonstrate that your club is strong and growing.
- Announce membership updates at each meeting and remind people to bring friends to the next event. Let your members know that recruiting is a top priority for the group.
- Always speak with excitement and pride when describing your chapter. Remember: Enthusiasm is contagious!

Source: The Society for Human Resource Management website Feb 2, 2011

5. Involving and Retaining Current Members

How to Involve Members

The first step in getting your members involved pertains to getting to know them. Members often need coaxing to participate in projects or opportunities and without someone they know lighting a fire, it can be a difficult task getting them motivated. Getting to know members can be as simple as talking to them after meetings or asking them to participate in a particular project. Once they hurdle the wall of getting involved, they will continue to meet new people within the society and participate in more projects and opportunities. But, pushing too hard can lead to someone feeling intimidated and not participating at all, and, therefore, you need to be able to read people.



Student members working together on a project. Photo credit: Brigham Young University Student Chapter of TWS.

The second step in getting members involved is to get them to know each other. Many of them are in the same situation in crossing the bridge to getting involved but if they get to know each other, it makes getting involved easier for them. It gives them security in the fact that they have someone to talk to on a project and there isn't the large lapse of awkwardness that there would be if they did not know anyone. This is where the "core" group of members in the society should expand and begin to talk to various members and learn what their interests are so they can better recommend projects that they think the member will like.



SUNY Cobleskill member learning mistnetting techniques. Photo credit: SUNY Cobleskill Student Chapter of TWS.

To better get members involved in the first place, various projects and opportunities should be provided. These do not have to be anything elaborate - small mammal trapping near/on campus, raptor surveys done from the road, invasive weed pulling, etc. You can find out about these opportunities by contacting your local Department of Natural Resources Office or some of the professors on campus. These events can even be something like watching a logging operation and learning the reason behind it, learning about water control structures while one is being installed nearby, etc. You can easily get a list of maintenance-type projects like this from your local DNR.



Student members conducting turtle trap demonstration. Photo credit: Radford University Student Chapter of TWS.

Encouraging members to start their own projects is also a great way to get them involved. Sometimes a member is interested in something besides the projects that you provide and a little coaxing can give them the gumption they need to take the initiative and start their own project. This also benefits the other members as there are undoubtedly some others who are also interested in the same things. This then opens up the possibility of members who before scarcely knew each other to team up and co-lead the project. Members are also more likely to participate in a new project to see what it is all about than one that they have not participated in but already know a lot about because they hear about it all the time.



Student member holding snowy owl. Photo credit: Central Michigan University Student Chapter of TWS.

How to Retain Members

Meetings are a time to inform members about upcoming projects and events and thus should be informative, worthwhile and fun. Just a monotone puke of information will not cut it—you need to make it so members look forward to coming to meetings. If a member cannot get anymore useful information in coming to a meeting compared to not coming to a meeting, odds are they will be no-shows. Students listen to boring lectures all day, they should not have to listen to one at the meeting.

Finding ways to make meetings fun is not hard. If you are talking about a certain animal, quiz them on something they should know about it. Or talk about cool spring/fall migrants that they have seen or cool plants they came across while they were out on a project. Have them tell funny, embarrassing stories about something that someone may have done on project. All these are ways to get members talking [or howling] and interacting so they feel more a part of the society.



Student members howling. Photo credit: Central Michigan University Student Chapter of TWS.

Having a continuous supply of opportunities will also help to retain members because they will keep coming back to find out what other cool things they can do. This will take some effort but is generally very easy. It is along the same lines as before with contacting your local state agency, federal agencies, NGOs, and private consulting firms. These organizations have various projects and opportunities going on all the time and generally love for interested members to get involved because it shows someone actually cares and that there are people who will be able to take over when they are retired. It is the old “There’s hope for the future” adage.

These opportunities allow them to get out of the classroom and into the environment that they have been learning so much about. Again, these do not have to be big elaborate projects - basically, anything you can do to get them off campus and out in a setting where they can apply what they have learned will make it all worthwhile to them. It forces them to apply themselves and gives them confidence in what they know.



Student members watching hawks. Photo credit: University of Delaware Student Chapter of TWS.

The best way to retain members is to show them how their membership and involvement benefits them directly. Their involvement gains them valuable experience that puts them miles ahead of many other wildlife students across the nation who do not have these opportunities. Pushing attendance at conferences also benefits them greatly because it puts them in touch with literally thousands of professionals and allows them to get their name out there and see what types of jobs are available once they graduate. It can also provide them the chance to talk to graduate professors who may be looking to fill grad positions. A member's attendance at a conference shows that they have the dedication and charisma that it takes to succeed in the wildlife field.

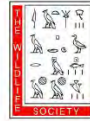
Source: University of Wisconsin – Stevens Point Student Chapters of TWS

6. Obtaining Strong Meeting Attendance

Today's college students have countless demands on their time and attention. Obtaining and sustaining solid attendance at student chapter meetings requires intentional effort and strategy, but it CAN be done. A successful strategy for strong attendance throughout the year encompasses three key areas: meeting logistics, advertising, and quality content.

1. **Meeting logistics.** In past years, the University of Illinois Urbana-Champaign Student Chapter of The Wildlife Society had meetings every third week, which always left students unsure of when the meetings fell throughout the semester. The chapter decided to switch to meeting the first Wednesday of every month, and that immediately provided the consistency that students needed to anticipate upcoming meetings and plan accordingly. This switch to monthly meetings also reduced the number of meetings per semester, allowing chapter officers to focus on planning and executing four quality business meetings per semester. Students responded positively to monthly meetings, and more students were willing to commit to attending. Selecting a consistent time to meet—placed between the end of classes and the start of most evening plans—is also important. And finally, location is another key component of meeting logistics. Don't settle for a mediocre room or building just because that's where you've always met. Make sure you're meeting in a building that has maximum accessibility to students without vehicles, and in a room that provides a relaxing yet professional atmosphere.
2. **Advertising.** Some ideas to get the word out include: colorful fliers at building entrances with a photo related to the discussion topic, announcements on the student chapter or wildlife department website, fliers handed out in wildlife classes, verbal announcements at related meetings, and friendly e-mail invitations. In addition to an e-mail sent the week prior, it's very helpful to send out a second e-mail reminder the day of the meeting. Build an e-mail listserve to increase the audience to which you can distribute these invitations. Another helpful strategy is to have your executive board specifically identify any friends or classmates that would benefit from the student chapter but might have missed the mass invitations, and approach them with a personal invitation to the next meeting. Additionally, if you think a friend or peer—even someone who isn't interested in the wildlife profession as a career path—might enjoy a particular speaker, invite them to that meeting. Often all it takes is one positive experience, and you'll have a committed attendee. Once a new person arrives, it is critical that your leaders make an effort to welcome them, meet them, and invite them back. If someone is ignored, they will be unlikely to return. Finally, make an effort to sincerely thank ALL of the members for attending each meeting.

WELCOME



TO THE WEST VIRGINIA
UNIVERSITY STUDENT
CHAPTER OF THE WILDLIFE
SOCIETY'S



Celebrating Wildlife Heritage


3. **Quality content.** If you want people to come, it has to be fun! The president's demeanor, the agenda, the speaker, and the social interaction all need to provide opportunities for attendees to have fun. However, it's equally important to maintain a professional air. College students are adults; they want to know that they are a part of something meaningful, not just a social gathering. Most universities have both graduate and undergraduate students, men and women, local and international students. An ideal gathering encompasses this diversity, which can also boost overall attendance. Make every effort to meet the needs and desires of a broad range of students who might attend. Finally, plan and invest in the meeting so that most of the students will find it time well spent, rather than an obligation or a chance to pad their résumé. Invest in these areas and you'll quickly develop a large and loyal membership.

**Radford University Student Chapter of
The Wildlife Society**

Presents guest speaker

Jack Noll

**Discussing wolverine research around
Yellowstone National Park
as well as
tips for acquiring research opportunities**



Thursday, November 4th at 7:00 pm

Curie 240

Questions? Contact Meghan Stump (mstump@radford.edu) or Jessica Sosnicki (jcsosnick@radford.edu)

Source: University of Illinois Urbana-Champaign Student Chapter of TWS

Meeting ideas:

- Cover letter, résumé, and interviewing tips
- Panel of multiple employers that are hiring
- Day in the life of a wildlife professional
- Deciding on graduate school
- Applying for wildlife certification

Bring your resumes and join The WVU
Student Chapter of The Wildlife Society for:



Meeting and Resume Workshop

Featuring: Dr. Pat Mazik

Wednesday, January 19, 2011

6 pm in 308 Percival Hall

Now is when you should be applying for summer jobs!
Get a head start by learning how to make your resume
the best it can be!

7. Conducting a Meeting

Most Student Chapters of The Wildlife Society (TWS) state in their bylaws that they must follow Robert's Rules of Order. Below you'll find a template for a meeting agenda and parliamentary procedures to teach student chapter officers how to run an official meeting. Note, the presiding secretary will want to provide the agenda to members prior to the start of the meeting, and then can record details on the date, time the meeting was called to order and adjourned, names of attendees, and actions passed or rejected along with the associated persons' names listed. Details on taking notes are found in Chapter 8.

Sample Agenda Name of School or Affiliate Type of Meeting DATE	
Welcome/Call to Order	Presiding Officer
Minutes	Secretary
Treasurer's Report	Treasurer
Officer Reports List as needed	
Committee Reports List as needed	
Unfinished Business Item	Person Responsible
Item	Person Responsible
Other unfinished business	
New Business Item	Person Responsible
Item	Person Responsible
Other new business	
Announcements	
Program	
Adjourn	
Basic Parliamentary Procedure	
Basic Vocabulary	

1. **Acclamation**—an oral, or voice vote
2. **Affirmative**—for” or ~~yes~~” or ~~aye~~” vote
3. **Adjourn**—to end the meeting
4. **Agenda**—order of business for the meeting
5. **Amendment**—a change in or addition to the main motion; amendments can also themselves be amended once
6. **Chair, Chairman, or Chairperson**—person presiding at a meeting
7. **Debate**—discussion for or against the motion
8. **Division (or Division of the House)**—when a member disagrees with a voice vote and calls for a counted vote; does not require a second
9. **Gavel**—a tool for calling the meeting to order
10. **General (or Unanimous) Consent**—if there are no objections, passing a motion without debate or vote
11. **Majority**—over half of the votes cast; sometimes called simple majority, which is 50 percent plus 1
12. **Methods of voting**—
 - a. Voice votes—aye or no, general consent
 - b. Roll call—raising hand or standing
 - c. Ballot—secret ballot usually either handwritten or recorded by voting machine
13. **Minority**—the smaller number; less than 50 percent
14. **Minutes**—written record of a meeting
15. **Main Motion**—an idea brought before the group for consideration; should be stated ~~I~~move that...” or ~~I~~move to...”; it must be acted on
16. **Parliamentarian**—one who has knowledge of parliamentary procedure and is skilled in its practice
17. **Pending**—has not been voted on; is still ~~on~~ the floor”
18. **Plurality**—a larger vote than for any other candidate but not more than half the total votes cast; never elects unless a special rule has been made to that effect
19. **Point of Information**—to ask for clarification
20. **Point of Order**—to correct a breach of order or error in procedure
21. **Postpone**—puts off a motion until some future time
22. **Previous Question**—a call to end discussion and vote on the motion; a second is required
23. **Putting the Question**—when chair takes vote for and against a motion and announces the results
24. **Quorum**—minimum number of members that must be present to conduct the business of the meeting; usually a simple majority unless otherwise specified in the bylaws
25. **Second**—means another member supports motion
26. **Stating the Question**—chair restates the exact motion after the second and indicates it is open for debate

Making a Motion

Incorrect: “I make a motion to...”

Correct: ~~I~~move that...”

- If the maker of a motion chooses to withdraw it, the seconder of the motion must also agree.
- If the maker of a motion wishes to amend it, a motion to amend must be made. (In some cases, a ~~friendly~~” amendment could be considered.)
- A motion, once on the floor, is the only topic of discussion. It must be either voted upon, postponed, referred back to committee, or tabled.
- A proposal coming from a committee is considered a motion. It does not need a second.

Privilege

There are certain points of parliamentary procedure that supercede other points by virtue of their urgency. They are:

- **Point of Order**
 - Declares that there is some question as to the parliamentary validity of current activity.
- **Point of Clarification**
 - Indicates a need for further explanation before business can move forward.
 - Should NOT be used in the place of a question.
- **Previous Question**
 - Indicates a desire to move immediately into a vote on the matter at hand.
 - Puts a stop to all points of discussion, question, and debate.
 - Will be over-ruled if anyone objects.
 - Not the same as moving to vote (→move that we vote on the motion on the table.”)

Voting

Voting can be done in a variety of ways:

- **Voice Vote**
 - Best on “simple” matters where a more complicated procedure is not felt to be needed.
- **Show of Hands**
 - Best on issues of little controversy where a record does not need to be kept per voter.
- **Roll Call**
 - Best on serious issues where votes per voter should be kept for record.
- **Secret Ballot**
 - Best on serious issues where a record needs to be kept, but voters desire anonymity.

Division of the House

This is similar to calling a point of order. Any member of the voting body, the chair, or the parliamentary advisor can call division of the house whenever the outcome of a vote is in question. For example, if a voice vote or show of hands is inconclusive, division of the house will require a more conclusive voting method (i.e. roll call or ballot). Division of the house can also be called if a more formal voting method is desired for the purpose of the meeting’s records.

Taken from: *Chapter Parliamentary Procedure*. Family, Career and Community Leaders of America, p. 68.

Simplified Parliamentary Procedure

***Parts I and II of this outline are referenced most often.**

I. ORDER OF BUSINESS

- A. Call to order
- B. Roll call
- C. Minutes read and approved or corrected
- D. Report of committees
 1. Standing committees
 2. Special committees
- E. Unfinished or old business
- F. New business
- G. Announcements
- H. Adjournment

II. PROPER PROCEDURE FOR HANDLING A MOTION

- A. Member rises or signifies they would like to speak and addresses chairperson
- B. Chairperson recognizes member by saying name or nodding
- C. Member states motion
- D. Chairperson asks for a second if one is not offered voluntarily
- E. Chairperson states the motion
- F. Chairperson asks for discussion if it a debatable motion
- G. When discussion ceases, chairperson restates motion and asks for a vote
- H. Chairperson gives results of vote and declares the motion passed or failed

(Some motions do not require all eight steps: See section III for variations.)

III. MOTIONS MOST OFTEN USED DURING A MEETING

Motions have rank or precedence, those of lower rank yield to those of higher rank, resulting in more than one motion of the floor at one time. A higher ranking motion can be moved during the discussion period of the motion before the assembly. The following motions are listed according to their rank, starting with the lowest.

A. The main motion

- 1. Phraseology: *"I move..."*
- 2. Rules for procedure:
 - a. Requires the eight steps as described in proper procedure, section II.
 - b. Majority vote

B. Amendment (a change in a motion by adding, subtracting or substituting words)

- 1. Phraseology: *"I move we amend the motion by..."*
- 2. Rules for the procedure:
 - a. Requires eight steps in as described in proper procedure
 - b. Majority vote
- 3. An amendment to an amendment changes or modifies the original amendment. Say, *"I move we amend the amendment by...."* Use the same rules for procedure as above for the original amendment.

C. Refer to committee

- 1. Phraseology: *"I move we refer this matter of..."*
- 2. Rules for procedure:
 - a. Requires the eight steps in proper procedure
 - b. Majority vote

D. Postpone to a certain day

- 1. Phraseology: *"I move we postpone consideration of this motion until..."*
- 2. Rules for procedure:
 - a. Requires eight steps in proper procedure
 - b. Majority vote

E. Close debate (to stop discussion upon the motion)

- 1. Phraseology: *"I move we close debate and vote immediately on the pending question."*
- 2. Rules for procedure:
 - a. Requires seven steps of the proper procedure - omit discussion (step F)

- b. Two-thirds vote

F. Lay on the table

1. Phraseology: *"I move we table this motion concerning..."*
2. Rules for procedure:
 - a. Requires seven steps of the proper procedure - omit discussion (step F)
 - b. Majority vote
3. Motion to take from the table is the method used to bring the motion back on the floor for discussion after a period of time has elapsed, Say, ~~+~~move we take from the table the motion...." The same rules as for lay on the table apply.

IV. OTHER USEFUL MOTIONS

A. Withdraw a motion (to retract, recall or take back a proposed motion)

1. Phrase: *"I wish to withdraw the motion concerning..."*
This is made by the originator of the motion.
2. Rules for procedure:
 - a. If a member objects to the withdrawal, a motion by another member is in order.
 - b. Requires seven steps of the procedure- omit requirement of a second. (step D)
 - c. Majority vote.

B. Reconsider (motion to bring an old motion on to the floor)

1. Phrase: *"I move we reconsider the vote on the motion..."*
2. Rules for procedure:
 - a. Requires 6 steps of the proper procedure - omit interruption of speaker (step A) and recognition by chairperson (step B)
 - b. Majority vote

C. Point of order (member indicates an error in parliamentary procedure)

1. Phrase: *"I rise to a point of order."*
2. Rules for procedure:
 - a. May interrupt a speaker; does not need recognition; does not need a second
 - b. Decision made by chairperson

D. Parliamentary inquiry (member asks if an error has been made in procedure)

1. Phrase: *"I rise for parliamentary inquiry."*
2. Rules for procedure: same as for point of order

E. Division (to obtain an accurate account of the vote)

1. Phrase: *"I call for division."*
2. Rules for procedure: same as for point of order

F. Questions of privilege (matters concerning personal comfort)

1. Phrase: *"I rise to a question of privilege,"*
2. Rules for procedure: same as for point of order
3. Variation: individual raises hand of request and states ~~personal~~ privilege."

G. Adjourn (motion to end the present meeting)

1. Phrase: *"I move we adjourn."*
2. Rules for procedure:
 - a. Requires seven steps in proper procedure - omit discussion
 - b. Majority vote

Motions

How to attempt to pass a motion

1. Second the motion immediately.
2. Give arguments for it during the discussion.
3. Vote for the motion.
4. Vote against any motion to postpone the original motion indefinitely.
5. Move to amend it, to perfect or improve it.
6. Vote against the motion to close debate in order to continue to discuss the motion's good points.
7. Vote against the motion to table.
8. Vote against the motion to recess.
9. Vote against the motion to reconsider.
10. Carry out motions immediately, so the motion to rescind cannot be used.
11. Vote against motion to adjourn.
12. The only way to carry a motion is to get the votes. Talk to your supporters at the meeting and encourage them to vote your way.

How to attempt to defeat a motion

1. Do not second the motion.
2. Give arguments against it during the discussion.
3. Vote against the motion.
4. Move to postpone indefinitely in an attempt to ~~kill~~ it.
5. Move to amend it to make it undesirable or complicated.
6. Move to refer it to a committee to delay action.
7. Move to postpone it to the next meeting to delay action.
8. Move to close debate to stop further discussion of good points.

9. Move to table the motion.
10. Move to take a recess to delay the discussion and vote.
11. If opponents win, move to reconsider the motion.
12. If opponents win and action has not been taken, move to rescind it.
13. Move to adjourn in order to prevent voting.

Sources:

American Association of Family and Consumer Sciences website Feb 2, 2011

Cann's Keys to Better Meetings: Parliamentary Procedure Simplified, Marjorie Mitchell Cann, HB Publications, 1990.

Robert's Rules of Order-Newly Revised, General Henry M. Robert, The Scott, Foresman and Company, 1990.

The New Robert's Rules of Order, Mary A. De Vries, ignet, 1990.

Robert's Rules of Order, Batam Book, 1982.

Robert's Rules of Order Revised, General Henry M. Robert, Morrow Quill Paperbacks, 1979.

8. Taking Meeting Minutes

An accurate record of chapter activities and membership can be exceptionally helpful to incoming officers and the faculty representative in evaluating the success of previous projects and activities.

Items that the secretary should keep include:

- Minutes of all chapter meetings.
- An up-to-date list of all current members and past members still at the school. The past members list can be a great source for membership recruitment.
- Copies of correspondence sent to members.
- Records of activities and events the chapter has participated in, as well as a record of people attending the events.

Consider using a binder to store the chapter information. Monthly tabs can organize meeting minutes and tabs can be created for specific projects and activities.

Minutes contain the details of all actions taken by the chapter during a meeting. The minutes serve as a reminder of finished and unfinished business, what needs follow-up and what actions were taken. Minutes will also help future members understand the chapter's history.

The secretary should be present at all meetings. If he/she is unable to attend, a substitute needs to be appointed. At the beginning of each meeting, the minutes of the previous meeting should be available to members for review and the secretary should move for approval of the minutes.

While the secretary does not need to document the entire dialog of a meeting, it is important to document the exact wording of every motion, the person introducing the motion, and the action taken on the motion. If the motion is long or involved, the secretary may request the maker of the motion to put it into writing. It is often helpful for both the secretary and for members attending the meeting if the chair or the secretary provides a summary of a motion before the chapter votes and summarizes decisions that are reached.

If unsure, the secretary needs to signal the chair and ask questions regarding the subject being discussed. A secretary should not wait until the meeting has been adjourned to get clarification; individuals can lose their perspective, issues can diminish in importance and one's memory can incorrectly represent what actually occurred. Immediately after the meeting, the secretary should go over the notes while everything is still fresh, checking for the following information:

- Type of meeting (executive, standing committee, etc.)
- Date, time, and place
- List of attendees and those absent
- Time of call to order
- Approval and/or amendments to previous meeting minutes
- Record of reports from standing and special committees
- General matters
- Record of proposals, resolutions, motions, seconding and a summary of the discussion; also a record of votes
- Time of adjournment

Once the minutes have been transcribed into draft form, they should be submitted to the chair for review and/or correction. Finally, once they are returned, they need to be prepared in a formal form—preferably agreed upon beforehand—for final approval at the next meeting. These minutes should be sent out to all members or posted within three or four days of the meeting. This allows members time to read the minutes for accuracy before the next meeting and while the previous meeting is still fresh in their minds.

Source:

Society of American Foresters website – accessed Feb 2, 2011

Keeping Minutes and Records, University of Michigan, Student Activities and Leadership Office

9. Hosting an Event or Trip

Successful student chapters host lively events or engaging trips that encourage chapter members—and even the larger community—to get involved. The California University of Pennsylvania Student Chapter of The Wildlife Society, for example, hosts many different social events throughout the year, the biggest being the Annual Game Dinner, held as a fundraiser. The student chapter also hosts a Family Field Day as a service event. The possibilities are endless: nature walks, fishing events, or other educational programs that involve the community are all options. At first, deciding how to plan an event may seem overwhelming. Following the basic guidelines below will help your event be a success.

1. Getting Started

The first step in the planning process is choosing a date. Once your date is chosen, you need to find the appropriate facility that accommodates the needs of both you and your guests. When deciding where you should hold the event, there are several factors to take into account. First, it is important to have an estimate of the number of guests who will be attending. Make sure the facility you choose can comfortably seat this number with room to spare for any unexpected guests. In addition, when searching for an event location, pay attention to available parking and building acoustics (if relevant).

2. Promoting/Marketing the Event

Getting the word out to the community is crucial to the success of your event. There are many different methods you can use to advertise. Posting flyers around your campus and community is an easy way to inform the public of the event. You can also contact your local newspaper or radio station and place an ad. If you are planning on selling tickets, determine a ticket price that is not too expensive but will still make you a profit. For example, the California University of Pennsylvania Student Chapter recommends a donation of \$5 for students and \$10 for non-students attending their Annual Game Dinner. They accept donations in advance and up until the event.

RU STUDENT CHAPTER OF THE WILDLIFE SOCIETY **BIO-BLITZ - SELU CONSERVANCY**

**A FANTASTIC LEARNING AND RESUME BUILDING
OPPORTUNITY FOR THOSE INTERESTED IN WILDLIFE AND
BOTANY!**

CONTACT JESSICA SOSNICKI JCSOSNICK@RADFORD.EDU OR MEGHAN STUMP MSTUMP@RADFORD.EDU



Educational Walks and Sessions:

- 7:30 am - ? : Birding (NRV Birding Club and RU Biology)
- 9 - 11 am: Small Mammals (RU Biology & VA Master Naturalists)
- 11 - 1 pm: Fungi (VA Master Naturalists)
- 11 - 1 pm: Salamanders/Turtles I (RU Biology & VA Master Naturalists)
- 1 - 3 pm: Plants (VA Native Plants Society & RU Biology)
- 1 - 3 pm: Salamanders/Turtles II (RU Biology & VA Master Naturalists)
- 3 - ? : COOKOUT!

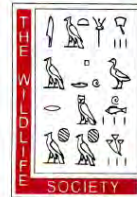
Join other biology professionals and students with your interests for a
fun-filled day outside!

DATE: 4/11/10

TIME: 7:30 AM - 4 PM(?)

DIRECTIONS TO SELU

- Follow Tyler Ave. towards Interstate 81, right on Lovely Mt. Dr.
- Left at Dry Valley Rd.
- Right onto Sale-Selu Ln., follow dirt road up to barn/Retreat Center (will be signs)



3. Running the Event

The most important thing during the day of the event is to stay organized. When setting up, keep in mind which stations will be the busiest and spread them out to avoid unwanted congestion. Before the event begins, assign roles to student chapter members and make sure everyone is aware of their responsibilities. Establish a division of labor for cooking (if needed), donations/raffle items, and presentations (especially for public service events, such as a family field day). Appointing a central coordinator often helps to keep the event running smoothly. If it is a ticketed event, make sure to have chapter members stationed at the door to collect tickets. This is also a good opportunity to sell other merchandise, such as t-shirts, to raise more money. If your event involves food and refreshments, it is important to have several members in charge of keeping a steady supply of fresh food and drinks available to your guests. In the midst of the hysteria remember that this is a great opportunity to meet professionals in the wildlife field. Use this time to get to know people who can potentially help further your future career.



Student members at the Annual Vulture Day Festival. Photo credit: Radford University Student Chapter of TWS.

4. After the Event

Even after the event, there are still important tasks to complete. Keep a good record of the contacts you made during the event. This will help provide your student chapter with future opportunities to gain professional experience. Also, keep track of where you received donations. If you plan to hold this event again, knowing where you can go to get donations will save time. Stay in contact with the facility where you held the event and, if necessary, book a date for the following year. Be sure to thank everyone involved for helping make your event a success. Showing your appreciation will give them reason to help out for later events. Finally, to avoid confusion for future planning, keep all records organized and accessible to student chapter officers and new members.

Hosting an event can seem overwhelming and stressful at first, but with proper planning and dedicated members, it can be an enjoyable and rewarding experience.

Source: California University of Pennsylvania Student Chapter of TWS



Student members involved in a trail work day. Photo credit: Finger Lakes Community College Student Chapter of TWS.

When hosting a trip for your student chapter members, your student chapter should consider creating an official trip policy, purchasing liability insurance in the event that risk is involved and students are not covered by a university liability insurance policy, and having each participant sign a waiver form (see chapter 11 for waiver form template to customize to your event/trip).

Example Trip Policy used by University of Northern British Columbia Student Chapter

Below is a copy of the Trip Policy available on the website tws.unbc.ca in the —EventMenu”.

All those attending a trip must be made aware of the Trip Policy on the web before the trip.

Approved by Chapter Executive: March 2, 2009

This Trip Policy applies to all participants of all trips off of the University of Northern British Columbia campus that has been organized and approved by the Executive Board (hereafter known as the Executive) of the UNBC Fish & Wildlife Student Chapter of The Wildlife Society (hereafter known as the Student Chapter). The purpose for this policy is to provide Student Chapter members with information regarding the rules of conduct, safety, organization and cost sharing which must be followed during Student Chapter trips. Adherence to these rules benefits all those involved by ensuring a safe, responsible, fair and well organized trip.

1.0 Liabilities and Conduct

All Student Chapter members attending an Executive-approved trip are covered under liability insurance provided by the Northern Undergraduate Student Society (hereafter known as NUGSS). [Other student chapters should first check with their college/university to see if they offer liability insurance coverage.] All those attending a trip must be aware that when off campus, they are representing UNBC, TWS, and the Student Chapter. These affiliations assume a certain level of respect and conduct. All members attending a trip must be aware that no responsibility for their actions is assumed by UNBC, TWS, the Student Chapter, or the Executive for any reasons.

2.0 Trip Organizer(s)' Responsibilities

These are the responsibilities of those involved in organizing the trip. A trip may be organized by any Student Chapter member, but it must first be proposed to the Executive who will, upon approval, facilitate its organization.

2.1 Travel Preparations

- Prepare a quick itinerary of the trip to email to the Student Chapter membership
- Collect a deposit for trip that has been set by the Executive
- Refer all those attending to this Trip Policy
- Ensure all those attending are aware of any dangers or hazards that may be encountered (e.g., wild animals, rough terrain, travel on logging roads)
- Create an Emergency Contact List (see Section 7.0 below)
- Ensure an Emergency Contact Person (see Section 7.0) has been designated who is not going on the trip and will retain the Emergency Contact List
- Organize drivers/cars, safety equipment if needed (e.g. radio on controlled roads, first-aid kit)

2.2 During Trip

- Ensure all participants have arrived at any rendezvous locations during the trip (see Section 6.0 below)

2.3 Upon Return

- Complete the Trip Form available in the TWS Student Chapter Manual which briefly summarizes the trip and makes any future suggestions
- Ensure all participants have arrived back safely
- Contact the Emergency Contact to let them know everyone has arrived back safely
- Send some pictures to the website manager and/or blurb about the trip

3.0 Travel Costs and Funding

3.1 Costs Sharing

- Driver(s) must keep track of gas and submit receipts to trip organizer
- All travel equipment is to be provided by trip members
- By end of trip, all balances should be equalized such that all those who attended the trip have paid equally for costs (including gas, camping, etc.)

3.2 Trip Funding

- The Fish & Wildlife Student Chapter will assist with costs on at least one trip per year (as designated by the Executive)
- NUGSS may be approached for funding aid on a trip and in fact encourages UNBC Clubs to do so. Any Funding application must be made to NUGSS by the Executive.
- The Student Chapter should have at least one trip-specific bake sale. This is also a requirement for NUGSS funding.

4.0 Trip Extension

At times, members may wish to extend Student Chapter-organized trips beyond Student Chapter organized activities and travel to and from these activities. Any such extension, members do at their own risk and will not be recognized as part of a Student Chapter trip and therefore will not be covered under liability insurance (see Section 1.0 above).

5.0 Non-Members' Attendance

Non-members of the Student Chapter may not attend a group trip. Non-members wishing to attend a Student Chapter trip must buy membership for liability reasons (see Section 1.0 above). A trip Organizer must verify that all those attending are members. Though we cannot forbid non-members from arranging their own transportation and following the group on a Student Chapter-organized trip, they will not be covered under liability insurance and will be, therefore, encouraged to join the Student Chapter.

6.0 Driving Safety and Drivers' Cars

Regular rendezvous locations should be designated on longer drives where all cars meet up to ensure the entire party is accounted for. The number and location for these is up to the discretion of those participating. A minimum number of these rendezvous locations must include the end destination of the trip, as well as some location before and after any driving on logging roads, due to the increased hazards present. When driving on radio-controlled portions of logging roads, all vehicles are required to travel in groups with at least one hand-held radio in each group of vehicles – appropriate calling for the radio control road must be followed at all times. Drivers must be aware that no repairs needed for their cars, due to damages on the trip, maintenance, or otherwise, will be reimbursed by the Student Chapter.

7.0 Emergency Contact List

An Emergency Contact List must be created prior to departure and must be left with a responsible Emergency Contact Person who is not participating on the trip. This list will include the names of all participants, their home/cell phone numbers, emergency contact persons and numbers, allergies, and other important medical information. The Emergency Contact Person will be left with a time of estimated arrival back to Prince George and must also be left with instructions on what to do if the group has not arrived back by that time.

Source: University of Northern British Columbia Student Chapter of TWS



Student members birding. Photo credit: SUNY Cobleskill Student Chapter of TWS.

Trip Examples:

Pinkut Creek Spawning Facility

Date & Time: September 6th 2008, returned the following day.

Number of people: Approx. 14 went out, and around 10 stayed for the night

Accommodations: Stayed in tents, camped on Babine Lake just a few minutes from the facilities.

Details: Left PRINCE GEORGE around 7am on Saturday morning. Arrived at Pinkut Creek around noon. We were given a tour of the facilities by a DFO employee who worked there. There were 100,000's of sockeye salmon all spawning, and dying in the river. He explained how the entire system worked, showed us around, and let us explore on our own. He gave his business card to anyone interested in a job. The river and lake were flowing with salmon, the river was red with them. It was a really great experience.

After the tour, which lasted around 2 hours, some people left and headed back. Those who stayed set up tents, a 5 minute walk from the place. There is a boat launch location and places to set up tents. People went fishing, and just wildlife viewing. You could see salmon trying to spawn along the beach. It was a great experience. Weather was beautiful, but it did get a bit cold at night. Would suggest some warm clothes.

The road is quite rough, especially once you turn off the main logging road. Would not suggest a car, although some people did go in cars. The road is not grated, and is quite rough.

Costs: The costs were not divided evenly. 1 vehicle with 6 people pitched in for that vehicle. The other two vehicles split it evenly, and it was \$40 in gas each. However, one person got two flat tires in the process, and had to buy two new tires. Another person got a flat as well. People who did not stay for the night had to pay their own gas.

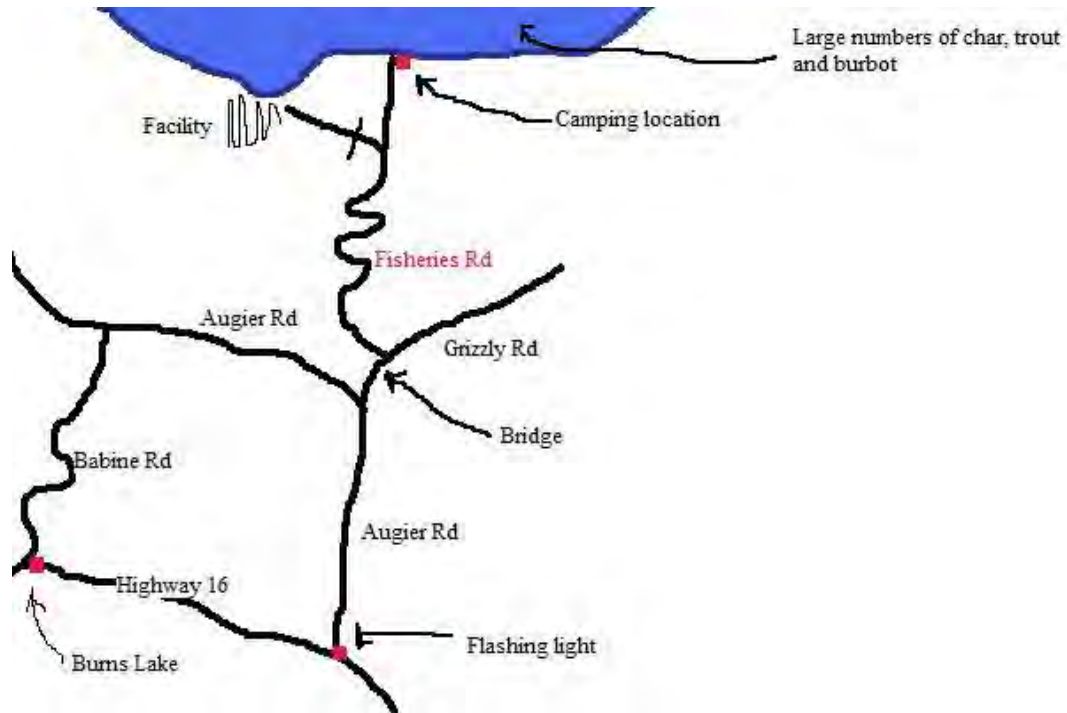
Contact: xxxxx.xxxx@df-mpo.gc.ca

Detailed Directions (see image below)

Drive west on Hwy 16 from Prince George. Turn right at the intersection of the Augier FSR and highway 16. This intersection has a flashing amber light denoting high truck traffic. This turn off is about a 15 minute drive east of Burns Lake. Drive north on the Augier FSR until you reach a large Y intersection with the Grizzly FSR. Stay right, turning onto the Grizzly. The Augier FSR goes left. Go about 2 Km on the Grizzly until you cross a bridge meeting at the intersection with Fisheries Road. Turn left onto the fisheries road and follow it to the end. There are two access roads. The one to the right leads to the camp, and if you stay left you will reach the facility.

Future suggestions:

Suggest warm clothing, have a radio for the FSR, ensure anyone attending has read and understands the trip policy. Unfortunately, drivers must drive their vehicles at own risk, with no compensation from the club if flat tires, etc. occur.



Source: University of Northern British Columbia Student Chapter of TWS



Student members conducting stream sampling. Photo credit: Louisiana Tech Student Chapter of TWS.

Bird Banding in Mackenzie

Date & Time: September 13th, 2008 returned the following day. Since banding occurs between 6:00am-12:00pm, we left at 7pm on Saturday and left Mackenzie around 1 the next day. We arrived at the site at approx. 9:30 p.m. A little over two hours in driving time.

Number of people: We were 8 people in total.

Accommodations: The site is approx. 20 km west of Mackenzie, on a dirt road. Accommodations were provided at the facility. They consisted of a bush tent with a small heater. It was a bit nippy, and a warm sleeping bag and warm clothes is recommended. 8 people fit in there comfortably. Would not recommend more than 12 people.

Details: Upon arrival we were met by V and her family. They showed us around. There was a bush tent for us to sleep in, an outhouse a few minutes away. A communal picnic table area outside for cooking, a small shed for coffee, fridge and toaster, the lab where you work, and the campers for the banders. The bander was gone for the night, so it was just the 8 of us at the site for the night.

It was a beautiful night, full moon, loons calling off the marsh. Everyone had a great time. Got up early next morning to band. Banding consisted of helping set out the mist nets, there are around a dozen in total. You ride a bicycle to the nets, check them, if there is a bird, the bird goes in a bag and you pedal

back to the lab. At the lab the banders band the bird, take measurements, etc. Then the bird is released. Everyone gets a chance to release a bird. Bicycle ride is quite short, no more than 250 meters.

They have a viewing platform to view ducks and other birds around the marsh. During the day we saw many different species, mallards, widgeon, pintail, kestrel, harrier, tree swallow. In the nets we caught ~24 birds in total: black capped chickadees, a chestnut backed chickadee (3rd one ever caught), ruby and golden crowned kinglets, juncos, hermit thrush, etc.

The people are very informative and tell you about the birds, how to ID them, etc. All in all it's a great experience. The road is a dirt road, but not too rough. It was okay driving a car in, it's only around 15-20km of dirt road.

Costs: We took 2 vehicles. Both were cars. Between 8 people, gas costs \$13 each. Everyone bought their own breakfast, and ate dinner before leaving. When we left Mackenzie we all grabbed subway on the way out. In total, trip cost everyone \$20 each.

Contact: XXXX@telus.net

Future suggestions: Go as early as possible. They get 100's of birds in August, and suggest the club go then. Perhaps planning a summer trip for those in town? If not, go the very first weekend in September. They usually shut down banding by the 3rd weekend in September.

Source: University of Northern British Columbia Student Chapter of TWS



Student members learning about swainson's warbler. Photo credit: Louisiana Tech Student Chapter of TWS.

Kennedy Siding Caribou Viewing

Date & Time: Saturday Nov 8th, 2008

Number of people: 12 members + Advisor

Accommodations: None

Details: Kennedy Siding is an area 2 hours north of PRINCE GEORGE with easy road access to caribou viewing. During the fall season, caribou descend to the low elevation cutblocks around Kennedy Siding and can be easily seen foraging in large numbers.

Directions: Take 16 north from PRINCE GEORGE. 10km after the turn off for MacKenzie, take a right on Kennedy Siding Road.

In 2008 Mike Gillingham and Roy Rea lead the group and we were able to view at least 2 dozen caribou!

Costs: Just gas, 4-5 hours each car.

Contact: None needed

Future Suggestions: Bring Chains and/or 4WD vehicles, packed ice can create havoc on the logging roads! Be sure to find out if the caribou have migrated to lower elevations yet. The MoF has a number of caribou in the herd collared. Ask advisor to find out from the MoF if they have descended yet. We did this 2009 as well with more people (about 25) and Dr. XXXX a Caribou Biologist from the Ministry of Forest and Range. Great success with lots of caribou seen again.

Source: University of Northern British Columbia Student Chapter of TWS

Amphibian Diversity Count at Aleza Lake Research Station

Date & Time: Oct 2008

Number of people: 10 members

Accommodations: none

Details: Rented a school bus and driver for the day in order to bring a group out to the Aleza Lake Research Forest, 2h from UNBC. On the ride down, XXX presented the history of the Research Forest, how it is co-managed with UNBC and general amphibian biology. When we arrived we hiked along a cut path transect through the old forest while turning logs and learning how to search for amphibians. Leaving UNBC at 8:00, we returned by 4:00.

Costs: free, costs of bus rental was covered by NAMOS

Contact: XXXXXX, President of NAMOS (Northern Amphibian Monitoring and Outpost Society) office is located on UNBC campus

Future Suggestions: Go earlier when amphibians are more likely to be found

Source: University of Northern British Columbia Student Chapter of TWS



Student members performing amphibian and reptile search. Photo credit: Texas A&M University – Kingsville Student Chapter of TWS.

John Prince Research Forest

Date & Time: Feb 18-21, 2009

Number of people attended: 12 members

Accommodations: heated log cabins \$10/person/night, with access to a fully supplied kitchen and a communal lounging area in the Cinnabar lodge.

Details: This research camp is located 40min Northwest from Ft. St. James, on the Griscombe-Tezerrone Forestry Road. (ie 3 hours from UNBC). The chapter left Prince George at noon on the 18th, and met up at Tim Hortons in Vanderhoof before heading to Fort St. James. Arrived in Fort St. James at 1430, where we meet XXXX at the John Prince Research Forest office. This office is located on the main road going into Fort St. James on the left hand side of the road, second building after the Kal-Tire on the right hand side. The building is a big brick building.

Dexter led the way to the research station, the route which is mostly on forestry roads and at that time of year were very slippery, however very well maintained. The first night consisted of unpacking, and a little snowshoeing skiing. The next morning, a few people went out with a researcher at the station to help mist net and band chickadees. Other people met up with XXXX for an introduction to mammalian tracks. Although the transect was quite short, over 8 species were identified by their tracks. Other people in the group ice fished Tezerone lake. Skiing and snowshoeing took place every day during the trip. The second day, some people went chickadee banding again, some people went ice fishing again, some people went skiing again, and another researcher came out to the site and took people on snowmobile to conduct telemetry on radio-collared otter. For people who had never conducted telemetry before it was a great learning experience. A moose kill was also located on the lake, which some people had the chance to see.

The third morning was spent cleaning up the lodge and packing, and the group departed the site by 1130am. Due to poor weather conditions and lack of snow, no actual track transects could have been conducted. However, if conditions had of been right, track transects would have taken place every day. Also, due to cold temperatures, mink trapping was not implemented. IF conditions had of been warmer, mink could have been trapped and PIT tagged.

Costs: For 12 people, food costs were \$330 for 3 nights. This was enough for 3 dinners, 3 lunches and 3 breakfasts, with little left over food, and not one person going hungry.

Contact: XXXXX, Research Coordinator and/or Acting Manager

Future Suggestions: The JPRF has research continuing year round. Depending on the research that is currently taking place, the available activities will vary. The majority of research is on mustelids, birds and ungulates. It is advisable to keep in contact with XXXX in the future, to see what research is taking place. If conditions are favourable, there is plenty of opportunity to assist with field research. The JPRF is a great learning opportunity for any member of the society, and it may be worthwhile to visit the site in the fall as well.

Source: University of Northern British Columbia Student Chapter of TWS

10. Hosting a Workshop

An important function of TWS student chapters is providing hands-on training in many areas to help further their members' professional development. If you have never hosted a workshop before, please review the tips below and get creative!

Here are seven key steps to hosting a successful workshop:

1. Find a subject that interests your general membership

In order to determine your student chapter's interest, poll your general membership during meetings or sending your members an electronic poll. To set up a free electronic poll, go to www.doodle.com and follow the instructions, then email the link to your members so they can vote. Workshops that have occurred in the past can be used as examples of what can be done. Simply ask your members what types of workshops they would like to see happen and would like to attend. If your membership is not interested in a given workshop, participation will suffer. After a member poll, the executive board should meet to discuss the possibilities raised.

2. Review practicality of ideas for workshops

At the executive board meeting, the proposals raised by the membership should be evaluated for their practicality. Discussing the suggestions one by one, ask yourselves: Can your student chapter feasibly host this workshop? Does your student chapter have the resources available or access to the resources needed, including funding and equipment, to carry out this idea? Your student chapter should also consider where you might hold the workshop, if weather would be a factor, and whether your membership has the prior skills or experience to successfully participate in the suggested workshop. With your now-streamlined list of workshop ideas, meet with your advisor and executive board to insure your current plans are within The Wildlife Society mission and vision. You may want to use TWS' Student Chapter of the Year Award application as a criterion to follow.

3. Find an organization or professional to lead the workshop

Once the executive board has identified which workshops they will conduct, they should select an ad hoc committee whose sole responsibility is to conduct each workshop. Make sure everyone in the ad hoc committee knows who to report to. Speak with your advisor before you contact organizations or professionals. Your faculty advisor may have a wealth of suggestions and contacts. Begin by speaking with professionals with whom your chapter has a pre-existing relationship, such as alumni or others who have given guest lectures on your campus. Research which professionals or organizations may be most familiar with the activities you wish to perform during the workshop. Call them. Be sure to explain who you are and what your workshop topic entails. It is necessary to be flexible and to work your student chapter's schedule around the organization or professional. Do not be afraid to ask professionals to help you. Many of them are more than happy to get involved.



Student members helping local wildlife professional change wing bandage on short-eared owl. Photo credit: Central Michigan University Student Chapter of TWS.

4. Decide the location and time

Once the professional or organization has let you know the times they are available, your student chapter can decide when to hold the workshop. The location is dictated by the type of workshop being offered. You must decide if the workshop will take place on campus, at a state park, at a conservation area, etc. If the workshop will take place outdoors, then the appropriate people should be contacted and arrangements should be made. If the workshop is an indoor event, an appropriate classroom should be procured.

5. Work out the logistics

At this step the executive board needs to discuss the costs associated with the workshop. Do you need to pay the professional or organization? Will food be provided? Is housing required for either your membership or the participating professional? Do you need to pay for the use of the venue? What equipment is needed? Is there a minimum number of participants required? If your members receive a certificate after completing the workshop, keep in mind how much the certificates will cost. Certificates should be designed and crafted by the secretary or whomever the secretary appoints. All of these issues need to be discussed and dealt with by the executive board separate from the general membership meetings.

6. Get contact information from committed members

Participation from members is essential. At a general membership meeting, inform your members on the details of the workshop and answer any questions posed. Let them know this workshop has been provided for their professional development and is an excellent opportunity to gain experience. Pass around a sign-up sheet. If your chapter does not have a listserve, the sign-up sheet should have columns for names, phone numbers, and email addresses. Make sure the membership understands that by signing up they are committing themselves to attending the workshop. Be sure your members understand that the cost of the workshop may be based on the number of attendees. It is understandable that things may come up like illness and family emergencies, however, monies may not be refundable.

7. Follow up with interested members

The executive board should remind members who signed up for the workshop and provide details. This can be done with a simple email or phone call. Try to avoid word of mouth reminders—people will forget. Follow up with the professional or organization that is leading the workshop and confirm the details again. The same should be done for the people in charge of the location, food orders, and equipment. Even if you feel everyone is on the same page, do not skip this step.

In closing, a successful workshop can add to the overall achievement of your student chapter. The more interesting and successful workshops you put on, the more recognition you bring to your student chapter and the more experience your members gain. This success can lead to increased membership and more opportunities for your members. Organizing a workshop should be done in a timely and organized manner. A few weeks should be adequate to prepare for the workshop, but if it takes longer, inform your members of your progress. Good luck and have fun!

Source: Missouri Western State University Student Chapter of TWS

Workshop Examples:

Mammalian Skull Preparation Workshop

Date & Time: Saturday, November 15, 2008

Number of people: 7 or 8 + Mario XXX, Roy XXX, Mike Gillingham

Accommodations: N/A

Details: Come and join our 1 day, free workshop on mammalian skull cleaning, co-hosted by the Chapter and the ESM program!

It will be taught by Mario XXXX of Quebec, a renowned skull cleaner, who has graciously agreed to spend an entire day with UNBC students interested in learning how to clean animal skulls to professional display quality. We can clean skulls that are currently scheduled to be part of UNBC's mammal collections or if you have a skull at home and are willing to donate it to the UNBC collection, please do bring it in, just let me know beforehand so we can gauge the amount of materials we need. The optimal size would be somewhere between fox skull to a pig or bear. Be sure to bring a lab coat and a pot to boil your skull in (pick up a cheap one at value village or the hospice thrift store).

Costs: \$300 for the fee to get Mario XXX to come here and stay in a hotel.

Contact: XXXXXXXX

Special permission obtained from NUGGS/UNBC: Advisor arranged for use of a teaching lab

Future Suggestions: Though it did take a long day to complete the boiling of skulls and removal of most of the flesh, there was still lots of work to be done afterwards (detailed picking of flesh and bleaching if desired). We relied on a hired UNBC RA to finish the work which didn't happen and so we would need to ensure that if we were to do this again skulls would need to be done to completion. Maybe a 1.5 day workshop would work best.

Source: University of Northern British Columbia Student Chapter of TWS



Student members participating in taxidermy workshop. Photo credit: Western State College of Colorado Student Chapter of TWS.

Possession and Acquisition License/ Conservation and Outdoor Recreation Education License Workshop

Date & Time: November 22 and 23, 2008

Number of people: 26, minimum required: 12

Details: This course teaches all safety and practical knowledge in order to apply for the Federal Firearms Possession and Acquisition License (PAL) and for the BC hunting license (Conservation and Outdoor Recreation Education License: CORE). At end of course, participants will have written both practical and written tests for both PAL and CORE and will have the forms filled in by the instructor(s) which are then to be sent to BCWF (the CORE) and CFAC (the PAL) with appropriate other forms filled in and application fees.

Costs: \$125 for members, \$135 for non-members. Permission was granted from XXX to charge more for the course from non-Chapter members. The \$10 proceeds are a fund raiser for the Chapter which XXX happily donates to our club (plus often a bit more, see financial records)

Contacts: XXXXXXXX@shaw.ca

IMPORTANT: Special permission to be obtained from Security but not from UNBC: No permission is required from UNBC since no firearms will be brought onto campus during the course. Dummy Guns are being used which are firearms that have been decommissioned by the RCMP and are never again able to fire live ammunition. No live ammunition will be brought on campus either. Security should be informed of the above specifications of the course at least a week prior; email XXXXXXXX@unbc.ca.

~~Dear~~ Security Personnel,

I would like to inform you that the Fish & Wildlife Student Chapter of The Wildlife Society will once again be hosting a PAL and CORE course on the weekend of March 20-21, 2010. The same procedure will be taken as in March 2009 and November 2008. No firearms will be on campus and no live ammunition. Only dummy guns which have been decommissioned by the RCMP will be used.

30+ individuals will participate in the course being held in 8-164 from 8:00 to 4:30 on Saturday and in 8-164, 8-160 and 8-161 on Sunday, but it will likely be over earlier on Sunday.

Please let me know if you would like any more information.

Thanks a lot,

XXXXXX"

When filling in the Room Booking Request Form the room, check ~~No~~" under ~~Is~~ there a fee being charged for this event?" I think the reasoning behind this is that we are not charging XXX to use the room, we are just providing a service to our members, but clearly this is a grey area.

Suggestions:. Be sure to advertise at CNC.

2 days: 8-4 sat with lunch break + 8-12 sun, lunch, then tests

Tests: one practical, 2 written (pal and core each) 50, 75 T/F and multiple choice

Course is essentially a beefed up CORE course to allow participants to challenge Pal exam and be exempt from PAL practical exam (2 for 1)

Brought sausages, deer, moose, bear, videos on field dressing a moose, lots of dummy-weapons, all 5 actions, dummy ammunition, etc

Prep: not really needed, pretty easy, but videos are on sfsc website

CFSC handbook at: <http://www.atlantichuntered.ca/nb/CFSC/materials.htm>

PAL application form online

Room booking: need extra rooms for examination 2nd course example: 7-150 is booked for sat and sun 8-5 and for exams, rooms 5-158 and 5-159 are booked from 11-4 on Sunday

Dates:

1st: Nov 22-23 2008

2nd: Mar 28-29, 2009

3rd: Mar 20-21, 2010

Source: University of Northern British Columbia Student Chapter of TWS

Graduate School Discussion Panel

Date & Time: Feb 5th, 2009 (6:00 in 7-150)

Number of people attended: approx 25

Panel Speakers:

Advisor, Professor of Wildlife Ecology

XXXXXX, PhD candidate, studying avian life-history evolution

XXXXXX, Professor of Fish Ecology

XXXXXX, MSc candidate, studying wolf-caribou interactions

Advertising email: –A Graduate School Discussion Panel will be part of our General Meeting next week on Thursday, Feb 5th at 6:00 in 7-150. This will be just in time for those not sure about applying to grad school for 2009 and will be a great place for other to get their brains churning on this idea in the future. This discussion will first revolve around choosing to go to grad school and the process of finding/applying to a good program, and then the panel will be open to any question you may have. The Panel will include:...” + 4 names above.

Future suggestions: Repeat maybe every 2 years

Itinerary: 5min GM on upcoming events by President
Introduction of Panel Participants by President
The Questions below asked and moderated by President
Finally, Questions from the audience

- Q1: To students: Why did you decide to go to Graduate school?
To Profs to follow up on: What should students consider when thinking about going to Grad school?
- Q2: To students: How did you choose the references that you used in your application
To Profs: How important are letters of reference to an application and what should you consider when asking for letters of reference?
- Q3: Profs: What are the most important things you look for in a potential Graduate student
- Q4: Students: What were you looking for in a Graduate program and how did you go about looking for a graduate program?
- Q5: Students and Profs: How important are scholarships, research funding and salary for the student in putting together a graduate program?
- Q6: Students and Profs: Should you apply to graduate school with a specific project (funded or not) in mind or choose to work with an individual professor and then have the project follow from that choice?
- Q7: Students and Profs: What do you think the pros and cons are of being in a lab with many graduate students?
- Q8: Students then Profs: What do you think are pros and cons are of taking time off between degrees?

Source: University of Northern British Columbia Student Chapter of TWS

How to get a summer job

Date & Time: January 28, 2010 @ 1730

Number of people attended: ~25

Guests that attended meeting: XXXXXX, Vice President, UNBC TWS

XXXXXX, Former Fish and Wildlife Alumni

XXXXXX, Former Fish and Wildlife Alumni, current MSC student

Details of meeting: This meeting was held after a General Meeting. The three guests discussed summer jobs/field jobs they have had in the past, how they got those jobs, the benefits and disadvantages of those jobs, important skills that should be listed on your resume to get such a job, and much advise and information of courses/credentials that should be taken before hand, and types of interview questions.

A small survey was also emailed out to many government, academic, and consulting professionals who frequently hire students asking them common interview mistakes and qualities of an ideal candidate. Results were distributed to those in attendance.

Future suggestions: Have more of a detailed structure. Part 1 – Where to find jobs, Part 2- The resume and what you should have on it Part 3- The interview and what you should expect.

Although several individuals enjoyed the presentations, it should have been more informative listing webpages/links to jobs, and much more on the interview process. Source: University of Northern British Columbia Student Chapter of TWS

11. Waiver Form

Student Chapters of The Wildlife Society may occasionally hold trips, trainings, or workshops as part of providing professional development to their members or as fundraisers. Some events, however, may hold inherent risks (e.g., setting small mammal traps). Should a student chapter host an event that could potentially cause harm to one of its participants, TWS highly recommends that the chapter take out a liability insurance policy (if not already covered by the university) and also have all participants fill out a waiver, developed in consultation with TWS' legal counsel. You can find the waiver form template on TWS' website (<http://wildlife.org/next-generation/student-chapters/resources/>) for you to tailor to your needs. Below is an example of a waiver form that has been properly filled out.

WAIVER AND RELEASE OF LIABILITY

PLEASE READ CAREFULLY BEFORE SIGNING

EACH PARTICIPANT MUST READ AND SIGN THIS STATEMENT

I understand and agree that the McLean University Student Chapter of The Wildlife Society (hereinafter referred to as the Chapter), in order to make an educational opportunity available to its members, including students, volunteers, guests and speakers, has organized the TWS Southeastern Student Conclave (hereinafter referred to as the event) to be held on March 1-3, 2010 at McLean University Campus (hereinafter referred to as the location). The event will include a variety of planned activities in which Chapter members, including students, volunteers and guests may voluntarily participate. Neither the Chapter of The Wildlife Society, nor The Wildlife Society, nor their respective officers, directors, employees or volunteers undertake any responsibility or liability for the safety or conduct of any of the activities to be held at the location. Consequently, the Chapter of The Wildlife Society and The Wildlife Society and their respective officers, directors, employees and volunteers shall NOT be construed in any manner or form to make or have made any covenants, warranties or representations, expressed or implied, regarding the event or any of the activities conducted at the location and shall NOT be liable in any way for any personal injury, death, property damage or any loss incurred by any person in connection with the event.

Accordingly, I hereby knowingly and voluntarily agree to the following: I understand and hereby agree, on behalf of myself, my dependents, heirs, executors and assigns to abide by the conditions of participation in the voluntary educational activities to be held at the location and hereby fully and forever release and hold harmless the Chapter of The Wildlife Society, The Wildlife Society and their respective officers, directors, volunteers, employees and authorized agents from and against any and all claims, actions, demands, causes of action, judgments, liabilities, injuries or damages to persons or property or whatever kind and nature, costs and expenses (including reasonable attorneys' fees) arising out of or resulting from my participation in the event and/or any of the activities conducted in connection with the event.



Date: 1/28/2010

Participant Signature

IF THE PARTICIPANT IS A PERSON UNDER THE AGE OF 18 YEARS, THE PARTICIPANT'S PARENT OR LEGAL GUARDIAN MUST ALSO SIGN.*

Date: _____

Parent/Legal Guardian

*If the participant in Alabama, Delaware, or Nebraska is under the age of 19 years, then the participant's parent or legal guardian must also sign. If the participant in Mississippi or DC is under the age of 21 years, then the participant's parent or legal guardian must also sign.

12. Hosting Community Projects

The University of Nebraska-Lincoln's Student Chapter of TWS (UNL TWS) has developed a reputation as an organization that is very involved in the local community. In fact, this student chapter won the Student Organization Philanthropy and Service Award from the College of Agricultural Sciences and Natural Resources in 2007. The chapter tries to take on a few new projects every year.

Over the past several years, members of the UNL TWS student chapter have committed themselves to educating the public about wildlife conservation and other natural resources issues. They have accomplished this goal largely through two Nebraska Game and Parks Commission programs—Nebraska Hunter Education and Project WILD. Both of these programs provide free training and materials for instructors. However, planning and organizing the classes is left up to the student chapter leaders.

The first step in planning a class is to set the date or dates. Communicate with potential instructors to find out when they will be available to teach. Once you know how many people will be giving instruction, you can determine how many students can be involved in learning. Next you can invite people to attend the class. This can be done in a number of ways. In the case of the UNL TWS, they have taken advantage of the Nebraska Game and Parks Commission's website to advertise the chapter's hunter education courses.

Once you know how many people will be attending, you can start developing the structure of the class. Ensure you have enough learning materials for all of the students. Also make sure that every instructor is familiar with the material that he or she will be presenting. If you are teaching a big group, it may work best to divide the class into smaller groups. Regardless of how you decide to teach the class, it is important to mix new instructors with experienced instructors. UNL TWS usually has at least one new instructor every semester. For this person's first class, he or she is required to "apprentice teach" under a person who has taught several courses. This allows the new instructor to become comfortable with the material and develop his or her own style of teaching. Members of the chapter have enjoyed their experiences through Nebraska Hunter Education and Project WILD. Virtually all state wildlife agencies have hunter education and Project WILD programs, so contact yours to find out how to get started teaching classes.



Student member teaching children. Photo credit: Penn State University Student Chapter of TWS.

If organizing an entire class or workshop sounds a bit daunting, there are other ways to reach out. Local conservation organizations often need volunteers to assist with their events. Helping them out is a fantastic way to get ideas for your own events. For example, UNL TWS has been helping a local National Wild Turkey Federation chapter with a youth event for several years. During the first year that that UNL TWS helped, the NWTF simply told club members how to conduct the various activities. In subsequent years, members have developed their own activities to add to the event. However, the NWTF handles all of the logistics such as reserving a location for the event, inviting kids, purchasing meals, and more. That way, UNL TWS members are able to focus exclusively on our activities.



Local youth playing wildlife trivia with student members during National Hunting and Fishing Day. Photo credit: West Virginia University Student Chapter of TWS.

Keep in contact with alumni as well, because they often know about good opportunities for projects. For example, a former UNL TWS member who now works for the Nebraska Game and Parks Commission asked club members to assist with an “outdoor school” event. Several of student members taught elementary school children about radio telemetry. The kids absolutely loved it, and the club has been invited to help out again next year. Another graduate of UNL TWS contacted the club because he was looking for volunteers to help him with some prescribed prairie burning and brush removal on his property. It was a great way for UNL TWS members to spend a couple of afternoons gaining habitat management experience.

It is always a nice gesture for your student chapter to give something back to your college or university. One way to do this is to help with college recruitment events. Ask your members to visit with high school students and tell them about your degree program. Recruitment events also provide great opportunities to let prospective students know about your student chapter of TWS. A couple UNL TWS members joined during their freshman years after hearing about the program during a college visit.

Getting involved in the community helps to build a successful TWS student chapter. The first projects will always be the most difficult, but once you get started, more opportunities will begin to present

themselves. Word gets around quickly if people know that your student chapter has a bunch of people who are eager to help. But no matter what project your student chapter takes on, be sure to make it your own. Even if you are helping another organization with an event, let your members use their collective skills to make it better. Be creative, have fun, and watch your chapter get stronger!

Source: University of Nebraska-Lincoln Student Chapter of TWS

13. Training Future Leaders

As the saying goes, some people are born leaders. But others may have the potential, and just need some responsibility to make it show. In a student-run organization like a student chapter of The Wildlife Society it's best to get members involved as underclassmen so they have the confidence and knowledge for when the time comes to nominate a new slate of officers.

Involvement and inclusion are key to making members comfortable with the student chapter. Providing members with hands-on experience is a great way to make them feel involved. Students sit through numerous lectures every day and learn various wildlife-related field techniques, but more often than not, they do not get to practice them in the field. Student chapter activities can give members a chance to get out in the field to practice and utilize the skills they have learned in the classroom. Once they have mastered these techniques, they may then find themselves able to help others who are struggling, thereby boosting their confidence and giving them a chance to let their natural leadership and people skills emerge. Such opportunities provide a dual benefit: Members will grow as leaders while helping to get new members involved.

Encouraging your student chapter members to pursue internships is another way to boost their leadership potential. Internships, held over breaks, during the school term, or over the summer, offer the chance to have more hands-on field experiences and learn and practice specialized techniques. Internships, of course, also make student résumés glow, and do wonders toward helping your members secure better internships as they move through college, as supervisors will often bestow tasks requiring greater responsibility upon them, such as leading a work crew or survey team. These leadership skills will then translate toward their role in a student chapter of TWS. Such dedicated and experienced members can be counted on to shoulder important responsibilities for the student chapter.



Student member working on bald eagle. Photo credit: Central Michigan University Student Chapter of TWS.

If you recognize this kind of potential in your members, encourage them to run for positions as a board member or officer. If they are devoted to wildlife and are indeed good leaders, it should be a natural progression. Be aware that everyone struggles a little in a new position at first. Give the new leaders encouragement and prepare them for difficulties, ensuring them that challenges can make them stronger and more well rounded leaders, both for the student chapter and for the profession as a whole once they graduate.

The Wildlife Society (parent society) has more than 25 working groups through which members can glean leadership skills. Joining most working groups costs \$5 or less when you're a member of TWS at the international level. Working groups are great for networking, as members often keep in touch electronically throughout the year and meet in person at annual conferences. Students are eligible for grants to travel to annual conferences and so should be encouraged to attend.

If this is all a little to intimidating for your members, ask them to head up a group or function of some sort. You could ask them to organize and moderate a small informal meeting of how the student chapter could be improved. Or you could ask them to organize a game dinner or other fundraiser. Hopefully after

heading up a committee or event, they will be more willing to take on more responsibilities in a leadership position.



Student members teaching the public about radio telemetry. Photo credit: Paul Smith's College Student Chapter of TWS.

Use the resources that are available to you through TWS and your university to encourage the leadership potential in your members. See what works best and run with it. There is no cookbook answer to train members to be leaders. The process must be refined as you go and will often need to be tailored to the individual. But the skills you can pass on will not just benefit your chapter. Leadership development that begins at the student chapter level can lead to lasting contributions in the wildlife field.

Source: University of Wisconsin – Stevens Point Student Chapter of TWS

14. Providing Professional Experience Opportunities

At California University of Pennsylvania, the members of the Student Chapter of TWS make it their mission to promote networking with professionals and gaining professional experience in the field. Students who take part in research or service learning projects with the Pennsylvania State Game Commission and school faculty members can share the experiences and lessons they learned with their fellow student chapter members. This student chapter has undertaken multiple activities that have allowed their members to gain professional experience. The following is a summary of some of the activities the student chapter has participated in—activities your student chapter may seek to emulate.

- **Interaction with the State Game Commission**

Some of the most valuable professional experiences the California University of Pennsylvania Student Chapter of TWS have been obtained through their ongoing involvement with the PA Game Commission. Getting in touch with individuals such as education specialists, conservation officers, and biologists allows students a variety of different opportunities to observe and learn necessary field skills. Some examples of participating in Game Commission-related events include volunteering at the bear check station during bear hunting season, processing captive bears as a public demonstration, and using telemetry for bear den monitoring. Conservation Officers have been very willing to give student chapter members the opportunity to accompany them in the field. To show their appreciation of the officers' constant help and encouragement, the students always keep them informed of other events and activities being planned by the chapter. This inclusiveness gives the professionals the opportunity to come and meet other members of the student chapter.



Student member working at moose check station. Photo credit: Paul Smith's College Student Chapter of TWS.

- **Interaction with faculty members**

Another way to gain professional experience is by getting to know faculty members in a variety of natural resources departments. By encouraging students to interact with professors, members of the California University of Pennsylvania student chapter have been involved in a variety of projects. For instance, students have helped conduct research on the endangered Delmarva Fox Squirrel, including setting traps along line transects, assisting in processing and pit-tagging captured individuals, and entering the collected data. Other members have done work in the fisheries conservation field, learning skills such as electro-fishing, using gill nets, entering data, and interacting with the public. Still other members have been involved with wetlands ecology work.

- **Seasonal Service Learning Projects**

The California University of Pennsylvania student chapter has also been active in a herpetofauna research project within a nearby state park. When a student chapter gets involved with an ongoing seasonal project such as this, it is important to establish a feeling of trust between the members of your society and the park officials. Showing that you are responsible and trustworthy will make it easier for you to accomplish your research needs. In the case of the California University of Pennsylvania student chapter, the park trusted the students enough to provide them with keys to gates and storage facilities to help them work on

the project. Remember that the data you collect during these research projects is real and can be used to shape management plans and policies in your local agency. So by engaging in these kinds of projects, you are not only benefiting the members of your student chapter by training them in the field, but you are also benefiting the community—you are serving *and* learning. With any research project, make sure you keep all your data in an organized central database so that every year new members can follow the correct protocol and keep data-gathering consistent.

Now that you have some ideas of how you can provide professional experience for your student chapter members, here are some other things to keep in mind. Take every opportunity to work with a professional in the field. Remember that each individual of your student chapter builds his or her own profession network, but student members can come back to the student chapter meetings and share experiences with other members. When working on a project, make sure you explain to those members who are involved who you made contacts with in order to begin the project—be specific with names, titles, phone numbers, and email addresses. This provides the underclassmen, or less experienced students in the chapter with an example to follow. You may want to consider setting aside time during our first several meetings of the new fall semester for students to give a brief presentation on the work they did over the summer.



Student member holding wood duck. Photo credit: SUNY Cobleskill Student Chapter of TWS.

Lastly, remember to be polite when meeting with other professionals. Be prompt and courteous. Show that you are enthusiastic about working with them—get involved right away and establish yourself as part of the team. If you follow these suggestions you may soon find that professionals will be asking you to work for them, instead of the other way around.

Source: California University of Pennsylvania Student Chapter of TWS

15. Holding Officer Elections

General Guidance for Successful elections

- Access your Student Chapter's bylaws—they may have election policies that should be followed during the election process.
- Have the outgoing officers explain to members the duties and expectations of the elected positions.
- Encourage regular members to participate in a committee or be a committee chair if they are daunted by the idea of running for an executive office. While many organizations appoint or have people volunteer for chair positions, electing them can improve their sense of obligation and responsibility. These individuals will also be more likely to run for officer positions in the future and will be more involved in your organization. By stepping into leadership positions, they will accrue experience and familiarity with the organization that will make them much more effective as officers.
- Provide adequate time before elections for nominees to come forward and write an informative description of their credentials. Then post the credentials in a spot accessible to all members. Ideas for places to post are: your student chapter's website, bulletin board, wall during meetings, or email listserve.
- Make the timing of the election flexible so that all student chapter members can participate.
- If possible, hold the elections online so that members with time conflicts can vote at a time and place that is convenient. Many schools have a survey website and there are also several free survey websites you can utilize. A good survey site will allow you to upload a member list with login information to ensure that only members are allowed to vote. First consult with your student chapter bylaws to verify that your student chapter allows for electronic voting. (If it does not, consider voting on a bylaws change to allow for this).
- If you cannot hold the election online, make sure the process is confidential and unbiased. Have outgoing officers or senior members of the student chapter who will not be present next year serve on the ballot validation committee to count the ballots and announce the results. Promptly and securely discard the results and **do not allow the ballot counter to divulge tally differences between candidates**. It may sound silly, but small miscommunications can cause unforeseen problems in the future.
- Officers should contact all nominees to inform them of the results and record notes following the election process. Who was elected? What aspects of the process went well, how could things be made better? Provide an electronic copy of the notes to the incoming officers.
- Electing officers at a point about a month before the end of the spring semester allows retiring officers to ~~train~~ newly elected recruits. Any questions or concerns that arise can be promptly answered by an easily accessible retiring officer. Remember, there will be few or no activities for the TWS student chapter during the summer, since members will be busy then working at their incredible summer jobs! Good notes and continuity will help the new officers when chapter activities resume in the fall.



Student Chapter of the Year President Marcus Blum delivering speech at TWS' Annual Leaders Lunch.
Photo credit: Texas A&M University – Kingsville Student Chapter of TWS.

Examples of executive officer position descriptions

PRESIDENT

The President shall have a general supervision of the Student Chapter officers. Shall appoint, with the advice of the other elected officers, Chairman of all regular and special committees. Shall preside as Chairperson at meetings of the Executive Board and general membership, and shall be an ex-officio member to all committees. The President shall represent the Student Chapter or appoint alternate representatives to other TWS Chapter, Sections, or Society boards, committees, or meetings.

VICE-PRESIDENT

The Vice-President shall assume the duties of the President in the absence or upon the inability of the President to serve. In the event the Vice-President cannot serve in the President's absence, the Executive Board shall appoint a President, pro tempore. The Vice-President shall arrange programs of all regular meetings. Shall coordinate nomination and presentation of the Student Chapter awards, as well as nomination for Departmental and Student Chapter awards.

SECRETARY

The Secretary shall supervise the dissemination of all information concerning the Student Chapter (Bulletin board, Web Page, listserve, and others). The Secretary shall work with the Treasurer to maintain records of all current members and contacts for listserve purposes.

TREASURER

The Treasurer shall be responsible for all funds of the Student Chapter, including their receipt and disbursement, shall maintain a membership roll, and shall submit complete financial reports at the last meeting of the person's term of office.

STUDENT REPRESENTATIVE TO STATE CHAPTER OF THE WILDLIFE SOCIETY

The State Representative shall represent the student chapter at TWS Chapter meetings. The State Representative will be responsible for correspondence and coordination with the TWS Chapter. To locate your local TWS Chapter, please visit www.wildlife.org.

GRADUATE STUDENT LIASION

The Liaison will be responsible for increasing membership of graduate students. Also, the Liaison will be responsible for coordinating speakers for monthly meetings. Further, the Liaison will gather and disseminate information about seasonal employment opportunities to the membership.

Example of bylaws associated with electing officers

- The Executive Board shall act as the governing body for the Student Chapter and shall be made up of the above-named officers and the Chairs of the standing committees.
- The term of office for each elected position begins at the end of the school year and will continue through to the end of the following school year.
- All nominees must be Voting Members (e.g. members of the student chapter AND The Wildlife Society parent society). A Voting Member may be nominated for more than one elective position but may only serve one position if elected.
- Candidate must accept nomination.
- Nomination will be made at a meeting or online at least two weeks prior to elections. If nominated for more than one position, nominee will have to choose one office to run for.
- A member may hold the same elective position for no more than one (1) term.
- No member shall hold more than two (2) elected positions during his or her tenure.
- The President and Vice-President will have an upper division status (junior, senior, or graduate student) upon taking office.
- Written or online ballots (if applicable) shall be received from the paid members (with voting privileges) with oversight by the Student Chapter Advisor.
- The candidate receiving a simple majority of the votes on the ballots shall be declared elected. In the event a simple majority is not obtained by anyone candidate a run off will be held between the top two (2) vote-receiving candidates.

Source: Virginia Tech Student Chapter of TWS

16. Making a Budget

Every chapter wants to maintain strong finances. Even though it's the responsibility of the treasurer to act as custodian of the accounting records, receive, deposit, and disburse all monies, all of the chapter leadership must be involved with the chapter's finances.

Here are some general tips and suggestions to help guide your chapter's finances:

- Establish firm policies and procedures for dealing with all money matters.
- No one may commit funds or sign a contract except the treasurer and at least one other designated officer or faculty representative.
- When reimbursing members, always require receipts for everything, no matter how small the amount.
- If your chapter depends on dues for funding, collect them at the beginning of the semester.
- Require a contract, letter, or agreement on everything from professional services to printing jobs.
- Deal with reputable businesses. Companies in far away places may be slightly cheaper, but what do you do when they don't deliver on time?
- Never pay for a product or service before you get it. Once you lose control of your money, you've lost 90 percent of your bargaining power.
- Do everything the most economical way. Even though you have plenty of funds at that time, your chapter will need those funds someday.
- Require the treasurer to give financial reports on a monthly or quarterly basis. Remember: It's the chapter's funds, not the treasurer's. Everyone has a right to know and inquire.

The chapter should always have a budget. A budget is a guide for planning the chapter's activities, and shows the chapter's planned income and disbursements. It also helps keep track of plans for the chapter's fundraising and other projects during the semester or year. A budget accomplishes several things. For example, it:

- compels members to use funds efficiently
- provides accurate information to analyze, adjust, and evaluate programs and activities
- aids in decision making
- provides a historical reference to be used for future planning

Pre-Budget Considerations

Your chapter's goals should be developed prior to establishing a budget so that they're incorporated into the budget. You should also know your chapter's priorities and objectives. As you begin, ask yourself the following questions:

- What is the time period with which you are working (e.g., one term, entire school year)?
- What does your chapter most want to accomplish?
- How will you accomplish this?
- How much will it cost?
- Where is the money coming from?

Once these questions have been answered, you are ready to begin preparing your budget.

Preparing Your Budget

1. Prepare an outline of the chapter's planned future activities.
2. Determine and record available funds (e.g., carryover balance from previous year).
3. Estimate and record expected income and when it will be available (dues, t-shirt sales, video games, etc.).
4. Define and record needed expenses (advertising, rentals, printing, supplies, etc.).
5. Review, revise, and assemble planned expenses into a final budget.
6. Make sure the executive committee has voted for budget approval.
7. Present the budget to all chapter members.

The budget must be flexible to anticipate factors that might have been overlooked during the planning process.

Managing the Budget

1. Once prepared and approved, it should be closely managed.
2. Set and maintain a minimum cash balance.
3. Formulate general policies and procedures needed to achieve objectives while providing internal control (e.g., allow only approved expenditures).
4. Keep an accurate written log of financial transactions (income and expenses).
5. Periodically compare the budget to your actual logged expenditures.

Maintaining accurate records is vital. Some items that should be documented include:

- Payments authorized by the Executive Committee
- Copies of vouchers, receipts, bank statements, and canceled checks
- Details of expenses provided to members
- Receipts of all money received

Sources:

Society of American Foresters website - Feb 2, 2011

Budgeting for your Organization, Student Activities and Leadership, University of Michigan

Organizational Finances, Student Organizations and Leadership Development Office, University of Nebraska at Omaha

Example:

17. Fundraising

Fundraising allows student chapters to cover operating expenses, complete projects and activities, and create a reserve for the future. Here are some steps to assist in your fundraising efforts.

Step #1: Have a Planning Meeting

During the planning meeting, the chapter should determine the activities and events they would like to accomplish for the year, whether it's to attend a local chapter meeting, organize a student conclave, or plan a fall picnic, camping trip or hike.

Estimate the cost of the activities that the student chapter has planned, and compare them to the current funds available as well as other sources of income, such as chapter dues. This will help determine the amount to be raised.

Develop an event calendar, including activities, mid-terms, finals and deadlines for major class projects. This will help your chapter determine the best time to hold a fundraising event.

Your chapter may want to appoint a fundraising committee or coordinator to lead the chapter's efforts.

Step #2: Develop a Fundraising Plan

Choose the right fundraiser event for your chapter by taking into account:

- The number of chapter members
- Members' interests and skills
- Members' enthusiasm for fundraising
- Members' time commitments
- Creative ideas—hold a brainstorming session
- Other fundraising activities already occurring
- The best time of year for a fundraising event
- Costs for the fundraiser (advertising, refreshments, etc.)
- University or College regulations as well as state/local laws (some states have laws pertaining to raffles, bingo games, and other games of chance)

If the risks are greater than what the group wishes to assume, it is time to go back and revise the chapter's overall goals for the year. Remember to think positively and creatively!

Step #3: Plan the Fundraiser

Choose a date based on the type of fundraiser the chapter plans to have. Several items should be taken into consideration including weather conditions, academic calendars, and other events.

Reserve your room or location well ahead of the event.

Plan a publicity campaign that may include ads in alumni newsletters, local or school newspapers, flyers, signs, letters or e-mail messages.

Find volunteers to assist a fundraising committee or coordinator and delegate tasks.

Keep tabs on expenses—you want to avoid losing money on a fundraiser.

Step #4: The Fundraising Event

HAVE FUN!



Student Chapter Bake Sale Fundraiser. Photo credit: Radford University Student Chapter of TWS.

Step #5: Evaluate the Event

Review all receipts and deposit money immediately.

Pay any bills or reimburse any members. Remember to obtain receipts from members before you reimburse them.

Thank all the members and sponsors who contributed to the event by sending personal letters or presenting them with a small token—button, t-shirts, etc.

Hold a "wrap-up" meeting to discuss the event. Examine whether:

- The event was successful.

- What could have been differently?
- Suggestions for the next fundraising event.
- Can the event be an on-going or annual activity?

Additional Fundraising Ideas: Used book sale, garage/rummage sale, auction, plant sale, finals care packages, bumper stickers, haunted house, raffles, bingo, alumni donations, Christmas tree sale, firewood sale

Sources:

Society of American Foresters website - Feb 2, 2011

Successful Fundraising, Student Organizations and Leadership Development Office, University of Oklahoma at Omaha

SPECIAL NOTE: The IRS has certain rules that tax-exempt organizations, like TWS Student Chapters, must follow when fundraising. If a large percentage of revenue grossed by a student chapter is raised by means outside of the student chapter's mission, then the student chapter may have to pay Unrelated Business Income Tax and file additional IRS forms. A Student Chapter may have to collect taxes on certain items involving raffles or bingos. TWS strongly recommends that all TWS Student Chapter Officers and Committee Chairs watch the free online IRS workshops available on the TWS officers' website (<http://wildlife.org/next-generation/student-chapters/resources/>).



Fundraising Examples:

Rest stop refreshment stand. Reserve one weekend during the semester at a local interstate rest area. Set up a concessions stand and serve hot/cold beverages (coffee, hot chocolate, soda, etc), baked goods (cookies, brownies, etc.), and snacks. Your chapter should not charge for the food and beverages but should welcome donations. Make a sign that includes your chapter's name and how the money will be used. People will be more willing to donate money if it is helping a good cause. Central Washington University's Society for Human Resource Management chapter has raised as much as \$1,000 in donations in one weekend. Holiday weekends generally are the most successful due to the abundance of travelers. This is a convenient and inexpensive way for drivers to grab a snack and help a student organization at the same time. Be creative and think of other similar places where you could have a successful bake sale.

Source: The Society for Human Resource Management website Feb 2, 2011

Sandwich sale while school cafeteria is closed. At Wilmington College, adult students attend classes on weekends. At lunchtime these students want to get a sandwich and get back to class, however the cafeteria is closed. To fill this need, the Wilmington College chapter began holding submarine sales on the weekends when classes were in session. The students bought bags of chips and cans of soda at a discount store and negotiated with a local deli to buy a large quantity of assorted submarine sandwiches at a discount. The students put up flyers and sent notices to teachers to advertise the event. On weekends

they staff a table for two hours each day and sell lunch including a sub, chips, and canned drink, to weekend college students. In addition to raising money for the chapter, the event also provides good exposure for the SHRM group on campus.

Source: The Society for Human Resource Management website Feb 2, 2011

Sell coupon books. The N.C. State Chapter discovered a fundraising project that brings in good money in a short period of time. For the past three years, our chapter has sold *Dine-A-Mates*, a book of restaurant and entertainment coupons specific to geographic regions. These popular books practically sell themselves, and the company provides free promotional materials. There is no risk involved. The books for the upcoming year are available in late August, which coordinates perfectly with the academic year. Your chapter does not have to pay for books sold until January, and unsold books can be returned to the company at no cost. Our chapter sent six students to the 1997 SHRM Annual Conference in San Diego with the help of this project. To see if *Dine-A-Mates* makes a coupon book for your area, call 1-800-374-4464. The more you sell, the more you earn!!

Source: The Society for Human Resource Management website Feb 2, 2011

Sell Student Chapter Swag

Select an affordable and reputable local vendor to make student chapter t-shirts, hooded sweatshirts, hats, mugs, car decals, pens, etc. Send your logo to the vendor and select sizes, colors, and merchandise.

The University of Northern British Columbia Student Chapter of TWS uses Up the Creek to provide swag to sell for fundraising. Below are is an example::

Linda XXXXXXXX

Up the Creek Garment Co. open 8:30-5:00 Monday to Friday

(XXX) XXX-XXXX

Hoodies \$32.19 Sizes S-XL, +\$3.00 for XXL

Model: King Fashions Double-Hooded Sweatshirt with left chest embroidered logo

Colours: White, Grey, Army Green, Black, Chocolate, Navy, Red (see pg 95 of 2009 Apparel and Accessories Collection catalogue)

Hats 6-11 items per order: \$10.00 each; 12-23 items: \$8.25 each; add \$1.90/hat for waxed hats

Models:

- 1) Waxed Cotton: 9C620M **Black** also available in Dark Green, Brown, Navy Blue (see page 53 of AJM International catalogue)
- 2) Cotton: 2C440M **Beige (CL in their guide)** also available in Wine, 3 diff blues, red, black , grey, green (see page 23 of AJM International catalogue)

Source: University of Northern British Columbia Student Chapter of TWS



Student members proudly displaying their student chapter t-shirts. Photo credit: University of Delaware Student Chapter of TWS.

Annual Photo Contest and Calendar

The UNBC TWS Student Chapter photo contest and calendar is a major annual fundraiser, which is held in October. The photo contest is open to both UNBC and the public, with winning/top photos being featured in the annual TWS student chapter calendar. Submitted photos of mammals, fish, birds, and invertebrates are displayed in the Wintergarden area, where they are judged by both the public and appointed judges. Proceeds from the calendar sales/photo contest go toward the club, as well as a chosen wildlife related non-profit group.



Calendar Cover for 2010. Photo credit: University of Northern British Columbia Student Chapter of TWS.

PHOTO CONTEST

PRIOR TO CONTEST EVENT

- Book Wintergarden space as well as three boards/ two tables for day of photo contest (NUGSS)
- Confirm three judges for the contest
- Advertise Photo contest 2-3 weeks prior contest
 - email TWS club membership, outdoors club, biology club, Prince George naturalist society, NUGSS
 - advertise contest via posters on UNBC bulletin boards
- Make up ballots (~400), photo entry forms (~50), photo numbers for below the photos/sticky labels for the back of photos (~100), and ballot box for contest. Get paper backing for board and masking tape for attaching photos to boards (all in digital folder)

- Gather Prizes for the winners of people's choice, as well as 1st, 2nd, 3rd, and runner-up photos. Consider finding smaller "prizes" for photographers who are featured in the calendar, but don't win an award in the contest.
- Set up a table in the Wintergarden to gather photo submissions the week before the event
 - *Photo Submission details:*
 - \$5/ photo (8X10 photo depicting wildlife advised to be printed on photo quality paper)
 - max. 3 photos per person, \$1/extra photo for student chapter members, \$2/extra photo for non-club members. Have a list of club members to confirm.
 - Each photo is assigned a # that will be taped below the photo, and put on the back of each photo with a sticky label (as well as the photographers name).
 - photographers must fill out a form detailing their name, contact info, signature, details/assigned # of photo entries as well as a waiver portion allowing use of their photo in the student chapter calendar.
 - Entries collected in the Wintergarden the week leading up to the contest and morning of the contest (10:00 cut-off for submissions).
 - A master list of photographer names and corresponding photo numbers should be kept for ensuring photo's are kept in order.

PHOTO CONTEST EVENT

- Begin setting up photos on boards at 8 a.m. Have enough members on hand to help hang photos, gather last minute submissions, and answer questions.
- Public votes for the top three photos, writing the chosen photo #'s on ballots. Choices are not weighted in the tally. Votes determine people choice award and runner-up, and aid in the choice of calendar photos.

<p>2009 Fish and Wildlife Student Chapter of TWS Photo Contest Please list the numbers of the 3 photos you like best</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>2009 Fish and Wildlife Student Chapter of TWS Photo Contest Please list the numbers of the 3 photos you like best</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>2009 Fish and Wildlife Student Chapter of TWS Photo Contest Please list the numbers of the 3 photos you like best</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
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- Appointed judging occurs anytime following the submission cut-off time, and determine the 1st, 2nd, and 3rd place winners for top photo as well as the runner (s)-up if any. These photos will be included in the calendar, and photographers awarded pre-determined prizes.
- Contest generally closes between 3 and 4 pm.

- Winners announced at General meeting (added incentive for participation in GM ☺) and then online.

TWS Student Chapter Calendar

PRIOR TO THE PHOTO CONTEST

- In September, appoint a calendar sub-committee from TWS student chapter members and the executive (four to five people) committee.
- Determine holidays/events to be included in the calendar
- Edit the calendar template to adjust for yearly dates
 - This tends to take up a lot of time, so be sure to start early.

FOLLOWING THE PHOTO CONTEST

- Based on the people's choice as well as judges' designated choices, select 12 photos to represent each month, pairing photos with the most biologically appropriate month.
 - The committee may have to use its discretion in choosing photos. Guidelines for this include:
 - Ensure all judged winners are included in the selection
 - Ensure people's choice and runner up are also included
 - Try to use the people's choice tally to fill in the remaining months
 - Try to maximize the number of photographers used (unless winning photos)
 - Only use each species once (unless winning photos, then try to use one in a month and one on a cover)
 - Use photos which are most appropriate seasonally
 - Winning photos that are vertical or panoramic may have to be used as cover art.
 - Insert chosen photos into the template, then proof, and proof again!
 - Print off a sample calendar and proof it again.
 - Aim for an early November printing and sale of calendars, printing off batches of ~50
 - Calendars are sold for \$15 in the Wintergarden following printing.
 - A portion of calendar sales is donated to an appropriate non-profit
In past years \$150 has been donated, however that amount could also be a fixed percentage of profits
Past donations have been made to the Smither's wildlife rehab centre

ADDITIONAL COMMENTS

- Remind photographers of the importance of seasonal photos that maximize species diversity.
- Note that only landscape photos can be used for months
- Emphasize that this is a non-profit endeavour, so photographers aren't expecting large prizes.
- Try to ask downtown businesses for prizes (ie. Photography equipment, framing, etc.)
- Try to get the help of someone who is comfortable using Microsoft Publisher.

Source: University of Northern British Columbia Student Chapter of TWS

Northern Undergraduate Student Society (NUGSS) and Graduate Student Society (GSS)

NUGSS is an important funding source for the Chapter and will support many social, education and special events.

NUGSS bylaw 3.3 IV. ~~In~~ order to receive funding from NUGSS, clubs must have a minimum of five members participate in Shinerama and one member attend the NUGSS Annual General Meeting.”

- **Shinerama**

All clubs must participate in a fund-raising event in order to gain support from NUGSS. Shinerama usually occurs in the second or third week of classes in September, and requires students to participate in a bottle drive, shine shoes, or assist in a car wash.

Shinerama takes place on the Saturday of the selected week. NUGSS provides breakfast, lunch, dinner and free t-shirts to the participants. The main purpose of the event is to raise money for Cystic Fibrosis. This is a national fundraiser.

In 2007, the club had to do a bottle drive in College Heights, where four members participated.

In 2008, the club had to shine shoes outside of Canadian Tire, where approximately eight members participated.

- **Monetary Affairs (MAC)**

NUGSS bylaw 3.3 X: ~~Each~~ club will make a presentation to the MAC after which the members of the commission will decide on the size of the grant to be awarded. Should the MAC decide to fund the event, it will be to a maximum of \$100, \$500, and \$750 for new clubs, Junior and Senior clubs respectively, and a maximum of 75% of eligible expenses may be covered.”

We are a senior club and can ask for up to **\$750 per semester**.

Steps: First, pick up a Monetary Affairs (MAC) form from NUGSS. While filling the form, remember to provide a supplemental projected budget as well as several examples of events held in the past year. You must typically submit this on the Wednesday before the MAC meeting on Fridays, however these requirements are constantly updated. Once you have submitted the form, you will be requested to attend a MAC meeting, where you present your case. If accepted, receipts need to be submitted to NUGSS VP Finance within two weeks of the event.

GSS

GSS has annual funding for UNBC clubs for 100\$ per year. The only requirements are that you have three graduate students in the club and that you apply with an annual budget and a little blurb about the club. It is recommended that a graduate student write it up and hand it in to GSS Director of Finance or the GSS secretary in the GSS office (7-168) in the fall semester.

Fish & Wildlife Student Chapter

UNBC Student Chapter of The Wildlife Society

GSS APPLICATION for FUNDING, Nov 22, 2009

Our Student Chapter of The Wildlife Society (TWS) is currently enjoying our 2nd successful year as a part of TWS, an international organization of students and professionals from industry, government and academia with 9,000 members and over 135 student chapters. We are an Undergraduate-Graduate student club with 65 members this year, of which 8 are graduate students (2/8 Grads sit on our Executive as well). One of our newest activities this year, is the creation of a Brown Bag Lunch Series about Fish and Wildlife Research being done locally. This allows undergrads to get some more exposure to research in a casual atmosphere and give graduate students another venue to practice giving presentations of their research. Please find below, TWS's Mission, our Goals, and our Activities for 2009-2010.

We are grateful for the funding the GSS gave us last year and we are requesting a continuation of your support for 2009-2010. I have included below a summary of our activities in 2008-2009. Your support helps us enrich the experiences of all our members and helps us contribute positively to UNBC. Please check out our website for more info (<http://tw.s.unbc.ca>) or email Robin XXXXX at xxx@unbc.ca with any questions. Thank you for considering funding our group again this year.

Mission of The Wildlife Society

—To represent and serve the professional community of scientists, managers, educators, technicians, planners, and others who work actively to study, manage, and conserve wildlife and its habitats worldwide”

Short Term Goals of the UNBC Student Chapter

- Host regular activities, meetings, and field trips to expand members' knowledge of fish and wildlife science and research
- Provide opportunities for members to gain field experience in areas of fish and wildlife research and management
- Provide members with access to a student mentorship program (see Oct 27, in Activities)
- Host educational programs and lectures on fish and wildlife issues (see ex. Oct 1)
- Integrate Undergrad and Grad interaction

Long Term Goals of the UNBC Student Chapter

Facilitate member participation in activities and conferences sponsored by other Chapters and The Society, such as the Annual TWS Meeting 2009 in Monterey.

Establish a precedent in British Columbia for more TWS participation.

18. Asking for Donations

As a student chapter, you certainly may ask individuals and companies for donations. These could be donations of goods, services, or money. The benefit of running a student chapter that is also a tax-exempt organization is that you have a greater chance for receiving donations since the donor can write them off of their taxes the following year. Make sure they know in advance if you are indeed tax-exempt and give them your student chapter's Employer Identification Number when they ask. They will need that for the IRS when submitting their taxes.

Should the donation be for a good (product) or service, ask the donor to determine the monetary value so you can include that in your thank you letter. This looks good from a marketing perspective as well. If you are hosting a competition, listing the dollar value of the prize the participants could win may increase your fundraising. Let's say your student members are entering a competition that could win them a hand-held GPS. They might be excited about their prospect and some may compete. But if the student members hear they could win a \$300 hand-held GPS, you might just get more competitors and more registrations (\$\$\$)!

Below is an example of a donation request. Notice that it mentions the student chapter's name, that the donation is tax-deductible, lists some donation options, and gives some background into why they are asking for the donation in the first place.

(print on student chapter letterhead)

November 22, 2010

Mr. Tom Jones
111 Main Street
McLean, VA 22101

Dear Mr. Jones:

We all benefit enormously when talented students choose to enter the wildlife profession. To help them along, we're pleased to offer a new program called the McLean University Student Chapter of The Wildlife Society Student Membership Sponsorship Program, which will help introduce deserving wildlife students to their professional society.

To find qualified students, we asked our student chapter advisor to nominate candidates, whose names will go into a pool. We will then randomly select students to receive a free membership in The Wildlife Society (TWS), the non-profit organization dedicated to promoting excellence in wildlife stewardship through science and education

You have an opportunity to make this new program a success by sponsoring student memberships—for only \$35 per student. Every \$35 raised will help one new student to benefit from membership in TWS, engage with wildlife professionals, and open a new door to wildlife management and conservation

knowledge. Tax-deductible contributions can be made by returning this letter with a check. We appreciate your generosity, which will help sustain the next generation of wildlife professionals.

As a contributor to this program, your organization will be recognized on our website.

Sincerely,



Sharon Penderson, Treasurer
McLean University Student Chapter of The Wildlife Society

Enclosure

(printed on student chapter letterhead)

Student Membership Sponsorship Program

I pledge support of the new McLean University Student Chapter Student Membership Sponsorship Program at the following level:

- ☐ \$490 Sponsor (14 students)
- ☐ \$245 Sponsor (7 students)
- ☐ \$105 Sponsor (3 students)
- ☐ \$70 Sponsor (2 students)
- ☐ \$35 Sponsor (1 student)
- ☐ \$_____ (Other)

RECOGNITION

Sponsor _____

(Please print your name as you would like it to appear in publications.)

Address _____

Email _____

Signature _____ Date _____

Please return this form to: McLean University Student Chapter of The Wildlife Society, 111 Maple Avenue, McLean, VA 22101. And again, thank you so much for helping to make a difference in the future of our profession.

19. Writing a Donation Thank You Letter

Congratulations! You have received a donation. Your hard work paid off. But your job is not done yet. Now you need to thank the individual or company that made that donation to your student chapter.

Should the donation have been a good (product) or service, remember to list the dollar value and title of the donated good/service. A good thank you letter will include your student chapter name, the name and address of the donor, and the dollar value of the donation. It should explain what the donation was used for. Another tip is to always print letters on nice student chapter stationery to make them look official. You should also keep a spreadsheet of donors so that you can ask them for a donation again next year. Below is an example of a donation thank you letter.

(Student Chapter of TWS Letterhead)

December 20, 2010

Mr. Joe Smith
123 Maple Avenue
McLean, VA 22101

Dear Mr. Smith:

On behalf of McLean University Student Chapter of The Wildlife Society I would like to thank you for your generous gift of \$105.00. Your commitment to helping the McLean University Student Chapter of The Wildlife Society Student Membership Sponsorship Program is sincerely appreciated.

Our Student Membership Sponsorship Program helps new student members of The Wildlife Society (TWS) benefit from membership in TWS, engage with wildlife professionals, and open a new door to wildlife management and conservation knowledge. They will have benefits such as signing up for TWS' state-of-the-art Online Mentoring Program, a platform for mentees to realize their potential by facilitating professional relationships with mentors who act as role models and provide guidance to them. The program offers opportunities to develop business contacts, access industry information, and gain valuable insights from experienced and successful professionals.

This letter also serves as your receipt. As required by federal law, we note that this contribution is fully tax deductible and that no goods or services were provided in consideration of your donation.

Thanks again for your generous support to help us prepare the next generation of wildlife professionals.

Sincerely,



Sharon Penderson, Treasurer
McLean University Student Chapter of The Wildlife Society

20. Writing an Article for TWS



So your student chapter has been asked to write an article for one of The Wildlife Society's (TWS') publications? First off, get excited! This is a chance for your student chapter members, activities, and school to gain international recognition. Make sure you know the requirements of your article, including deadlines and word length. Specifics are available [here](#). For write-ups that will be published on [wildlife.org](#) and in *The eWildlifer*, the Society's newsletter, the desired length has been 250-500 words. Before you begin writing, make sure you are clear on the subject you are meant to write about. Keep your contact from The Wildlife Society informed on your progress and never hesitate to ask questions. These are the first steps for making your article stand out.

Now that you are clear on your requirements, you should start brainstorming. What makes your student chapter distinctive? What will make it stand out compared to others? Try to think of all the activities, professional development opportunities, and community service events that your student chapter participates in. Begin the article with an entertaining fact or anecdote. Does your student chapter host a unique workshop? Or a crazy fundraiser? Remember that other student chapters may read your article and want to use your ideas for their club.

As you get into the "meat" of your article, describe with vivid details activities your club has participated in and what you're working on now. Finish with a description of your strong plans for the future to let the reader know your student chapter is energized and ready for anything. You never know when you might receive a contact for a new opportunity. Even if an activity seems obvious or standard to you, such as your chapter's annual work on a local survey, it may be a completely new idea for another student chapter.

Before starting the editing process, make a checklist of the ideas that your club wants to mention in the article. As you go through the article, check off the items on your list to make sure you didn't leave anything out. If you find yourselves running out of space, look for ways to be more concise. Also, try to prioritize the points you wish to include between those you want to mention and those you want to elaborate on. Try to finish your article several days in advance so you have time to read through it again to make sure you didn't make any small mistakes. It is a good idea to ask a few people to edit your article before submitting it. Have them look for errors and consistency with grammar, spelling, and tense. Also make sure to ask for input from other student chapter members, as their knowledge and experience may

lead to additional ideas.

Including a photograph with your article can grab a reader's attention and draw them in for a closer look. When choosing a picture, try to use an "action shot" where members are involved in activities, (e.g. trapping deer, building bird houses), as opposed to staged group shots, (e.g. the winners of chapter contest or a picture of your club members). Also consider your photo's format. The picture should be small enough so that it does not take up a large area of space but big enough that the reader can clearly see what's going on. Be sure that your picture is not out of focus or fuzzy. Also, make sure that it won't appear grainy if it is enlarged. Include a caption with the picture explaining what is going on and make sure to give credit to the photographer. Make your caption short but creative.

STUDENT MEMBERS

University of Alberta Student Chapter
by Amy Darling, President
Established in 1999, the University of Alberta Student Chapter of the Wildlife Society (UASCTWS) has roughly 70 paying members, with 200 more on the e-mailing list. We have 4 elected and 3 appointed members on our executive board. UASCTWS hosts regular meetings, activities and events to expand members' knowledge of wildlife science and resource management. Field research opportunities focus on the Urban Deer Project (UDP), in which students take part in trapping and collaring deer and studying their movements in the Edmonton area. UASCTWS hosts monthly speakers on wildlife research and management. The Student Chapter also hosts student workshops on wildlife field skills, such as waterfowl identification, radio telemetry, GPS and compass navigation skills. Members volunteer for activities sponsored by other TWS chapters, such as the Annual Meeting of the Alberta Chapter of the Wildlife Society. We post job opportunities on our website to promote professional development of our members. Annual social events sponsored by UASCTWS include "Improv Night" in which professors and graduate students compete to give the "best" improvised presentation... it is always hilarious! A major fundraiser, networking, and social event is the annual Game Potluck Dinner. This lively social event includes a silent auction and door prizes with items donated by local hunting and conservation groups, a potluck dinner complete with the "Mystery Dish", and a live band. We also have regular outdoor activities such as skating and hikes in local parks. Through education, networking, and entertaining activities UASCTWS helps foster an appreciation of wildlife at the University of Alberta and prepares members for careers in wildlife biology, conservation and management. For more information on student activities, membership, and the benefits of having a local student chapter of TWS on campus, see our web site (<http://www.rr.ualberta.ca/wildlife-society/index.htm>) or contact our board members.

Student Conclaves
TWS Student Chapters host four regional Student Conclaves each year that provide college students with valuable hands-on training in wildlife management and conservation, and networking opportunities with wildlife professionals. Some activities include field trips, workshops (i.e., telemetry, trapping, chemical immobilization, mist-netting), field competitions, local tours, game-calling competitions, quiz bowls, banquets, photography contests, and guest speakers. TWS is proud to announce that it will be supporting each 2008 Student Conclave with a \$1000 grant. 2008 Student Conclaves will be held as follows:

Eastern Student Conclave: March 28-30; hosted by Penn State University Student Chapter. Early registration fee is \$20. Please visit <http://www.clubs.psu.edu/up/wildlifesociety/> or contact Amanda Horning at aph138@psu.edu for more details.

Midwest Student Conclave: April 11-13; co-hosted by Michigan Tech University and University of Wisconsin-Madison Student Chapters. Early registration fee is \$25. Please visit <http://tws.mtu.edu/Home.html> or contact Amanda Norris at ainorris@mtu.edu for more details.

Southeastern Student Conclave: March 13-15; hosted by University of Tennessee-Martin Student Chapter. Early registration fee is \$85. Please visit <http://www.utm.edu/departments/caas/anr/faculty/pelren/utmtws/index.htm> or contact Eric Pelren at epelren@utm.edu for more details.

Western Student Conclave: March 14-17; hosted by Colorado State University Student Chapter. Early registration fee and contact person to be determined shortly. Please visit <http://welcome.wamernr.colostate.edu/clubs-chapters/tws/> or contact Nicole Sedgely at nsedgely@hotmail.com for more details.

Sign up early for these great rates and to ensure your spot at the wildest student gathering this year.



UASCTWS members Matthew Pyper, Sheela Holmes, and Sheela Holmes placing a radio collar on a white-tailed deer in Edmonton, Alberta, Canada, as part of the Urban Deer Project. Photo by Nicole Bazarab.

Call for 2008 Award Nominations

Please help us recognize deserving individuals and groups who have made notable contributions to wildlife conservation by nominating your colleagues for a TWS award. A full description of the awards, instructions for submitting nominations, and deadlines are online at wildlife.org.

 **More Online!**

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The Wildlifer ♦ Winter 2008

Article for *The Wildlifer* contributed by student members of University of Alberta Student Chapter of TWS.

To sum up, plan out your article by thinking about what makes your student chapter unique. As you get started writing, prioritize the ideas you want to include so you know what may have to be lengthened, shortened, or eliminated if space becomes an issue. And finally, revise, revise, revise!! You want to submit a very clean and well written copy of your article. If your student chapter is including any photos make sure they are the size and format the guidelines request. Take your time with the article, but don't put it off! Have multiple people look over it and be sure to submit ahead of the deadline so any problems can be fixed. Don't forget to include others in the process. Good luck!

Source: Penn State University Student Chapter of TWS

Don't have time to write your own article? TWS Staff is happy to write an article about your student chapter and its recent activities. If your student chapter is interested in being interviewed and featured on wildlife.org contact Mariah Simmons at MSimmons@wildlife.org.

21. Timeline of Events

Below is an example of a timeline of events your student chapter may hold or participate in. It is simply here to serve as a reminder of important dates and keep you thinking about the future so that you can stay organized and always be one step ahead. It is based on the semester year (August – December, January – May), so student chapters on the quarter system may need to make modifications. Timelines may also need to vary based on your local chapter's and section's meetings.

August:

1. Hold an executive committee members meeting and review the [website](#) prior to the semester starting (the earlybird registration deadline is typically in August).
2. Hold quiz bowl team practices.
3. Finalize travel plans for attending The Wildlife Society's Annual Conference.
4. Brainstorm fall semester speakers and fundraising ideas.

September:

1. Hold a fall membership drive at your school's student activities fair.
2. Hold quiz bowl team practices.
3. Hold members meeting.
4. Have members sign up for committees.
5. Determine fall semester fundraising activities and start planning.
6. Continue selecting speakers for fall semester meetings.

October:

1. Hold members meeting, executive committee members meeting, and individual committee meetings.
2. Hold fundraiser.
3. Hold quiz bowl team practices.
4. Attend TWS' Annual Conference (date may vary).

November:

1. Hold members meeting, executive committee members meeting, and individual committee meetings.
2. Hold next fundraiser.

December:

1. Hold next fundraiser.
2. Hold last members meeting, executive committee members meeting, and individual committee meetings before the end of the semester.
3. Select quiz bowl team for next spring's conclave.

January:

1. Hold members' meeting to determine this semester's speakers and fundraisers and ask new students to sign up for committees.
2. Hold fundraiser.
3. Make travel plans for conclave.
4. Host quiz bowl practice.
5. Find out this year's TWS chapter and section meetings.
6. Announce Call for Papers for TWS' Annual Conference to members.
7. If hosting Conclave, submit the [pre-conclave grant application](#) to TWS Staff.

February:

1. Hold fundraiser.
2. Hold members meeting, executive committee members meeting, and individual committee meetings.
3. Host quiz bowl practice.
4. Hold spring membership drive.
5. Start planning for year-end banquet and awards.
6. Remind students about Call for Papers for TWS' Annual Conference.

March:

1. Hold fundraiser.
2. Hold members meeting, executive committee members meeting, and individual committee meetings.
3. Host quiz bowl practice.
4. Attend conclave (dates may vary).
5. Submit [tax report form](#) to TWS' office (**annual reporting requirement**).
6. Nominations & Elections Committee should finalize their officer candidates, verify they are willing to run, and start elections procedure.
7. Advertise year-end banquet.
8. Order awards/plaques.
9. Remind students about Call for Papers for TWS' Annual Conference.
10. Apply for Student Chapter of the Year Award and Student Chapter Advisor of the Year Award (dates may vary, check [TWS website](#)).

April:

1. Hold fundraiser.
2. Close elections and inform all candidates.
3. Send in [officer report form](#) to TWS' office (**annual reporting requirement**).
4. Hold last members meeting, executive committee members meeting, and individual committee meetings of the semester.
5. Final Call for Papers to TWS' Annual Conference.

May:

1. Submit e-postcard to IRS by May 15 (if applicable) - **annual reporting requirement**.
2. Host year-end banquet and announce election results.
3. Apply for Student Travel Grants.
4. Apply for Best Student Paper/Poster Award.
5. Have new officers shadow previous officers, read bylaws, read toolkit, take IRS online workshops.
6. Send evaluations to student chapter members.
7. Select this fall's quiz bowl team members.

June – August:

1. New officers should review bylaws, toolkit, and online workshops.
2. New officers should brainstorm meeting and fundraising ideas.
3. New officers should review evaluations.
4. New officers should meet over the summer break, perhaps a weekend retreat.
5. Quiz bowl team members should start to practice.
6. Start making travel plans to TWS' Annual Conference.

22. Creating a Newsletter

Your student chapter may want to create a newsletter to better communicate with your membership and other campus organizations about upcoming events, research highlights, and other exciting news. Here are some tips on how to put one together.

What's in a name?

Show a little school pride and incorporate your school mascot into your newsletter's title. Be creative and have fun. For example, if your mascot is a grizzly bear, name your newsletter something like "The Bear Truth" or "The Bear Facts."

Publishing, distribution, and permissions

To minimize the cost of paper, it may be a good idea to publish your newsletter quarterly rather than monthly, distributing issues in fall toward the start of semester, in winter before break, in spring toward the start of the semester, and in summer at the end of the school year. You may choose to print the newsletter in black and white or color, depending on costs and access to printing and copying equipment, or go completely digital.

Consider how you will distribute your newsletter. If your club has a website or Facebook account, post a copy of your newsletter there. This will allow for past, present, and future club members to keep up with what is happening with the club.

Note that you should always get permission from your university publication committee to print and distribute your publication. This is particularly important if you are using the school logo and distributing your newsletter campus-wide.

Content

This is where you can be creative and have fun with your newsletter, while also providing useful information to your members and your school community. If meeting dates are set, include meeting dates, time, and place. Include your current officers' names and contact information. Ask all student chapter executive committee members and committee chairs to provide updates and articles to put in the newsletter. Also consider including information about TWS' Annual Conference, TWS' award deadlines, as well as TWS local chapter and section meetings. Make sure to include the URLs for websites for TWS, your local TWS Chapter and Section, TWS Career Center, www.usajobs.gov, and others your members might be interested in. Describe upcoming events such as student chapter fundraisers and community service events. You can write small articles about current research being conducted by graduate and undergraduate students or faculty in your department. Consider using Microsoft Word's newsletter template to make the layout easy. Getting a little more creative, you may want to include a Q & A section where you interview your advisors or other faculty in your department. The sky is the limit.

Now it's time for you to get started!

Source: Sul Ross State University Student Chapter of TWS

23. Working With the Media

This chapter was written by American Fisheries Society for its subunit officers, but is just as pertinent to The Wildlife Society subunit officers.

Working with the media is not nearly as intimidating as people think. Reporters and broadcasters simply want to educate the public about current events and issues. These professionals cannot do that, however, without help from outside sources of information -- namely, you!

What do American Fisheries Society (AFS) members and subunits do that could be considered "news?" Propose listing of a fish species as endangered or threatened, sponsor fishing derbies for children, comment on proposed legislation, give awards and scholarships, restore riparian areas -- these are just a few of the newsworthy activities that could attract positive media coverage. To AFS members, news coverage can transfer into many benefits:

- o free publicity for subunit events, programs, and meetings
- o new members
- o increased community support for conserving fisheries resources
- o visibility as a source of scientifically based fisheries information
- o better public understanding of AFS, its goals, and its involvement in professional and conservation issues.

Effective use of the media can even pressure public officials and other policy makers to take action on a problem.

HOW TO BEGIN

Make a complete list of all local newspapers and magazines (daily, weekly, and monthly), TV, and radio stations. The aim is to make "contacts" -- editorial page writers, local news broadcasters, journalists who regularly cover the environment or community beats. Your local library will have two important reference books that make this job easy: the latest issues of Editor and Publisher Yearbook and Broadcasting Yearbook. Both list, by state, all the media outlets and their addresses, phone numbers, and even the beat reporters' names. Don't forget to add any publications distributed by state natural resources agencies and commissions. Look in the blue government section of the phone book for the numbers to call for this information. Also, list any wire service correspondents and free-lance outdoor writers who have written about or shown an interest in fisheries or AFS.

Appoint a Chapter member or officer to act as media liaison. This member is responsible for developing regular contact with journalists, perhaps inviting them to attend AFS meetings or events. Reporters are more likely to call people they know and trust for information, so mail them copies of your newsletters and offer yourself as a "source" for facts or comments on fisheries issues. Before you say anything, however, make sure the Chapter has clearly chosen its position. A unified front is the best front.

Know and respect deadlines. Every type of publication or broadcast has a series of deadlines. Be aware that most reporters would cut off a hand rather than miss a deadline. After all, a large portion of their job depends on their ability to relay information clearly, concisely, and quickly. Daily newspapers run certain sections on particular days, have different deadlines for news stories than for features, and operate by a variety of other influential factors. Generally, though, you can almost never be too early. Opinion pieces (those opinion articles written by an individual not on the publication staff) for Sunday often need to be in by Wednesday. Weekly newspapers want information several days, if not weeks, ahead of time. For calendar listings, two-week notice is often required. Monthly publications work two to four months in advance. Call the paper or station for its deadline schedule. Avoid calling journalists an hour before their deadlines unless you have something earth-shaking to add. For the best coverage, subunits are usually better off holding events mid-morning, rather than late afternoon or evening.

WHAT JOURNALISTS WANT

A local angle is essential unless a reporter is writing for a national publication or network. You as a local citizen and Chapter can be that angle, as can the issue or event you want covered.

Timeliness is another key consideration, so keep up with trends in environmental and community news coverage. If you see a story on water pollution, for instance, you may want to call the reporter about the possibility of a second article about the effects of water pollution on fisheries.

Good research and interesting quotes carry a lot of weight in the news process. Do your homework by finding the facts and "hook" necessary to snag a journalist's interest. Your Chapter is starting a riparian restoration project? Outline details such as why riparian zones are important, why your Chapter decided to take on the project, whom you hope to involve locally, which waterways you are working on, and what a riparian zone is. Avoid jargon in your statements.

Specific examples and possible solutions to a local problem add depth, color, and purpose to a story. Anecdotes are also helpful if they make a clear point. Taking the journalist to a healthy, fish-laden stream and then to a polluted one creates a foundation for comparison on which the reporter can build. Point out helpful details, such as how to recognize good and poor qualities in streams, and describe what local citizens can do.

Trustworthy, knowledgeable source are critical to journalists. Know your stuff but also offer the names of other people familiar with your issue and organization.

PICTURE IT

Pictures really are worth 1,000 words, so don't forget to shoot plenty of them. You can always offer them to newspapers, and photos are a great way to document your subunit's activities throughout the year. No zombies with frozen smiles, please. People like to watch their neighbors doing something, so plan to catch them in the act of diving to do a squawfish census, teaching a youngster to fish, or doing other active projects.

Include no more than four people per picture (faces should be at least the size of a dime), and watch for dark shadows that could obliterate features. Identify each person by name and title. If your event is of local importance or has strong visual possibilities, call local TV stations. Crews are often looking for

good feature and news stories. Write "ATTENTION: PHOTO EDITOR" on the bottom of any related press releases, and note some photo possibilities -- kids catching their first fishes, people planting trees along a stream to shade water, etc.

Surviving the Interview

Due to your excellent press release, several reporters say they will cover your event or meeting. Now what? Journalists should be greeted by the Chapter media liaison, introduced to key Chapter officers, then left to do their job. The liaison should wear a large nametag if the event is large and well-attended by the press.

Be prepared for an interview. Granted, relaxing can seem impossible when lights are shining in your face and a microphone is stuck under your nose, but these are minor discomforts compared to the tremendous benefits of good publicity.

Look directly in the eyes of the interviewer. This is very important as it keeps you from looking insecure. Print media interviews are much easier because the reporter has a simple pad of paper, pen, and possibly a tape recorder, so keep rephrasing the points you want to make and why they are important.

Speak slowly, clearly, and courteously. Never swear or make libelous accusations about people. Be truthful and honest. If you don't know something, don't make it up -- just say you're not sure but will find out and let the reporter know. Don't forget to mention your Chapter's name and organization! Spelling out the organization's name never hurt, either.

Ask a spouse or fellow AFSer to act like a reporter for a dry run. Although it sounds hokey, working out your answers to the most obvious questions (What are the goals of your organization? Why is this event important to the community?) in advance helps you prioritize points and feel more confident when you hear a question you've answered before.

The more you work with the press, the easier it becomes.

WRITING THE RIGHT PRESS RELEASE

If your Chapter is trying to publicize a meeting or event, often a press release is the best course of action. You don't have to be a best-selling author to write an effective press release, but you do have to know some tips that will allow your release to follow the standard format yet stand out from the 200+ other releases the average daily newspaper receives each day.

The goal is to communicate all the necessary information clearly and concisely. Reporters have very little time to browse through a lot of unimportant materials. Keep your message short and straightforward. Rarely should a release be longer than one page. If you want to include background information, attach a fact sheet, but the key information should remain on the front page of the release.

Press Release Example:

NEWS RELEASE GUIDELINES

Your release should look like a news release, with a bold headline, proper formatting, complete information, no grammatical or spelling errors and, most importantly, newsworthy content. Most news media use the *Associated Press Stylebook*; your release will be viewed more favorably if you follow its copy-editing rules. You also may want to release your news in more than one language, depending on your audience.

Keep in mind the following guidelines:

FORMATTING

- Use 8-1/2x11-inch paper with at least one-inch margins.
- Use only one side of each sheet of paper.
- Start the page with **FOR IMMEDIATE RELEASE** and the date.
- If you are releasing news in advance of the official announcement, indicate that the release is “embargoed” until a certain date and time.
- Include complete contact information.
- List the city, state and date at the beginning of the first line, followed by two dashes.
- Include all critical information, especially “who, what, when, where, why and how.”
- Don’t break a paragraph at the end of a page.
- Center the word “more” surrounded by two dashes at the bottom of the page to indicate the release continues.
- At the top of the next page, include a shortened version of the headline and the page number.
- At the end of the release, include a short paragraph about the organization (or specific program) and its history.
- Indicate the end of the release by centering either -- # # # -- or -- 30 -- at the bottom of the last page.

CONTENT

A release should be written like a news story, following an inverted pyramid structure, with the most important information at the top. Most editors scan the headline and lead paragraph; if the release doesn’t grab them, they toss it. Some publications and Web sites may run your release verbatim but may have to shorten it to fit the available space. They usually cut from the bottom.

FOR IMMEDIATE RELEASE Date	Contact: Jane Publicist NonprofitABC (123) 456-7890
NONPROFIT ABC RELEASES SURVEY FINDINGS FOR ARTS FUNDING IN ABC COUNTY	
Results Underscore Vulnerability of ABC County's Arts Community	
<p>ABC, CA, Date —“<i>Arts in the Balance</i>,” which summarizes the findings of the third biennial survey of corporate, foundation and government arts funding in ABC County, was released today by Nonprofit ABC. The most in-depth review of its kind to date, the ABC survey tasked sampling from 63 grantmaking agencies to 600 nonprofit residents in ABC County for YEAR, the funders’ most recently completed fiscal year. The results, which were compared with previous surveys conducted, dramatically underscored the vulnerability of ABC County’s arts community.</p> <p>“Arts organizations contribute richly to the economic health and well-being of the diverse neighborhoods that comprise the ABC County,” said the president of Nonprofit ABC. “Of particular concern are the smaller, community-based enterprises including neighborhood theaters, galleries and arts education programs which stand to suffer the most if the funding trends and habits reflected in the survey continue.”</p> <p>Citing key survey findings, the president of Nonprofit ABC noted that funding for the arts, in general, has declined significantly, and that four public agencies and six private foundations accounted for 76 percent of arts funding in YEAR.</p> <p>“Overall, the survey results reflect an unbalanced distribution of dollars,” advised the president of ABC. “However, to foster a vital creative environment in ABC County funding must embrace a broad range of organizations and artistic disciplines.”</p> <p>The survey summary, “<i>Arts in the Balance</i>,” may be viewed at www.nonprofitabc.org or obtained by calling Nonprofit ABC at (123) 456-7890.</p> <p>Founded in YEAR, Nonprofit ABC is a nonprofit 501(c)(3) committed to a strong and vibrant philanthropic community that improves the quality of life for all residents in ABC County. Nonprofit ABC’s mission is to support and advance effective and responsible philanthropy through partnerships with private-sector grantmakers.</p> <p style="text-align: center;">— # # # —</p>	



24. Professional Conference Etiquette

Students often wonder what to expect at a professional conference. What follows is an attempt to summarize the most common and obvious questions.

Professional meetings are HUGE career opportunities for students. They are intense. It is best to prepare and hang on for the ride.

First and foremost, why are you going? To learn? To network? To connect with employers? To connect with other students? To party your brains out? If you could do it at home, save yourself the money and stay home. You are there to learn—so learn at every opportunity. You should meet as many people as you can. Network! The natural resource profession is smaller than you think and the relationships you form now will help you in the future. You never know who will be your next employer, colleague, or field house roommate. Be sure to meet as many other students as possible, and also meet other faculty, agency personnel, resource managers, etc. Carry a notebook and discretely record the names and affiliation of everyone you meet (you'll start to forget after meeting 50 people).

What to bring?

- **Business cards.** Professionally printed, or you can make your own, or use Avery cards and format them on your computer. Avery and other paper suppliers make this easy to self design and print cards 10 to a page (e.g., Avery Templates 8871 and 8873). MS Word also has a template; or you can also get ready-made templates from the Microsoft web site or see <http://www.avery.com/>.
- **Updated résumé.** You should have a few copies on hand just in case you bump into a potential employer. This is the ONE AND ONLY CASE when it is a good idea to place your photo on the front page, top right or left simply to really drive your image into this professional's mind. ONLY do this when you are physically handing a résumé to someone who is the direct user (i.e., have two versions on hand to distribute as needed).
- **Notepad/pen** for notes (good talks, contacts, potential employers, etc.) and to write down those names and affiliations to access later.

Introductions. Faculty, professional society officers, and professional colleagues all generally will be more than happy to provide a student with an introduction to any of the resource professionals we know, and many that we do not. Conferences are busy times for everyone so you want to be clear, direct, and leave a lasting impression. Know why you want to meet and be direct. For example, –Good evening Dr. Johnson, it is a pleasure to meet you. I am John Smith, a senior at the University of Minnesota, Crookston and am interested in working with the Minnesota DNR this summer. Do you have any advice?” Be direct but somewhat more subtle than –Hi, do you have a job for me this summer?” ASK for someone's business card if you will want/need to contact them, otherwise, record their name and agency and find them on the web. Always accompany introductions with a firm handshake.

All professionals should be addressed as Dr. or Mr. –Johnson.” Use Dr. if you don't know for sure as it is easier to err on the side of overly formal and then change as appropriate rather than attempt to recover from a too familiar social gaff.

Professional behavior. You will have the opportunity to meet and make an impression on many colleagues, employers, advisors, etc. Assure these are positive and that your advisors and home institution would be proud of you as a representative. Greet others warmly, smile a lot, be direct, look folks in the eye (you can look at your shoes when you put them on in the morning), demonstrate pride in your accomplishments and what you have to offer employers, and reserve boasting for the liars contest in

the bar. Your behavior directly reflects on you, your home institution, and on your faculty advisors. Advisors certainly do hear about some of the good and all of the bad impressions that you make. Your positive impressions reflect well on you; negative impressions generally reflect on your academic advisor and institution. Thus, you may be asked to leave immediately and return to campus at your own expense for unprofessional behavior. Also remember that if your attendance is sponsored by your home institution, their policies are in effect (e.g., regarding alcohol consumption, etc.).

Appropriate attire. Students at a professional conference should dress business casual. If you happen to be making a presentation (poster or oral), attending the banquet, or accepting an award; you will want to “gussie” up for the event. During the remainder of the conference, you’ll find that people generally wear business casual. Jeans may be acceptable in some instances, but you certainly won’t miss with casual dress pants and a button down blouse or shirt. Field clothes are appropriate for field trips. Do leave your rock band and beer t-shirts at home. A special note on hats—they are safety equipment for personal protection from the sun and rain. If you are indoors, you do not need one.

What about missed classes? If you will be missing class, contact all of your instructors as soon as you think you might be going! Do this both via email AND in person during office hours or after class. Most instructors are accommodating for professional meeting attendance. Be sure to discuss what content you will be missing and what consequences there would be if you missed a week of classes. Contact your instructors again two weeks before the event to remind them of your planned absence. Assure that you get all your assignments done and handed in to the instructor BEFORE you leave. Have a colleague take notes for you during your absence. Follow up with instructors after returning to assure all is well.

What happens at the conference?? What is a typical conference timetable?

1. Arrive, register for the conference, check into the hotel.
2. Review the materials in the conference packet. Separate into the “leave in my room” and “carry with me” piles.
3. Review the scheduled scientific presentations in the poster, symposia, and contributed sessions.
4. Plan what talks & posters you will see and plan your movements among the various rooms (for conferences with concurrent sessions). Do this the first day and then STICK to your plan. It is all too easy to see five talks and then wander aimlessly.
5. Look at the map of the conference center, scope out the layout so you can find the rooms you will be dashing among to see different talks. Do this before you need to change rooms in a crowded hallway.
6. Use breakfast, lunch, and dinner as opportunities to network. This is where you build relationships!
7. Network and socialize in the evenings, but DO get some sleep. Snoring in a session leaves a lasting impression that you do not want!
8. Concurrent session rooms can often be very, very warm. Resist the urge to take a nap. It looks really bad and does not convey your professionalism or employability for you or anyone else at your institution.
9. Remember to eat well. Four days on high-carbohydrate, high-fat restaurant food will leave you sleepy and senseless.

How do I go about meeting the people that might hire me as an employee or take me on as a graduate student? If you want to meet a successful professional, be sure to make it worth their while. Ask them specific questions about their presentation or about their current research interests. Be prepared to tell them what interests you.

As an exercise, discuss with your fellow students the topic of “What part of the profession or

Field are you interested in? What specialty most appeals to you?” Work on a less than two-sentence response to the ~~–~~What interests you in the field” question. There are several opportunities to meet professionals, such as the Midwest Fish and Wildlife Conference. Come to the all-day student workshop on Sunday entitled *–Beginning your Professional Journey,*” where you’ll learn about networking and where many professionals will be helping out for the day. Students will have breaks and lunch with the professionals and will have one on one interaction with them throughout the day.

Attend the Sunday evening networking event. Beforehand, you might read over your program and abstracts of presenters whom you would like to meet. Then, seek those people out and introduce yourself and ask them about their work – everyone loves to talk about themselves!

Come to the Monday night student professional networking event! Employers and academics from throughout the region will be on hand to talk with students about potential positions either in the workforce or as graduate students. Be sure to bring multiple copies of your résumé and business cards to leave with people.

OK, now I’ve talked with the person, but I need to move on. How do I gracefully extricate myself? And how long should I talk with any one individual? Once you have attentively listened to the person and have asked them your questions of interest, and are ready to move on, there are several tactics that can be used to close the conversation. For example: ~~–~~Dr. White, it was fascinating talking with you. I look forward to your presentation on Tuesday. Thanks for taking the time to tell me about opportunities in your lab. Here’s my card. Please contact me if you receive funding for the project that we discussed!” And with that, you give Dr. White your card, and move on to the next person with whom your wish to speak. If you don’t necessarily want to follow up with the person in the future, you might use the excuse that you want to refresh your drink, or look at your watch and exclaim that you need to move along to meet with a friend or other acquaintance, etc.

You want to make several connections at the conference, as do the professionals who will be in attendance. A good rule of thumb in terms of time might be as long as it takes to gather the desired information, but probably no longer than about ten minutes, unless you’ve been asked to join the individual for a meal or to be introduced to his or her colleagues. The key is to remember that being at a conference is a little like being on one ~~–~~very long” job interview. You must be on your best behavior the entire time. This does not only include the conference venue. These same individuals may be at the restaurant or bar that you and your friends decide to visit on any given evening. The whole time you are at a conference, you are being evaluated as a potential employee or graduate student. You might not want your potential future graduate advisor to witness your dance with the bar stool or your karaoke performance.

How do I leave information about myself with people that I’m either interested in working under as a student or as an employee? It is not too early to have a business card to distribute at meetings. Here are a couple of pointers regarding business cards. You probably don’t want to be distributing a business card on which you have listed your hotmama@yahoo.com account. If you have a web page listed, be sure that you feel that you are presented in a professional manner on that web page. You are making a ~~–~~professional” contact, not a personal contact. Do you really want the Chief of the State Wildlife Division to see you snorting beer out your nose? Think beforehand about the information that you are providing and what a potential employer will view on your web page.

I don’t know that I want to volunteer at the conference, even if I get a discounted rate. Is it really worth it? YES! Especially if you are uncomfortable stepping out and introducing yourself at mixers, you might find that volunteering is a wonderful way to meet professionals and to make a very positive first impression. They will notice that you ARE a volunteer and are helping to make the conference a success. You’ll need to gather information from them if you are moderating a session, and by doing so, will start

to get to know those professionals. It will be easier to talk with them when you meet them again, either at the current conference or in the future.

How about my body piercings and tattoos? Tattoos and body piercings have gained incredible popularity in the past 10-15 years. However, at a conference or at any sort of a professional function, the safe bet is to leave your tongue or nose ring at home and conceal rather than emphasize tattoos. Many of the professionals with whom you may work may not be as enamored of the piercings or tattoos as you are and you may cheat yourself out of opportunities by displaying piercings or tattoos.

Should I attend the business meeting? I am just a student after all. There's no better way to send the signal that you're serious about your chosen profession than to get involved as a student in your local and/or regional TWS chapter. Volunteering for anything as a student is greatly appreciated by professional societies and is a FABULOUS way to meet the professionals with whom you would like to work with or learn from. It also gets you on professionals' radar screen because you have a role in the local or regional chapter.

What your Faculty Advisors NEED to know if you are part of a student group (e.g., student chapter). If something happens that will involve external entities (hotel staff, EMS, conference organizers, police, etc.), alert your faculty advisor immediately. They do not want to be surprised—it would be much better coming from you rather than the authorities.

Most importantly, have fun! Smile a lot! Meet lots of people.

Compiled by John Loegering (jloegeri@umn.edu), University of Minnesota; Rebecca Christoffel (christof@iastate.edu), Iowa State University; and Jim Schneider (schne181@anr.msu.edu), Michigan State University.

25. Getting the Most Out of TWS' Annual Conference

The purpose of this article is to offer some insight into how students can get the most out of TWS' Annual Conference. Plan ahead and manage your time such that you can participate in as many activities and events as possible.

The first order of business, as with most of life's endeavors, is determining just how to pay for everything. While detailed fundraising tips are beyond the scope of this article, suffice it to say that the trip will be more enjoyable if it is not a financial burden. Also, students can benefit from learning to solicit funds.

Another matter that must be considered is how to miss a week of classes without putting oneself in academic jeopardy. In all honesty, regardless of what you may think, you will *not* have time to study or do schoolwork during the conference. Furthermore, if you do have time, it means you are not putting the attention and energy into the trip that you should. One way to stay on track is to identify material you can tackle ahead of time (during the summer break, for example) and get ahead in as many classes as possible. For example, if you know a certain professor expects you to memorize the scientific names of 200 reptiles and amphibians for a class, there is no reason not to be proactive and learn them before the class has even started. Another recommendation is to turn in assignments and take tests *before* the trip whenever possible. Try to arrive back at school without any deadlines staring you in the face.

One of the most enjoyable aspects of the conference for students is the friendly competition that takes place during the quiz bowl. Many student chapters expend considerable effort preparing for the event, and that works for them. A good way to prepare is simply to be a good student and work diligently in one's program of study. Having said that, the quiz bowl format is a great way for students to get together and study for tests. In addition, familiarizing yourself with the rules and the process ahead of time will

certainly make competition more fun!



Pictured, from left, are Joe Hoyt, William Thompson, Kate Vanderzee, and Rich Stanton preparing for Quiz Bowl. Photo credit: SUNY Cobleskill Student Chapter of TWS.

Networking can be an important part of TWS' Annual Conference experience. Because this event attracts people from all over the world, students are provided with an opportunity to meet with students and professionals from outside their geographic region that they wouldn't otherwise have occasion to meet. This can help students to get a broader understanding of issues in the field of wildlife management. Also, this experience allows for students to learn about projects and innovations that they may not have discovered.



Quiz bowl student winners meeting TWS President Tom Ryder. Photo credit: Ruxandra Giura, TWS.

At TWS' Annual Conference, students should talk to as many people as possible. Don't be shy; these individuals are there to network as well. These casual meetings can lead to future employment or can be the beginning of a lifelong friendship. The Annual Conference provides students with a unique opportunity to make contacts with others in their field. Do not miss out on this invaluable resource.

In addition to socializing, it is a good idea to attend the more formal presentations and poster sessions. This is a great opportunity to see what the current research trends are, and to identify your academic strengths and weaknesses. For example, after splitting up to attend presentations that interested us individually, the students who attended the 2007 conference in Tucson agreed that literally everyone was incorporating Geographic Information Systems (GIS) into their research, and that it would behoove students to become more familiar with the technology.



Student members benefit greatly from the opportunity to present during TWS' student research-in-progress poster session. Photo credit: Ruxandra Giura, TWS.

Most importantly, see as much of the biodiversity, ecology, and natural history of the surrounding area as possible. It is a rare student indeed who is so well traveled that he/she cannot benefit from seeing a new area. Also, so many of the abstract concepts and principles learned in the classroom just aren't real until you see them in context of a natural system, whether it is seeing the results of an enormous forest fire compared to an area managed with controlled fire, or observing the changes in a plant community while driving up the side of a mountain. Appreciation of how these processes work at home will also be improved.



Yellow-rumped warbler. Two distinct types are sympatric in Arizona. Photo credit: SUNY Cobleskill Student Chapter of TWS.

Likewise, there will likely be some very rare or unusual species in the place you are visiting. For most, seeing a California condor in the wild is a once-in-a-lifetime experience. Having a close encounter with a moose may be commonplace for people from some geographic areas, but it's a positively awesome experience for others!



California condor in the Grand Canyon and *Alces alces* in Alaska. Photo credit: SUNY Cobleskill Student Chapter of TWS. Source: SUNY Cobleskill Student Chapter of TWS.

While at TWS' Annual Conference, make sure you check out:

- Student Field Trips
- TWS Members' Meeting – announcing Student Chapter of the Year Award & Student Chapter Advisor of the Year Award
- Student Chapter Leaders Breakfast
- Student-Professional Networking Event
- Student Chapter Quiz Bowl
- Certification Counseling Session

- Workshops
- Resume Review Sessions
- Student research-in-progress poster session
- TWS Working Group Meetings



Student members and plenary speaker networking during TWS' Annual Conference. Photo credit: Ruxandra Giura, TWS.

26. Getting the Most Out of TWS' Student Membership

There are many ways to get involved in TWS at the international, section, chapter, and student chapter level. Consider the following TWS student membership benefits that allow you to:

- Access six issues of *The Wildlife Professional*, weekly issues of *The eWildlifer*, and weekly issues of *TWS Talks*
- Receive discounts on publications, chapter, section, and working group dues
- Find your next job on Wildlife Careers Center
- Access grants and internships through our website
- Network with students and colleagues through Facebook, LinkedIn, and Twitter
- Attend the Resume Review sessions at the Annual Conference
- Network with professionals at the student-professional networking event
- Get published in *The Wildlife Professional*
- Present during student-only poster sessions or regular sessions
- Learn and have fun during the annual student field trip
- Apply for wildlife certification
- Get hands-on training at conclaves
- Access TWS' membership database to locate experts in your field
- Receive a 5% discount on courses through American Public University
- Win Awards! Win Grants!
- Have your student chapter featured in an article on wildlife.org, and cross-promoted on social media and in *The eWildlifer*

Join a Working Group

[Working groups](#) give students the opportunity to actively participate in an area of wildlife that interests them. Students also meet professionals who are doing cutting edge research in the field. There are over 25 working groups with topics ranging from human dimensions to toxicology, as well as a student professional development working group, whose main goal is to organize the various student events at TWS' Annual Conference. Working group fees for TWS student members are small, typically priced at \$5 or less.

Apply for Certification

After getting your degree, you could be eligible to become certified as an Associate Wildlife Biologist or Associate Wildlife Technician (check [here](#) for specific course requirements). It's better to look at the course requirements early (before you graduate) so that you can adjust your schedule to fit certification requirements. However, with proper documentation, you can substitute experience for coursework, provided at least one course in that same category was taken at a college/university. Becoming certified at the associate level is the first step toward full certification. It also makes it easier to get your full certification with several years of work experience under your belt. In addition, applying for certification shortly after you graduate, entitles you to a discounted application fee. Certification provides a good resume booster, and it is the only professional certification out there for wildlife biologists. In fact,

many state and federal government agencies and private consulting firms are now looking specifically for applicants with certification.

Get Published

TWS is always interested in showcasing student talent and discussing topics of importance to students. TWS encourages students to submit their photographs and articles to TWS Staff for inclusion on wildlife.org and in *The eWildlifer*. Whether you submit your senior thesis or an opinion article, these venues provide students with valuable communications training and publishing experience.



Article in *The Wildlife Professional* written by student members.

Present at TWS' Annual Conference

There are many opportunities to present original research on a variety of topics both orally and through posters. Topics of specific sessions change from year to year, so you should check the conference website for details. Abstracts are typically due in the spring for the upcoming fall TWS' Annual Conference. Plus, there is a special poster presentation session devoted solely to undergraduate research.

Apply for Awards and Money

Find out more details in Chapter 27 about applying for the:

1. TWS Student Chapter of the Year Award (\$1,000)
2. TWS Student Travel Grant (up to \$500)
3. TWS Student Chapter Advisor of the Year Award
4. Student Poster/Presentation Awards
5. TWS Quiz Bowl

6. TWS Student Conclave Grant (\$1,000)
7. Native American Student Professional Development Grant (\$1,000-2,000)



Grant winners at TWS' Annual Conference. Photo credit: Ruxandra Giura, TWS.

Join your regional TWS Section

- Take advantage of section-specific scholarships, awards, and travel grants
- Attend annual meetings
- Network with other students and professionals
- Learn about upcoming workshops

Join your local TWS Chapter

- Take advantage of scholarships, awards, and travel grants
- Attend local chapter meetings
- Learn what professionals and students are doing in your state/province
- Network with other students and professionals
- Tap into fundraising opportunities
- Ask to sell student chapter merchandise at various meetings

Source: University of Wisconsin – Madison Student Chapter of TWS



Student members attending their local chapter meeting. Photo credit: Montana State University Student Chapter of TWS.

27. Applying for TWS Awards

Student Chapter of the Year Award

TWS annually presents the Student Chapter of the Year award to encourage and recognize exceptional achievements by TWS Student Chapters. Winning student chapters receive a plaque and their names are added to a permanent plaque on display at TWS headquarters. Winning student chapters also receive a \$1,000 travel grant to send a student delegation to the annual conference.



Student members accepting Student Chapter of the Year award. Photo credit: Ruxandra Giura, TWS.

The Student Chapter of the Year Award application and full instructions are available on TWS' website. To access the application please click [here](#) or go to www.wildlife.org, click on "TWS for Students" then on the Student Chapter of the Year. To qualify for the Award, all Student Chapter officers must be members of TWS (parent society) for the year in which they are applying. In addition, the application must be filled out fully and in accordance with all instructions. Below is an example of a previous winning student chapter.

THE WILDLIFE SOCIETY



STUDENT CHAPTER OF THE YEAR AWARD APPLICATION

Application Deadline: June 30, 2010

Please provide information on activities from the beginning of fall classes in 2009 to the end of spring classes in 2010.

Student Chapter Name Texas A&M University of Kingsville Student Chapter of TWS

Date Established October 8, 1996

Submitted by Marcus Blum-President

Address TAMUK Student Chapter of The Wildlife Society

MSC 228, 700 University Blvd. Kingsville, Tx 78363

Phone (361) 593-3689 **Fax ()** **E-mail** m.blum1107@yahoo.com

Please print or type.

GOAL 1: PROMOTE PROFESSIONAL STANDARDS FOR WILDLIFE RESEARCH, EDUCATION, AND MANAGEMENT

Efforts to educate wildlife students and wildlife educators about TWS's certification program. Describe activities, purposes, and results.

1-a-1) Guest Speakers at Meetings

The chapter frequently has guest speakers who present at regular meetings. These speakers are usually wildlife professionals. Common topics include the importance of getting certified, continuing education, the necessity of knowing GIS/GPS technologies, necessary job qualifications, professionalism, resume building, ethics, and tips on applying for and receiving job positions. Speakers often have interactive sessions in which members can learn new skills, such as proper use of binoculars, GIS/GPS technologies, antler scoring, and other subjects. This year, our speakers included:

Game Warden Academy

The recruiting team from the Natural Resource Conservation Service

Dr. Scott Henke – Texas A&M University Kingsville Department Head of the Department of Animal and Wildlife Sciences, Caesar Kleberg Wildlife Research Institute Researcher, and Student Chapter of the Wildlife Society Advisor.

Dr. Michael Tewes – Caesar Kleberg Wildlife Research Institute – Feline Research Center

1-a-2) Website Links

The Wildlife Society's website contains a link to Texas A&M University Kingsville and the list of courses offered by the university that meet certification requirements for Wildlife Society Certification. In addition, the chapter website and webpage contain links to the Wildlife Society's webpages on certification requirements and the link to classes offered at Texas A&M University-Kingsville that meet certification requirements. Chapter websites also frequently feature links and announcement to continuing

education opportunities such as workshops, symposiums, certification programs, etc.

1-a-3) Dr. Scott Henke

Dr. Scott Henke is our Student Chapter Advisor, researcher for Caesar Kleberg, Department Head, Professor, and often a guest speaker at our chapter meetings on a wide variety of topics. He strongly encourages certification through the Wildlife Society and certification applications can be obtained through him.

Efforts to educate wildlife students on professionalism, job qualifications, and ethical conduct. Describe activities, purposes, and results.

1-b-1) Volunteer Work

Chapter members frequently volunteer with agencies and others who employ wildlife professionals. This volunteer work exposes members to the standards of professionalism and ethics required by these employers. Volunteering also gives members the opportunity to see what job qualifications are required for various positions, and often highlights the importance of certification. This year, student members of our chapter volunteered on various projects with the following agencies and employers:

King Ranch – Deer captures, deer spotlight surveys, etc.

Texas Parks and Wildlife – Hunting check stations, various surveys.

Caesar Kleberg Wildlife Research Institute – Quail covey call surveys, quail line transect surveys, deer spotlight surveys, deer captures, helicopter surveys, genetic analysis on a variety of species, turkey captures, turkey counts, herp. trapping, etc.

Private Ranches, including the IBC, Faith, and Comanche – Vegetation transects, deer captures, deer vaccinations, controlled burns, helicopter surveys, etc.

South Texas Natives – Native Range Garden maintenance and upkeep, plant and seed collection, etc.

1-b-2) Agency/Employer Representatives

The chapter often brings in representatives to distribute information and to discuss job opportunities with our members. This year these include representatives from private ranches in the area, agencies such as NRCS, Texas Parks and Wildlife and the Game Warden Academy, US Fish and Wildlife, Wildlife Services, and institutions such as Caesar Kleberg Wildlife Research Institute, and South Texas Natives. These agencies' representatives stress the need for professionalism, the importance of proper work ethic to the chapter, and individual job qualifications for each of their respectable agencies.

1-b-3) Internships

Internships provide members the best way to experience the requirements, job qualifications, expected attitude and professionalism, ethical conduct, and typical work day of a wildlife professional. The chapter encourages its members to participate in internships, and posts and distributes information about available internships through its members. Internships are also provided by the professors at Texas A&M University of Kingsville and are sent out via our chapter's listserv to all of its members. Many of our members intern during the summer months; their employers this year included:

NRCS (5 members)
Forest Service (3 members)
Texas Parks and Wildlife (4 members)
Private Landowners and Ranches (12 members)
US Fish and Wildlife (2 members)
Private Landowners in South Africa (1 member)
Other Wildlife-Related Internships (5 members)

1-b-5) Graduate Students

Graduate students at Texas A&M University-Kingsville often look for undergraduate helpers to assist with various projects. These “helpers” are often members of the chapter. These opportunities offer valuable experience to all members who participate. Volunteers learn firsthand from graduate students, proper work ethic and professionalism in wildlife research activities and help ensure that volunteers are educated on these matters. This year chapter members assisted with the following:

Turkey counts, trapping, and call work
Quail line transects, captures, and covey calls
Deer captures, vaccinations, feeding of captive deer, spotlight surveys, and drive counts
Small mammal and bird trapping
Feeding and caring for captive animals, including dove, quail, deer, and feral pigs
Vegetation plots, seed collection, plant collection, bite counts, vegetation transects, and plant identification
Prescribed burns, roller chopping, chaining, and other brush control methods.
Hog Trapping
Camera Surveys
Helicopter Surveys
Collected genetic samples from a variety of wildlife
Genetic analysis work

1-b-6) Part-Time Positions

Many of our members also hold part-time positions during the year. These positions allow our members to gain knowledge, experience the wildlife field, learn proper work ethic, gain professionalism, earn certifications, and possibly lead to later job opportunities. This year, our members were employed by the following employers:

Caesar Kleberg Wildlife Research Institute (9 members)
South Texas Natives (2 members)
Private Ranches (14 members)
Texas A&M University-Kingsville (7 members)
Texas Parks and Wildlife (2 member)
Graduate Projects (6 members)

1-b-7) Conference Attendance

Conference Attendance is strongly encouraged by the chapter and transportation or carpooling opportunities are often provided, and sometimes registration fees are covered as well. The chapter believes that these meetings are essential to networking, as well as learning about necessary job

qualifications, ethics issues, professionalism, and other necessary parts of the job. Members are able to meet future employers, peers, professors, and potential funding sources at these functions. This year members attended the following conferences and professional meetings:

Houston Safari Club Banquet, Houston, TX
Texas Wildlife Association Big Game Awards (Regions 1, 7, and 4)
Western Student Conclave, Kingsville, Tx
Texas Chapter of The Wildlife Society, Galveston, TX
Texas Parks and Wildlife Expo
Texas A&M University-Kingsville Ducks Unlimited Banquet
Texas Section of the Society for Range Management
South Texas Chapter of Quail Unlimited Banquet
Texas Deer Association Annual Meeting
Texas A&M University Kingsville Annual Wildlife Field Day
King Ranch Symposium for Ranch Management
Texas Gulf Coast Deer Competition
Dallas Safari Club Banquet, Dallas, Tx
Safari Club International Convention, Reno, Nevada

GOAL 2: ENHANCE KNOWLEDGE AND TECHNICAL CAPABILITIES OF WILDLIFE STUDENTS

Conduct and/or participation in workshops, symposia, conferences, and conclaves. Describe purpose, program/agenda, and participation for each. Agendas or other materials may be attached (6 copies).

2-a-1) King Ranch Institute For Ranch Management Symposium on Excellence in Range Management

The chapter assisted with the symposium by helping to set up and take down signs, flyers, chairs, tables, and other necessities. In addition, chapter members operate a shuttle service between the parking area on campus and the wildlife research park a mile away where the symposium is held. Chapter members that attended the symposium gained valuable knowledge of proper range management for both livestock and wildlife purposes.

2-a-2) Texas Chapter of the Wildlife Society Conservation Camp

Chapter members often have gone to the camp during their high school years, and many often return during their college years as counselors or other camp help. This camp teaches high school level students the importance of wildlife management and teaches the attendees the value of proper wildlife research techniques. Our members that assist with the camp play a vital role in the education of the youth that attend the camp in the field of wildlife management. These volunteers also learn new techniques that they may not have experience with at that point in their careers. This year three of our members assisted with the Conservation Camp on the Welder Wildlife Refuge.

2-a-3) Texas Chapter of the Wildlife Society

Over half the chapter annually attends the Texas Chapter of the Wildlife Society Conference. This includes the Range Plant ID team, Quiz Bowl team, and a wide array of presenters, as well as regular members. At the latest Conference in Galveston, the Plant ID team brought home second place and had one of its members place individually. This conference is a great way for members to increase their knowledge on the research that is being conducted throughout the state. Members who attend often attend at least 1 full day of research presentations to enhance their knowledge of wildlife management and research. The TAMUK student chapter sends more attendees to this conference than any other university in the state of Texas. This is the most popular conference that the chapter regularly attends and the benefits that it provides to the members both professionally and socially are immeasurable.

2-a-4) Quail Unlimited

Several chapter members are also members of Quail Unlimited and attend their various banquets and other events. This year, the South Texas Chapter of Quail Unlimited held their annual banquet in Kingsville, and more than 10 chapter members volunteered their time to help with set up, clean up, serving food, registration, auctions, and other preparations.

2-a-5) Houston Safari Club Banquet

A couple of chapter members attended the annual Houston Safari Club banquet this year to represent employers and receive scholarship recognition.

2-a-6) Ducks Unlimited

Many of the chapter members are also members of the student chapter of Ducks Unlimited at TAMUK. They often participate in raising funds for that organization. In addition, chapter members assisted with the Ducks Unlimited Banquet by getting items donated, and assisting with seating, set up, clean up, registration, and auctions. Many of our members also regularly attend the local chapters of Ducks Unlimited meetings and banquets in their home towns and the coastal bend.

2-a-7) Texas Wildlife Association

The chapter frequently works with the TWA. This year, the chapter assisted with silent auctions, registration, clean up and set up at the Region 4, Region 7, and Region 1 Texas Big Game Awards. Some members also attended the TWA expo.

2-a-8) Texas Youth Hunting Program

Members involved in the Texas Youth Hunting Program attend youth hunts and seminars. This year, TAMUK chapter members assisted with several youth hunts throughout the year and attended two seminars.

2-a-9) Western Student Conclave

Each year, members attend the Western Student Conclave; this year our society hosted the event! About half of our chapter attended the event and helped us put on a very successful conclave. Attendees got to experience a large variety of hands on opportunities on the Welder Wildlife Refuge, including radio telemetry, herpetology related activities including capture, and a large variety of birding tours. This conclave was larger than normal with a total of 11 universities attending and many of the universities sending over 10 attendees each, while 2 groups sent over 30 each! Overall the event was extremely successful and we received a large amount of praise and compliments from the attendees. (See Attached)

2-a-10) Texas Section for the Society For Range Management

This year, five members of the society attended the SRM conference where they competed in the plant ID

competition and placed 2nd.

2-a-11) Texas A&M University-Kingsville Wildlife Field Day

Each year, the TAMUK Student Chapter of the Wildlife Society hosts a field day workshop at the Caesar Kleberg Wildlife Research Institute Wildlife Park. The field day is composed of seven stations, including wildlife techniques, biological facts, wildlife habitat and management, plant preferences, plant identification, compass and pacing exercises, and hunting safety, laws, and regulations. The student chapter provides a lunch with a presentation on wildlife and a presentation of the College of Agriculture, Natural Resources, and Human Sciences. This year, there were 67 students representing 15 different schools. Over 25 members volunteered for this event, as well as upwards of ten professionals, including professors, game wardens, and local biologists.

2-a-12) Texas Gulf Coast Deer Competition

Members assisted with set up and proctoring of the competition, as well as clean up afterwards.

2-a-13) Safe Capture International: Chemical Immobilization Workshop

This year 4 of our members attended a chemical immobilization workshop in Kingsville, Texas headed by Safe Capture International. Through this workshop the student learned the proper techniques to use during chemical immobilization of both domestic and wild animals. The workshop was a full two days and provided a great deal of hands on experience that is essential for field work.

2-a-14) Dallas Safari Club Banquet

A couple of our members attended the Dallas Safari Club Banquet this year. These members helped set up and clean up for the companies that they were there representing at the annual convention. Members also attended workshops and symposiums at the conference.

2-a-15) Safari Club International's Annual Hunter's Convention

A couple of our members attended the Safari Club Show in Reno, Nevada this year. These members helped set up and clean up for the companies that they were there representing at the annual convention. Members also attended workshops and symposiums at the conference.

Publication of newsletters and development or maintenance of listserves and Web sites to provide communications with and among members. Describe purpose, content, and frequency of publication or use of each. Samples may be attached (6 copies).

2-b-1) TAMUK Wildlife Society Listserv

The chapter has an active listserv used to contact members and to make announcements. This is our most common form of communication. It is a simple and quick way to contact the entire society and is often used for volunteer opportunities, job openings, announcements, and any other important information. Any member can email the rest of the chapter at tamukwildlife@topica.com.

2-b-2) TAMUK Wildlife Society Interactive Website

The chapter has a yahoo group website for its members. Announcements, internship and volunteer opportunities, links to the Texas Chapter of the Wildlife Society, The Wildlife Society and other wildlife organizations, as well as job boards and other sites, plus general information, can all be accessed here. The group can also be used to send out announcements through e-mail. Members can post pictures of past events or any other wildlife-related photos or articles. In addition, the website has a forums section where members can discuss topics, events and issues.

2-b-3) TAMUK Wildlife Society Webpage

The chapter also has a webpage on the Texas A&M University Kingsville website under the College of Agriculture, Natural Resources, and Human Sciences website. This page describes our chapter's purpose, lists common activities, provides meeting time and officer contact information, and contains links to our other online communications such as the chapter website. This site is also great for informing prospective new members about our chapter.

2-b-4) Social Networking Groups

The chapter also maintains both a Facebook and a Myspace group where members can discuss topics and post information. Prospective members can also access information on these sites. Each group contains officer contact information, general information about the chapter and its activities, and meeting times and places.

The College of Agriculture's Facebook page also has direct links to our pages and posts upcoming activities for all of its members to see.

2-b-5) Chapter Displays

The chapter also maintains a glass display case in the Kleberg Agricultural Building on campus. This case contains past awards, contact names of officers, information about upcoming events, and pictures of past events. This case is also used to post flyers for upcoming meetings. Flyers are normally posted all around the buildings and labs several days before each meeting.

2-b-6) Chapter Newsletter

The media committee of the chapter produces a monthly newsletter. This newsletter is placed in all faculty and student boxes, made available in the hallways, and passed out at meetings. It contains a list of upcoming events, a treasurer's report, a feature article, and a President's section, in addition to any important announcements. The newsletter is very informative, and contains wildlife information, pertinent facts, and upcoming events everyone needs to be aware of. The faculty really appreciates being kept up-to-date on the club's activities. (See Attached)

GOAL 3: ENCOURAGE AND RECOGNIZE PROFESSIONAL STEWARDSHIP OF WILDLIFE AND PROMOTION OF TWS GOALS

Participation in habitat management and resource conservation projects. Describe activities, purposes, and impacts on members/profession/resources.

3-a-1) South Texas Natives

STN was founded in 2000 to develop and promote native plants for restoration and reclamation of South Texas habitats. The project involves federal, state, and private resources. Through this project, native plants and seeds are collected and made available commercially so that they may be used for reclamation and restoration projects as well as general use. STN employs several chapter members, and others volunteer to help with seed collections and maintenance of the Native Range Garden on campus, used as a courtyard and study area for the Plant ID team.

3-a-2) Prescribed Burns

Several of our members participated in prescribed burns for brush control on several areas this year. These included the Bomer WMA and several private properties. Prescribed burning can help to control brush, as well as allowing for the natural successive cycle of vegetation, which can aid populations of certain types of wildlife.

3-a-3) Texas Big Game Awards Program

The student chapter is actively involved with the Texas Wildlife Association and their Texas Big Game Awards program. This program awards landowners who have made significant wildlife habitat improvements on their land. Our members are often involved with private landowners through part-time jobs, volunteer work, or internships, as well as the Big Game Awards program and banquet itself.

3-a-4) Forest Service

Many of our members hold summer internships with the Forest Service, and others volunteer their time. These members do everything from bird surveys, mist netting, amphibian surveys, vegetation transects, and mammal trapping and surveys, to going to fire school and fighting forest fires or conducting prescribed burns. Still other members build fences, maintain trails, map areas, and help assist the public.

3-a-5) Wildlife Consulting

A few of our members work as wildlife consultants with private landowners to improve habitat. This is done through the use of prescribed burns, roller chopping and other brush control, invasive plant control, food plots, reseeding, population control, and grazing practices.

3-a-6) Harvest of Overabundant Deer Populations

Each year, members of the chapter assist private landowners in controlling overabundant populations in South Texas. These include species such as deer and feral hogs. Landowners often provide members with opportunities for cull hunts and other methods of population control to harvest excess animals from their property to prevent them from overshooting carrying capacity and damaging the habitat.

3-a-7) Feral Cat Population Control Project

Texas A&M University-Kingsville and the town of Kingsville have a very high population of feral cats. These cats are often underfed, and have the possibility of transmitting diseases to people's pets. In addition, they are extremely detrimental to native populations of a wide variety of birds, including popular songbirds that draw many people to the Kingsville area for bird watching, as well as native populations of small mammals. In an effort to control the escalating feral cat population, the student

chapter of the Wildlife Society instituted a trapping program, where we trap feral cats around campus and take them in to the local animal shelter where they can be spayed or neutered, and possibly adopted. This helps to ensure that our native populations will not be decimated by feral cats.

3-a-8) Caesar Kleberg Wildlife Research Institute

The Caesar Kleberg Wildlife Research Institute is involved in many aspects of research and a wide variety of projects. Our chapter works closely with them whenever possible. Therefore, our members volunteer on a wide array of projects both for researchers and graduate students at the institute. These include deer captures, deer vaccinations, feeding of captive animals, brush control methods, prescribed burns, small mammal trapping, dove and quail counts, covey calls, line transect surveys, spotlight counts, baiting, netting and trapping of a wide variety of animals, and a wide variety of vegetation surveys.

3-a-9) Beach Cleanups

The Chapter also participates in at least two beach cleanups per year to help keep our local waterways as trash-free as possible. This year, we sponsored our own in the fall, and cosponsored two in the spring, one each with MANRRS and WAGSO.

Sponsorship of annual awards program to recognize excellence in wildlife stewardship and service to the student chapter or profession. List award(s), purpose, and recipient.

3-b-1) TAMUK Student Chapter of the Wildlife Society Annual Awards Banquet

The TAMUK Student Chapter holds an annual awards banquet here on campus. Each year, awards are given to the most outstanding chapter member, the most outstanding new member, the student advisor of the year, the graduating senior of the year, the top participating member, the top quiz bowl member, and some additional humorous awards, such as the yearly bonehead award. This banquet allows us to recognize our own members on campus, as well as bringing the chapter together for some fun and recognition.

3-b-2) Texas Chapter of the Wildlife Society Awards Banquet

The TAMUK Plant Identification team placed second in the Plant ID competition and Ashleigh Green was placed as an individual for college student. For Outstanding Undergraduate Posters, Carlos Gonzalez was awarded first. Our chapter placed second this year in the Student Chapter of the Year competition, which we have won 7 of the 9 times it has been awarded. We also placed 2nd in the Professional Development Award.

3-b-3) Texas Section of the Society for Range Management Awards Banquet

The plant ID team placed second in the Plant Identification contest held at the annual meeting.

3-b-4) TAMUK Student Chapter of the Wildlife Society Scholarship Contest

Each year, the student chapter holds a scholarship competition, with impartial faculty members as judges. Scholarship applications are submitted by members and must include a transcript, career goals, experience, volunteer work, and other criteria. The scholarship is awarded based on the most outstanding

application. It is usually for \$500, but can vary based on chapter funds for the year.

GOAL 4: ADVOCATE USE OF SOUND BIOLOGICAL, SOCIAL AND ECONOMIC INFORMATION FOR WILDLIFE POLICY DECISIONS

Development of technical review papers and position statements on wildlife policy issues. Communication of chapter positions to the public, media, legislators, agency heads, and judicial proceedings. Describe activities, purposes, and impacts.

4-a-1) Poster Presentations

Drew Garrison – Assessing lead shot ingestion in green-winged teals

Carlos Gonzalez – Herbicide application to control wolfweed in south Texas

Stacie Mahan – Survey of cecal worms from northern bobwhites in south Texas

Paula Skrobarczyk – Food quality as a nutritional cue stimulating northern bobwhite reproduction on semiarid rangelands

Dustin Sanders - Is ERL-4221 a viable fertility control agent for feral swine?

Cooperative efforts with other professional societies, conservation groups, and natural resource agencies to achieve mutual goals. Describe activities, purposes, and results.

4-b-1) Caesar Kleberg Wildlife Research Institute

Chapter members assist with a wide variety of research projects, presentations, symposiums, conferences, and other events hosted by the Caesar Kleberg Wildlife Research Institute. This includes fundraising, educational, and social events, many of which are listed elsewhere in this application. Working with Caesar Kleberg helps members to aid in conservation, wildlife habitat and management projects, and a wide array of other areas. Many of our members are also employees of Caesar Kleberg and work as technicians, office aides, and researchers.

4-b-2) South Texas Natives

STN was founded in 2000 to develop and promote native plants for the restoration and reclamation of South Texas habitats. The project is a partnership of federal, state, and private resources. Many of our members work for STN, and others volunteer time to help with seed collection and maintenance of the Native Range Plant Garden on campus, which is used as a courtyard/study area, and a study site for the Range Plant ID team.

4-b-3) Texas Parks and Wildlife

Members hold internships and volunteer with TPWD doing spotlight surveys, assisting with check stations, helping with public hunts, and other general duties. TPWD also commonly provides the student chapter with professional development opportunities, as well as guest speakers and educational opportunities for our members.

4-b-4) FFA and 4-H Wildlife Competitions

The chapter assists with the annual FFA and 4-H wildlife competitions. We help with registration, set up, and running of the competition at the regional and state levels. Members also assist with proctoring,

grading, and tabulating results. In addition, our chapter hosts an annual field day that serves as a practice competition and educational event for area high schools. This field day is put on entirely by the student chapter and usually has upwards of 15 schools and 50 students in attendance.

4-b-5) Forest Service

Members hold internships and volunteer with the Forest Service. They help with surveys of all kinds, vegetation transects, and other wildlife population counts. In addition, they often assist with upkeep, such as fence building, trail maintenance, and invasive plant control. Many of our members have also been certified by the Forest Service to fight fires, attended fire school, performed prescribed burns and some have helped to fight wildfires.

4-b-6) Quail Unlimited

Many chapter members are paid members of Quail Unlimited and attend their banquets and events. In addition, the chapter assists with the annual South Texas Chapter of Quail Unlimited banquet held in Kingsville. Members set up, clean up, serve meals, and assist with preparations, decorations, and registration.

4-b-7) Rocky Mountain Elk Foundation

Members of the chapter support the Rocky Mountain Elk Foundation through paid memberships.

4-b-8) MANRRS

Minorities in Agriculture, Natural Resources and Related Sciences has a student chapter at TAMUK. The student chapter of the wildlife society often assists them with inter-departmental projects. This includes fundraisers, food drives and community service projects. This year, the chapter coordinated with MANRRS to do a beach cleanup in Corpus Christi that several of our members attended.

4-b-9 Texas Horned Lizard Society

Chapter members support the THLS through paid memberships.

4-b-10) Ducks Unlimited

Many members of the student chapter are members of both the student chapter of Ducks Unlimited and regular member of Ducks Unlimited. Each year the chapter assists with the annual Ducks Unlimited Banquet held on campus by helping to obtain donations, assisting with set up, registration, seating, and clean up, and assisting with auctions.

4-b-11) Texas Trophy Hunters Association

Members support the Texas Trophy Hunters Association with paid memberships.

4-b-12) National Rifle Association

Members support the NRA through paid memberships.

4-b-13) North American Deer Farmers Association

Members support the NADFA through paid memberships.

4-b-14) Quality Deer Management Association

Members support the QDMA through paid memberships. Members also often attend educational events hosted by QDMA, and occasionally work with them on deer captures.

4-b-15) Texas Deer Association

Members support the TDA through paid memberships.

4-b-16) Society for Conservation Biology

Members support the SCB through paid memberships.

4-b-17) Southwestern Association of Naturalists

Members Support SWAN through paid memberships.

4-b-18) Texas Wildlife Association

Chapter members support the Texas Wildlife Association through paid memberships. In addition, the chapter helps with three regions of the Texas Big Game Awards Program by assisting with registration, set up, and clean up each year. The chapter is also active in the Texas Youth Hunting Program, in which members take part in Huntmaster training camps and assist with youth hunts throughout the year. 3 of our members are also official Texas Big Game Award scorers.

4-b-19) College of Agriculture, Natural Resources, and Human Sciences

The chapter works closely with various other segments in the college. Our biggest event was the 3rd annual Ag Olympics hosted by the college in September of this year. During this event, all organizations within the college were invited to form Olympic teams that participated in a contest. There were a variety of events, including an egg toss, a hay bale roll, a greased pig relay, a take a goat to prom race, and others. This brought organizations from across the college together, including Alpha Tau Alpha, the ag honors society, the student chapter of Ducks Unlimited, The Fashion and Interiors Merchandising Group, The Range Plant ID team, MANRRS, and The student chapter of the wildlife society. The chapter coordinated the entire event, which was publicized in both the local paper and local news channels. Over 200 people attended the event. Members prepared food, obtained props necessary for the competitions, worked the various competitions, competed, and helped with cleanup. The chapter also cooks for the annual back-to-school BBQ held by the college, as well as the farewell BBQ held by the college in the spring. Members from the chapter volunteer their time to grill fajitas and help serve food at these events in conjunction with other organizations within the college.

4-b-20) NRCS

The chapter works with the NRCS by attending their workshops, hosting recruitment events, and interning and volunteering with them. Members have performed soil surveys, soil sampling, vegetation

sampling, and land management plans while working with the NRCS.

4-b-21) Wildlife Graduate Student Organization

The chapter assists members of WAGSO frequently with their research projects, often sponsored by CKWRI. These include quail covey calls and line transects, deer captures, spotlight surveys, and line counts, as well as vegetation sampling and a wide array of other projects. In addition, the chapter assists WAGSO with their annual Halloween party by working the front door.

4-b-22) The Wildlife Society

Members of the chapter support the wildlife society at all levels through paid memberships. About 32 of our members are also Texas Chapter Members, many are Southwest Section Members, and 14 are National members. In addition, some members are part of working groups within the wildlife society such as the GIS/GPS technologies group. Members also present and compete at conferences held by all levels of the Wildlife Society.

4-b-23) Safari Club International

Members support global conservation on wildlife through paid memberships to SCI. Several members annually represent our chapter by attending the annual SCI show in Reno, Nevada.

4-b-24) The King Ranch

Our chapter works closely with the historic King Ranch as well. They are very close to us in proximity and provide a great opportunity for our members. Not only do several of our members hold positions on the King and its various leases but we work with them on other projects as well. We assist with their yearly spotlight counts and deer captures, they help to fund and staff our annual field day. Representatives from the ranch are common speakers at meetings and other society events. This year they hosted the Envirathon competition, and more than a dozen of our members helped to take students around the ranch for that competition. They will also most likely be helping us with birding tours during conclave this spring!

4-b-25) Kingsville Bull Fest

This year the society was asked to help out with Kingsville's Bull Fest, a bullriding competition. Several of our members attended and helped to check in bullriders, take tickets, and set up and tear down as well. Such events are part of our ongoing effort to stay involved in the community.

4-b-26) Houston Safari Club

Members support the Houston Safari club by attending banquets and conventions as well as through paid memberships.

4-b-27) Dallas Safari Club

Members support the Houston Safari club by attending banquets and conventions as well as through paid memberships.

GOAL 5: INCREASE PUBLIC AWARENESS AND APPRECIATION OF WILDLIFE CONSERVATION AND THE WILDLIFE PROFESSION

Development and/or presentation of information on wildlife science, management, and policy to the public. Describe activities, purposes, and results. Samples may be attached where appropriate (6 copies).

5-a-1) School Presentations

Many of our members make presentations to schools across the state of Texas. This year members made presentations at Ricardo Elementary School, Harmony Elementary School, Kingsville ISD, TAMUK Children's Center, Ricardo Middle School, Caldwell High School, Rockdale High School, along with many others expanding all the way into North Texas. These presentations consist of general wildlife facts and information and college recruitment, geared towards all age groups.

5-a-2) Texas Chapter of The Wildlife Society

Members presented the following posters at the annual conference.

Drew Garrison – Assessing lead shot ingestion in green-winged teals

Carlos Gonzalez – Herbicide application to control wolffeed in south Texas

Stacie Mahan – Survey of cecal worms from northern bobwhites in south Texas

Paula Skrobarczyk – Food quality as a nutritional cue stimulating northern bobwhite reproduction on semiarid rangelands

Dustin Sanders - Is ERL-4221 a viable fertility control agent for feral swine?

5-a-3) Texas Parks and Wildlife Expo

Members attended the annual TPWD expo, where they held the chapter booth, passing out information and answering questions.

5-a-4) Texas A&M University Kingsville Annual Wildlife Field Day

Each year, the TAMUK Student Chapter of the Wildlife Society hosts a field day workshop at the Caesar Kleberg Wildlife Research Institute Wildlife Park. The field day is composed of seven stations, including wildlife techniques, biological facts, wildlife habitat and management, plant preferences, plant identification, compass and pacing exercises, and hunting safety, laws, and regulations. The student chapter provides a lunch with a presentation on wildlife and a presentation of the College of Agriculture, Natural Resources, and Human Sciences. The field day serves as a great educational opportunity. It is also a practice competition utilized by local 4-H and FFA wildlife teams to prepare for their regional events. Over 25 members volunteered for this event, as well as upwards of ten professionals, including professors, game wardens, and local biologists.

5-a-5) Kingsville Wildlife and Birding Festival

The chapter hosts a booth at the annual Kingsville Birding and Wildlife Festival. The event attracts around 2000 people from local communities. Members distribute information and answer questions. This is a great opportunity for us to help educate the local public about wildlife, its habitat, and its

management, as well as providing local publicity for our chapter.

5-a-6) FFA and 4-H Wildlife Competitions

Chapter members volunteer each year to help with the regional and state wildlife competitions, as well as putting on our practice competition at the annual field day.

5-a-7) Texas Big Game Awards

Chapter members assist with three regions of the Texas Big Game Awards, which award landowners for significant habitat improvements, and good land use practices. Hunters can also be awarded for participating in white-tailed deer management.

5-a-8) TAMUK Ag Awareness Day

Each year, TAMUK hold an awareness day for careers and field in Agricultural sciences. The chapter hosts a booth where they distribute information and answer questions from high school students that attend the event.

5-a-9) TAMUK Wildlife Society Website

The TAMUK Student Chapter Website is educational because it provides links to a wide variety of sites where members, prospective members, and the general public can read articles on wildlife management, apply for wildlife positions, view the Wildlife Society and the Texas Chapter of the Wildlife Society websites, and see some of the activities that our chapter participates in.

5-a-10) Texas Youth Hunting Program

Chapter members volunteer with the Texas Youth Hunting program. This program helps young hunters learn safety, allow them to hunt, and help them to understand different types of wildlife management. Our members volunteer on hunts, and frequently answer a wide variety of questions from young hunters about wildlife, and often about careers in the field.

5-a-12) University Events

Chapter members participate in several educational university events. These include career day, fall carnival, spring carnival and a wide variety of other events. At each event, the chapter hosts a booth where we serve food, pass out information about the society and usually provide food.

5-a-13) Career Fairs and other Recruitment Events

Members of the society also frequently participate in various career fairs, high school expositions, and University highlight sessions where high schoolers look at the university and its organizations. During these events, the society sets up an interactive booth with skins, skulls, pictures, and video. We talk to potential students and their families, and help to educate them on opportunities in the wildlife field, as well as the importance of wildlife and conservation.

5-a-14) Kingsville Annual Josh Fest

The annual Josh Fest is held each year in Kingsville as a fundraiser for cancer. For the past two years, the wildlife society has sponsored a fishing booth with live catfish for the children at Josh Fest. It is one of the premier attractions for the event and is often now featured in the advertisements, and we have an agreement with Josh Fest to continue to do it in succeeding years. During this event, members work an all day fishing booth, helping children to fish as well as educating them and their parents on catch and release, answering wildlife questions, and talking about our purpose as a society.

Efforts to enhance relationships between wildlife students and landowners, interest groups, and local governments. Describe activities, purposes, and results.

5-b-1) Deer Captures

The chapter helps professors and graduate students from CKWRI with data collections on several research projects dealing with white-tailed deer. More than thirty members assisted with deer captures on the IBC, King, Faith, and several other ranches this year. Members assist with restraint, measurement, tagging, and radio collaring of captured deer. In addition, a small group of members, 12, aided a mule-deer capture project in West Texas.

5-b-2) Wildlife Consulting

Five of our members work as private wildlife consultants for private landowners. They help to improve wildlife habitat to improve white-tailed deer and other game species populations. This is usually done through habitat management, such as brush control, grazing management, population management, food plots, and control of introduced species.

5-b-3) Feral Hog Management

Members assist several local landowners with feral hog management through trapping and hunting. Local feral hog populations are escalating, and many landowners are trying to keep numbers down.

5-b-4) Spotlight Surveys

More than twenty wildlife society members assisted with spotlight surveys on the King Ranch this fall.

5-b-5) Brush Control

Chapter members assist local landowners and graduate students with brush control projects. This includes prescribed burns, roller shopping, chaining, and chemical applications.

Efforts to document and communicate the history and development of the wildlife management profession. Describe activities, purposes, and results.

5-c-1) School Presentations

Many of our members make presentations to schools across the state of Texas. This year members made presentations at Ricardo Elementary School, Harmony Elementary School, Kingsville ISD, TAMUK Children's Center, Ricardo Middle School, Caldwell High School, Rockdale High School, along with many others expanding all the way into North Texas. These presentations consist of general wildlife facts and information, geared towards all age groups, as well as information associated with the profession

itself.

GOAL 6: ENSURE FINANCIAL STABILITY AND FUTURE GROWTH OF THE CHAPTER

(Please provide information on activities from the beginning of fall classes in 2009 to the end of spring classes in 2010)

Number of current Student Chapter Members (dues paid): 63

Were all Student Chapter Officers current members of TWS (Parent Society)? **Yes**

How many Student Chapter Members were current members of TWS (Parent Society)? 16

Chapter Expenses: 1,000 on the annual field day
600 on meeting BBQs (Most supplies donated)
5000 on conclave (Most of the event was put on through donations)
1500 on Texas Chapter Meeting (Hotels and Registration for all members)

Chapter Executive Board

Size of Executive Board 7 officers & 7 Committee Chairs **Number of meetings** Once weekly
Attendance at meetings Everyone attends the meeting with exceptions for emergencies, which rarely occur

Efforts to promote membership in the chapter, your section, and TWS (international organization). Describe activities, purposes, and results.

6-a-1) Scholarship Competition

The chapter's annual scholarship competition helps members to stay active because activity within the chapter counts toward the scholarship.

6-a-2) Wildlife Society BBQ

Each year, our chapter hosts and end-of-the-year BBQ where we cook fajitas, hire a band, and have a get together for all of our members. This helps to retain members and to promote friendships and connections within the chapter.

6-a-3) Wildlife Society Ag Olympics Team

The Wildlife Society's first Ag Olympics team took third place in the 3rd annual Ag Olympics.

6-a-4) Wildlife Society Flag Football Team

The Flag football team failed to make the playoffs this year, but its ten members enjoyed a great season of playing together. Many other members often come to the games to support the team.

6-a-5) Wildlife Society Softball Team

The softball team also failed to make the playoffs this year, but it was highly amusing to watch some of

our members attempt to play, while other looked on and took pictures for the enjoyment of everyone not on the field.

6-a-6) Yearly Dues Discount

In an effort to promote membership, the chapter offers yearly dues at a discounted rate off of the semester fee.

6-a-7) Freshman Recruitment

The chapter takes part in a wide variety of freshman recruitment events on campus, where members pass out information and answer questions from prospective members. In addition, our annual field day helps to bring in new members after they graduate from high school. This year, the society set up five booths at different university and community events in an attempt to reach out to high school students to promote freshman membership in years to come. In addition, at the beginning of each year, the society has the freshman wildlife class professor require attendance to at least one society meeting so that the members can meet the new wildlife majors and encourage them to join.

6-a-8) Links to Wildlife Society Websites

The chapter website and webpage also offers links to The Wildlife Society website and the Texas Chapter of the Wildlife Society website, making it easy for members to find these places in order to pay their dues. In addition, dues amounts are announced at each meeting, and members are encouraged to join Texas Chapter and the National Chapter.

6-a-9) Competitions at meetings

In an attempt to promote membership attendance at society meetings, we started having a small competition before each meeting. One meeting we did track ID, another plant ID, another scat ID, etc. For each competition whoever guessed each one correctly received some small prize such as a wildlife society koozie or T-shirt.

6-a-10) TAMUK Student Chapter of the Wildlife Society Annual Awards Banquet

The TAMUK Student Chapter holds an annual awards banquet here on campus. Each year, awards are given to the most outstanding chapter member, the most outstanding new member, the student advisor of the year, the graduating senior of the year, the top participating member, the top quiz bowl member, and some additional humorous awards, such as the yearly bonehead award. This banquet allows us to recognize our own members on campus, as well as bringing the chapter together for some fun and recognition.

6-a-11) Awards for being active members and involved in TWS

The chapter awards its 3 most active members each semester for their involvement in the society. We select the individuals based on their attendance to events and if they are involved in TWS statewide and nationally, including membership. Through these awards we highly encourage involvement with the Texas Chapter of The Wildlife Society and TWS.

6-a-12) Chapter activities

After each chapter meeting our society usually puts on an event where all of its members can get together and have fun. We offer events such as skeet shooting tournaments, archery tournaments, dove hunts, and camping trips. These events help members meet each other and promotes friendship within the chapter. These events are very successful in gaining new members and keeping our student chapter strong.

Efforts to involve wildlife students in chapter activities. Describe activities, purposes, and results.

6-b-1) Texas A&M University Kingsville Annual Wildlife Field Day

Each year, the TAMUK Student Chapter of the Wildlife Society hosts a field day workshop at the Caesar Kleberg Wildlife Research Institute Wildlife Park. The field day is composed of seven stations, including wildlife techniques, biological facts, wildlife habitat and management, plant preferences, plant identification, compass and pacing exercises, and hunting safety, laws, and regulations. The student chapter provides a lunch with a presentation on wildlife and a presentation of the College of Agriculture, Natural Resources, and Human Sciences. The field day serves as a great educational opportunity. It is also a practice competition utilized by local 4-H and FFA wildlife teams to prepare for their regional events. This year, there were 56 students representing 15 different schools. Over 25 members volunteered for this event, as well as upwards of ten professionals, including professors, game wardens, and local biologists.

6-b-2) Wildlife Society BBQ

The annual end-of-year BBQ is open to all student across campus, and often draw a large number of non-society members. This is our opportunity to meet them, encourage them to join our chapter, and inform them about other events.

6-b-3) College of Agriculture, Natural Resources and Human Sciences BBQ

This BBQ is held every fall at the beginning of the semester. Members attempt to recruit new freshman, and other students who are not members.

6-b-4) Chapter Display Case

Most chapter events are open to all students on campus. These events are posted in the chapter display case in the Kleberg Agricultural building so that all students can see them. Often other students who are not members attend some events, such as deer captures.

6-b-5) University Events

Members hold booths at spring fling, fall carnival, and the TAMUK Ag Awareness Day, as well as other university events throughout the year. At these booths, members pass out information on meeting times, and the chapter to encourage other students to become members.

6-b-6) Meeting BBQ's and Movie Nights

At each meeting, the chapter provides dinner for its members, usually a game meal of some kind. After each meeting, many members remain afterwards and watch movies. This provides alternative

entertainment to some of the other options available to college students.

6-b-7) Working with Professors

The society also has agreements with several of the professors in the wildlife department. Many of our activities and events can be attended for extra credit in wildlife classes. This is a huge incentive for member involvement, and we are continuing to work closely with professors to sponsor projects that accomplish their goals as well as ours, so our members can earn class credit, gain valuable experience, and have a good time doing it.

6-b-8) TAMUK Student Chapter of the Wildlife Society Annual Awards Banquet

The TAMUK Student Chapter holds an annual awards banquet here on campus. Each year, awards are given to the most outstanding chapter member, the most outstanding new member, the student advisor of the year, the graduating senior of the year, the top participating member, the top quiz bowl member, and some additional humorous awards, such as the yearly bonehead award. This banquet allows us to recognize our own members on campus, as well as bringing the chapter together for some fun and recognition

6-b-9) Chapter activities

After each chapter meeting our society usually puts on an event where all of its members can get together and have fun. We offer events such as skeet shooting tournaments, archery tournaments, dove hunts, and camping trips. These events help members meet each other and promotes friendship within the chapter. These events are very successful in gaining new members and keeping our student chapter strong.

Efforts to diversify the ethnic and gender composition of the chapter and/or profession.

6-c-1) Ethnic and Gender Diverse Officer Board

The TAMUK Student Chapter of TWS is open to all majors and all students. Approximately 10% of our members are non-wildlife majors, 20% are women, and nearly 50% are Hispanic. This is apparent in our diverse officer board, which consists of 3 females and two part-Native Americans. The chapter encourages members from all areas, and female and minority involvement. We frequently assist MANRRS (Minorities in Natural Resources and Related Sciences) with projects, and quite a few of their members are also members of the student chapter. We have a growing number of non-majors that participate in our events as well. All of our events are open and advertised to all students in the university.

6-c-2) Recruitment

During our recruitment events (which includes all university freshman recruitment events), we also try to encourage non-majors and pretty much everyone we see to at least come to the first meeting and give us a try. That's how we've gotten most of our non-majors. We do not require our members to attend anything, be anything, or discriminate in any way. All we ask is that they have a love of wildlife!

Student Chapter Advisor of the Year Award

The Student Chapter Advisor of the Year Award recognizes exceptional mentorship by TWS student chapter advisors. Active and effective student chapters are needed to achieve The Wildlife Society's goals and the advisor is the backbone of the student chapter. Winning advisors receive a plaque presented during TWS' Annual Conference.



Student Chapter Advisor of the Year Award accepting his plaque during TWS' Annual Conference. Photo credit: Ruxandra Giura, TWS.

Student chapters are invited to nominate their advisor for the award by completing the application form. The Student Chapter Advisor of the Year Award application and full instructions are available on TWS' website [here](#). Below is an example of an example application from a previous winning submission.

FSU Student Chapter of The Wildlife Society
Department of Biology and Natural Resources
Frostburg State University
Frostburg State University
Frostburg, MD 21532, USA
301-687-4166

The Wildlife Society - Awards Program
Re: Student Chapter Advisor of the Year Award
425 Barlow Place, Suite 200
Bethesda, MD 20814

June 28, 1010

Dear Members of the Review Committee:

The Frostburg State University Student Chapter and Maryland-Delaware Chapter of The Wildlife Society (FSU and MD/DE-TWS) are delighted for the opportunity to nominate Dr. Frank Ammer as Student Chapter Advisor of the Year. Dr. Ammer is the advisor of FSU-TWS and a dedicated member of TWS. He has been particularly active in MD/DE-TWS, having served in committees and various administrative positions, most recently as the Chapter's President-elect. As a professor of Wildlife Ecology at FSU, Dr. Ammer has been selfless in his service to FSU-TWS and the training of wildlife students (graduate and undergraduate), both in classroom setting and by providing experiential learning opportunities in University and other settings. We believe he excels in all of the goals identified by TWS as important of a Student Chapter Advisor.

Goal 1:

Dr. Ammer is a dedicated conservationist and is involved with numerous conservation organizations. His passion is in avian conservation and he frequently provides educational presentations to conservation organizations (e.g., chapters of Audubon Society) and public school students. Most recently he has been involved in training a "Youth Hunter Education Challenge Team" from western Maryland in topics such as identification of waterfowl and game mammals; and orienteering and animal tracking. During his classes and other gatherings with wildlife students Dr. Ammer emphasizes the importance for wildlife professionals to interact with the general public about conservation issues. Dr. Ammer maintains an "open-door" at FSU, freely giving time to students – from chatting about wildlife and conservation to discussing career opportunities. He also attends virtually all FSU-TWS meetings, which occur at least bi-weekly when during the spring and fall semesters.

Goal 2:

Dr. Ammer is committed to experiential learning for his students or students he interacts with. This type of learning is inherent to graduate student education – he has an active graduate research program. However, Dr. Ammer also fosters these types of experiential learning

opportunities for undergraduate students and has advised over 40 students conducting internships or independent research projects. He also encourages undergraduate student involvement in graduate student projects and frequently provides independent study credits for this type of participation. As part of obligations of independent study projects and internships students Frank requires them to present outcomes of their work during meetings of FSU-TWS. Dr. Ammer advertises these presentations, encouraging students and faculty to attend – he treats this as a formally event, which adds to the student's experience.

As FSU-TWS advisor, Dr. Ammer provided oversight for the development of the Chapter's web site: (<http://organizations.frostburg.edu/wildlife/index.html>). Members of the student Chapter actively participated in the development of the web site and likewise are actively involved keeping it up-to-date.

Since becoming advisor of FSU-TWS in 2005 Dr. Ammer has facilitated annual trips to Southeastern TWS Student Conclave – usually 15-20 students. He works with students to raise funds for the trips, which he uses as an opportunity to enhance cohesiveness among Chapter members. In preparation for the Conclave, Dr. Ammer organized practice sessions for the “Quiz Bowl,” an educational challenge that takes place at the event. He uses this as a learning experience and as another means to form cohesiveness within the group. This year Dr. Ammer worked with Chapter members to host the 2010 Student Conclave. At least 40 Chapter members worked diligently with him for well over a year to prepare for the event. The learning experience for the students was extraordinary and the event was regarded by past organizers as among the best organized conclaves they had ever attended. Overall, there were approximately 400 wildlife students and faculty representatives from 20 Universities and Colleges in the southeast in attendance.

Goal 3:

FSU-TWS had only a “hand-full” of active members (<10) when Dr. Ammer became advisor in 2005. The organization now has about 60 active members and is regarded as among the most active student-based organization on the FSU campus. Throughout the academic year the Society has bi-weekly (often weekly) meetings. These meetings are often attended by the majority of the active members. Dr. Ammer is present at all the meetings, but allows the officers to organize the agenda and manage the meeting. Dr. Ammer meets with all incoming freshman wildlife students and encourages their participation in the Society. He also has other faculty remind students of FSU-TWS meetings. He has officers of the Society advertise each meeting and encourages anyone interested in wildlife or conservation to attend. Attendance of non-members also is encouraged, particularly when the Society hosts speakers from off-campus (usually 2-3 per semester). The Chapter is comprised almost equally of male and female students, and this includes officers. Finally, Dr. Ammer organizes student activities for MD/DE-TWS and has done an outstanding job in encouraging participation of students from all colleges and universities with wildlife/conservation-based programs in Maryland and Delaware. He also strongly encourages members of FSU-TWS to attend and typically takes 20-30 students to the meeting. He is

responsible for organizing a student research event (poster displays) at the meeting and encourages participation by both undergraduate and graduate students.

Goal 4:

Dr. Ammer is a consummate wildlife professional. He advocates professional conduct and the use of properly derived research in decision-making—during his classes, at FSU-TWS meetings, and other occasions when he has an opportunity to interact with students. He stresses importance and benefits of certification during FSU-TWS meetings, as are the requirements and process for becoming certified. Dr. Ammer is heading the review of the Wildlife curriculum at FSU and is insistent that any changes do not alter the foundation of the current curricular structure, which enables wildlife students to meet general requirements to become certified as an Associate Wildlife Biologist. Dr. Ammer also encourages and facilitates opportunities for students to interact with wildlife professionals—by taking students to conferences, but also by having professionals speak at FSU-TWS meetings and in his classes. Finally, Dr. Ammer is an instructor for the Conservation Leaders for Tomorrow (CLFT) program and annual has a group of wildlife students from FSU participate in this program.

Thank you for considering Dr. Ammer for TWS's Student Chapter Advisor of the Year.

Sincerely,

Adam Brandt
2009 President FSU-TWS
Representing FSU-TWS

Student Travel Grant

TWS' Student Travel Grant is a stipend of up to \$500 for students to travel to TWS' Annual Conference. This is a very competitive grant and offered for current students, or recent graduates, who are presenting a paper, poster, or presentation during TWS' Annual Conference. To be eligible, the student member must have an accepted paper, poster, or presentation, be a current student or recently graduated student, a member of TWS (parent society) in good standing, submit a completed application, and attach a travel budget to the application. Applications are submitted through an online form in OASIS, which is not available until late Spring or early Summer before the Annual Conference. Past years instructions are available [here](#). Below is an example of a previous winning application.



Student Travel Grant winners attending TWS' Annual Conference. Photo credit: Ruxandra Giura, TWS.

Application Form for Student Travel Grant

Applicant (Please print or type.)

Stefanie M _Bergh_ XXXXXX_
 First Name Middle Initial Last Name TWS Member ID No.¹

Summer Mailing Address

XXX Hodson Hall XXXX@umn.edu_ xxx-xxx-xxxx_
 Street Email Daytime Phone

St Paul_ MN_ XXXXX_ USA_
 City State/Province Zip Code Country

Background Information

College/University: _University of Minnesota_ State/Province²: _MN_

Degree Sought: _M.S._ Expected or Actual Graduation Date: _12/2010_

Presentation Type: ☒ **Paper** ☐ Poster Date: _10/5/10_ Time: _4:40pm_

Session Title: _Conservation and Management of Birds_

Paper/Poster Title: Factors Affecting Detection of American Woodcock on Singing-ground Surveys_

Are you the senior author? ☒ **Yes** ☐ No Will you be making the presentation? ☒ **Yes** ☐ No

Did you receive a Student Travel Grant last year? ☐ Yes ☒ **No**

Advisor

David E Andersen
First Name Middle Initial Last Name
XXX Hodson Hall xxx@umn.edu xxx-xxx-xxxx
Street Email Daytime Phone

St. Paul MN 55108 USA
City State/Province Zip Code Country

Travel Expenses

Total projected travel expenses: \$ 832
(Please attach details; include estimated transportation, lodging, meals [max. \$45 per day], and registration.)

Total funds available from other sources (please attach details): \$ 165 (pending)

Outstanding travel needs requested from TWS (maximum \$500): \$500

If projected expenses exceed funds available (from other sources plus TWS Travel Grant), attach details explaining how the difference will be made up.

Verification

The undersigned represent that the information supplied above and on attached documents is true, that the applicant meets the eligibility requirements as stated herein, and that the financial need as stated is accurate.

Stefanie Bergh 6/18/10 David Andersen 6/18/10
Student Signature Date Advisor Signature Date

¹The identification number is the 5-digit number next to your name and beginning after the letter 'S' (Student Member) on TWS mailing labels. If membership dues are enclosed with this application, please write "dues enclosed" here.

²Location of college/university.

Projected Expenses for Stefanie Bergh's travel to TWS-Snowbird

RT airfare from Minneapolis to Salt Lake City	\$319
3 nights shared lodging at Cliff Lodge	\$57/night
RT shuttle from airport to Snowbird	\$52
Early registration (student)	\$200

Meals for 3 days	\$30/day
Total Expenses	\$832

Budget for Stefanie Bergh's travel to TWS-Snowbird with other funding sources

RT airfare from Minneapolis to Salt Lake City	-\$319
3 nights shared lodging at Cliff Lodge	-\$57/night
RT shuttle from airport to Snowbird	-\$52
Early registration (student)	-\$200
Meals for 3 days	-\$30/day
Total Expenses	-\$832
TWS student travel grant (application pending)	+\$500
GAPSA-UMN travel grant (application pending)	+\$165 (maximum award)
Total Income	+\$665
Difference	\$167

The difference of \$167 will be made up by project and discretionary funds from the Minnesota Cooperative Fish and Wildlife Research Unit as well as personal funds.

Abstract: During the spring breeding season, male American woodcock (*Scolopax minor*) perform a conspicuous aerial display along with a loud vocalization in an open area called a singing ground. The Singing-ground Survey (SGS) was designed to exploit these breeding-season behaviors in an effort to monitor these otherwise inconspicuous birds. The SGS was standardized in 1968 and has been run annually since with the results used to derive an index of abundance and population trend. Counts of singing male American woodcock on the SGS have generally declined through time, but without knowledge of the relationship between counts and woodcock density and the factors affecting detection, considerable uncertainty remains in interpretation of the SGS. To address some of these issues, in the springs of 2009 and 2010 we conducted repeated surveys on four established SGS routes and four randomly determined reference routes in Pine County, Minnesota, following SGS protocols. Using program PRESENCE to calculate and rank models in an Information-theoretic framework, our analyses

indicated that three factors, wind speed, woodcock density at a SGS point, and observer, had the strongest association with woodcock detection probability. The intercept-only model (i.e., constant detection and occupancy probabilities across sites and no covariates) had an overall detection probability of 0.46 (SE \pm 0.013). The best-supported model included occupancy as a function of habitat type and detection as a function of woodcock density and wind speed. These results can be used to build predictive models, which will inform interpretation of trends in counts and indices of abundance currently resulting from the SGS.

Draft paper for TWS-Snowbird

Factors Affecting Detection of American Woodcock on Singing-ground Surveys

Stefanie Bergh and David Andersen

The American woodcock (*Scolopax minor*) is a migratory game bird that occurs in forested landscapes in eastern and central North America. Woodcock are a cryptically colored shorebird with a distinctive courtship performance famously described by Aldo Leopold in “A Sand County Almanac” (Leopold 1949). They are found throughout the eastern U. S. and Canada in a variety of early successional forest habitats that include a mix of open areas where woodcock display. Male woodcock use a variety of types of openings (natural openings, clearcuts, agricultural fields, etc.) as singing grounds for their spring courtship display.

Woodcock are pursued as game birds in southern Canadian provinces from Ontario eastward, and throughout the central and eastern U.S.; they are migratory and are, therefore, managed at the federal level in both the U.S. and Canada. Cooper et al. (2008) estimated that nearly 300,000 woodcock were harvested in the U.S. during the 2007 hunting season, the most recent year for which harvest statistics are available. Woodcock populations are monitored via the Singing-ground Survey (SGS), coordinated by the U. S. Fish and Wildlife Service (FWS) and the Canadian Wildlife Service. This survey has been conducted throughout the primary woodcock breeding range since 1968 and is used as an index of abundance and population trend. The survey is made up of approximately 1,500 routes that are 3.6 miles (5.8 km) in length with 10 equally spaced listening points (Cooper et al. 2008). Observers begin surveys shortly after sunset and record the number of woodcock heard peenting (a vocalization made during courtship displays by male woodcock) at each listening point during a 2-minute listening period.

From 1968 to 2008, the numbers of singing male American woodcock counted on the SGS declined 1.2% per year in the Eastern Region (southern Quebec, the maritime Canadian provinces, and the northeast and mid-Atlantic U.S., east of the Appalachian Divide) and 1.1% per year in the Central Region (southern Ontario and the Midwestern U.S. south to the Ohio River Valley; Cooper et al. 2008). Concerns about declines in the number of woodcock detected on the SGS have led to harvest restrictions (summarized in Cooper et al. 2008), a woodcock conservation plan (Kelley and Williamson 2008), and a need to better understand how counts of woodcock on the SGS are related to woodcock abundance and population trends.

The SGS was designed to incorporate factors that might influence the male mating display and in turn the counts from the survey (e.g., Goudy 1960, Duke 1966). Duke (1966:706), who was working in central southern Michigan, recommended that the surveys be confined to “...any time during the period of greatest uniformity in courtship activity.” The FWS now uses latitude lines to recommend a period of 20 days within which to conduct surveys (Cooper et al. 2008). Based on conditions under which woodcock were most likely to peent, Duke (1966) also recommended that the starting time for surveys should be 22 minutes after sunset when 0-75 % cloud cover exists and 15 minutes after sunset when 76-100 % cloud cover exists. This still remains the guideline for starting times, with the survey to be completed within 36 minutes. Surveys are not to be conducted if the temperature is below 40° F (5° C), if there is heavy precipitation, or there is a strong wind.

One important underlying and untested assumption of the SGS is that all male breeding woodcock at each listening point are heard peenting on the night of the survey, or that a constant proportion of birds present are detected among years (Thogmartin et al. 2007). However, the relationship between the number of woodcock heard on surveys and the number of woodcock present is unknown (e.g., Kozicky et al. 1954). As with most indices of abundance (Anderson 2001), the SGS is based on an assumed relationship between counts and population size that is not well documented. The primary purpose of the SGS is to track trends in population size of American woodcock (Kelley and Williamson

2008), and counts from surveys are used as an index to population size. However, without knowledge about the relationship between counts and population size, and whether this relationship is constant among years, interpreting results of the SGS is complicated. Spatial and temporal variation in detection probability introduces potentially significant noise into the relationship between counts and population size. Detection probability is the probability of detecting an object (in the case of the SGS, a displaying male woodcock) when it is present, and recent advances in statistical methods allow estimation of detection probability when it is <1 (e.g., MacKenzie et al. 2006). Our objective then, is to assess detection probability and factors that affect detection of male breeding woodcock on the SGS.

There are many factors that can influence detection probability of displaying male woodcock in the SGS including weather conditions, observer error, woodcock behavior, woodcock density, change in singing-ground sites, and the distance from and orientation of a peenting woodcock relative to the listening point. Behavioral studies of woodcock suggest that male breeding woodcock can display at more than 1 singing ground per night and subdominant males will display at a singing ground when dominant males are at other display sites (McAuley et al. 1993). Godfrey (1974) also reported a minimum of 1.32 males per singing ground and that the presence of ancillary males did not reflect a lack of suitable display sites. In central Minnesota, woodcock readily abandoned singing grounds and moved from year to year among sites (Godfrey 1974).

Because the relationship between counts on surveys and population size is not well defined, increases and decreases in SGS counts could result for multiple reasons. For example, a decrease in the number of singing male woodcock on an SGS route could result from (1) a decrease in the number of suitable singing grounds within the area effectively surveyed, (2) a lack of males to occupy all suitable singing grounds, or (3) males using suitable singing grounds beyond where they could be detected when the survey is conducted. Similarly, increases in counts could result from multiple conditions, as could counts that remain stationary through time. To better understand population trends in American

woodcock, and to better interpret counts from the SGS, additional information is required regarding probability of detection of woodcock, and factors that affect detection.

Our specific research objectives are to estimate the detection probability of woodcock on the SGS and factors that might influence their detection.

Study Area

Our study is being conducted in Pine County, Minnesota (Fig. 1). Pine County is located in east-central Minnesota in the Mille Lacs Uplands subsection, as categorized by the Ecological Classification System hierarchy (Minnesota DNR 2006). This subsection is characterized by drumlin ridges with depressions between the ridges containing peatlands with shallow organic material. There are extensive wetlands in the area with total annual precipitation of about 75 cm. Large areas in eastern Pine County are heavily forested. The county is dominated by aspen-birch (*Populus* spp.-*Betula* spp.) forest with small areas of jack-white-red pine (*Pinus* spp.) forests. Land ownership in the Mille Lacs Uplands subsection is 17.7% public and 82.2% private with a population density of 19.1 people per km² and increasing (Minnesota DNR 2006). Current land use is 40% forest, 24% row crop, 17% wetland/open, 13% pasture, and 6% water (Minnesota DNR 2006).

Methods

In April and May of 2009 and 2010 we surveyed the 4 established SGS routes in Pine County (routes 77, 80, 86, and 91) and 4 randomly selected reference routes following the protocol for conducting surveys as part of the SGS. Reference routes were determined by randomly choosing a UTM coordinate within Pine County then locating, using a randomly selected cardinal direction, the nearest secondary road. Reference routes were surveyed in the exact same manner as official SGS routes in that there were 10 stops with 0.4 miles between consecutive stops. Three observers per year conducted surveys on both SGS and reference routes. Observers had hearing evaluated prior to conducting surveys and to minimize

observer bias, all of the observers were trained to listen for woodcock and practiced conducting surveys along SGS routes before the start of the sampling period.

Each of the 8 routes was surveyed once on each of 4 days during 3 of the 6 weeks in the breeding-season study period, resulting in 80 points each being surveyed 12 times over the course of the breeding season. Temperature, wind speed, cloud cover, precipitation, disturbance level, and habitat type were recorded for each survey. Landcover type at each point on every SGS route was classified as forest, non-forest, or mixed using 2008 U.S. Farm Service Agency (FSA) aerial photos and ground observations. Based on the detection history at each point, we estimated detection probability using the approach of MacKenzie et al. (2006), and used program PRESENCE (Hines 2006) to estimate detection probability and evaluate the relationship between detection probability and factors we thought might influence detection probability (e.g., wind speed, observer, date). To examine this relationship we developed 13 *a priori* models and used Akaike's Information Criterion (AIC) to identify the models best supported by our data (Burnham and Anderson 2002).

Data Analysis:--We estimated detection probability of woodcock on Singing-ground Surveys by developing models of detection probability and used program PRESENCE to evaluate the influence of covariates on detection probability.

Results

In 2009 we detected a total of 128 woodcock at 60 of 80 survey points on our 8 routes. Our naïve occupancy estimate (not accounting for detection probability) was 0.86 (128 woodcock detected/148 total sites). The intercept-only model with constant detection and occupancy probabilities and no covariates included [$\psi(\cdot), p(\cdot)$] had an overall detection probability of 0.46 (SE \pm 0.0127) (Table 1). The best-supported model for 2009 included occupancy (ψ) as a function of habitat and detection probability (p) as a function of observer and wind (Table 1). The covariate with the largest summed model weights was observer followed closely by wind (Fig. 4). In the best-supported model wind was negatively related to

detection (Table 2). One observer was positively related to detection while the other 2 observers were not significantly different from one another with both negatively related to detection, indicating that 1 observer was possibly more experienced or thorough than the other 2. Forest and non-forest habitats were negatively related to occupancy while mixed habitat was positively related to occupancy (Table 2).

In 2010 we detected a total of 128 woodcock at 65 of 80 survey points on our 8 routes. Our naïve occupancy estimate (not accounting for detection probability) was 0.92 (178 woodcock detected/193 total sites). Further analysis of data from 2010 is occurring presently.

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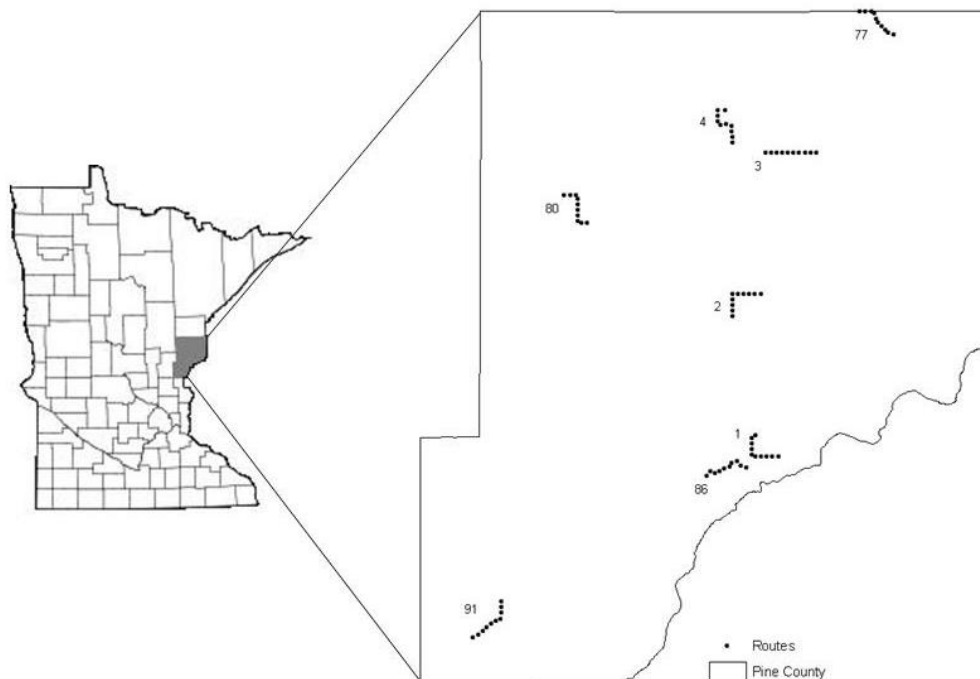


Figure 1. Pine County, Minnesota, USA, where we evaluated factors influencing American woodcock detection probability on roadside surveys in 2009 and 2010.

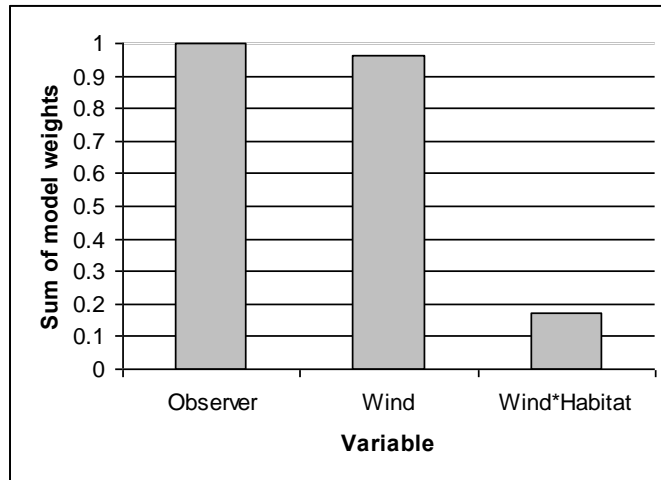


Figure 2. Sum of model weights for the 3 top detection variables included in the best-supported models in the 13 *a priori* models developed to evaluate factors affecting detection probability of American woodcock, 2009.

Table 1. Variables_a, Akaike's Information Criterion (AIC), difference in AIC between a model and the model with the lowest AIC (Δ AIC), model weights (w_i), and number of parameters in the model (K) for the 13 *a priori* models we used to evaluate factors affecting detection of American woodcock on Singing-ground Surveys routes in Pine County, Minnesota, 2009.

Model	AIC	Δ AIC	AIC w_i	K
psi(habitat),p(observer+wind)	2212.87	0.00	0.79	7
psi(habitat),p(observer+wind+wind*habitat)	2216.13	3.26	0.16	9
psi(habitat),p(observer)	2218.94	6.07	0.04	6
psi(habitat),p(observer+wind*habitat)	2221.66	8.79	0.01	8
psi(habitat),p(habitat+wind)	2224.27	11.4	0.00	7
psi(habitat),p(wind)	2224.60	11.7	0.00	5
psi(habitat),p(date)	2227.99	15.1	0.00	6
psi(habitat),p(temp)	2232.64	19.8	0.00	5
psi(habitat),p(.)	2233.09	20.2	0.00	4
psi(habitat),p(disturbance)	2233.35	20.5	0.00	5

psi(habitat),p(precip)	2234.32	21.5	0.00	5
psi(habitat),p(sky)	2234.36	21.5	0.00	5
psi(.),p(.)	2246.57	33.7	0.00	2

^a Habitat = forest, non-forest, or mixed habitat at the survey point, Observer = which of 3 observers conducted the survey, Wind = wind speed at time of survey, Wind*habitat = interaction between wind speed and habitat type, Date = early, mid, or late spring, Temp = temperature at the time of survey, Disturbance = ambient noise level (high, medium, low, or none), Precip = presence or absence of any type of light precipitation, Sky = cloud cover at the time of survey (100%, >75%, >50%, <50%).

Table 2. Model-averaged parameter estimates (β), standard errors, and 95% confidence intervals for occupancy and detection variables included in the best-supported model [psi(habitat), p(observer+wind)] from the 13 *a priori* models of detection probability of American woodcock in Pine County, Minnesota, 2009.

Variable _a	β	SE	95% lower CI	95% upper CI
Intercept/Mixed	3.107532	0.599587	1.932341	4.282722
Forest	-1.409091	0.701378	-2.783792	-0.0343901
Non-forest	-2.818705	0.744327	-4.277585	-1.359824
Intercept/Observer 3	-0.208474	0.088806	-0.382534	-0.0344142
Observer 1	0.317144	0.125847	0.070484	0.563804
Observer 2	-0.178817	0.126856	-0.427455	0.069821
Wind	-0.149621	0.052960	-0.253423	-0.0458194

^a Intercept/Mixed = mixed forest and non-forest habitat at the survey point, Forest = forested habitat at the survey point, Non-forest = non-forested habitat at the survey point, Intercept/Observer 3 = Observer 3 conducted the survey, Observer 2 = Observer 2 conducted the survey, Observer 2 = Observer 2 conducted the survey, Wind = wind speed at time of survey

Student Poster/Presentation Awards

All student posters/presentations that wish to be judged during the TWS Annual Conference are eligible for awards. To be eligible, an individual's paper/poster first must be accepted for presentation by the Program Committee (for contributed papers and posters) or the organizer of a TWS-sanctioned symposium or special poster session.

Notification of acceptance of contributed papers/posters is usually made around mid May. Below is an example a previous winning student member.

Lindsey Rich
Montana Cooperative Wildlife Research Unit
University of Montana
Natural Sciences Building Room 205
Missoula, MT 59812
(xxx) xxx-xxxx
XXXXXXXXX@gmail.com

Using hunter surveys to monitor wolf pack abundance and distribution in Montana

Lindsey N. Rich, Montana Cooperative Wildlife Research Unit, University of Montana,
Missoula, MT 59812
Mike S. Mitchell, U.S. Geological Survey, Montana Cooperative Wildlife Research Unit,
University of Montana, Missoula, MT 59812
Carolyn A. Sime, Montana Fish, Wildlife, and Parks, Helena, MT 59620
Robin E. Russell, Montana Fish, Wildlife, and Parks, Bozeman, MT 59718
Justin A. Gude, Montana Fish, Wildlife, and Parks, Helena, MT 59620

Carnivores are difficult to monitor at large spatial scales. We developed a patch occupancy model (POM) using hunter surveys to monitor gray wolves (*Canis lupus*) in Montana, and evaluated the ability of these models to provide wildlife managers with a time- and cost-efficient monitoring technique. We explored the use of hunter sightings of wolves as our index of occupancy and how different ways of using these data influenced the accuracy of our estimates. We classified patches as occupied if ≥ 2 wolves were seen by ≥ 2 hunters to minimize misidentification and to target established packs rather than individual wolves. We took random subsamples of our data to determine what sample size minimized false detections. We also evaluated how our definition of a "patch" influenced the occupancy estimates by creating POMs with 3 different patch sizes that corresponded to the variation in wolf territory sizes in Montana. We ran multiple models with different patch sizes and sample sizes that predicted occupancy. We assessed model accuracy by comparing POM estimates to the Montana Fish, Wildlife, and Parks (FWP) minimum wolf pack count based on intensive field data collection. We found that within the range of wolf territory sizes in Montana, patch size did not influence occupancy estimates. We found that taking repeated random subsamples of hunter sightings of ≥ 2 wolves minimized false detections. In 2007, our POM estimated that there were 97 (SE = 1.82) wolf packs in the state compared to the FWP minimum wolf pack count of 82. In 2008, our POM estimated that there were 107.6 (SE = 2.39) wolf packs in the state compared to the FWP minimum wolf pack count of 96. Patch occupancy models using hunter surveys offer a promising method for wildlife managers to monitor wolf packs in a time- and cost-efficient manner.

TWS Student Conclave Grant Program

TWS Student Chapters host up to eight regional Student Conclaves each year that provide college students with valuable hands-on training in wildlife management and conservation, and networking opportunities with wildlife professionals. Some activities include field trips, workshops (i.e., telemetry, trapping, chemical immobilization, mist-netting), field competitions, local tours, game-calling competitions, quiz bowls, banquets, photography contests, and guest speakers. TWS offers grants of up to \$1,000 for the TWS Student Chapter(s) hosting each Student Conclave. The instructions and application are available [here](#). Below is an example from a previous winning student chapter.



Student members celebrating the end of the obstacle course competition. Photo credit: Lisa Monrreal, TWS.



Conclave participants identifying skulls. Photo credit: Lisa Monrreal, TWS.

JAN 22 RE

Pre-Conclave Application
(please type or print)

Regional Conclave (select one): ☐ Midwest ☐ Northeast ☒ Southeastern ☐ Western

Hosting Student Chapter Name: Frostburg State University Student Chapter of TWS

Student Chapter Contact Name: Melissa Brannon

Email: mlbrannon0@frostburg.edu Phone: 410-652-7122

What events are planned for the Conclave? (Attach additional sheet if necessary): _____

See attachment.

List participating TWS Student Chapters. (Attach additional sheet if necessary): _____

See attachment.

Is a schedule of Conclave events posted on Student Chapter's Website? ☒ Yes ☐ No

What are the plans for advertising the Student Conclave? Emails have been sent to each
chapter and details are posted on the webpage.

Other sources of funding; please list source and amount (i.e. grants, fundraising projects, registration fees): _____

See attached budget for funding sources and amounts.

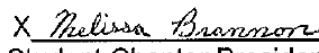
Expected number of registrants: 400 Registration fee: \$100

Average lodging cost per registrant: ~\$45-60(depending on hotel)

Attach proposed budget

I have reviewed this application and find the contents to be accurate to the best of my knowledge.


Student Chapter Advisor Signature & Date
Print Name Frank K. Ammer
Phone # 301-687-4299
Email fammer@frostburg.edu

X 
Student Chapter President Signature & Date
Print Name Melissa Brannon
Phone # 410-652-7122
Email mlbrannon0@frostburg.edu

Submit to:

Shannon Pederson, Subunit & Certification Coordinator, The Wildlife Society,
5410 Grosvenor Lane, Bethesda, MD 20814, fax 301-530-2471, Shannon@wildlife.org

28. Safety Manual

Your student chapter members will often conduct research in the field or be involved in outdoor trainings. Below is a safety manual that Michigan State University developed to inform their peers about biological and environmental safety issues to be aware of before working in the field. For example, should a student chapter member encounter any medical problems during or after an outdoor training session, they must seek professional medical advice. Also, remember to have them sign the waiver form from Chapter 11 prior to working in the field.

NSF- EID: Lyme Disease Gradient Project Safety Manual

Purpose: This document is to serve as a general guide for possible biological and environmental safety issues that may arise when participating in this project. It is not an all inclusive document to replace first aid training or hands on training.

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June 17, 2006

Version 1.0 © Michigan State University

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Avoiding Lyme disease and other tick-borne infections

Ticks do not jump, fly, or drop from trees, but grasp passing hosts from various sources such as the leaf litter and tips of grass. Ticks are usually picked up on the lower legs and then crawl up the body seeking a place to feed.

What is Lyme Disease?

Lyme disease is caused by a bacterial infection (*Borrelia burgdorferi*), which can be transmitted to humans by the bite of *Ixodes scapularis*, the blacklegged tick, also known as the deer tick in the Eastern U.S.

Know the Symptoms!

While some people show no reaction to Lyme disease, others are seriously affected by it. About 70% of

infected people develop a rash called *erythema migrans* (EM) a few days to weeks after the bite. This rash usually resembles a reddish –bull’s-eye” or an expanding red ring and is often accompanied by flu-like symptoms. These early symptoms generally subside on their own, but untreated patients can later develop more serious health complications. However, it can be easily treated with antibiotics.

Common Signs of Infection:

- –Bull’s-eye” rash
- Flu-like Symptoms
- Headaches
- Stiff Neck and/ or Joints
- Fever
- Muscle Aches
- Numbness/ Tingling
- Loss of Concentration

How to Avoid Tick Bites:

- Personal Protective Clothing:
 - Wear light colored clothes to easily spot ticks or PPE such as Tyvek suits
 - Wear long sleeved shirts and closed toed shoes
 - Tuck your shirt into your pants and your pants into your socks.
- Apply bug repellent on your clothes. DEET, picaridin, and permethrin are good options. Carefully follow directions on label. CDC recommends products containing 30-50% DEET.
- Thoroughly inspect your head and body when you get back from the field!

What To Do if Bitten:

- DO NOT squeeze the body of the tick! Grasp it as near to your skin as you can with fine tweezers or tick remover, and GENTLY pull it out.
- Clean the bite with soap and water; and sterilize the area using rubbing alcohol or hydrogen peroxide.
- If you accidentally break off the mouthparts, seek medical attention to remove them to avoid infection.
- SAVE THE TICK. This is important to identification which tick-borne pathogens you were possibly exposed to. Either, place the tick in your freezer or in a vial of 70% alcohol. Always include information like where and when the tick may have been acquired and when it was removed.

For an excellent guide to common tick identification, please visit:

http://tickencounter.org/education/tick_identification/

Other Tick-borne Diseases:

Rocky Mountain spotted fever (RMSF) (caused by *Rickettsia rickettsii*).

Vector Ticks: American dog tick and Rocky Mountain wood tick.

Symptoms: Usually 2 to 14 days: fever, spotted rash, nausea, vomiting, severe headache, abdominal pain, joint pain, diarrhea, muscle pain and lack of appetite.

Babesiosis (caused by *Babesia microti*)

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Vector ticks: Deer ticks and possibly other related Ixodid ticks.

Symptoms: Malaria-like illness normally begins about a week after a tick bite with a gradual onset of malaise, anorexia and fatigue. This is followed several days later by high fever, drenching sweats, muscle pain and headaches. As with malaria, these symptoms can continue over a protracted period or can abate, then recur.

Ehrlichiosis, Anaplasmosis (caused by rickettsial bacteria)

Nonspecific symptoms include fever, headache, nausea, vomiting, and malaise. Most cases occur April through October.

Tick-borne diseases are easily treatable if caught early so check for ticks daily and use preventative practices!

For more information on these and other **tick-borne diseases and prevention measures** visit:

<http://www.aldf.com/majorTick.shtml>

<http://www.cdc.gov/ticks/diseases/>

<http://www.tickencounter.org/>

<http://wwwnc.cdc.gov/travel/yellowbook/2010/chapter-2/protection-against-mosquitoes-ticks-insectarthropods>.

Aspx

Biting and Stinging Insects

Preparing for the Field:

Before venturing outdoors, anyone who is allergic to insect stings or bites should inform their supervisor and coworkers about their condition and the possible danger if they were to be stung. It's important to distinguish an allergic reaction from the normal reaction to insect stings and bites.

Swelling, redness, and itching around the sting or bite are normal. Itching and hives far from the sting or bite are signs of an allergic reaction.

Biting Insects:

Midges: Also known as "no-see-ums" and "punkies", biting Midges are so small that they can pass through ordinary mosquito netting. Bites cause a burning sensation, and subsequent welts can itch for days.

Deer and Horse Flies: Most prefer warm seasons and the warmth of the day, but some species are most active at dawn or dusk. Females bite which can be deep and painful, but unless one is allergic the effects will soon pass.

Black Flies: Spring and early summer, swarms of small female black flies bite mostly during the day, particularly early morning and toward evening and mostly near rivers or streams. Threatening weather, as before a thunderstorm, intensifies biting.

Chiggers: Chiggers are the larval stage of a mite. They do not burrow into skin but rather inject saliva into the wound which causes an allergic reaction and an

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intensely itchy area and dermatitis. Chigger mites are very small (0.2-0.4 mm ~ 1/100") and not easily seen.

Mosquitoes: Most species are active in the early morning and dusk hours.

Mosquito bites affect each person differently and can result in no reaction to severe swelling and itching. Only female mosquitoes bite. The **West Nile virus (WNV)** is most often spread to humans from the bite of an infected mosquito.

Most human infections with WNV (about 80%) cause no symptoms, and about 20% cause flu-like symptoms, including fever, fatigue, headache, and muscle or joint pain.

Fewer

than 1% of humans infected with WNV become severely ill. Severe symptoms include high fever,

stiff neck, disorientation, tremors, muscle weakness, and paralysis. Severely affected persons may develop encephalitis (inflammation of the brain) or meningitis (inflammation of the membranes of the brain or spinal cord). Severe cases may be fatal. People of all ages and conditions may be affected. However, those who are above age 50 or who have had an organ transplant are at increased risk of severe illness.

Protecting yourself from biting insects:

- Use insect repellent if you work outdoors with areas of biting insects. DEET and non-DEET repellents work. Use as directed.
- Use permethrin on clothing only.
- Use protective clothing if you work outdoors, including long-sleeved shirts, long pants, and socks.
- If necessary, bug-jackets, head-nets, gloves, and Tyvek suits can be used to avoid biting insects.
- Wash skin treated with insect repellent with soap and water after returning indoors.

Stinging Insects

Recognizing Stinging Insects:

The insects that are most likely to trigger an allergic reaction are:

1. **Wasps** (such as yellow jackets and bald-faced hornets) have a straight stinger that they can use again and again.
2. **Honey bee workers** have barbed stingers that become embedded in the skin, preventing them from stinging more than once. Other bees (e.g., bumble bees, sweat bees) have straight stingers and can sting multiple times.
3. **Fire ants** can pivot as they sting, leaving a circular cluster of stings.

If you're attacked by a swarm of stinging insects, move away quickly! Insects are probably protecting their nest and view you as an intruder. The longer you stay, the more likely you are to be stung. Pull your shirt or jacket over your head to protect your face and airways. Keep moving until the insects stop chasing you or you reach a safe area, such as a vehicle or building. Check for

stings and remove any venom sacs and stingers. Monitor yourself for signs of an allergic reaction and seek medical attention if necessary.

The color and size of individual insects may vary widely; when possible bring the insect with you for identification if you're seeking treatment.

Some tips to avoid stinging insects include:

- Avoid wearing brightly colored clothes or perfumes, lotions, or other scented products that may attract insects.

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- Be alert for insects when you are eating, drinking, or cooking; the scent of food attracts insects.
- Wear pants that seal at the ankle and shirts that seal at the wrist to prevent insects from getting inside your clothing.
- Do not swat or crush insects; when some insects are injured, they send chemical signals that incite other insects to attack.

General Treatment for Insect Stings and Bites:

- If you've been stung by a bee, look for the barbed stinger and venom sac that may be embedded in your skin. The stinger will look like a little black dot in the center of the wound. Do not use your fingers or tweezers to remove it. Doing so might pinch the venom sac, forcing venom into the wound. It's best to remove the venom sac and stinger by scraping the area with a straight-edged object, such as a credit card or driver's license. If you've been attacked by fire ants, brush them off and take off any rings and tight-fitting jewelry.
- Wash the area of the sting or bite with soap and water or with an antiseptic wipe.
- Elevate the affected area and use ice or a cold compress to reduce swelling and pain.
- If needed, apply a topical steroid ointment or take an over-the-counter oral antihistamine, such as Benadryl or Chlor-Trimeton to help reduce swelling, itching, and redness. An anesthetic spray containing benzocaine, such as Solarcaine, may provide some pain relief. Hydrocortisone cream or calamine lotion applied to the skin may help relieve itching and swelling. Be sure to follow all labels and instructions on the medications. If you've been stung by fire ants, do not break the pustules.

Anaphylaxis

Anaphylaxis is a serious and potentially life-threatening medical situation that requires immediate emergency treatment. Someone with allergies usually will begin to show signs of a reaction within 1 to 15 minutes after an insect sting or bite. Sometimes a reaction may not begin for up to 4 hours.

The normal reactions to a sting or bite include pain, swelling, and redness around the bite. Stings or bites near the mouth or nose may cause swelling that interferes with breathing, even in individuals who are not suffering an allergic reaction.

Allergic reactions can vary from mild to severe and from individual to individual.

- Itching and hives far from the bite
- Red, itchy, watery eyes
- Swelling of the throat or tongue/difficulty swallowing
- Difficulty breathing
- Dizziness
- Severe headache
- Stomach cramps
- Diarrhea
- Nausea
- A sharp drop in blood pressure
- Loss of consciousness or shock
- Anxiety, feeling of "impending doom"

If You're Allergic to Insect Stings or Bites:

If you've been stung or bitten and know you are allergic, seek immediate medical treatment.

- Speak to your physician ahead of time. He/she can offer suggestions and possibly provide medications or kits that can be taken to the field for use in case of a severe reaction.
- Make sure your coworkers know that you've been stung or bitten and that you may suffer an allergic reaction.
- Have your coworkers contact emergency services or your dispatch center immediately to make them aware of the potentially life-threatening situation.

- If you have been prescribed epinephrine by your doctor, administer the proper dose.

Antihistamines may provide some relief, but they are no substitute for epinephrine.

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- Remain calm; anxiety increases blood flow and can worsen the situation.
- Take steps to prevent shock. Lie flat with your feet about 12 inches above your head. You may need a blanket or coat to keep warm.
- Go to an emergency room in case additional treatment is necessary, especially if you've administered epinephrine to yourself.

For more comprehensive information about **biting and stinging insects and WNV** see:

<http://www.cdc.gov/westnile>

<http://www.cdc.gov/niosh/docs/2005-155/>

http://edis.ifas.ufl.edu/topic_biting_flies

<http://bitinginsects.siteideas.net>

<http://www.epipen.com>

<http://www.fhwa.dot.gov/environment/fspubs/08672331/index.htm>

Poison ivy, oak, and sumac

Poison ivy, poison oak, and poison sumac release an oil, urushiol, when the leaf or other plant parts are bruised, damaged, or burned. When the oil gets on the skin an allergic reaction, referred to as *contact dermatitis*, occurs in most exposed people as an itchy red rash with bumps or blisters.

The old saying "*Leaves of three, Let it be!*" is a helpful reminder for identifying poison ivy and oak, but not poison sumac which usually has clusters of 7-13 leaves. Even poison ivy and poison oak may have more than three leaves and their form may vary greatly depending upon the exact species encountered, the local environment, and the season. Being able to identify local varieties of these poisonous plants throughout the seasons and differentiating them from common nonpoisonous look-a-likes are the major keys to avoiding exposure.

Poison Ivy

- Eastern poison ivy is typically a hairy, ropelike vine with three shiny green (or red in the fall) leaves budding from one small stem.
- Western poison ivy is typically a low shrub with three leaves that does not form a climbing vine.
- May have yellow or green flowers and white to green-yellow or amber berries.

Poison Oak

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- Typically a shrub with leaves of three, similar to poison ivy.
- Pacific poison oak may be vine-like.
- May have yellow or green flowers and clusters of green-yellow or white berries.

Poison Sumac

- Woody shrub that has stems that contain 7-13 leaves arranged in pairs.
- May have glossy, pale yellow, or cream-colored berries.

Tips to avoid Poison Ivy:

1. *Learn to identify poison ivy, poison oak, and poison sumac*, and when you see them, avoid them.
2. *Wear long pants, long-sleeve shirts, socks, and fully-enclosed footwear* when walking in poison-ivy infested areas.

3. *Wear gloves* when working where poison ivy may be present.
4. *Apply a barrier cream* (Ivy Block or Stokoguard), if you know you have a good chance of exposure to poison ivy. (While no vaccine or medicine has been shown to prevent reactions to poison ivy, barrier creams containing bentoquatam seem to be effective in slowing the absorption of urushiol into the skin. Apply the cream as directed, usually about an hour before potential exposure, and thoroughly wash it off within four hours, reapplying as necessary).
5. *Exercise caution not to touch your face or eyes* (or other exposed skin) with hands or gloves that may have come in contact with poison ivy.
6. *Beware of latent resin.* Urushiol resin can remain active for a long time! Thoroughly wash or dispose of clothes, tools, or other objects which may have come into contact with poison ivy. To wash objects, use hot, soapy water and let the clothing or object dry outside for several days.
7. *Wash exposed skin immediately.* It takes about 10-30 minutes after contact for urushiol to bind with skin, so fast cleaning may prevent a reaction. If you think your skin may have been exposed to poison ivy, clean the affected area with rubbing alcohol, and then wash it with cool water. Commercially-available products (e.g., Tecnu soap) can be used to wash urushiol from exposed skin and to minimize the likelihood of a reaction.

Tips to treat poison ivy:

1. *Clean your skin immediately.* If you do this within 10 minutes, you may be able to get the urushiol off before it penetrates your skin. Clean the skin with rubbing alcohol first, then rinse thoroughly with cold water. However, the alcohol will make your skin extra sensitive to urushiol-containing plants that day.

a. *Don't scrub or use hot water on your skin.* This can draw the urushiol deeper into your pores.

b. *Don't use regular soap until after you've rinsed off your skin with just water or with another product to remove the urushiol.* Soap can pick up the urushiol and

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move it around to other parts of your body. Considering purchasing Technu for people highly sensitive to poison ivy.

c. *Don't forget to clean under your fingernails;* you may have scratched off some urushiol and could redeposit it on other objects or areas of your skin by accident.

d. *There are products designed to break down urushiol* and help with removing it from skin; because it is an oily sap, it can be difficult to remove.

2. *Recognize the symptoms.* An allergic reaction may follow within 48 hours. First, your skin gets red and itchy. Then a rash follows, usually in a pattern of streaks or patches.

Eventually the rash turns into red bumps or large oozing blisters. The rash will appear wherever you came in contact with urushiol, although it may take longer for the rash to appear on parts of your body where your skin is thicker. It doesn't spread, however, because there's no urushiol in the blisters. Once the urushiol is gone, the rash will go away.

3. *Stop scratching.* Even though the rash is not contagious, it's best to avoid damaging the skin, or else you run the risk of getting an infection.

4. *Wash clothes and anything else that may have come in contact with it.*

5. *Cool off.* Apply cold compresses, and/or massage the affected area with an ice cube. The cooling sensation will provide temporary relief.

6. *Dry off.* Always let the area air dry--this reduces the itching and oozing of blisters.

7. *Use antihistamines.* They can be taken orally or applied topically, or both. Unfortunately, these types of products only treat the symptom--which is the rash. That's why they should be used after you have used a product to remove the urushiol. Calamine lotion can ease the itching and soothe blistered skin. Apply regularly and liberally.

More reading can be found at:

<http://www.cdc.gov/niosh/topics/plants/>

<http://www.fda.gov/downloads/ForConsumers/ConsumerUpdates/UCM143611.pdf>

Hypothermia

Hypothermia is dangerously low body temperature, below 95 °F (35 °C). Hypothermia occurs when more heat is lost than the body can generate. It is usually caused by extended exposure to the cold.

Common causes:

- Being outside without enough protective clothing in winter.
- Wearing wet clothing in windy or cold weather.
- Heavy exertion, not drinking enough fluids, or not eating enough in cold weather.

As people develop hypothermia, their abilities to think and move are often lost slowly. In fact, they may even be unaware that they need emergency treatment.

Symptoms:

- Drowsiness
- Weakness and loss of coordination
- Pale and cold skin
- Confusion
- Uncontrollable shivering (although at extremely low body temperatures, shivering may stop)
- Slowed breathing or heart rate

Prevention:

1. Wear proper clothing in cold temperatures to protect your body. These include:

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- a. Mittens (better than gloves).
- b. Wind-proof, water-resistant, many-layered clothing.
- c. Two pairs of socks (avoid cotton, wool is best).
- d. Scarf and hat that cover the ears (to avoid major heat loss through the top of your head).

2. Avoid: Extremely cold temperature, especially with high winds and wet cloths.

3. Poor circulation; tight clothing or boots, cramped positions, fatigue.

Before you spend time outside in the cold, do NOT drink alcohol or smoke. Drink plenty of fluids

and get adequate food and rest.

Treatment:

- If any symptoms of hypothermia are present, especially confusion or changes in mental status, immediately call 911.
- If the person is unconscious, check airway, breathing, and circulation. If necessary, begin rescue breathing or CPR. If the victim is breathing fewer than 6 breaths per minute, begin rescue breathing.

- Take the person inside to room temperature and cover him or her with warm blankets. If going indoors is not possible, get the person out of the wind and use a blanket to provide insulation from the cold ground. Cover the person's head and neck to help retain body heat.
- Once inside, remove any wet or constricting clothes and replace them with dry clothing.
- Warm the person. If necessary, use your own body heat to aid the warming. Apply warm compresses to the neck, chest wall, and groin. If the person is alert and can easily swallow, give warm, sweetened, nonalcoholic fluids to aid the warming.
- Stay with the person until medical help arrives.

More information on Hypothermia can be found at:

<http://health.nytimes.com/health/guides/injury/hypothermia/overview.html>

Hot Weather Health Emergencies

Heat Stroke: Heat stroke occurs when the body is unable to regulate its temperature. The body's temperature rises rapidly, the sweating mechanism fails, and the body is unable to cool down. Body temperature may rise to 106°F or higher within 10 to 15 minutes. Heat stroke can cause death or permanent disability if emergency treatment is not provided.

Warning signs of heat stroke vary but may include the following:

- An extremely high body temperature (above 103°F, orally)
- Red, hot, and dry skin (no sweating)
- Rapid, strong pulse
- Throbbing headache
- Dizziness
- Nausea
- Confusion
- Unconsciousness

Treatment:

1. Move to a shady area.
2. Cool the person rapidly using whatever methods you can.
3. Monitor body temperature, and continue cooling efforts until the body temperature drops to 101-102°F.
4. If emergency medical personnel are delayed, call the hospital emergency room for further instructions.

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5. Do not give the victim fluids to drink.
6. Get medical assistance as soon as possible.

Heat Exhaustion: Heat exhaustion is a milder form of heat-related illness that can develop after several days of exposure to high temperatures and inadequate or unbalanced replacement of fluids.

It is the body's response to an excessive loss of the water and salt contained in sweat.

Warning signs of heat exhaustion:

- Heavy sweating
- Paleness

- Muscle cramps
- Tiredness
- Weakness
- Dizziness
- Headache
- Nausea or vomiting
- Fainting

Treatment:

1. Cool, nonalcoholic beverages
2. Rest
3. Cool shower, bath, or sponge bath
4. If available move to an air-conditioned environment
5. Lightweight clothing

Heat Cramps: Heat cramps usually affect people who sweat a lot during strenuous activity. Heat cramps are muscle pains or spasms—usually in the abdomen, arms, or legs—that may occur in association with strenuous activity.

Treatment:

1. Stop activity, and sit quietly in a cool place.
2. Drink clear juice or a sports beverage.
3. Do not return to strenuous activity for a few hours after the cramps subside, because further exertion may lead to heat exhaustion or heat stroke.

Sunburn: Although the discomfort is usually minor and healing often occurs in about a week, a more severe sunburn may require medical attention. Skin becomes red, painful, and abnormally warm after sun exposure. Sunburn can be easily avoided by wearing sunscreen with proper SPF for your skin.

Treatment:

1. Avoid repeated sun exposure.
2. Apply cold compresses or immerse the sunburned area in cool water.
3. Apply Aloe or other sunburn specific product.
4. Apply moisturizing lotion to affected areas (only after initial burn cooled). Do not use salve, butter, or ointment.
5. Do not break blisters.

Heat Rash: Heat rash is a skin irritation caused by excessive sweating during hot, humid weather.

Heat rash looks like a red cluster of pimples or small blisters. It is more likely to occur on the neck and upper chest, in the groin, under the breasts, and in elbow creases.

Treatment:

The best treatment for heat rash is to provide a cooler, less humid environment. Keep the affected area dry. Dusting powder may be used to increase comfort.

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Dehydration: Dehydration occurs when a person's body loses more fluids (like sweat or urine) than he or she consumes.

Warning signs of dehydration:

- Frequent thirst
- Dry lips and tongue
- Muscle cramping
- Bright-colored or dark urine

Treatment::

If you think you are dehydrated, drink plenty of water and sports drinks that have added salts, and rest.

Avoiding Heat-related Illnesses:

1. *Drink plenty of fluids!* In hot weather, you need to drink more fluid than you would normally. Drink two to four glasses of cool fluids each hour and ones that do not contain alcohol, or large amounts of sugar--these actually cause you to lose more body fluid. Also avoid very cold drinks, because they can cause stomach cramps.
2. *Replace salts and minerals.* Heavy sweating removes salt and minerals from the body. A sports beverage can replace the salt and minerals you lose in sweat.
3. *Wear appropriate clothing and sunscreen.* Choose lightweight, light-colored, loose-fitting clothing that will cover most of your body. Wear a wide-brimmed hat along with sunglasses, and by putting on sunscreen of SPF 15 or higher (the most effective products say "broad spectrum" or "UVA/UVB protection" on their labels) 30 minutes prior to going out. Continue to reapply it according to the package directions.
4. *Pace yourself!* If you are not accustomed to working in a hot environment, start slowly and pick up the pace gradually. If exertion in the heat makes your heart pound and leaves you gasping for breath, STOP all activity. Get into a cool area or at least into the shade, and rest, especially if you become lightheaded, confused, weak, or faint.
5. *Use a buddy system.* When working in the heat, monitor the condition of your co-workers and have someone do the same for you. Heat-induced illness can cause a person to become confused or lose consciousness.
6. *Adjust to the environment.* Be aware that any sudden change in temperature, such as an early summer heat wave, will be stressful to your body. You will have a greater tolerance for heat if you limit your physical activity until you become accustomed to the heat. If you travel to a hotter climate, allow several days to become acclimated before attempting any vigorous exercise, and work up to it gradually.

More information on heat related illnesses can be found at:

http://www.bt.cdc.gov/disasters/extremeheat/heat_guide.asp

<http://www.fayettehospital.org/oth/Page.asp?PageID=OTH000044>

http://www.orebs.msu.edu/occupational/programs_guidelines/heat_stress/heatstressguide.pdf

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Thunderstorms and Lightning

Stay Alert

Monitor local weather conditions regularly with a special weather radio or AM/FM radio.

- Recognize the signs of an oncoming thunder and lightning storm - towering clouds with a "cauliflower" shape, dark skies and distant rumbles of thunder or flashes of lightning. Do not wait for lightning to strike nearby before taking cover.

Seek Shelter

- Look for a large, enclosed building when a thunder or lightning storm threatens. That's the best

choice.

- If you are in a car and it has a hard top, stay inside and keep the windows rolled up.
- Avoid small sheds and lean-tos or partial shelters, like pavilions.
- Stay at least a few feet away from open windows, sinks, toilets, tubs, showers, electric boxes and outlets, and appliances. Lightning can flow through these symptoms and "jump" to a person.
- Do not shower or take a bath during a thunder or lightning storm
- Avoid using regular telephones, except in an emergency. If lightning hits the telephone lines, it could flow to the phone. Cell or cordless phones, not connected to the building's wiring, are safe to use.
- If your skin tingles or your hair stands on the end, a lightning strike may be about to happen. Crouch down on the balls of your feet with your feet close together. Keep your hands on your knees and lower your head. Get as low as possible without touching your hands or knees to the ground. DO NOT LIE DOWN!
- If you are swimming, fishing or boating and there are clouds, dark skies and distant rumbles of thunder or flashes of lightning, get to land immediately and seek shelter.
- If you are on land, find a low spot away from trees, metal fences, pipes, tall or long objects.
- If you are in the woods, look for an area of shorter trees. Crouch down away from tree trunks.

Helping someone struck by lightning

When someone is struck by lightning, get emergency medical help as soon as possible. If more than one person is struck by lightning, treat those who are unconscious first. They are at greatest risk of dying. A person struck by lightning may appear dead, with no pulse or breath. Often the person can be revived with cardiopulmonary resuscitation (CPR). There is no danger to anyone helping a person who has been struck by lightning - no electric charge remains. CPR should be attempted immediately.

More information about Thunderstorms and Lightning:

<http://www.health.state.ny.us/environmental/emergency/weather/lightning/>

Wildlife Encounters and Handling Protocols

All personnel should be trained in proper techniques for wildlife handling before working with animals in the field. Protective clothing should be worn as appropriate for the species being handled (e.g., gloves to prevent exposure to bodily fluids, thick gloves to protect against bites and

scratches, tyvek suits or respiratory protection when needed). Wash hands often (using soap and water or hand sanitizer) and do not eat, drink, or smoke while working with animals. Disinfect work areas after use. Certain precautions are recommended for specific wildlife groups.

Small mammals: Exposure to hantavirus (and potentially Hantavirus Pulmonary Syndrome) can result from handling mice. Field workers should wear gloves to prevent exposure to feces and urine, and work with the mouse downwind and/or wear respiratory protection if desired. Most exposure to hantavirus occurs in enclosed areas with large amounts of dried mouse

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fecal material. Respiratory protection should be worn in such locations. Detailed information is available at the CDC web site (<http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5109a1.htm>).

Medium mammals: Medium sized mammals (especially raccoons) can carry rabies in the study area (also bats). All personnel who handle these animals should have pre-exposure vaccination against rabies before working with the animals in the field. In case of possible exposure, post-exposure vaccination is also needed. Additional information and updates are

available on the CDC website (<http://198.246.98.21/rabies/>).

Amphibians: This project does not specifically involve amphibians, so there is no need for you to handle any amphibians. However, because some people will anyway, assume that anytime you touch a toad that your hands have been exposed to bufotoxins and therefore wash your hands thoroughly before touching food or any part of your face. Also, many insect repellants and other chemicals are fatal to amphibians, so do not touch them unless they are protected from you.

Reptiles: Remember that birds are reptiles, and assume that all reptiles have *Salmonella*. Wash your hands with disinfectant after handling any animal. Many reptiles will defecate on you when captured.

Turtles: This project does not specifically involve turtles, so there is no need for you to handle any turtles. You might check box turtles for ticks if you have time. Turtles can give a nasty bite and can scratch. If you must, handle small turtles carefully, but do not handle large turtles at all unless you have been trained in proper procedures. Wash your hands with disinfectant after handling any animal, paying special attention to any wounds you have received.

Snakes: This project does not specifically involve snakes, so there is no need for you to handle any snakes. Nevertheless, you should familiarize yourself with the snake species where you are working, and be able to identify venomous species quickly. If you work in an area where venomous snake occur, you should always be wearing closed shoes, socks, and long pants. Look carefully before putting your hands into a bucket trap. You may encounter snakes under cover boards, in pit fall traps, on roads, or by chance in the field. Under no circumstances should you attempt to contact, touch, handle, or move a snake unless you know it is safe. Under cover boards

and in chance encounters, you can just leave snakes undisturbed. In pit fall traps, they must be removed, but under most circumstances they can remain in the buckets overnight if you do not have appropriate equipment with you at the time. It is recommend that each team working in an area with rattlesnakes, cottonmouths, and/or copperheads keep a 40 inch snake hook in their field gear, and a second, smaller snake hook if they are working where there are coral snakes. With a hook it is easy and safe to remove snakes from pit falls. Release snakes outside the grid.

Snake bite: Even a bite from a "harmless" snake can cause infection or allergic reaction in some people. While each individual may experience symptoms differently, common venomous snake bites symptoms are bloody wound discharge, fang marks in the skin and swelling at the site of the bite, severe localized pain, diarrhea, fainting, dizziness, blurred vision, excessive sweating, fever, thirst, nausea and vomiting, rapid pulse.

The majority of snake bites, even venomous snake bites, have few complications.

Nevertheless, call for emergency assistance immediately if someone has been bitten by a snake that might be venomous. Responding quickly is crucial. While waiting for emergency assistance: Wash the bite with soap and water, immobilize the bitten area and keep it lower than the heart, cover the area with a clean, cool compress or a moist dressing to minimize swelling and discomfort, and monitor vital signs.

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If you are unable to get the victim to medical care within 30 minutes, the American Red Cross recommends:

- Apply a bandage, wrapped two to four inches above the bite, to help slow the venom. This should not cut off the flow of blood from a vein or artery - the band should be loose

enough to slip a finger under it.

- A suction device can be placed over the bite to help draw venom out of the wound without making cuts. These devices are often included in commercial snake bite kits.
- Do not use ice, alcohol (internal or external), a tourniquet, or attempt to suck venom by mouth, or cut the skin.

Lizards: Lizards can bite and scratch enough to draw blood but none of those we will encounter are dangerous. Usually it is more important to capture the lizard than to worry about a minor scratch. Wash your hands with disinfectant after handling any animal, paying special attention to any wounds you have received.

Birds: Highly pathogenic avian influenza (HPAI, e.g., H5N1) has not been reported in the study area, but it could appear during the study. Birds should be handled with care, with the bird downwind if possible, and examination gloves should be worn when collecting blood or other body fluids. Respiratory protection (e.g., N95 face masks) is also recommended for close work with wild birds. Additional information is available online from the USGS National Wildlife Health Center

(http://www.nwhc.usgs.gov/publications/wildlife_health_bulletins/WHB_05_03.jsp).

More information on safe handling of animals can be found at:

<http://safetyservices.ucdavis.edu/occupational-health-services/acu/educational-materials/zoonosisinformation>

Working alone

A person is considered "working alone" if the individual is working by his/herself such that assistance is not readily available should some injury, illness, or emergency arises. Please be aware of the potential hazards of working alone.

- Always carry some sort of communication when working alone (i.e. cell phone or "walkie-talkie")
- Always let someone know where you are going and when you will be back.
- Know where the first aid kit is.
- Know take proper safety precautions and bring PPE

Allergies, Asthma, and other Medications

It is important to let your supervisors know if you have any serious medical conditions requiring certain medications or care. Let your supervisors know of any allergies (food and insect bite/stings) you have, medications you make take, and where they can find them if needed.

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Sharing this information is important for your safety and for the safety of all people working on this project.

Health Care Facility Locations

First aid kits

First aid kits will be available at every field site and you should always know where to find it. Please check with your supervisor to find out its location at your study site.

Hospitals, Urgent Care, and Doctors

Each institution involved with this study will have its own set of protocols and locations for

seeking medical attention. Known where the closest emergency facilities are located BEFORE you begin field work and where to seek medical attention for non-life threatening medical situations. Please check with your supervisor for this information.

Safety Training

Each institution will also have a set of safety training courses (blood borne pathogens, respirator fit, first air, CPR, etc...) needed to be completed before field work begins. Please check with your supervisor to find what courses you need to complete.

29. Contacting TWS' Headquarters

If you have any questions about running your student chapter, starting a new student chapter, or any other TWS-related issues, please contact TWS Wildlife Programs Coordinator, Mariah Simmons, at MSimmons@wildlife.org or 301-897-9770 x 310.

30. Conclusion

We hope you have found this student chapter toolkit helpful. Remember that the toolkit will constantly be updated based on changes in TWS policy and should be checked at least once every semester. Should you be interested in providing additional information for this toolkit, recommend other chapters, need additional TWS materials for your student chapter, or would like to learn more about TWS in general, please contact TWS Wildlife Programs Coordinator, Mariah Simmons, at MSimmons@wildlife.org or 301-897-9770 x 310.



Student members at TWS' Annual Conference. Photo credit: Paul Smith's College Student Chapter of TWS.