



The Wildlife Society Native Peoples Wildlife Management Working Group



Native Student Professional Development Program Pittsburgh, Pennsylvania, October 25-30, 2014 Final Report

Summary of Objectives and Accomplishments:

As a scientific organization for professionals who manage and conserve wildlife and habitats, The Wildlife Society (TWS) is increasingly concerned about the lack of ethnic and cultural diversity within the profession. Diversity is essential if the profession is to grow and meet the nation's conservation challenges. To help address this concern, the Native People's Wildlife Management Working Group of TWS established a professional-development program for Native students studying various aspects of natural resource management.

The indigenous community has enormous potential to enrich diversity within the wildlife profession. Native lands often consist of important wildlife habitat, and indigenous students are showing a growing interest in pursuing careers in wildlife management and conservation. Furthermore, Native American and other indigenous cultures rely heavily on wildlife resources as a source of income, basis for their culture, and subsistence living. TWS has an active Native Peoples' Wildlife Management Working Group (hereafter, Working Group or NPWMWG) composed of wildlife professionals and students, tribal and non-tribal, who recognize native people's cultural, spiritual, and ecological connections to the land. TWS and the Working Group have been exploring ways to promote the early development of indigenous wildlife professionals.

TWS believes one of the most-effective ways to support indigenous wildlife students is to give them an opportunity to attend and participate in TWS's Annual Conference – the largest gathering of wildlife professionals in North America. In 2008, TWS, with support from multiple federal agencies, implemented a competitive Native Student Professional Development (NAPD) Program. Individuals selected for this program receive grants of \$1,500-\$2,500 each to help cover registration fees, lodging, meals and transportation to attend and participate in the annual conference. Program participants also receive a one-year membership in TWS and become members of the TWS Native People's Wildlife Management Working Group. As TWS members they receive the quarterly member magazine *The Wildlife Professional*, the monthly electronic newsletter *The Wildlifer*, discounts on TWS peer-reviewed publications such as *The Journal of Wildlife Management* and *Wildlife Society Bulletin*, and access to the TWS website, blog, career center, mentoring program, and other online resources.

The purpose of this grant was to provide Federal financial assistance to fund a symposium or provide funds for competitive students to participate in The Wildlife Society's 21th Annual Conference in Pittsburgh, PA, October 25-30, 2014.

Eligibility:

Candidates must be members of a Native American, First Nations, or indigenous tribe, and currently enrolled in an undergraduate or graduate program in a relevant academic discipline such as wildlife biology or ecology. Applicants must display a record of academic excellence and a strong interest in pursuing a career in wildlife management or conservation.

Selection:

Qualified applicants are evaluated by a panel consisting of the Chair of the Native Peoples' Wildlife Management Working Group, two other working-group members, a TWS staff member, the Professional Development Program Coordinator, and at least one representative from other program partners, including the Native American Fish and Wildlife Society.

Native Student's Professional Development Program-The Wildlife Society 21st Annual Conference, October 25-30, 2014, Pittsburgh, PA.



Post-meeting-Native People's Wildlife Management Working Group-October 2014

This year, the Native People's Wildlife Management Working Group had funding for seven students to attend this year's conference. Serra Hoagland, a past recipient, is the Professional Development coordinator. The students and their affiliations are listed below.



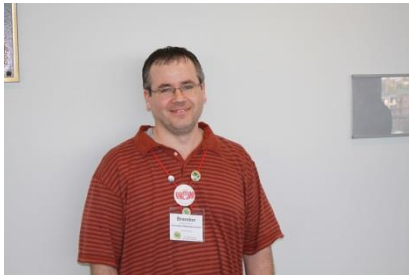
Raymond Gutierrez

Raymond Gutierrez, Wuksachi-Mono Tribe, CA, is a graduate student at SUNY-ESF, Syracuse, NY. Raymond is studying forest ecology.



Riley Smith

Riley Smith, Shoshoni, is a biology student at Northern Arizona University in Flagstaff. She is looking at reclaimed water quality, and impacts on ecosystems, examining endocrine changes using fish and amphibians as indicator species.



Brandon Frederick

Brandon Frederick, Iowa Tribe of Kansas and Nebraska, is a Master's student studying entomology at the University of Nebraska-Lincoln. He has a special interest in invasive species.



Serina Ki'ili

Serina Ki'ili, a Native Hawaiian, is pursuing a B.S. degree in Marine Science at the University of Hawaii-Hilo, looking at coral reef health.



Kate Galbreath

Kate Galbreath, is from Alaska and is a Koyukon Athabascan. She is a PhD student at Utah State University, working with Professor Eric Gese. She is focused on the development and fitness consequences of increased onshore behavior of Polar bears in the Southern Beaufort Sea of Alaska.



Freya Hately

Freya Hately, is a Native Alaskan, Yupik. She is an undergraduate student at Alaska Pacific University, studying Marine Biology. She is currently looking at Pacific Razor Clam recruitment on and around the coastline of Ninilchik, Alaska.



Jacob Naranjo

Jacob Naranjo, is from the Santa Clara Pueblo, New Mexico. He is an undergraduate student at New Mexico State University in Las Cruces. He is currently working on a Golden Eagle project in southern New Mexico, and has worked on several large mammal projects in the past.



PD coordinator Serra Hoagland, PD students meeting with Purdue University's Sloan Graduate Program.

Kneeling: Serra Hoagland (left), Raymond Gutierrez. **Left to right standing front:** Jacob Naranjo, Freya Hatley, Kate Galbreath, Brandon Frederick, Riley Smith, Serina Ki'iili. **Standing behind:** Patrick Zollner, Elizabeth Flaherty, Purdue University.

Students had a number of requirements to fulfill as part of their attendance at the meeting. Prior to the conference students participated in several Skype meetings with other grant recipients to prepare them for their experience, introduce them to their cohorts and answer any questions related to the conference events. Upon arrival, students attended the Student and the New Member's Receptions where they met with other students from other universities and fellow new attendees. Students attended two working group meetings, were introduced to several Student Conservation Association (SCA) opportunities, and various organizations, companies and agencies at the trade show exhibit booths. Professional Development grant recipients also participated in the Student-professional Mixer where they interacted with hundreds of professionals that work throughout North America. Students also had the opportunity to meet and network with members of TWS Council on Wednesday October 29th and actively participated in the Diversity symposium. During the Native Peoples Wildlife Management Working Group (NPWMWG) annual meeting, several PD students volunteered to help organize for the 2015 NPWMWG sponsored symposium. It is apparent that students who have participated in this program are interested in remaining active in the Wildlife Society, our NPWMWG, advancing their professions, and sharing their experiences with their communities.

At this year's conference, the NPWMWG co-sponsored a Tuesday afternoon symposium with the Ethnic and Gender Diversity Working Group, the Early Career Professional Working Group, and the Student Development Working Group. The Symposium was entitled: "*Human Diversity and Changing Professional Identities in Wildlife Professions.*" The symposium included nine

presentations by a variety of speakers, and a Panel Discussion. This was a well-attended symposium, especially by The Wildlife Society (TWS) leadership.

The NPWMWG held its working group meeting on Wednesday afternoon. This was attended by 39 or more members and interested participants. Discussions by the group included a number of topics. The group has been invited to write a chapter on Traditional Ecological Knowledge (TEK) for the Wildlife Techniques Manual revision, slated for re-publication in 2017. There were discussions on reaching out membership to tribal wildlife managers, liaisons to federal and state governments, and the Native American Fish and Wildlife Association (NAFWA). The group also organized a committee to put together a symposium proposal for next year's annual meeting in Winnipeg, Manitoba.

List of partners:

Supporting agencies include the Forest County Potawatomi Tribe, the U.S. Fish and Wildlife Service and the USFWS National Wildlife Refuge System, the U.S. Forest Service, the U.S. Department of Agriculture's Animal Plant Health Inspection Service (Wildlife Services program and Civil Rights Enforcement and Compliance Unit), U.S. Department of Agriculture APHIS Wildlife Service's National Wildlife Research Center, the U.S. Geological Survey, and the U.S. National Park Service.

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Final Report Prepared by:

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