

## Letter from the Chair

Greetings Working Group Members,

This year I have the pleasure to be Chair of the Native Peoples Wildlife Management Working Group. Having been a member of this working group for almost 10 years, I am proud to see the accomplishments of the group and the places we have gone. Thank you to everyone for all their hard work, as always.

The working group continues to work on its annual Native Student Professional Development program after another successful conference in Winnipeg. Some working group members are also working on a new chapter in the TWS Techniques Manual that includes a section on tribal wildlife management. This is a huge accomplishment and should be effective in increasing awareness of the nuances of tribal wildlife management among new professionals. We have also discussed another symposium for 2016 and hope to have more details out about that soon. Any working group

members that have an idea for a symposium are encouraged to contact me via email.

As we look towards the new year and a new board on the working group, we may have some new initiatives arise. One initiative that I personally have been interested in as Chair is simply, how are we doing? I would like to hear from you, the working group members. As managers and biologists in Indian Country, what are some issues you face in terms of policy, funding, training, or government-to-government relationships?

As a working group of The Wildlife Society, we function to bring a solidified voice to wildlife professionals, so if there is something that could benefit from increased attention, please let me know.

Baamaapii,  
Heather Stricker  
Native Peoples  
Wildlife  
Management  
Working Group



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## ~ Our Mission ~

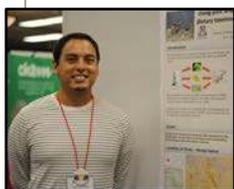
The Native Peoples' Wildlife Management Working Group promotes improved relationships between state/provincial/federal wildlife managers and tribal wildlife managers through improved communications. The Working Group provides a forum for Tribal and agency wildlife professionals to discuss wildlife management on reservations and aboriginal lands and to share viewpoints on proposed policies affecting wildlife management in Indian Country. The Working Group works to enhance wildlife management on and off reservations through joint activities.



*Professional Development Program*

**2015 Native Student Professional Development program grant recipients**

**Chase Voirin**, Navajo, is a graduate student at University of Arizona in Tucson. Chase is studying wildlife management and conservation.



**Valentine Vaeoso**, Native Hawaiian, is a student at the University of Hawaii, Hilo. Valentine is getting her bachelors in Marine Science.



**Laakea Low**, Native Hawaiian, is enrolled at the University of Hawaii Maui College and Oregon State University Ecampus pursuing an undergraduate degree in sustainable science management and forestry.



**Victoria Atencio**, Pueblo of Santa Domingo, is at New Mexico State University in Albuquerque and is majoring in wildlife science, fish, wildlife conservation and ecology.



**Laura Lagunez**, Navajo, is enrolled at Cornell University and is pursuing her degree in Animal Science.



**Megan Judkins**, Choctaw, is a PhD candidate at Oklahoma State University studying Integrative Biology.



**Bronson Palupe**, Native Hawaiian, is an undergraduate student at the University of Hawaii, Hilo studying environmental studies.



*TWS Annual Conference  
Winnipeg 2015*



Student Professional Development Grant Recipients enjoyed the Annual TWS Conference in Winnipeg this year! Students and NPWM Members had the opportunity to attend various research presentations, working group meetings, social events, connect with professionals, present research, and visit local museums. The grant recipients and NPWM members met on the final evening for dinner and enjoyed a research presentation by Victoria Atencio (see pg. 3 for more details).

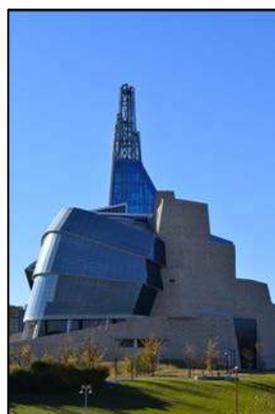


Image Cred: Victoria Atencio



## Research Highlight: Victoria Atencio

### Cochiti Department of Natural Resources in Collaboration with USFWS Partners for Fish and Wildlife: Internship 2015

USFWS's mission is to create young leaders in voluntary, community-based stewardship for fish and wildlife



conservation not only to provide high quality habitat for wildlife, but to contribute a healthy landscape that can be passed on to future generations. More than



90% of the land in the Midwest is in

private ownership - thus, the future of the nation's fish and wildlife depends on private landowners. The concept of Partners for Fish and Wildlife is to work with private landowners in order to improve fish and wildlife habitat on their lands. In order to accomplish this work, USFWS teams up with private conservation organizations, state and federal agencies, and tribes - and together, the landowner and USFWS share funding, materials, equipment, labor, and expertise to meet both the landowner's restoration efforts and USFWS conservation mission.

This summer, Pueblo de Cochiti took on two individuals, Victoria Atencio and Emanuel Yepa, with assistance of Partners for Fish and Wildlife. They were able to assist on the department's ongoing projects, community cultural events, and beginning restoration efforts on the Santa Fe River and the greater Rio Grande. The interns gained valuable sights into forestry, wildlife management, water quality methods, habitat restoration and tribal history. In this work, they were also able to assist the saw crew with on-going riparian restoration projects.



Intern Victoria Atencio

The overall mission of the DNRC was enforced by its staff while conducting activities. The staff incorporated staff ecology discussions when discussing grant objectives and their purpose to the natural environment.

#### Riparian Restoration:

The Partners for Fish and Wildlife crew began repairing the Santa Fe river area, also known as the "Race Way." Repairing fences was a huge portion of beginning restoration work. Most of the fences had been knocked down by fallen trees due to beavers, but livestock also damaged the fencing by knocking down the posts or pulling off barbed wire.

The interns also helped with minor stream modification by clearing out exotic species growing along the Santa Fe River. The DNRC saw crew cut down the brush growing in the understory, and then the crew would carry out the braches, logs and weeds. The crew would then pile the brush in big piles for burning.

Planting indigenous plant species was also a key aspect of restoring the lower Santa Fe River. The crew planted indigenous trees, shrubs and forbs along the bank of the Santa Fe River where no understory plant species were previously established. The intention of plants was to create wildlife habitat and food sources for future wildlife species that the DNRC plans to reintroduce into the area.

It is important to upkeep the lower Santa Fe River because of its cultural significance and current uses of the tribal community. The area is currently utilized as an outdoor classroom for the local elementary school and the nearby Santa Fe Indian School for community based education and culturally based education. Our future goal for the Santa Fe River is to establish it as a botanical garden for community member's usage, and also as wildlife habitat.

#### Wildlife Management/Population Ecology:

With all the effort and projects that were going on within Cochiti Pueblo's Department of Natural Resources, the crew also engaged in installing and reviewing wildlife game cameras surrounding the reservation in order to get a sense of what wildlife is out there. They were able to set up the cameras in four different locations - the Westside (located by the golf course area), the Eastside (located by the Lake Dam), and two in the areas around the Bosque and Rio Grande.

The crew also supplies new water into the troughs for wildlife usage. Since a majority of the reservation has limited water access, having water supply available for wildlife species that pass through the reservation is important, and also allows the department to identify what wildlife species are present within the area and where they prefer to roam.



Above: Intern Emanuel Yepa, Senior at Santa Fe Indian School Cochiti Pueblo



Left: Volunteers participating in Riparian Restoration

## Research Highlight continued...

### Indigenous Medicinal Plant Species Research:

The crew was also given the opportunity to travel and visit Chaco Canyon National Historic Park, Bandelier National Monument, and Bear Jump, with is a scared landmark to the community of Cochiti Pueblo. The intention of visiting these places was to gain knowledge of the traditional plants and herbs. The main goal for these trips were to gather plants which were indigenous to their area and compile a list of plants that were native to Chaco Canyon, Bandelier, and Cochiti Pueblo.

The plant species we identified that were present at all locations were *Cleome serrulata* (Rocky Mountain Beeweed), *Achillea millefolium* (Western Yarrow), *Sphaeralcea coccinea* (Scarlet Globemallow), and *Thelesperma megapotamicum* (Cota/Indian Tea). Based on traditional ecological knowledge and research on their particular plant species, we discovered various medicinal and cultural uses all three societies utilized the plants for and compiled the information onto a document.

With our knowledge of these plants traditionally being used for medicinal purpose, we collaborated with New Mexico State University's Plant and Environmental Sciences Department to identify the chemical properties of the plants in relation to currently known medicinal components recognized in western science. Our hope is to have the chemical interpretation of these plants be examined in order to identify known medicinal components based on the perspective of western science, but also take into account traditional ecological knowledge of these plants historic medicinal uses that perhaps western science is unaware of.

### In Conclusion:



With the knowledge that was gained through department efforts, the students conveyed to the best of their abilities and assisted department staff with events such as lessons on the ecological process, plant identification, wildlife management demonstrations, and riparian restoration efforts. An outstanding *Partners for Fish and Wildlife* experience was able to embrace a cultural awareness that was offered throughout the duration of the summer. It allowed the crew to partake in traditional events, work with and in the tribal community, and gain one on one experience with western science, cultural views, and it's interconnectedness with the environment surrounding Cochiti Pueblo. This empowered the participants to evaluate their personal contributions to the greater community and reflect on their own personal cultural identities as youth of native communities.

## Sisseton Wahpeton College Program

### “SWC offers Sustainable Environmental Science while earning Associates Degree”



Sisseton Wahpeton College (SWC), one of thirty-two fully accredited tribal colleges across the U.S., is situated on the Coteau des Prairies, a unique geological landform in northeast South Dakota that includes both prairie potholes and tallgrass prairie—often referred to as a wildlife ark. However, a rapid conversion of native grasslands to cropland is diminishing wildlife habitat in the region and placing species at risk—for one, the recently listed Dakota skipper.

But not all news is grim—Sisseton Wahpeton College is striving to buck the trend by offering a Sustainable Environmental Science Program while earning an Associate Degree. Students study native flora and fauna on the campus' own restored grassland preserve, and learn about tallgrass prairie botany including traditional and medicinal uses of certain native grasses and forbs.

This fall Environmental Science students studied issues relative to loss of native grasslands and restoration measures. Students explored the outcome of prescribed fire on native prairie, learned about bovine-free DNA bison and visited herds, tested stream quality, identified lichens species in woodlands, searched for dung beetles in pasture manure, and examined honeybees for varroa mites. Due to the course's popularity, it will be offered again in the spring.

SWC, in itself, is an example of environmental sustainability. Its library has geo-thermal heat, and two wind turbines tower above the prairie landscape. The college strives to introduce students to environmental issues through education, recognizing that they, after all, are future stewards of the earth.

---Submitted by Tracy Rosenberg; photo credit Tracy Rosenberg  
Sisseton Wahpeton College, Environmental Science Faculty and English Department Chair; TWS Restoration Working Group Representative for the Great Plains and Mountains Region

“There's unprecedented eagerness to participate, and the class has had nearly perfect attendance.”

-Tracy Rosenberg

## TWS NEWS

## “Partnering with Tribal Conservation Units to Mentor Interns”

--By Robert C Willging, USDA Wildlife Services

Wisconsin’s rich and vibrant network of Native American communities are committed to promoting the ecological sustainability of Wisconsin’s natural landscapes. To support that goal by developing the next generation of scientists and managers, their leaders participate in an internship program administered by the Wisconsin Tribal Conservation Advisory Council (WTCAC). This is a shining example of how individual Tribes can partner with USDA agencies to provide summer training and mentoring opportunities to Native American students.

The first Tribal Conservation Advisory Council in the nation developed under the authority of the 1995 Farm Bill, WTCAC offers an internship program pairing eligible college students with a participating USDA agency mentor. Wildlife Services in Wisconsin (WS) has hosted four tribal interns since 2011. The program exposes interns to all aspects of the agency, both administrative and field work. The intern also must develop a special research project, which requires networking with a Wisconsin Tribe and presenting the results to the WTCAC Board of Directors.

In 2015 Ashley Archer, a Michigan State University (MSU) wildlife major and enrolled member of the Sault Ste. Marie Tribe of Chippewa Indians, working out of the WS Rhinelander District in north-central Wisconsin, participated in a wide variety of activities. On the service side, she frequently spent time with wildlife specialists in the field, learning about the tools, methods and strategies WS uses to address human-wildlife conflicts, including work with deer, Canada geese, bear and beaver. She also helped implement non-lethal wolf depredation management tools, primarily fladry. She spent time with a former WS/WTCAC intern on a wild rice research project and with a U.S. Forest Service Tribal intern, funded by a TWS grant.



Image Credit: USDA



She also was exposed to complex public policy related issues by attending state and Tribal meetings, including the Voigt Inter-Tribal Task Force, which develops and recommends policy related to natural resource management on ceded territory for member Chippewa Tribes; a public hearing on the state’s new beaver management plan; and a wild rice management committee meeting. The internship demonstrates the important government-to-government relationship between Tribes and federal agencies.

The internship is a two-way street, however, so WS staff learned about Ashley’s tribe and her perspective on natural resources management, which enables WS to understand and respect Tribal perspectives and culture at a personal level. While attending a joint Great Lakes Indian Fish and Wildlife Commission (GLIFWC) – Wisconsin Department of Natural Resources (WDNR) wild rice committee meeting, Ashley recognized the need for an evaluation of the comparative rice abundance between lakes managed or unmanaged for beaver, which became her special internship project and complemented a significant portion of her WS field work. Although working with a small sample size of three-paired lakes, she found that managed lakes have a higher abundance of wild rice than unmanaged lakes.

Wherever Ashley pursues a career following graduation, WS believes she will do so with the skills, insight, and understanding gained during her summer WTCAC internship.

**-Want more information? Find the Full Article [HERE:](http://wildlife.org/partnering-with-tribal-conservation-units-to-mentor-interns/)**  
<http://wildlife.org/partnering-with-tribal-conservation-units-to-mentor-interns/>

--Interested in learning more about the Wisconsin Tribal Conservation Advisory Council? <http://www.wtcac.org/>

*Robert Willging, a member of The Wildlife Society – Wisconsin Chapter, has supervised all four WTCAC interns for Wildlife Services-Wisconsin.*

*Wildlife Services is a Strategic Partner of TWS.*

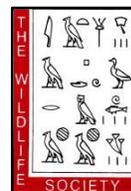
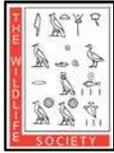


Image Credit: USDA





# TWS NEWS



## “Students Reflect on Native American Assistantship”



--By: Dana Koblinski, TWS News

From studying bats and sharp-tailed grouse habitat to attending fire ecology workshops and meeting with tribal leaders, students involved in the first Native American Assistantship offered by The Wildlife Society and the U.S. Forest Service learned more than they could have imagined about wildlife and ecology through Native American culture.

The 14-week assistantship, which launched this past spring, provides Native American students aspiring to become wildlife biologists with the opportunity to work with wildlife professionals on individual projects, get hands-on experience, and meet with Native American tribal leaders. Three students — Raymond Gutteriez, Jessica Lackey and Alayna Johnson — took advantage of this year’s assistantship, working with USFS Research and Development scientists Jonathan Long and Deahn Donner on wildlife ecology projects.

For instance, Gutteriez, a graduate student at SUNY-College of Environmental Science and Forestry, and Lackey, a graduate student at the University of Minnesota-Twin Cities, focused on restoring California black oak to support tribal values and wildlife habitat in the Sierra Nevada. Changes in natural fire processes, an increase in conifer trees, and browsing by species such as deer, have all caused California black oak to suffer. As part of their project, the students worked on collecting and organizing information on how Native Americans traditionally managed the trees.

The assistantship opened Lackey’s eyes to the avenues in which Native American tribes and the Forest Service can work together in natural resource management, she said. Lackey, a citizen of the Cherokee Nation of Oklahoma, was born and brought up in the Sierra Nevada and, as a result, issues affecting the region were particularly pertinent.

“I was looking at native species and tribes from my home state that I really wasn’t aware of when I was growing up there,” she said. In particular, Lackey enjoyed working on a meadow restoration in the Sierra National Forest with Ron Goode, the tribal chairman of the North Folk Mono tribe.

Meanwhile, Gutteriez, a member of the Wuksachi Band of Mono Indians, appreciated the opportunity to learn to apply Native American knowledge in the wildlife biology field, although he grapples with the need for western science to validate traditional ecological knowledge before it can be implemented in the field. “There’s a struggle with identity in how we are trained as academics and how we’re trained as scientists, and who we are and how we are raised,” he said. “That was a source of personal internal conflict for me.” Gutteriez said that the assistantship reinforced his desire to work in the field more.

“There’s a struggle with identity in how we are trained as academics and how we’re trained as scientists, and who we are and how we are raised,”  
---Raymond Gutteriez

Johnson, a student at the University of Minnesota-Morris and a member of the Red Cliff Band of Lake Superior Ojibwe, worked with research ecologist and project leader at USFS Northern

Research Station Deahn Donner in Ottawa National Forest to gather data on bat populations within the forest using acoustic monitoring devices.

“This experience has confirmed that I would like to make a great effort to work with and alongside tribal governments in whichever agencies I am employed with in the future,” Johnson said. “I believe this would be a very personally fulfilling and crucial line of work.”

Native Americans in their junior and senior years of college as well as graduate students can apply for this annual assistantship. [Click here](#) to download the application form. The application period has closed, but students may apply for the 2016-2017 program starting in August or September of 2016.

**Link to Full Article:** <http://wildlife.org/students-reflect-on-native-american-assistantship/#prettyPhoto>



*Pictured L-R: Jonathan Long, North Fork elder, Jessica Lackey, and Ray Gutteriez.(2014 Student Professional Development Grant Recipient)*

*Image Credit: US Forest Service*



## Scholarships



### Native American Natural Resource Research Scholarship



The Intertribal Timber Council (ITC), in partnership with the USDA Forest Service Southern and Pacific Northwest Research Stations is pleased to announce scholarship opportunities for Native American students who are planning or currently conducting tribally relevant research in a natural resource issue.

**DEADLINE:** January 22, 2016, 5:00 p.m.

**PST Award:** Up to \$4,000

**Purpose:** The ITC Research Scholarship is designed to support tribally relevant, natural resource based, research being conducted by Native American scholars (graduate or undergraduate).

**A. Letter of Application:** The letter must include your name, permanent mailing address, email address and phone number. Discuss your current educational program and how the proposed research fits into both your degree in natural resources and your future plans.

**B. Resume**

**C. Evidence of validated enrollment** in a federally recognized tribe or Alaska Native Corporation, as established by the U.S. Government. A photocopy of your enrollment card, front and back, or Certificate of Indian Blood (CIB) is sufficient.

**D. Mini Research Proposal:** Please keep this concise (4 page maximum not counting budget and justification). Required elements include a) abstract stating research merit and explaining how this research is relevant to tribal natural resource interests b) timeline and methodology c) dissemination plan, including a tribal component d) budget and budget justification

**E. Letters of reference/support** from an Academic advisor or committee member is required. Additionally, a **second letter of support from a tribal resource manager** or a tribal representative with tribal approval of the project or the relevancy of the project to the tribe is required.

Incomplete applications will not be considered.

Applications should be submitted electronically by email ([itc1@teleport.com](mailto:itc1@teleport.com)), or (fax 503 282 1274).

Questions regarding the application process can be submitted to ITC ([itc1@teleport.com](mailto:itc1@teleport.com)) (phone 503- 282-4296) or Adrian Leighton, co-chair of the ITC Research Sub-Committee ([adrian\\_leighton@skc.edu](mailto:adrian_leighton@skc.edu)).

### “Intertribal Timber Council Scholarship Announcement For Native American/ Alaskan Natural Resource Students”

**DEADLINE:** January 11, 2016, 5:00 p.m.

**PST Award:** \$2,500 for college students (number of awards varies per year) \$2,000 for graduating senior high school students

**Purpose:** The Truman D. Picard Scholarship Program is dedicated to the support of Native American students pursuing a higher education in Natural Resources. Required Material: The Education Selection Committee will review and rank only those applicants who completely address each area. Please be specific. Incomplete applications will not be considered.

**1. Letter of Application**

**2. Resume**

**3. Three signed letters of reference**, on letterhead and dated within the last six months.

**4. Evidence of validated enrollment** in a federally recognized tribe or Alaska Native Corporation, as established by the U. S. Government.

**5. Transcripts:** ALL students must include transcripts. - High school students must also provide documented proof of acceptance to an institution of higher education and a review of college class schedule to verify major before a check is released. - College students must also provide proof of their declared major.

All requested information **MUST** be received by the close of business (5:00 p.m. PST) **January 11, 2016**, for consideration.

For more information, please visit our website [www.itcnet.org](http://www.itcnet.org). Fax (503-282-1274) and e-mail ([itc1@teleport.com](mailto:itc1@teleport.com)) submissions are acceptable as long as we receive them by 5:00 p.m. January 11, 2016, and the original is mailed and postmarked by January 11, 2016.

**Inquiries and applications should be directed to the Intertribal Timber Council office:**

ATTN: EDUCATION COMMITTEE INTERTRIBAL  
TIMBER COUNCIL 1112 N. E. 21st Avenue, Suite 4  
Portland, Oregon 97232-2114 (503) 282-4296

The Intertribal Timber Council (ITC) has cooperative financial aid agreements with the University of Washington, Oregon State University, Salish Kootenai College, Northern Arizona University and Yale University. Recipients of the ITC Truman Picard Scholarship are eligible.

## Conference Updates

The Coushatta Tribe of Louisiana proudly hosts the

15th Annual

### “To Bridge a Gap”

Meeting

April 11-14, 2016

With Support from the US Forest Service Region 8 and Region 9 and the Kisatchie, Ouachita, and Ozark-St. Francis Forests

To Register Follow Link:

<https://www.regonline.com/tobridgeagap2016>

## CALL FOR POSTER ABSTRACTS

This is a new event for TBAG 2016! Come learn about interesting topics in a relaxed atmosphere. Posters will be displayed on Monday April 11, 2016 from 6:30-8:30pm in conjunction with the Eco-Café session. The conference will be held at Coushatta Casino Resort in Kinder, LA. The poster session is open to students and professionals. Poster participants will receive a certificate of recognition for their participation.

**Poster guidelines:** Maximum dimensions is 42” wide by 40” high. We recommend that you bring your own fasteners. We encourage you to bring copies of papers, abstracts, or reports related to your poster to distribute to interested parties.

**Deadline:** Please send in a title and 100-250 word abstract to Serra Hoagland ([sjhoagland@fs.fed.us](mailto:sjhoagland@fs.fed.us))

by 2/1/2016. Participants will be notified by 2/7/2016 if their abstract has been accepted. If you have any questions please contact Marla Collins ([mrcollins@fs.fed.us](mailto:mrcollins@fs.fed.us)).



## Employment Opportunities

The Great Basin Institute is looking for a **TRIBAL YOUTH INTERN/HISTORIAN:**

This project is intended to integrate multiple disciplines and park themes such as Native American traditional culture, homesteading, natural resource, and popular culture, by combining the stories associated with the individual museum objects from both a global and personal perspective.

**Duties:** The Research Associate, in collaboration with Joshua Tree National Park staff, will be involved in all aspects of researching, developing, and presenting educational materials for visitor education programs

**Deadline to Apply:** December 20, 2015

**Start Date:** January 11, 2015

**Salary:** \$18.50/ Hour

**Location :** Joshua Tree National Park, California

**More Info Here:** <http://wfscjobs.tamu.edu/jobs/tribal-youth-internor-al-historian-california/>

The Pyramid Lake Paiute Tribe is currently accepting applications for **ENVIRONMENTAL TECHNICIAN** Environmental Department, Nixon, Nevada

Performs a variety of duties assisting the Environmental Program in monitoring and managing Tribal environmental resources. Works in different areas within the program, including pesticide management, range, mines, water quality, wetland, biological and habitat assessments, emergency response activities, and environmental mitigation issues. \$12.40 – \$13.03 Per hour

**Deadline to Apply:** 12/18/2015

The Pyramid Lake Paiute Tribe is also accepting applications for **WETLAND SPECIALIST** Environmental Department, Nixon, Nevada

Performs highly responsible management duties in planning and administration of the wetland programs and activities. Studies environmental needs to develop water quality regulations that safeguard human health and surface water quality within the Pyramid Lake Indian Reservation. \$1,328.80 – \$1,396.80 bi-weekly

**Deadline to Apply:** 01/04/2016

To apply: <http://www.plphumanresources.org/>, or by email [hrrcruiter@plpt.nsn.us](mailto:hrrcruiter@plpt.nsn.us)

## Submission Requests for Newsletter

Calling all Working Group members!! We want to know what is going on where you are! As a national (and now international!) working group, it is difficult to always keep up on what members in other parts of the country and other reaches of the world. Keep members of our group informed on issues and announcements pertinent to wildlife management and conservation in Indian Country. Please feel free to submit any of the following for inclusion in the newsletter:

- Job and internship openings
- Scholarship opportunities
- Research and management on indigenous lands
- Policy regarding wildlife management as it pertains to Tribes

Any other announcement or information you'd like to get out to your colleagues in Tribal wildlife management. Please submit to Molly O'Grady, NPWM Communications Coordinator, at: [mtogrady1158@gmail.com](mailto:mtogrady1158@gmail.com). Submissions are accepted on a rolling basis.

## How to Join NPWM Working Group

If anyone is interested in joining the NPWM Working Group, please visit your TWS login website (through **wildlife.org**) and select the "Add Subunits/Publications to Active Membership" button. To be eligible for a membership in a working group, interested individuals must be a current member of The Wildlife Society. It is not required to be affiliated with a Tribe to participate. Student dues are waived by the working group. If you have any questions concerning working group dues or how to join, contact the membership coordinator at (301) 897-9770 or by E-mail at [membership@wildlife.org](mailto:membership@wildlife.org).

## Connect with us on Facebook



<https://www.facebook.com/Native-Peoples-Wildlife-Management-Working-Group-191566967530978/>

## Working Group Officers

**Chair:** Heather Stricker Orlovsky  
([Heather.Stricker@fcpotawatomi-nsn.gov](mailto:Heather.Stricker@fcpotawatomi-nsn.gov))  
**Chair-Elect:** TBA  
**Past-Chair:** Michel Kohl  
([michel.kohl@aggiemail.usu.edu](mailto:michel.kohl@aggiemail.usu.edu))  
**Secretary-Treasurer:** TBA  
**Communications Coordinator/Newsletter Editor:** Molly O'Grady  
([mtogrady1158@gmail.com](mailto:mtogrady1158@gmail.com))  
 Brandi D. Sadi  
([Brandi.D.Saidy@aphis.usda.gov](mailto:Brandi.D.Saidy@aphis.usda.gov))  
**Board Members:** TBA

## Calendar of Events

**April 11-14<sup>th</sup>, 2016**

To Bridge A Gap 15<sup>th</sup> Annual Meeting  
Coushatta Casino Resort, Kinder, LA  
<https://www.regonline.com/tobridgeagap2016>

**August 7-12, 2016**

ESA Annual Meeting 2016  
Fort Lauderdale, Florida  
<http://esa.org/ftlauderdale/>

**October 15-19, 2016**

The Wildlife Society 23<sup>rd</sup> Annual Conference  
Raleigh, NC

<http://wildlife.org/tws-23rd-annual-conference/>

