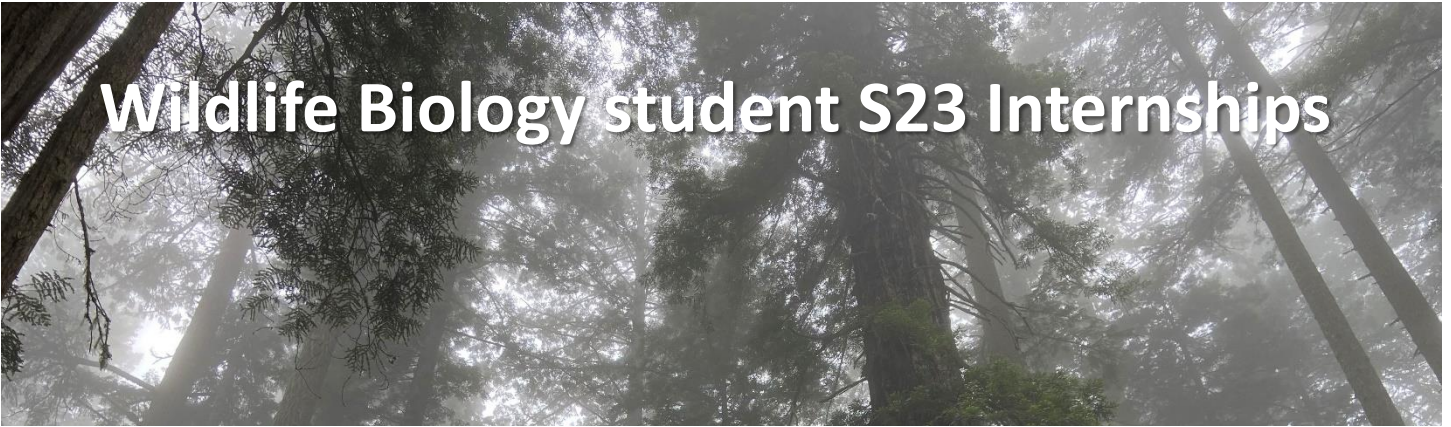


Wildlife Biology student S23 Internships



Anna Brillhart

Summer experience: I was a Bat Monitoring Intern through the Student Conservation Association with the White Mountain National Forest in New Hampshire.

How did you learn about it: I learned about it from Professor Jen Moore originally. She told me about the SCA website and to apply.

What were your primary duties: We worked with the wildlife biologist stationed there in a project to help combat White nose syndrome in bats as well as determine what species were present in areas throughout the forest so that timber harvest did not occur in those areas. We used bat acoustic surveys to locate bats by their calls via microphones. This data was then analyzed by a wildlife biologist on the project who could determine which species were present there. My secondary duties were to raise awareness in local campgrounds about food storage safety which can combat bears entering campground areas. This internship also gave me the opportunity to participate in many other projects and certifications that I was interested in including wilderness first aid/cpr

training, axe training, bird surveys, bear gazing training, electro fishing and wildland fire trainings.

What did you learn/gain: I learned so many valuable skills from this internship. To include just a few: I learned how to locate GPS coordinates with a compass several miles from the trail, how to set up bat acoustic detector equipment, how to back up a trailer/drive a 4x4, how a ranger station operates and the duties that each employee has that works there and gained networking experience and lifelong connections.



Annah Huberts

Summer experience: Pierce Cedar Creek Institute

How did you learn about it: Professor Paul Keenlance

What were your primary duties: My research partner, Jo Patterson, and I worked with Prof. Paul Keenlance on a research project. We were evaluating the use of electric fencing to deter raccoons from predated turtle nests. Our species of particular concern was the Eastern Box Turtle. We got to present some of our research in a progress report part way through our project as well as present our findings in a poster presentation. We also helped Faith Kuzma and Ava Sweeney on Faith's master's project tracking Eastern Box Turtles.

What did you learn/gain: I learned a lot about raccoon behavior and why they're so tricky to work with. They are incredibly intelligent, much to our chagrin. I also learned how to set up, monitor, and repair electric fencing. I gained more experience in radio telemetry and much more knowledge of turtle ecology. The things I learned about our native prairies, native fens, and

invasive species will stay with me for the rest of my career. I got to gain experience in scientific report writing, trail camera operation, scientific poster creation, and proper herp handling. I also had a ton of fun with fellow Grand Valley students and students from other universities in the area.



Ava Sweeney

Summer experience: I worked for Pierce Cedar Creek Institute as a field technician for Faith Kuzma, a GVSU graduate student.

How did you learn about it: I learned about this student research position from an email highlighting summer opportunities sent by Joe Jacquot to the major.

What were your primary duties: Use radio telemetry to track head started eastern box turtles. Record habitat use and location of head started eastern box turtles. Visual surveys for eastern box turtles. Securing radio transmitters and releasing head started eastern box turtles.

What did you learn/gain: Tons of radio telemetry and GPS experience as well as data collection skills. Experience out in the field including navigation. Connections to like-minded students and to wildlife professionals. Practice giving presentations. Plant identification skills. Ability to write a scientific report and interpret results of data collected. Knowledge about eastern box turtles and other wildlife species.



Brody Glei

Summer experience: Michigan Department of Natural Resources- Wildlife Division, Waterloo Field Office

How did you learn about it: This summer was my second year at this office, but originally, I had found out about this by searching around the DNR website for job opportunities, since I was interested in working with the DNR to help conserve and protect public lands in the state.

What were your primary duties: As a Non-Career Wildlife Assistant, my duties were like those of a full time Wildlife Assistant. These include manipulation and maintenance of water levels with control structures, grassland/oak savannah restoration through chemical and mechanical treatment of invasives and woody vegetation, some cropland management with discing, planting, fertilizing, monitoring, and spraying of food/cover plots for Whitetail Deer, Wild Turkeys, Ring-necked Pheasants, as well as non-game species. Also, I was responsible for heading up access trail maintenance with rotary mowers, brush buckets, chainsaws, and pole saws. Other projects included Canada Goose,

Mallard, and Wood Duck banding, and general facility and equipment maintenance i.e. mowing, tractor oil changes, small engine tune ups, cleaning, etc.

What did you learn/gain: Through both of my summers there, I learned a ton about cropland management and soil management as well as the dike maintenance to prevent blowouts of the dams. Additionally, this job gives you tons of opportunities to learn hands on about safe equipment operation, PPEs, and maintenance. There are many pieces of equipment that having experience with is an invaluable tool, from chainsaws to ORVs, and small garden tractors up to 100+ hp farm utility tractors and all the implements used with them. Educationally, the Wildlife Biologists and Technicians at these field offices are great people to learn from about anything and they want you to succeed. There are opportunities to have them help with resumes or mock interviews and build your knowledge base.



Jo Patterson

Summer experience: Biological Science Technician (Wildlife) at Sleeping Bear Dunes National Lakeshore, National Park Service.

How did you learn about it: Friends of Sleeping Bear Volunteer/Intern programs

What were your primary duties: Piping Plover Monitoring, Bat Technician

What did you learn/gain: Learned about shore bird and bat species. How to trap and band shore birds. Locating and protecting shorebird nests. Spotting scope to read band combinations. Collecting eggs in emergency situations and releasing captive reared birds. Acoustic monitoring and visual surveys for bats.



UMN Plover banding team in accordance with USFWS endangered species permit ES43541A.

Lindsay Scheffler

Summer experience: I worked for the DNR at Silver Lake State Park in coordination with the Great Lakes Piping Plover Conservation Team of the University of Minnesota.

How did you learn about it: I grew up in Ludington where there are active Piping Plover nests that are monitored every summer, so I was aware of the position already. However, Professor Jacquot had sent an email out to the wildlife biology majors with the job posting and I applied right away.

What were your primary duties: Monitoring and protecting the Piping Plover adults, their nest/eggs, and eventually the chicks when they hatched. Signs, fences, and enclosures were put up in various areas of the park to protect nesting and foraging areas from predators, humans, dogs, vehicles, etc. Documentation of nesting status and foraging behaviors were reported to supervisors. A portion of our time was spent educating the public about the Piping Plovers and our recovery and protection efforts.

What did you learn/gain: Experience working directly with an endangered shorebird species was incredible. It felt as if we were their bodyguards, which is an honorable position to be in. I was able to learn more about Piping Plovers, the history of conservation efforts, and a variety of plover behaviors such as foraging, nesting, mating, etc. Educating the public was helpful for improving my communication skills. Sometimes people are not as receptive to conservation efforts as we would hope for. Having those conversations in effort to protect the plovers was crucial to their safety in many cases, and it was great to improve upon that skill. I now have a network of people involved in endangered bird species conservation, which will be helpful for my future career opportunities and interests.