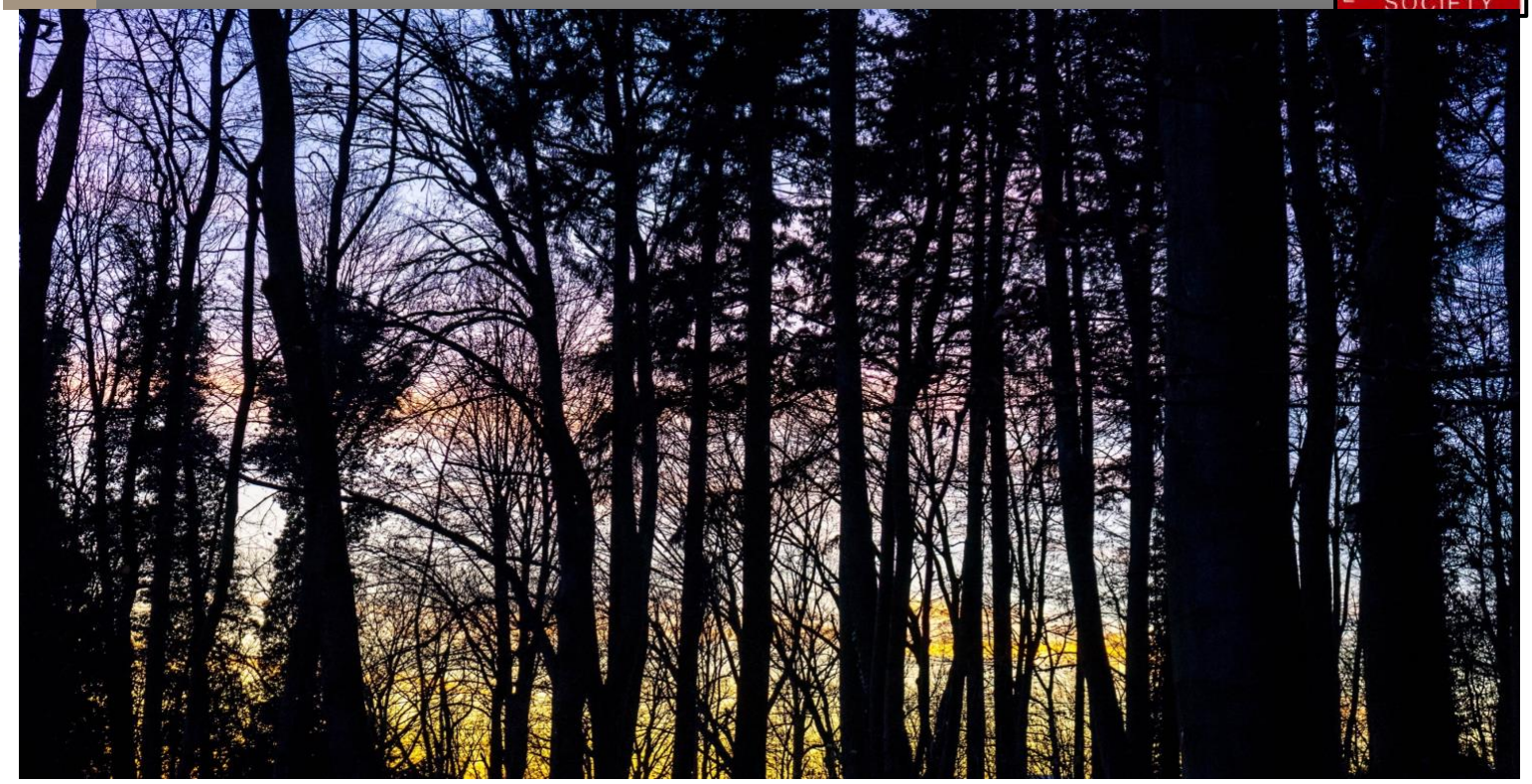
Inside this Issue

The Wildlife Society
Native Peoples Wildlife Management Working Group

Vol 12; Issue ONE

Greetings!



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.

NATIVE STUDENT PROFESSIONAL DEVELOPMENT PROGRAM

The Native Student Professional Development Program provides Native American students with the opportunity to attend The Wildlife Society's Annual Conference, the largest gathering of wildlife professionals in North America. Now in its 14th year, the program is organized by the Native Peoples' Wildlife Management Working Group of TWS.

The program provides numerous benefits, including complimentary registrations to TWS' Annual Conference, a one-year membership to both TWS & NPWMWG, workshop and book stipends, mentorship connections, networking opportunities, engagement with TWS leadership and more.

Visit wildlife.org/npwmwg/professional-development-program for program details.
Please contact Ty Werdel, werdel@ksu.edu, with any questions.

10 Native Student Participants	Complimentary Conference Registration & Membership in **The Wildlife Society**	**$250** Stipend to participate in interactive workshops	Introduction to **Sloan Indigenous Graduate Partnership**	**NSPD exclusive workshop:** *Navigating our Paths and Purpose: Native Students in Natural Resources*
$235 Stipend for books on the wildlife profession	Dedicated engagement with **TWS Council** & leadership	**NSPD exclusive Panel** focused on various career paths in the wildlife profession	Participation in the **NPWMWG** Annual Meeting	**One-on-One** mentorship guided conference experience
NSPD program button on conference homepage with tailored agenda	**On-demand access** to hundreds of symposia and paper presentations	Access to **Networking Lounges & Receptions** throughout the conference	**$1,500** Towards registering & supporting diverse speakers	**One year** of TWS member benefits, including free access to journals

The Wildlife Society and Native Peoples' Wildlife Management Working Group thank the U.S. Fish & Wildlife Service and Sundance Consulting for their support of this program. Click here to learn more about how your organization can support the NSPD program.

The Wildlife Society 28th Annual Conference

Register and View the Conference Schedule HERE:
https://twsconference.org/

Calling all TWS members!!

TWS' Annual Members Meeting will be held virtually on a Zoom Webinar on Friday, November 5 from 1:00-1:45 PM (ET).

The meeting will include updates from TWS leadership on the state of the Society, its finances, and future plans. Following that segment, a members Q&A session will commence highlighting questions submitted in advance from TWS members. We will not be able to field live questions from members during this meeting.

Any member who has a question for Council is invited to submit their question by Friday, October 22 by email to membership@wildlife.org. Please type "Question for the Annual Members Meeting" in the subject line.

We will strive to answer as many questions as possible during the limited-time session, and will prioritize them based on the number of similar questions we get from members.

We will send the link to the Zoom Webinar by email by Friday, October 29. We hope to see you there!

Best Regards,

Carol Chambers
Interim CEO
The Wildlife Society

Annual Meeting: Native People's Wildlife Management Working Group

The Native People's Working Group Meeting is scheduled for Wednesday November 3rd 4-6pm EST

Further information on virtual meeting will be provided via email.

Sessions of the Week

Wow: Recongizing microagressions and activating inclusion: November 2, 2021 4:00pm-5:30PM EST

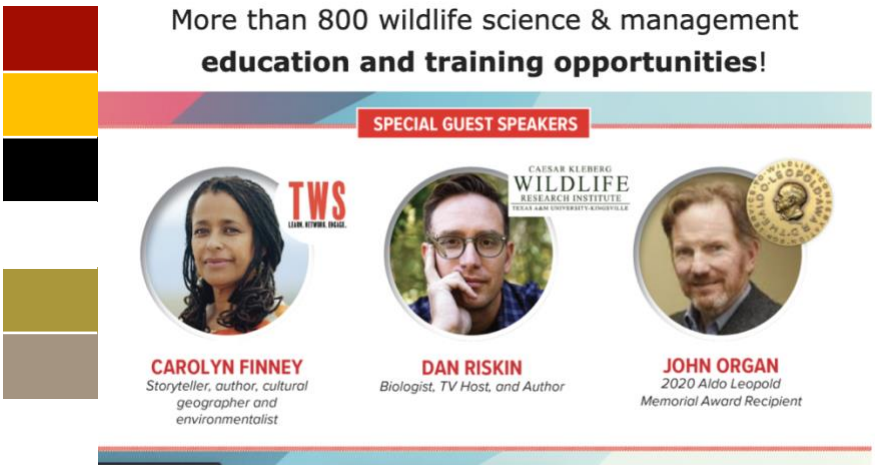
This session will bring several panelists together to share information about microaggressions, microresistence, and microafirmations. Microagressions are "brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative…slights and insults" (Sue et al. 2007 p. 271). They can be about race, color, ethnicity, national origin, religion, sex, sexual orientation, gender identity/expression, body size/type, ability status/disability, age, or veteran status. Microaggressions may or may not be unintentional or automatic, come from well-meaning people, and may leave everyone involved uncertain about what happened. Once we learn to recognize microaggressions we can see previously unrecognized hostility in our interactions with others. The next step is to learn how to react in a constructive way. Instead of defensively reacting, we can engage in "microresistance." We can proactively work toward an equitable environment for everyone. As a positive strategy to prevent microaggressions, we can use "microaffirmations," or small acts that foster inclusion, listening, comfort, and support for people who may feel isolated or invisible in an environment (Rowe, 2008). These can include welcoming facial expressions, making concerted efforts to use correct names, pronunciations, and pronouns, affirming a person's feelings and experiences, and rewarding positive behaviors. They are grounded in an environment marked by generosity, credit-giving, support, and respect for all.
Supported By:*IDEA WG – WOW sub-committee*

Moving Forward: Expanding Inclusivity, Advocacy, and Allyship: November 3, 2021 12:30pm-2:00pm EST

During this panel discussion, wildlifers will reflect on our past, take stock of the present, and plan for the future of The Wildlife Society and our profession at large by creating a safe space for reflection, growth, and constructive conversations. In our opening activity, we will take time to explore some of our unique and shared experiences; acknowledge our individual privilege and challenges; and discuss the historic context and current prevalence of bias, prejudice, and discrimination. We will engage social media influencers of wildlife science, as well as NGO and agency colleagues to share their experiences, their successes and challenges in helping share their science in tandem with advocating for enhanced diversity, equity, and inclusion efforts. We will include in our discussion the future DEI of activism and mechanisms for support as well as acknowledge and address the burden placed on our underrepresented colleagues to educate the majority. Together, we will describe what 'forward' looks like in our journey toward cultivating a professional society and profession with an embedded culture of dignity, respect, and belonging.
Supported By:*Women of Wildlife; Inclusion, Diversity, Equity, and Awareness Working Group*

Renewing the North American Model of Wildlife Conservation: November 3, 2021 3:30pm-5:00pm EST

To address the systemic risk presented by the degredation and loss of biodiversity the North American Model of Wildlife Conservation much be renewed. This renewal must seek to make it more relevant for the contemporary public and inclusive by giving voice to unparticulated elements including the important role of non-hunters, private landowners, and indigenous people, as well as tbe role of sustainable markets for biodiversity. Achieving this will require wildlife professionals to question key assumptions in the arittculation of the North American Model and related power dynamics. Doing so has the potential for conservation practice to increase its reach and mpact.
Supported By: Property and Environmental Research Center



Research Highlight

The Sitkalidak Island Bison Project

By Melissa Berns, Herd Manager

In July of 2020, 10 bison from the Sitkalidak Island Bison Herd (4 bulls and 6 cows) received some new "bling" when they were fitted with GPS/VHF collars! Deploying these collars was the beginning of a larger study to understand movement, resource use, and survival of bison in the herd.

Over a five-day period, our herd manager, Melissa Berns, worked with volunteer wildlife biologists, a veterinarian, and community members to deploy collars and collect biological samples from animals within the herd. The capture team chemically immobilized bison by helicopter darting prior to giving them a full work up.

The capture crew took samples including tissue, blood, hair, fecal, mycoplasma, and measurements. Additionally, bison had identification tattoos and microchips inserted, which will assist herd management in identifying specific animals after two years when their collars drop off.

The biological samples collected will assist in a better understanding of the genetic makeup of the herd, the overall health and diet of animals, aging, and screening for diseases that can potentially be harmful to humans. Through monitoring GPS locations, we are able to observe daily movements and weekly survival, to identify predation risk from Kodiak brown bears. Additionally, the collars will alert managers of the bison movements and possible travel routes off island, ensuring an appropriate response occurs in a timely and efficient manner. By utilizing location data, we are able to travel directly to the herd when conducting surveys. We also plan to utilize a drone to assist in obtaining more accurate head counts. The resource use, such as grazing patterns, will be documented as the herd establishes routes on Sitkalidak Island.

In the fall of 2020, the InterTribal Buffalo Council (ITBC) transferred 40 Yellowstone buffalo to 16 Native American Tribes in nine states, in partnership with the Fort Peck Assiniboine and Sioux Tribes. These transfers will help develop and sustain Tribally-managed buffalo herds while preserving the unique genetics and lineage of the largest and continuously free-roaming buffalo herd (also known as American or plains bison).

These transfers are a victory of Native American Tribes, which represents the culmination of nearly 30 years of advocacy by ITBC on behalf of its Member Tribes to prevent the needless slaughter of Yellowstone buffalo.

Story Continues on Next Page…

Research Highlight, Contd...

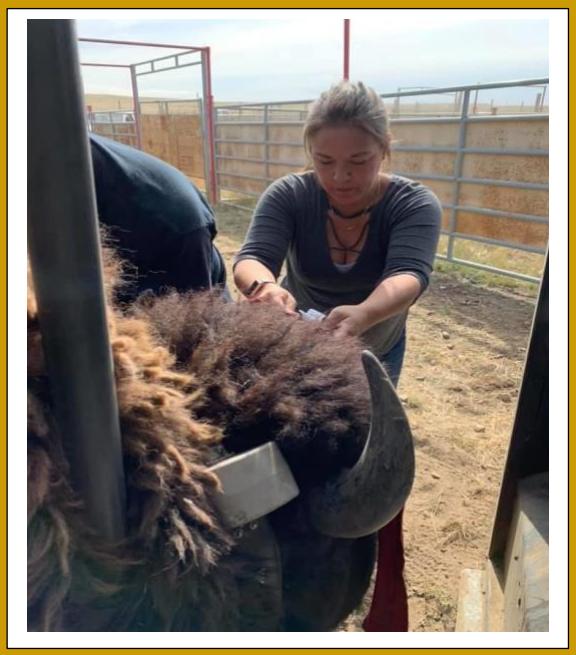
ITBC reported through the implementation of a quarantine program, buffalo are captured at the boundaries of Yellowstone National Park during the winter months. Those that test negative for the disease brucellosis may enter a quarantine protocol which varies by age and sex, and which ends with their transfer to the Fort Peck Assiniboine and Sioux Tribes in Montana to complete post-assurance testing. After a final negative test result, they are declared brucellosis-free by the state of Montana and the US Department of Agriculture and are cleared for travel. The Tribe and Alliance were granted three bison from this historical project.

In September 2020, the Old Harbor Alliance initiated the project - Operation Buffalo Wild Wings. Three bison bulls from Yellowstone National Park were transported to Sitkalidak Island in order to increase genetic diversity amongst the herd. The three Yellowstone bull bison traveled by vehicle from Fort Peck, Montana to Seattle, Washington. From Seattle they flew via 777 Freighter Cargo plane with Fed Ex to Anchorage, Alaska. Once they arrived in Anchorage, they were transported via truck to Homer Spit with Carlie. Finally, from Homer, they were transported via landing craft to Sitkalidak Island where they were released to their new home.

Investing in management of the Sitkalidak Island Bison herd through the GPS collaring project, periodic surveys, and translocating bulls from Montana has been a huge success for the herd. All of these efforts are crucial to increase the herd's long-term viability. Through these endeavors, we will enhance the potential for social, economic and cultural connections to our people. There will be a decreased risk of bison relocating to Kodiak Island and impacts on the native species and culturally sensitive areas.

As the Old Harbor Alliance Board provides harvest opportunities for its members, there will be a great emphasis on avoiding the harvest of bison with collars. In the coming months, we hope to permanently mark the Yellowstone bulls by freeze branding and fines will be imposed for the illegal harvest of these animals.

We are thankful for the continued support from the InterTribal Buffalo Council through their annual Herd Development Grant, the Alutiiq Tribe of Old Harbor, City of Old Harbor and Old Harbor Native Corporation.



More Research from our Members

Spring Migration Routes, Stop-Over Sites, Habitat Use, and Potental Barriers to Elk Movement on the Blackfeet Nation Indian Reservation (Montanta, USA) and the Surrounding Landscape

--Daniel Bird, NPWMWG Meber and PHD Student at W.A. Franke College of Forestry and Conservation

Elk populations in and around the Blackfeet Nation Indian Reservation in Northwestern Montana, USA may be experiencing negative effects of barriers such as fences, with important implications for population abundance, movement patterns, and hunting opportunities. There are elk in the system that are thought to be partially migratory, however it is not fully understood and more information on local elk ecology is needed. There are substantial new fenced areas within the system that managers believe could be negatively affecting elk migration, and movement, however it is unknown. Elk are culturally important and are a significant species for subsistence hunting to the tribe, as they are for many other constituencies where elk occur. Elk are also highly valued for wildlife viewing, recreational hunting, and providing valuable resources for predators, scavengers, and other members of the ecological community (Middleton et al. 2020).

The Blackfeet Nation is concerned that a series of fences and proposed fencing expansions could create barriers to the movement of elk and other species. The impacts of fencing on elk movements, migrations, and populations in general are poorly understood, posing a challenge to natural resource managers and land developers. This project will provide important information on elk migration movements and habitat use in the reservation and the broader landscape, including potential connectivity with Glacier National Park and other parts of Montana as well as portions of the province of Alberta. If any NPWMWG members are interested in providing feedback, advice on project goals, methods, or intended use please reach out to me at daniel.bird@umontana.edu.

Learn more about Daniel here: https://www.facebook.com/UMWildlifeBiologyProgram/videos/212804577116801/

NPWMWG Student attends 2020 conference

--Avery Tilley Master Student at MSU

Osiyo! My name is Avery and I am a current undergraduate at Michigan State University and a member of the Native Student Professional Development Program. Thanks to the NPWG I was able to attend my first TWS Conference in 2020. It was a really wonderful opportunity and I enjoyed learning more about disciplines and subject areas that were out of my area of expertise. Something I found particularly interesting were the variety of talks on urban wildlife; there were lots of interesting studies that encompassed some really unique aspects of natural resources and conservation. My future endeavors lay centered around wildlife disease and, as such, it was particularly interesting to hear from the variety of speakers and topics in the disease world. Some highlights included wolf diseases on Isle Royale and the variety of talks that discussed the role of climate change on wildlife disease.

Currently at MSU, I am investigating a potential relationship between white tailed deer habitat use and West Nile virus in order to better understand how white tailed deer may serve as indicators of West Nile virus risk. I also have had the privilege to complete research at Fossil Rim Wildlife Center, an AZA accredited institution near my hometown in Texas. My study investigated the efficacy of Copper oxide wire particles on abomasal trichostrongylid nematodes burdens in exotic ruminants. I am excited to be submitting it for publication soon.

Thank you NPWG for sponsoring me to attend TWS 2020 Conference. It was a great experience and it was a great way to explore the diverse avenues of wildlife research and make new connections.

Right: Avery assisting with procedure at Fossil Rim

More Research Cont.

Penobscot Indian Nation, Indian Island, ME

By Ben Simpson, Wildlife Biologist,

During the summer (July – September) of 2020 the Penobscot Indian Nation partnered with Jack Hopkins from the Center for Wildlife Studies to begin a study using noninvasive hair traps to sample the black bear populations on two different Tribal lands in Maine. Alder Stream which is located in western Maine consists of 23,427 acres and Mattamiscontis, 29,753 acres, is located in central Maine. We chose these two areas due to their size and their varied habitat. We wanted to compare two different habitat types in our study. We used the corral method of Woods et al. (1999) and a grid based design to collect bear hair. Using that grid we set up between 30 and 35 sites in each area. Several seasonal technicians, used liquid scent lure poured over decaying logs centered in each trap site to entice bears to enter the corral, leaving snagged hair on the barbed wire. Each site was then, visited every 10-14 days to collect hair samples. Cameras were also set up at each site to collect video of black bear entering the site and any other wildlife around the trap site.

We will use these individual genetic IDs to estimate the abundance and density of bears in each study area. We will use both standard and spatially-explicit capture-recapture models (SECR) models to jointly estimate abundance and density of bears at relatively fine spatial and temporal scales. SECR models are powerful tools for estimating population abundance and other parameters as they use individual, spatial, and temporally-varying covariates to explain variation in detection and density of animals while accounting for heterogeneous sampling effort in space and time. We will also use stable isotope analysis (SIA) to conduct a diet analysis of bears sampled in our study area. We will measure stable isotopes (δ ^{13}C, δ^{15}N, δ^{34}S) in major bear foods and hair of bears. We will estimate the annual percent contribution of both native (plants and animals) and human-derived food sources in bear diets using stable isotope mixing models. We will also attempt to use SIMMs to estimate the contribution of species-specific foods to bear diets, including hard mast and ungulate neonates.

We were fortunate enough to have 2 Tribal interns working on our project. Damon Galipeau and Apemesim Galipeau, both seniors in high school, were both employed through the WaYS program. WaYS stands for Wabanaki Youth in Science and is a program to connect Native youth with western science professionals to work on ancestral lands. The program aims to get Native youth interest in the sciences and keep them interested and possibly choose that path as a career. Damon and Bem worked long days setting up sites, collecting hair, and breaking down sites and were able to get a feel for what wildlife biology field work consists of. We also employed Dan Maxfield who is a member of the Quileute Tribe from the Pacific Northwest and a student at Unity College in Unity, Maine.

We recently received a Tribal Wildlife Grant from the U.S. Fish and Wildlife Service to conduct two more seasons of field work on this project. We plan to sample Alder Stream and Mattamiscontis this summer and possibly expand our efforts to other Tribal lands in the summer of 2022.

Sow and two cubs within a hair snare site in Alder Stream

Interns: Apemesim Galipeau on left and Damon Galipeau on right. Photo credit: Ben Moulton

In Other News...

Deb Haaland

1st Native American Cabinet Secratary

On March 16th 2021, Secretary Deb Haaland made history when she became the first Native American to serve as a cabinet secretary. She is a member of the Pueblo of Laguna and a 35th generation New Mexican. Secretary Haaland grew up in a military family; her father was a 30-year combat Marine who was awarded the Silver Star Medal for saving six lives in Vietnam, and her mother is a Navy veteran who served as a federal employee for 25 years at the Bureau of Indian Affairs. As a military child, she attended 13 public schools before graduating from Highland High School in Albuquerque.

As a single mother, Secretary Haaland volunteered at her child's pre-school to afford early childhood education. Like many parents, she had to rely on food stamps at times as a single parent, lived paycheck-to-paycheck, and struggled to put herself through college. At the age of 28, Haaland enrolled at the University of New Mexico (UNM) where she earned a Bachelor's degree in English and later earned her J.D. from UNM Law School. Secretary Haaland and her child, who also graduated from the University of New Mexico, are still paying off student loans.

Secretary Haaland ran her own small business producing and canning Pueblo Salsa, served as a tribal administrator at San Felipe Pueblo, and became the first woman elected to the Laguna Development Corporation Board of Directors, overseeing business operations of the second largest tribal gaming enterprise in New Mexico. She successfully advocated for the Laguna Development Corporation to create policies and commitments to environmentally friendly business practices.

Throughout her career in public service, Secretary Haaland has broken barriers and opened the doors of opportunity for future generations.

After running for New Mexico Lieutenant Governor in 2014, Secretary Haaland became the first Native American woman to be elected to lead a State Party. She is one of the first Native American women to serve in Congress. In Congress, she focused on environmental justice, climate change, missing and murdered indigenous women, and family-friendly

In Other News...

"Natural Resource Program strives to enhance wildlife conservation on privately-owned lands and waters in a sustainable, economically friendly approach"

--Submitted by NPWMWG Member Daryl Jones

The Natural Resource Enterprises Program (NRE) at Mississippi State University provides business and land management knowledge to landowners in the United States and globally to enhance conservation of natural resources and income diversification on privately-owned lands. Natural resource enterprises initiated on private and tribal lands from outreach events have included fee hunting adventures, hunting leases, angling trips, nature-based tourism excursions, and agritourism destinations.

Nearly 6,000 landowners have attended NRE events since 2005. An estimated 1,275 new NRE businesses have been established by landowners participating in trainings, earning over $22 million in annual incomes. With training and knowledge gained by attendees, conservation practices have been implemented on over 2 million U.S. acres with over 3 million acres currently engaged in NRE operations by landowner participants across 27 U.S. states. Training has been provided specifically to minority communities and underserved landowners comprised of African Americans and Native Americans, including the Mississippi Band of Choctaw Indians, Minnesota Chippewa Tribe, and Klamath Tribes in Oregon. This program is striving to enhance wildlife conservation on privately-owned lands and waters in a sustainable, economically friendly approach.

Find out more here: www.naturalresources.msstate.edu

Above: Landowner workshop in Vicksburg, MS – photo showing discussions in a group exercise where participants were writing a business plan/model for their NRE with me at the table learning from them

Above: Field day in Oregon with Ranchers

Above: Daryl and Dr. Jeanne Jones taking in the view at a workshop

In Other News...

Traditional Ecological Knowledge Resources

--Submitted by members Saefha Ramos and Olivia Mullins

More educators than ever are recognizing the need for education that centers and affirms multiple cultures and perspectives. Students are typically taught science exclusively from a Western perspective, to the point that science and "Western science" are synonymous to the majority of the American public. The scientific knowledge and values of Indigenous cultures are generally not taught in non-tribally based classrooms. To address this and to bring Indigenous perspectives in the classroom, we are providing a series of lessons on *Traditional Ecological Knowledge* (TEK), sometimes known as Indigenous science, free for all teachers. Lessons align with 5th grade NGSS science standards (see below) and can be used for upper elementary or middle school.

TEK lessons were developed through a collaboration between **Dr. Seafha Ramos** (http://seafharamos.com/), an Indigenous (Yurok/Karuk) wildlife ecologist and NSF Postdoctoral Fellow in Biology, **Dr. Olivia Mullins**, a science educator and founder of Science Delivered, **Cherie Paul**, a 5th grade elementary teacher (Pacific Union Elementary, Arcata, CA), and **Maximiliano Quezada**, a Wildlife graduate of Humboldt State University (Arcata, CA). A focus of the collaboration was ensuring the lessons looked at TEK through an Indigenous lens. Because Dr. Ramos and many students of Paul's are members of the Yurok tribe, the lessons have a focus on Yurok TEK as well as TEK generally.

Readers may wonder why the lessons are posted at a website called "STEMTradingCards.org." Dr. Ramos is featured in Science Delivered's STEM Trading Card project, which introduces students to diverse STEM professionals in a variety of careers using a trading card format. The website also hosts free resources related to elementary science and STEMists featured on the card. Dr. Ramos' card is part of "Series 1" and can be found at https://www.stemtradingcards.org/dr-seafha-ramos.

Story continues...

TEK lessons can be found at:

Lessons on Traditional Ecological Knowledge (TEK), sometimes called Indigenous science, available for free download. 4th – 7th grade.

STEMTradingCards.org/teklessons

Those new to TEK will learn, among many items, how Indigenous science explicitly incorporates values and culture in addition to facts and knowledge. Lessons also include a "**New to TEK Teacher's Guide**." This guide can be shared widely to teachers of all student age levels interested in TEK or learning more about Indigenous cultures. There is also a "**Do's and Don'ts for Teaching TEK**" to help teachers navigate teaching the material.

The TEK lessons are broken up into 5 parts:

Lesson 1: "How do you acquire knowledge?" A class discussion about different ways knowledge can be learned and passed down.

Lesson 2: "What is TEK?" Lesson 2 includes an informational reading, an activity which explores what it means to have a relationship with the environment, and an "Indigenous Lands" activity to help students understand historical and current Indigenous connections to all places in the US.

Lesson 3: "Yurok TEK and Animal Readings." In this lesson students are introduced to Yurok TEK and learn about four animals important to Yurok culture. Teachers can apply the jigsaw technique to this lesson. Lesson 3 also includes "animal cards" which feature original illustrations by Melitta Jackson (Yurok/Hupa/Karuk/Modoc).

Lesson 4: "Meet a Scientist: Dr. Seafha Ramos." Students learn about Dr. Seafha Ramos and her work. Dr. Ramos is a wildlife ecologist who is Indigenous and co-created the series of lessons. Her work is influenced by both TEK and Western science.

Lesson 5: "Mammal Survey." Students go on a simulated mammal survey! This lesson is based on Dr. Ramos' real-life field work. Teachers can set up stations around the classroom that simulate different regions found in Yurok ancestral lands (forest, river, etc.). Stations have printed animal tracks and scat. Students must measure the tracks and make other observations to determine which tracks they are finding at which station.

Native American Research Assistantship Program

Congratulations to the students selected for the NARA Program!!!

Callie Kammers, of Lake Superior State University, will be working with Serra Hoagland, CWB, in New Mexico on long-term monitoring of treated and untreated Mexican spotted owl (*Strix occidentalis lucida*) territories on tribal lands. This project will build upon existing long-term occupancy and reproduction datasets in treated and untreated Mexican spotted owl breeding territories on Mescalero Apache Tribal Lands with the overarching goal of reducing fire risk and threats to Mexican spotted owl habitat on tribal lands.

Zachary Arquette, of Haskell Indian Nations University, will be working with Kellie Carim at the USFS National Genomics Center for Wildlife and Fish Conservation on a collaborative project using environmental DNA to understand distributions of Pacific lamprey (*Entosphenus tridentatus*) in the Columbia River basin. This species once sustained tribes of the lower Columbia River including the Yakama, Umatilla and Nez Perce people. Results from this work will be used by tribal biologists to protect and restore Pacific lamprey throughout their historic range.

Interested In learning more about the NATA Program?

Follow this link: https://wildlife.org/students-selected-for-2021-nara-program/

Jerret Carpenter, of Oklahoma State University, will be working with Susannah Lerman at Midewin National Tallgrass Prairie. The objectives of this project will be to determine how bison (*Bison bison*) grazing improves the diversity of native vegetation during the restoration of prairie ecosystems, and how grassland birds respond to bison grazing during prairie restoration. Results will be utilized to design and implement a grazing management program for prairie restoration and management that promotes desired conditions for grassland bird habitat.

Seeking associate editors and contributors for Molecular Ecology Resources special issue "Indigenous Contributions to Molecular Ecology Research"

We are seeking 1-2 more Indigenous guest Associate Editors from regions outside of the United States or New Zealand, to broaden the representation of our current team, for the special issue. We also seek potential contributors from across the globe for papers ranging from original research, opinions, reviews to perspectives in molecular ecology.

Draft scope statement:

Molecular Ecology Resources (MER) encourages development of broad resources for the scientific community including computer programs, statistical and molecular advances and extensive molecular tools. The journal is a vehicle for dissemination of these resources. The MER special issue, "Indigenous Contributions to Molecular Ecology Research will highlight molecular ecology research by Indigneous peoples, including research in partnership with Indigenous communities. This special issue serves the MER readership with research processes and considerations that extend beyond the lab.

Goals:

1) highlight and promote the work of Indigenous scientists from around the world in a major scientific journal, supporting career advancement by alleviating potential hurdles such as unconscious bias in the publication process; 2) spotlight Indigenous role models from around the world for people of all backgrounds, education levels, and career levels, especially Indigenous peoples pursuing science degrees and careers; 3) contribute to the scientific literature on molecular ecology research; 4) place explicit value on Indigenous Research Methodologies and Traditional Ecological Knowledge (TEK) as important to Indigenous communities and scientists in the research process; 5) publication coinciding with the International Day of the World's Indigenous Peoples (August 9) and the Decade of Indigenous Languages (2022-2032; United Nations 2020).

Timeline:

We expect to send formal invitations to authors in January 2022 (all submissions will go through the standard peer review process.), first manuscript submission in September 2022, and final publication in August 2023.

We are currently in the process of finalizing submission criteria and developing a broader call for papers that will be released at a later time. Please, contact us if you know of any individuals who might serve as an Associate Editor and share with anyone you think might be interested in submitting a contributed paper. We would appreciate names, contact information, and area of research for anyone who comes to mind.

final thoughts...

Interested in Joining our 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.*

For more information on our Working Group, Check out our TWS webpage!
http://wildlife.org/npwmwg/

Working Group Officers

Chair:
Ashley Archer
Ashley.archer6@gmail.com

Chair-Elect (aka Vice Chair):
Molly O'Grady
mollyogradaigh@gmail.com

Past-Chair:
Serra Hoagland
serrahoagland@gmail.com

Secretary/Treasurer:
Paige Schmidt
paige_schmidt@fws.gov

Newsletter Editor:
Audrey Boraski
audreyboradski@gmail.com

Board Members
Chase Voirin
Daniel Bird
Janen Licthenberg
Jonathan Gilbert
Sarah Rinkevich

Submission Requests for Newsletters

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
- TWS Conference photos or stories
- Any Other Conference Details
- Current News Pertaining to indigenous rights/resources

OR Any other announcement or information you'd like to get out to your colleagues in Tribal wildlife management.

Please submit to Audrey Boraski, NPWM Newsletter Editor, at: AudreyBoraski@gmail.com ***on a rolling basis.***

Connect With Us on Facebook

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

See More about the DEI Working Group!