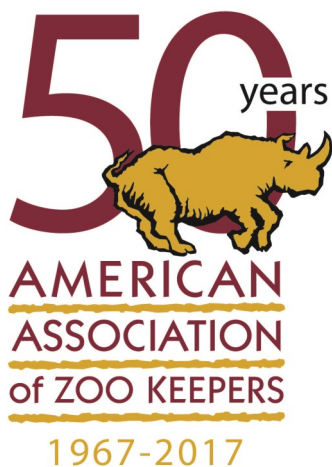


Proceedings of the 44th Annual National Conference of the American Association of Zoo Keepers, Inc.



August 27th – 31st
Topical Workshops



Table of Contents

Topical Workshops

Click on the Title to View the Workshop Materials

Monday August, 28th

Role of Endocrinology Research in Zoo Animal Care and Management

Pulled out of PCC: Keeper Excellence in Research

Developing an Open Forum for Zoological Ethics at Your Institution

Chelsea Grubb, Smithsonian's National Zoo

Hidden in Plain View: Blending Enrichment into Naturalistic Environments

Amy Newman, Disney's Animal Kingdom

Tuesday August, 29th

How AAZK Professionals Can Get Involved in SAFE: Saving Animals From Extinction

Rob Vernon, Association of Zoos and Aquariums

Crisis Management for Zoos and Aquariums

Kelly Murphy, North Carolina Zoo

An In-depth Look at the Unique Morphology and Husbandry of Two-Toed Sloths

Debra Dial, National Aquarium

Site Planning and Design: Balancing the Demands of People, Land and Animals

Jennifer Daniels, Smithsonian National Zoo & Conservation Biology Institute

Thursday August 31st

Diversity and Inclusion in Animal Care Sciences

Hilary Colton, Smithsonian's National Zoo

Women in Leadership 2017

Courtney Janney, Memphis Zoo

Saving Species Through Signs, Sounds, Sculptures, and More

Cheryl Braunstein, Smithsonian's National Zoo

Keeping with Kids

Janee Zakoren, Denver Zoo

AAZK Professional Certificate Courses

Zoo Nutrition

Zoo Nutrition Professional Certificate Course Sponsored By:



Keeper Excellence in Research

Keeper Excellence in Research Professional Certificate Course Sponsored By:



D E S I G N

Reptile and Amphibian Husbandry

Reptile and Amphibian Husbandry Professional Certificate Course Sponsored By:



Developing an Open Forum for Zoological Ethics at Your Facility

Hilary Colton

Chelsea Grubb



Smithsonian
National Zoological Park



How we started

- Goal: to provide a professional environment to discuss topical ethics issues in the field
- White paper to management
- Encouraged to create a productive way to facilitate discussion in a structured environment



Copenhagen Zoo, 2014

- Marius the giraffe culled and fed to carnivores
- Population management
- euthanasia
- Culling
- Public education



Zoological Ethics

- Zoological ethics is a fluid term that is difficult to define, even within the field
- Different organizations have their own definitions or descriptions
- Depends who you ask!



AZA's Code of Ethics

- Promote the interests of wildlife conservation, biodiversity, and animal welfare to the public and to colleagues.
- Endeavor at all times to improve zoos and aquariums.
- Display the highest integrity, the best judgment or ethics possible, and use of professional skills to the best interests of all.



Subjects within Zoological Ethics:

- Animal welfare
- Husbandry practices
- Animal management methods
- Training methods
- Zoos in the media
- Public education

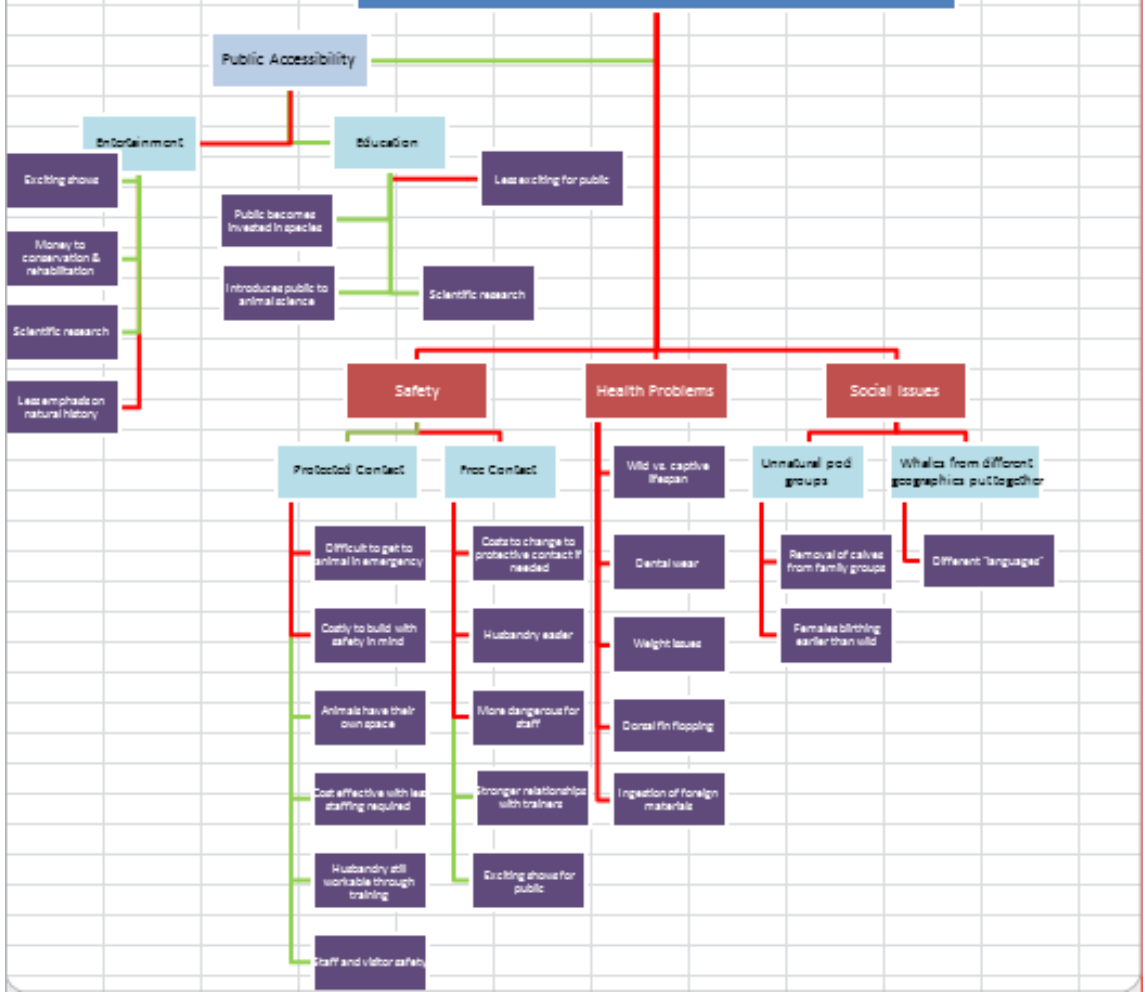


Our First Topic Choice

- Wanted to talk about Copenhagen
- Decided to do Blackfish
 - National Zoo does not exhibit cetaceans
 - Provided for multiple directions of discussion not directly related to National Zoo



Does having orcas in captivity provide either the public with a valuable experience or the orcas with a healthy, stimulating environment?



First topic- Blackfish

- Background research
 - Watched film multiple times
 - Scholarly articles on stress hormones of cetaceans in captivity, social behavior of orcas in wild, longevity studies, etc.
 - Public forums following the film of animal husbandry experts



First topic- Blackfish

- Materials sent out to staff who RSVP'd confirmation
 - “The Killer in the Pool.” Zimmerman, T. 2010. Outside Magazine. <http://www.outsideonline.com/outdoor-adventure/nature/The-Killer-in-the-Pool.html>
 - “Investigating a Killer.” Chadwick, D. 2005. National Geographic. <http://ngm.nationalgeographic.com/2005/04/orcas/chadwick-text>
 - “Keto and Tillikum Express the Stress of Orca Captivity” Jet & Ventre. 2011. The ORCA Project. <https://theorcaproject.wordpress.com/2011/01/20/keto-tilikum-express-stress-of-orca-captivity/>
 - OSHA citation following SeaWorld safety review



First topic- Blackfish

- Only paid zoo was invited (keeper level up through Zoo Director)
 - 56 people RSVP'd, but we had attendance of 68
- Encouraged viewing the film before the discussion, but not required
- Introduction was read out at the start of discussion, then question was posed:

“Given all of this information and research, should orca whales continue to be housed in captivity?”



First topic- Blackfish

Code of Conduct:

This is an open discussion of facts relating to the topic at hand. At no point should this be a “therapy session” for airing grievances about protocols or policy at NZP.

1. Presume positive intent.
2. Respect each other’s opinions.
3. Wait to speak. Speak with civility.
4. Leave this room with respect for one another and the work that we do.
5. What is discussed in this room stays in this room.
6. Accept that AZA has made a public statement about this topic, which we will respect.

The opinions discussed in this forum will NOT:

1. Create an official or unofficial stance/statement for NZP.
2. Create talking points to use with the public.
3. Create talking points to discuss with other staff, interpreters, or volunteers.



Blackfish Discussion Debrief

- Introduction was very long (1716 words) with no visual aide
 - Very dry, mostly factual statements
- Initially no response to trigger question
 - We had arranged plants ahead of time for this situation
- Discussion did not go as broad as we had expected
- Well-received



Second topic- Population Management

- Offshoot of original topic choice
- Comfortable with topic that could be applied to staff's management practices
- National Zoo had hosted David Powell for a presentation regarding this topic in hoofstock management the month prior



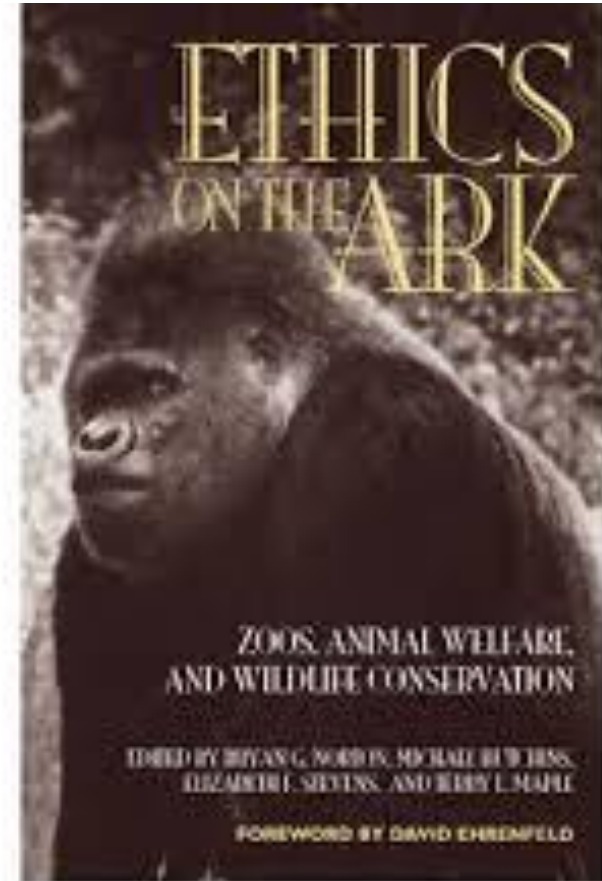
Second topic- Population Management Euthanasia

- Refers to the practice of using euthanasia as a population management technique
 - This is used more frequently with egg-laying animals
 - Supporting opinions feel that providing animals the opportunity to breed and raise offspring provides them with good welfare
 - Unwanted offspring are typically culled at the point of natural separation



Second topic- Population Management

- Materials sent to attendees ahead of time:
 - “Culling Surplus Animals for Population Management.” Robert Lacy. Ethics of the Ark.
 - “Survey of U.S. zoo and aquarium animal care staff regarding humane euthanasia for collection animals.” Powell, D.M. and Ardaiole, N. (2016). Zoo Biology.



Population Management Debrief

- Introduction was shorter this time, and accompanied by a PowerPoint
- No trigger question posed
- Used predetermined fictional scenarios



Ambassador Animal PowerPoint presentation



Building Your Own Forum

- Topics- what do you think would be beneficial for your animal care staff to discuss?
- Format- will you pose examples or pose a trigger question?
- Venue- casual roundtable or in an auditorium setting?
- Pre-discussion materials?



Building Your Own Forum

- How much time do you think you need?
- You can decide your audience:
 - Volunteers/docents?
 - Interns?
 - Non-animal care?
- Control the discussion
 - Moderator?
 - Code of Conduct?
 - Fact check?
 - Time limits for comment?



Hidden in Plain View: Blending Enrichment Into Naturalistic Environments

Amy Newman

&

Rebekha Delgado

Workshop Timeline

- Topic presentation (30 minutes)
- Silicone stamp making demonstration (25 minutes)
- Vine making demonstration (50 minutes)
- Question and answer session (10 minutes)

BREAK (30 Minutes)

- Sculpting epoxy tutorial (1 hour 45 minutes)
- Question and answer session (15 minutes)

Telling a Seamless Story...

- Each area of Disney's Animal Kingdom® tells a specific story with a focus on the intrinsic value of nature.
- One way of achieving this is by having different aspects of the environment work together to create an immersive experience.
- Anomalies are things that stand out and detract from how we experience our surroundings.
- Enrichment is vital to the care of our animals, but the way it looks and how it is placed can distract from the narrative.

Design Elements

- Blending
 - Does it make sense in that space?
 - Even small nuances can have a large impact.
 - Considerations: quantity, coloration, shape, size, & texture.
- Theming encompasses all of these things.
- Always remember the tale you want to tell and what you want guests to remember.

Enrichment Development Group

- Group of like-minded individuals who are passionate about enrichment
- Everyone possesses a unique ability

Goals:

- Bolster & diversify our skillsets
- Become resources for our teams
- Innovate

Partnership Development

- Strengthening relationships within Animal Programs
- Inter-departmental partnerships
- External partnerships

Behavior-based Enrichment

- To increase complexity, consider the behavioral goal(s) you are attempting to achieve when creating enrichment.
- Focus on functional behaviors (socializing, feeding, self-maintenance, playing, etc.).
- Chains of behavior: Behavior occurs as a sequence of individual behaviors that follow one another without delay and are linked together to accomplish a goal.

Materials Discussion

- We will be using a variety of Smooth-on products.
- Use Reynolds Advanced Materials for product knowledge & distribution, as well as technical assistance.
- Safety discussion.

Stamp Making: Step 1 - Seal

Stamp Making: Step 2 - Apply

Stamp Making: Step 3 - Cure

Thank you!

We would also like to thank everyone at
Disney's Animal Kingdom®,
Disney's Animal Kingdom Lodge,
Reynolds Advanced Materials, and
Smooth-on
for their continued help and support throughout this endeavor.

Amy.d.newman@Disney.com
Rebekha.a.delgado@Disney.com

Animalenrichment.org
Reynoldsam.com

Hidden in Plain View: Blending Enrichment into Naturalistic Environments

2017 AAZK Conference, Washington, D.C.

Materials used in this workshop include the following items:

Silicone Stamp Materials

- Super Seal (to pre-treat porous surfaces)
- Ease Release 200 (general silicone-based release agent for non-porous surfaces)
- Rebound 25 (two-part silicone mix)
- Thi-vex Silicone Thickener (add this to Rebound after first coat to thicken the material)
- Silc-Pig Silicone pigment to add color to layers of Rebound

Epoxy Materials

- Free Form Habitat Fire Safe with Folding Powder (the sculpting epoxy we used to cover our feeders)
- So-Strong Color Tints (to add color to Habitat)

PPE *Work in a well-ventilated area!

- Chemical resistant nitrile gloves
- Masks
- Eye protection
- Smocks

Other theming supplies

- Plenty of mixing buckets
- Paint stirrers, big spoons, or something to remove Habitat from its containers
- Water cups & water
- Paintbrushes
- Stamps or anything else that you want to use to make impressions in your Habitat
- Parchment paper helps to protect your item while it's drying if you have to lay it down

Clean Up

- Supersolve Pro Wipes

Contact and resource information:

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Rebekha.a.delgado@disney.com

Animalenrichment.org

Reynoldsam.com

How AAZK Professionals Can Get Involved in SAFE: Saving Animals From Extinction

Rob Vernon, Senior VP, External Affairs at Association of Zoos and Aquariums

For decades, conservation organizations around the world, including Association of Zoos & Aquariums (AZA) accredited facilities, have been working to protect animals and habitats. Still, animals that we have the ability to save continue to decline and disappear. With so many species at risk, a new approach to conservation is needed. AZA SAFE: Saving Animals From Extinction was created to do exactly this — to harness the collective power of AZA and its members to lessen species decline around the world in a more impactful way. And to do so strategically — moving from working on many smaller projects, to large and coordinated efforts. SAFE takes a long-game approach to conservation, knowing that each year the activities enacted by SAFE will build on those in the years before. There are many opportunities for animal care professionals to become involved in SAFE. From serving as project coordinators for the many Conservation Action Plans for the 10 SAFE Signature Species to sharing SAFE information with the public, this Open Topical Workshop will present information on SAFE and explore the many ways AAZK professionals can become involved in the effort.

Crisis Management for Zoo and Aquariums

**AAZK Conference
Washington, DC
August 27-31, 2017**



Kelly Murphy

(Just call me “Murphy”)

- Began zoo career in 2002 at Santa Barbara Zoo until 2007
- Hired at the North Carolina Zoo in 2007
 - Promoted to Senior Keeper – North Carolina Zoo in 2013
 - Current President of North Carolina Zoo AAZK Chapter
 - Current Co-Director of 5K race for local AAZK Chapter
- Current Chair of National AAZK Safety Committee
- Current member of the AZA Safety Committee; ICS Adoption of Member Institutions & Active Shooter Sub-Committees
- Volunteer Fire Fighter - over 10 years
- 7 FEMA Certifications



Applied Crisis Management Learning Objectives

- What is working for us / against us
- Being “Aware”
- Definition and explanation: **COOP** (Continuity of Operation Plan) and **IC** (Incident Command)
- Development of animal escape & person in dangerous animal areas drills w/progressive complexity; recapture, immobilization or dispatch plans
- Statistics of active shooter; facility response
- Threat levels of bomb/bio-terrorism threat; facility response
- Defining response to public emergencies



What Is Working FOR Us?



ASSOCIATION
OF ZOOS
AQUARIUMS &



Homeland Security



ZOOLOGICAL ASSOCIATION
OF AMERICA



What Is Working AGAINST Us?



YOUR Awareness Level

- **Condition White** – State of unawareness. No idea of your surroundings, tired or distracted.
- **Condition Yellow** – A heightened state of alertness. You are relaxed but alert.
- **Condition Orange** – Trouble shows its ugly head. In a state of preparedness to respond to the situation.



YOUR Awareness Level

- **Condition Orange** – Trouble shows its ugly head. In a state of preparedness to respond to the situation.
- **Condition Red** – A time to react. FIGHT OR FLIGHT. If you have preplanned, thought about it, talked about it, and practiced for it via mental imagery your decisions and actions are likely to be smooth and rational.



Crisis Management Planning

Creation of **Emergency Response Teams** (A-Team/E-Team)

- **Written Response Plan and Training** – A (Animal) Team
 - Recapture, immobilization, dispatch
- **Written Response Plan and Training** – E (Emergency) Team
 - injuries, public behavior and HazMat response
 - Incorporation of local authorities into ERT response
 - Active shooter response
 - Bomb/bio-terrorism response
 - Employee training (action/injury/evacuation)



Determine Emergency Response

A/Team

- Animal Escape
- Person in Dangerous Animal Exhibit
- Animal Aggression/Injury

E/Team

- Keeper Injury
- Public Injury

Local Authority

- Public Behavior
- Active Shooter
- Act of Terrorism
- Emergency Evacuation
- Animal Escape*



Continuity of Operations (COOP)

Continuity of Operations (**COOP**) is the initiative that ensures that Federal Government departments and agencies are able to continue operation of their essential functions under a broad range of circumstances including all-hazard emergencies as well as natural, man-made, and technological threats and national security emergencies.



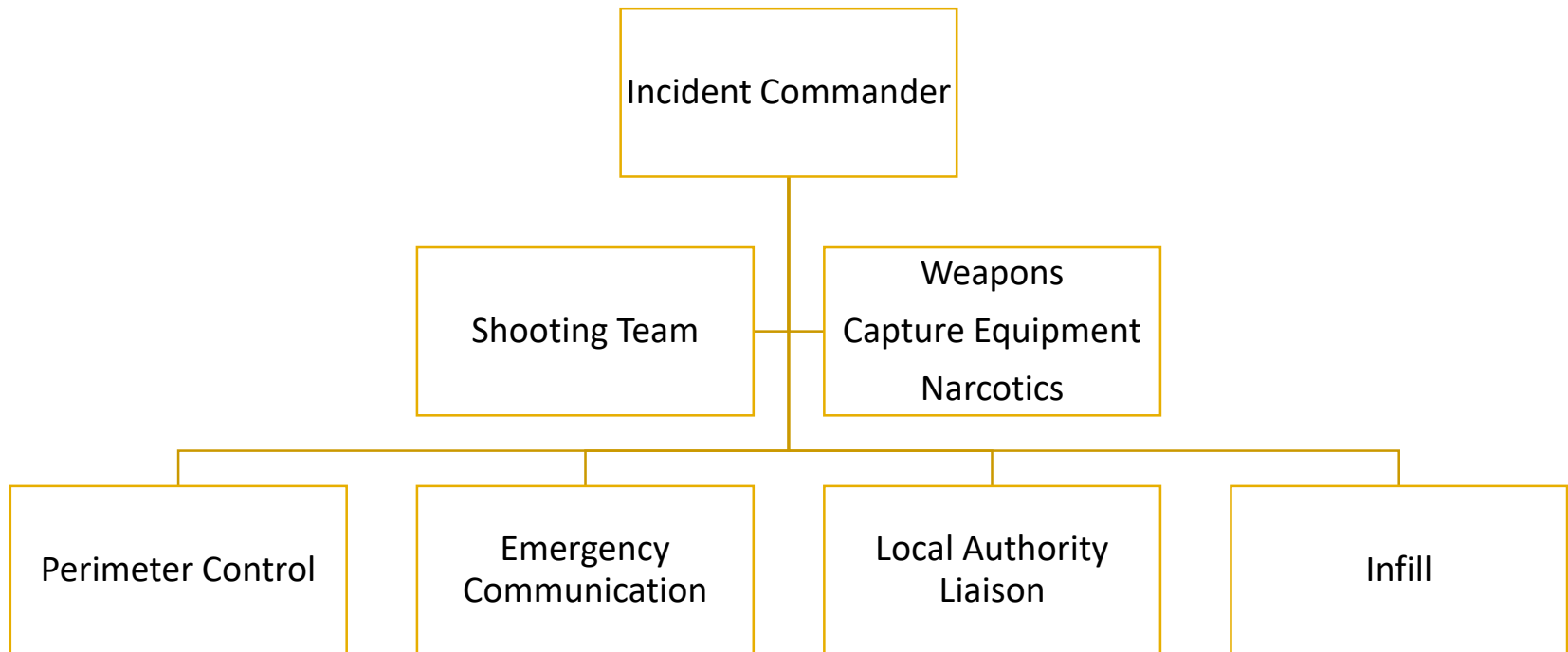
Incident Command

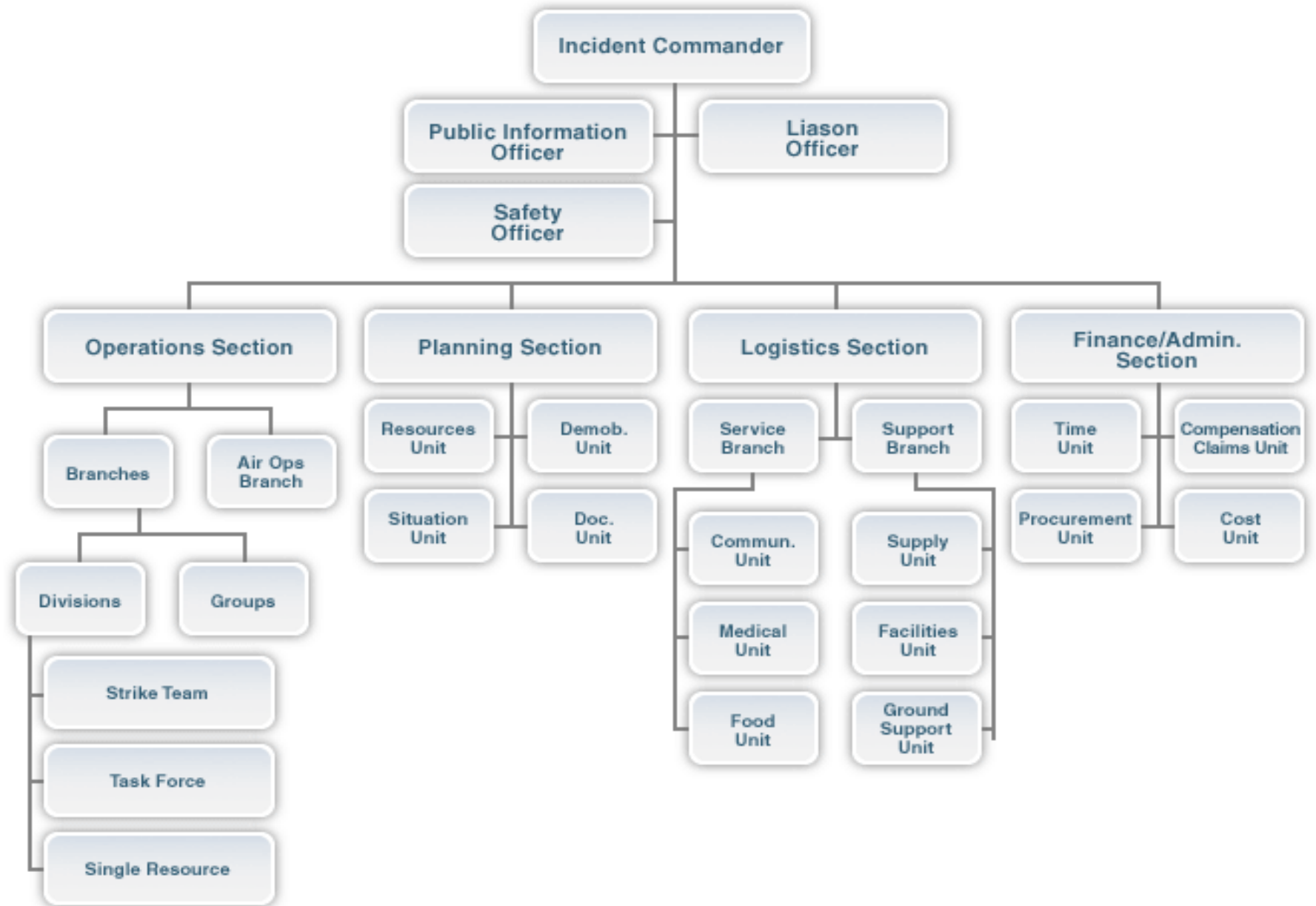
The Incident Command System (**ICS**) is a management system designed to enable effective and efficient domestic incident management by integrating a combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure.

ICS is normally structured to facilitate activities in five major functional areas: command, operations, planning, logistics, Intelligence & Investigations, finance and administration.



Emergency Response A/Team





INCIDENT ORGANIZATION CHART (ICS 207)

1. Incident Name:

Free Fun Friday 2017

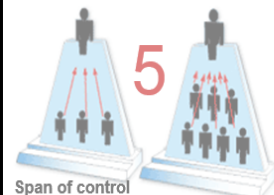
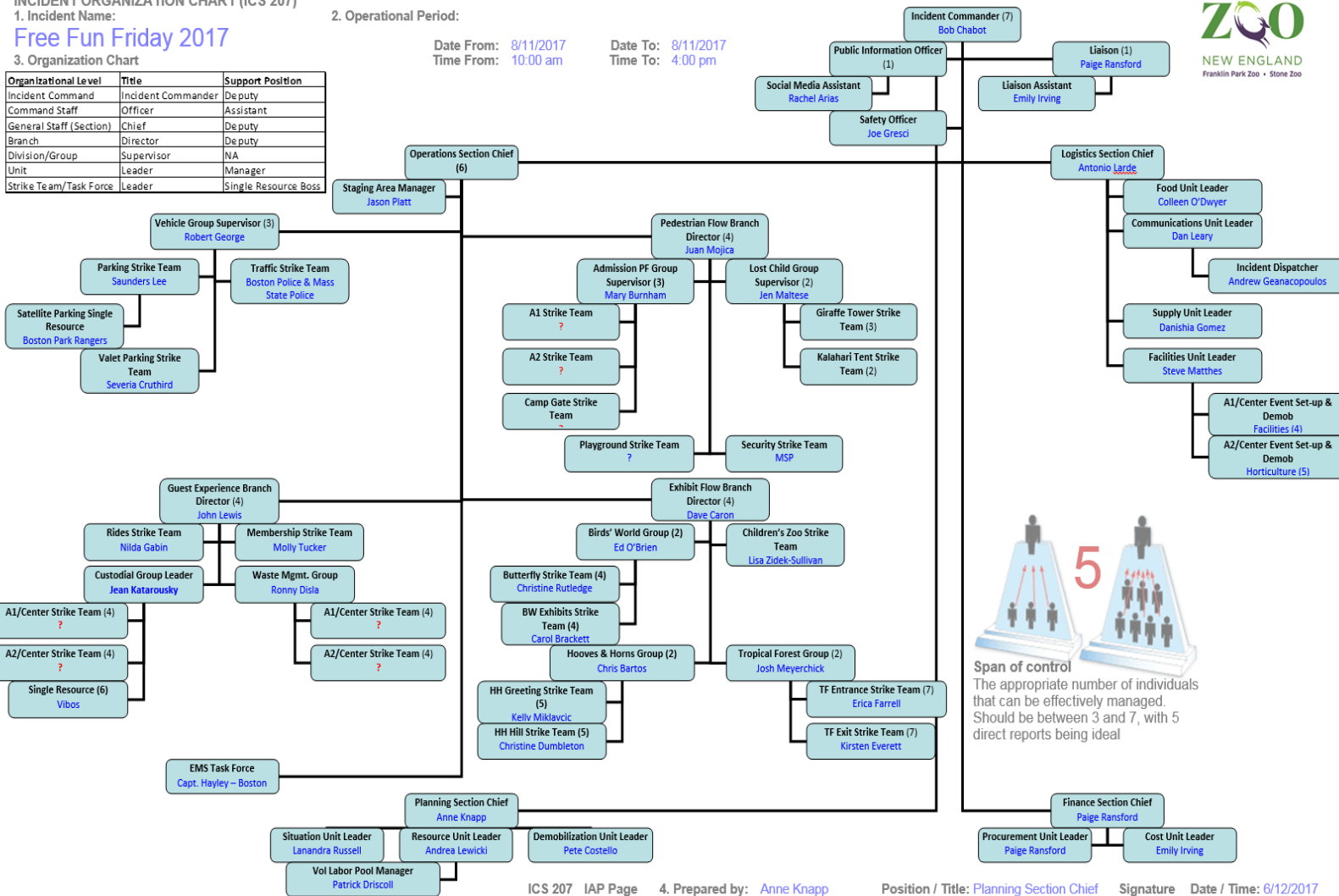
2. Operational Period:

Date From: 8/11/2017
Time From: 10:00 am

Date To: 8/11/2017
Time To: 4:00 pm

3. Organization Chart

Organizational Level	Title	Support Position
Incident Command	Incident Commander	Deputy
Command Staff	Officer	Assistant
General Staff (Section)	Chief	Deputy
Branch	Director	Deputy
Division/Group	Supervisor	NA
Unit	Leader	Manager
Strike Team/Task Force	Leader	Single Resource Boss



Span of control
The appropriate number of individuals that can be effectively managed. Should be between 3 and 7, with 5 direct reports being ideal

Incident Command

- **Incident Commander** - the person responsible for all aspects of an emergency response
- **Public Information Officer (PIO)** - the communications coordinator or spokesperson
- **Safety Officer (SO)** – the person who will develop and recommend measures for assuring personnel safety,



Incident Command

- **Liaison Officer** - responsible for coordinating multi-agency responses to some type of incident.
- **Operations Section (OPS)** - is responsible for the management of all operations directly applicable to the primary mission.
- **Planning Section (PSC)** - is responsible for the collection, evaluation, dissemination and use of information about the development of the incident and the status of resources

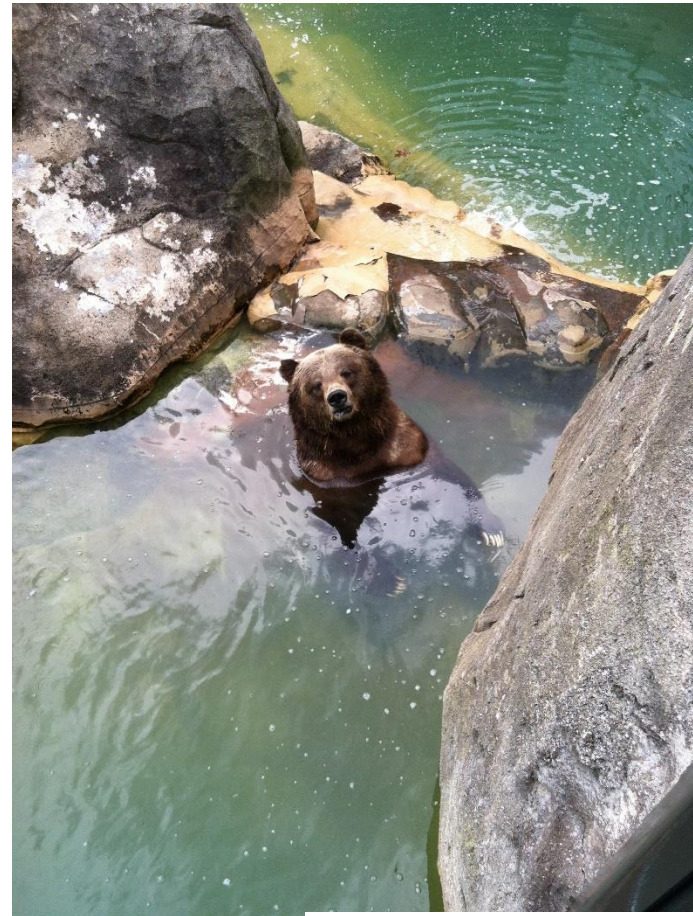


Incident Command

- **Logistics Section** – is responsible for providing facilities, services and material, in support of the incident.
- **Finance/Admin Section** – is responsible for fiscally manage the incident, including claims processing, contracting, and administrative functions.



Animal Escape & Person in Dangerous Animal Area



Animal Escape

Any event when a zoo collection animal is no longer securely enclosed by the primary containment.



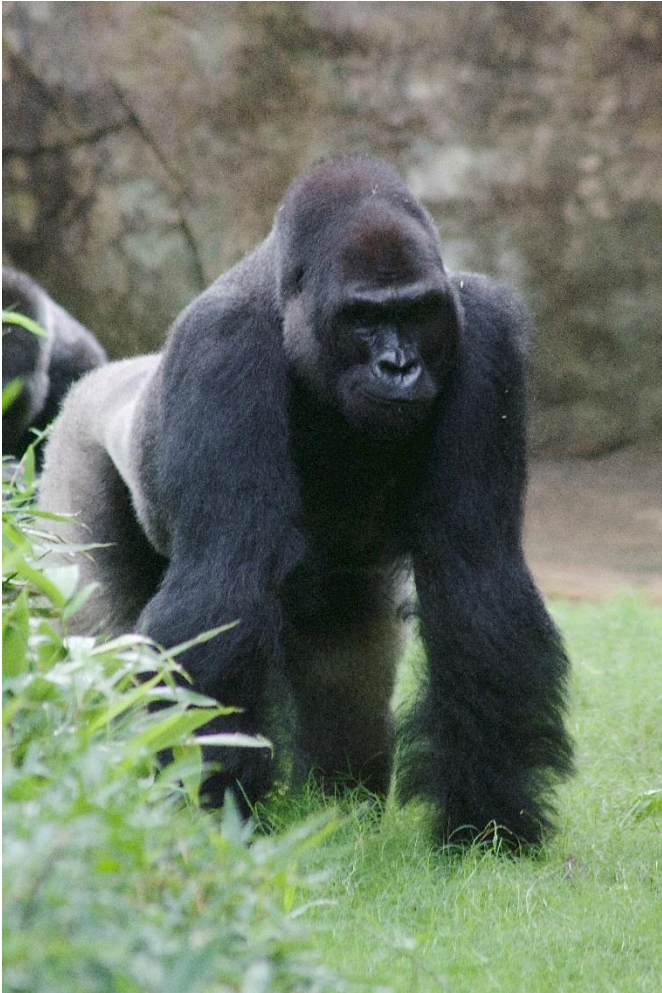
Person in a Dangerous Animal Area

A person (zoo visitor, employee, work contractor, or other) is observed or reported to have entered a dangerous animal habitat while the dangerous animal(s) are present.

This includes situations when an employee accidentally enters any dangerous animal habitat with the animal present (via internal containment breach, staff miscommunications, shift door left open, etc.)



What Dictates Dangerous?



A/Team Emergency Response Planning

- Develop Procedures
 - Identify **species** or **conditions** that will cause an animal to be “**dangerous**”
- **Dangerous** dictates:
 - Level of response
 - Recall vs recapture vs dispatch*
 - Local authority response



A/Team Emergency Response Planning

- Communication
 - Codes or colors – or as it is
 - Radio protocol
- Angle of Approach
 - Quiet, controlled, coordinated
 - Forming perimeter
- Action Plan
 - Recall
 - Recovery
 - Distraction / Rescue
 - Dispatch
 - Remembering all plans are “fluid”



Emergency Response Training

- **Monthly** Drills
 - Plan review
 - Recovery options
 - Post drill follow up
- Shooting Team
 - Weapon selection
 - Ammunition selection
 - **Quarterly** field qualification
- Keeper Roles
 - Training
 - Animal knowledge
- Facility Roles
 - Media relations training



E/Team Emergency Response

- Incident Command
 - Radio communication control
- Public Safety
 - Evacuate or shelter
 - Closing facility



E/Team Planning and Response Injury Treatment

- **Emergency** 911 Notification
 - E/Team notification
- Triage
 - Training w/outside agencies
 - Staff first aid training
 - Staff training and equipment
 - Good samaritan act*



Active Shooter



Active Shooter

The United States Department of Homeland Security defines the **active shooter** as "an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, **active shooters** use firearms and there is no pattern or method to their selection of victims."



Active Shooter FBI Study

The FBI identified 160 active shooter incidents between 2000 and 2013 (non-zoo related).

- An average of 11.4 incidents occurred annually with an increasing trend from 2000 to 2013.
- An average of 6.4 occurred in the first 7 years studied and an average of 16.4 occurred in the last 7 years.

UPDATE

According to the FBI, 2014 and 2015 each saw 20 active shooter incidents. That's more than any two-year average in the past 16 years, and nearly six times as many as the period between 2000 and 2001, the starting point for the FBI's review.

In all, not including any of the shooters, 92 people were killed and another 139 wounded in active shooter incidents last year and the year before, according to the FBI.



Active Shooter FBI Study

Casualties:

- 486 people were killed in the 160 incidents and 557 were wounded.
- In at least 15 incidents, family members were targeted resulting in 20 killed and 1 wounded
- In 16 incidents, current, former or estranged wives as well as current or former girlfriends were targeted, resulting in 12 killed, 3 wounded and 1 unharmed. In addition 42 others were killed and 28 wounded.



Active Shooter FBI Study

Locations:

- Commerce – 73 (46%)
 - Businesses open to pedestrian traffic- 44 (27.5%)
 - Businesses closed to pedestrian traffic -23 (14.3%)
 - Malls – 6 (3.8%)
- Education – 39 (24%)
- Government – 16 (10%)



Mentality of an Active Shooter

- Desire to kill and seriously injure without concern for his safety or threat of being caught
- Normally has intended victims and will search them out
- Will continue to move throughout building/area until stopped by law enforcement, suicide or stopped by victims



Characteristics Associated with Violent Behavior

- Impatient, stubborn, low tolerance for frustration
- Loner/withdrawn; poor coping skills; frequent mood swings
- Problems with authority; suspicious of others
- Views world as hostile/threatening; blames other for problems
- Poor employment history; ignored by co-workers
- Obsessed with weapons, violent movies, music and games



Notifications

- Staff & Emergency Notifications
 - Making sure emergency personnel are being called; Police, SWAT, Fire, EMS
 - Making sure employees are being notified; radio, telephone, mass text
 - Making sure guests are being notified; employees, monitors



Procedures

- Close down facility
- Facility in complete lockdown
- Evacuate within safe limits
- Shelter in place



RUN

- If there is an escape path, attempt to evacuate
- Evacuate whether others agree to or not
- Leave your belongings behind
- Help others escape if possible
- Prevent others from entering the area
- Call 911 when you are safe



HIDE

- Lock and/or blockade the door
- Close blinds and block windows
- ***Silence your cell phone (but keep it on!)***
- Hide behind large objects
- Remain very quiet
- If you are with others attempt to keep them as calm and quiet as possible



FIGHT

As a last resort, and only if your life is in danger!

- Attempt to incapacitate the shooter
 - Act with physical aggression
 - Improvise weapons
 - Commit to your actions
-
- ***Do the best that you can – choose to survive!!***



911

When Law enforcement arrives

- Remain calm and follow instructions
- Keep your hands up and visible at all times
- Avoid pointing or yelling
- Know that help for the injured is on its way
- The priority of SWAT is to stop the shooting as quickly as possible
- They may be dressed in regular patrol uniforms, or they may be wearing external bulletproof vest, Kevlar helmets, and other tactical equipment



911

When Law enforcement arrives

- Safety corridors may be established. This may be time consuming
- Remain in secure areas until instructed otherwise
- You may be searched
- You may/may not be escorted out of the building by law enforcement personnel
- After evacuation you may be taken to a “holding area” for medical care, interviewing, counseling, etc.



A/Team Emergency Response Planning

- Communication
 - Codes or colors – or as it is
 - Radio protocol
- Public Safety
 - Evacuate within safe limits
 - Shelter in place
 - Closing facility



E/Team Planning and Response Active Shooter

- Emergency Notification
 - Staff notification
 - Radio protocol
- Lockdown Procedures
 - Evacuation
 - Shelter-in-place
- Run, Hide, Defend...



Active Shooter

COPING

WITH AN ACTIVE SHOOTER SITUATION

- Be aware of your environment and any possible dangers
- Take note of the two nearest exits in any facility you visit
- If you are in an office, stay there and secure the door
- Attempt to take the active shooter down as a last resort

Contact your building management or human resources department for more information and training on active shooter response in your workplace.

PROFILE

OF AN ACTIVE SHOOTER

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area, typically through the use of firearms.

CHARACTERISTICS

OF AN ACTIVE SHOOTER SITUATION

- Victims are selected at random
- The event is unpredictable and evolves quickly
- Law enforcement is usually required to end an active shooter situation



HOW TO RESPOND

WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY

1. EVACUATE

- Have an escape route and plan in mind
- Leave your belongings behind
- Keep your hands visible

2. HIDE OUT

- Hide in an area out of the shooter's view
- Block entry to your hiding place and lock the doors
- Silence your cell phone and/or pager

3. TAKE ACTION

- As a last resort and only when your life is in imminent danger
- Attempt to incapacitate the shooter
- Act with physical aggression and throw items at the active shooter

CALL 911 WHEN IT IS SAFE TO DO SO

HOW TO RESPOND

WHEN LAW ENFORCEMENT ARRIVES

- Remain calm and follow instructions
- Put down any items in your hands (i.e., bags, jackets)
- Raise hands and spread fingers
- Keep hands visible at all times
- Avoid quick movements toward officers such as holding on to them for safety
- Avoid pointing, screaming or yelling
- Do not stop to ask officers for help or direction when evacuating

INFORMATION

YOU SHOULD PROVIDE TO LAW ENFORCEMENT OR 911 OPERATOR

- Location of the active shooter
- Number of shooters
- Physical description of shooters
- Number and type of weapons held by shooters
- Number of potential victims at the location

CALL 911 WHEN IT IS SAFE TO DO SO



Bomb/Bio-Terrorism Threat



Phoned Threat

- Remain calm and **DO NOT HANG UP**
- If possible, signal other staff members to listen and notify Zoo Security/Supervisor
- Write down the **EXACT** wording of the threat
- Keep the caller on for as long as possible
- Record, if possible
- Be available for interviews with law enforcement

Verbal Threat

- If the perpetrator leaves, note which direction they went
- Notify your supervisor and Zoo security/supervisor
- Write down the threat exactly as it was communicated
- Note the description of the person who made the threat



Verbal Threat

- Note the description of the person who made the threat;
 - Name (if known)
 - Gender
 - Body size (height/weight)
 - Distinguishing features
 - Race
 - Type/color of clothing
 - Hair and eye color
 - Voice (loud, deep, accent, etc.)



Emailed Threat

- Leave the message open on the computer
- Notify Zoo security/supervisor
- Print, photograph or copy the message and subject line; note the date and time



Written Threat

- Handle the document as little as possible
- Notify Zoo security/supervisor
- Rewrite the threat exactly as is on an other sheet of paper and note the following:
 - *Date/time/location document was found*
 - *Full names of any personnel who saw the threat*
 - *Secure the document; **DO NOT** alter the item in any way*



Suspicious Item

A suspicious Item is defined as any item (package, vehicle) identified as potentially containing explosives, and IED, or other hazardous material that requires bomb technician diagnostic skills and specialized equipment for further evaluation.

Suspicious indicators are based upon the prevailing and/or communicated threat, placement, and proximity of the item to people and valuable assets. More tangible aspects include, but are not limited to, unexplainable wires or electronics, other visible bomb-like components, unusual sounds, vapors, mists or odors.

From Department of Homeland Security



If Suspicious Item is Found

- **DO NOT touch, tamper, move the item**
- Immediately report item to Zoo security and supervisor
- Zoo security and management will;
 - Ensure area is secured and cleared of personnel
 - Contact 911 and ensure they are briefed on situation



BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police
1-877-4-FPS-411 (1-877-437-7411)
- 911

BOMB THREAT CHECKLIST

Date: Time:

Time Caller Hung Up: Phone Number Where Call Received:

Ask Caller:

- Where is the bomb located?
(Building, Floor, Room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No _____
- Why? _____
- What is your name? _____

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (Background and level of noise) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's Voice Background Sounds: Threat Language:

- | | | |
|--|--|---------------------------------------|
| <input type="checkbox"/> Accent | <input type="checkbox"/> Animal Noises | <input type="checkbox"/> Incoherent |
| <input type="checkbox"/> Angry | <input type="checkbox"/> House Noises | <input type="checkbox"/> Message read |
| <input type="checkbox"/> Calm | <input type="checkbox"/> Kitchen Noises | <input type="checkbox"/> Taped |
| <input type="checkbox"/> Clearing throat | <input type="checkbox"/> Street Noises | <input type="checkbox"/> Irrational |
| <input type="checkbox"/> Coughing | <input type="checkbox"/> Booth | <input type="checkbox"/> Profane |
| <input type="checkbox"/> Cracking voice | <input type="checkbox"/> PA system | <input type="checkbox"/> Well-spoken |
| <input type="checkbox"/> Crying | <input type="checkbox"/> Conversation | |
| <input type="checkbox"/> Deep | <input type="checkbox"/> Music | |
| <input type="checkbox"/> Deep breathing | <input type="checkbox"/> Motor | |
| <input type="checkbox"/> Disguised | <input type="checkbox"/> Clear | |
| <input type="checkbox"/> Distinct | <input type="checkbox"/> Static | |
| <input type="checkbox"/> Excited | <input type="checkbox"/> Office machinery | _____ |
| <input type="checkbox"/> Female | <input type="checkbox"/> Factory machinery | _____ |
| <input type="checkbox"/> Laughter | <input type="checkbox"/> Local | _____ |
| <input type="checkbox"/> Lisp | <input type="checkbox"/> Long distance | _____ |
| <input type="checkbox"/> Loud | | |
| <input type="checkbox"/> Male | | |
| <input type="checkbox"/> Nasal | | |
| <input type="checkbox"/> Normal | | |
| <input type="checkbox"/> Ragged | | |
| <input type="checkbox"/> Rapid | | |
| <input type="checkbox"/> Raspy | | |
| <input type="checkbox"/> Slow | | |
| <input type="checkbox"/> Slurred | | |
| <input type="checkbox"/> Soft | | |
| <input type="checkbox"/> Stutter | | |

Other Information:



Homeland Security



LOW RISK

Lacks Realism: A threat that poses a minimum risk to the victim and public safety. Probable motive is to cause disruption.

- Threat is vague and indirect
- Information contained within the threat is inconsistent, implausible, or lacks detail
- Caller is definitely known and has called numerous times



MEDIUM RISK

Increased Level of Realism: Threat that could be carried out, although it may not appear entirely realistic.

- Threat is direct and feasible
- Wording in the threat suggests the perpetrator has given some thought on how the act will be carried out
- May include indications of a possible place and time
- Indication the perpetrator has details regarding the availability of components needed to construct a bomb
- Increased specificity to the threat
(**“I’m serious” or “I really mean this!”**)



HIGH RISK

Specific and Realistic: Threat appears to pose an immediate and serious danger to the safety of others

- Threat is direct, and realistic; may include names of possible victims, specific time, and location of device
- Perpetrator provides his/her identity
- Threat suggests concrete steps have been taken toward carrying out the threat
- Perpetrator indicates they have practiced with a weapon or have had the intended victim(s) under surveillance



What YOU Should Know...

- Training with local squad can only help your facility;
 - Knowledge of areas vehicles won't be able to travel
 - Radio failures, if any
 - Determine what animals are in what areas and building structure
- Have **Crisis Response Plan, Bomb Threat Plan** and **Crisis Management Plan** on hand
- Have phone numbers of ATF, FBI as well as local authorities
- Responding units for a bomb/bio-terrorism call;
 - Bomb squad
 - Fire department (Fire Trucks, EMS, Battalion Chiefs)
 - Command vehicles from 2-3 fire departments and law enforcement
 - Law enforcement to provide security
 - Federal law enforcement



Post-Emergency **ERT** Action

- **12-24 Hours Post Incident**

- Assemble critical staff
- **Not to determine fault**
- Proactive incident review
 - Deficiencies
 - Corrective Action
 - Counseling
 - Re-training



Key Statements

- “What we know so far is.....” (only give out factual statements decided by PIO)
- “We are working with (name of local/state authorities) to review what happened.”
- “We will continue to provide additional information as it becomes available.”



ERT Planning and Response Media (PIO)

- Speaking with “one voice”
- Know your facility’s “message”
- Filling in the huge hole of social media and the Web
- Updating multiple agencies, more social media
- Different audiences require different channels
- **Recognize the frailty of the human body and spirit!**



Special Thanks To

- Terry Hairston – Defend and Protect Inc., Wake County, NC
- John Bolland – Assistant Fire Marshall/Bomb Technician, Prince William County, VA
- Brad Miller - Incident Management Coordinator, Fairfax County, VA
- Karen Auman – Safety Officer, North Carolina Zoo
- Guy Lichty – Mammal Curator, North Carolina Zoo



Extra Special Thanks To

- Sara Venable, Dominic Dongilli, Caroline Spencer, Kara McSweeney – My Amazing Safety Committee
- Ed Hansen and Bill Steele – The Dynamic Duo
- The North Carolina Zoo & North Carolina Chapter AAZK
- My Friends and Family – For putting up with me



Helpful Websites

- ❑ [https://emilms.fema.gov/is906/assets/ocso-bomb threat samepage-brochure.pdf](https://emilms.fema.gov/is906/assets/ocso-bomb%20threat%20samepage-brochure.pdf)
- ❑ <https://www.dhs.gov/what-to-do-bomb-threat>
- ❑ <https://www.dhs.gov/bombing-prevention-training>
- ❑ <https://www.dhs.gov/counter-ied-awareness-products>
- ❑ <https://www.dhs.gov/sites/default/files/publications/dhs-doj-bomb-threat-guidance-brochure-2016-508.pdf>
- ❑ <https://youtu.be/5VcSwejU2D0?list=PLUra6uw6CXK9SNLZeddcLLufDY5OfnMpU>



QUESTIONS?



An In-depth Look at the Unique Morphology and Husbandry of Two-Toed Sloths

Debra Dial, National Aquarium

The National Aquarium's Rain Forest exhibit has been home to Linne's two-toed sloths (*Choloepus didactylus*) for the past ten years. Our initial 1.2 sloths were released into the densely planted, .15 acre, mixed species, walk-through exhibit in 2007. Free roaming within the exhibit, the sloths are managed with minimal intervention. To date, six offspring have been produced and many unique observations, including the birth process, have been noted.

This workshop will focus on natural history, social interactions, morphological considerations and captive husbandry. Topics will include safe handling techniques, non-invasive ways to encourage/discourage sloth movement, methods for identifying individual animals, visual sexing techniques, diets, and hand rearing protocols

Site Planning + Design

Balancing the Demands of People, Land and Animals



Smithsonian
National Zoological Park
Conservation Biology Institute

AAZK 2017 Conference
Jennifer Daniels, PLA, LEED-GA
danielsje@si.edu

The goal of this workshop is to challenge norms of the zoo design process using techniques we rely on while refreshing our voices and finding inspiration from new perspectives.

Objectives:

- **To develop an empowered voice by familiarizing or refreshing what you know about the design process, tools and techniques;**
- **Tap into your own expertise, be inspired by others in smaller group discussions on behavior-based design modifications.**

Site planning is the art of arranging structures on the land and shaping the spaces between, an art linked to architecture, engineering and landscape architecture, and city planning.

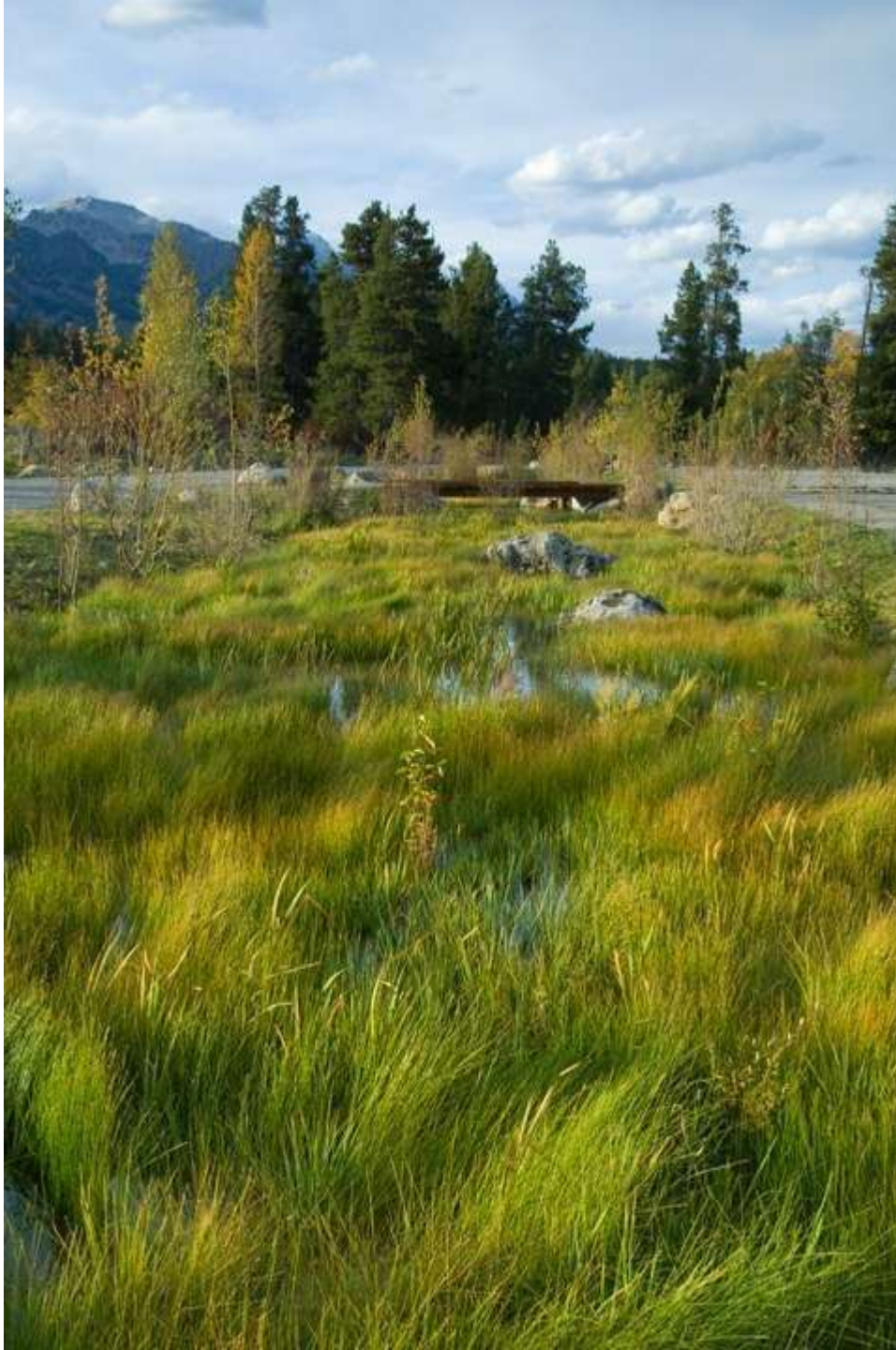
Kevin Lynch and Gary Hack, *Site Planning*

Landscape Architects?



Laurance S. Rockefeller Preserve
Moose, Wyoming











163 acres

888 parking spaces

874 employees, volunteers, researchers

2.6 million individual visits

31,000 visitors on a peak day







Refine the design language



Enhance visitor experience



Integrate informal learning

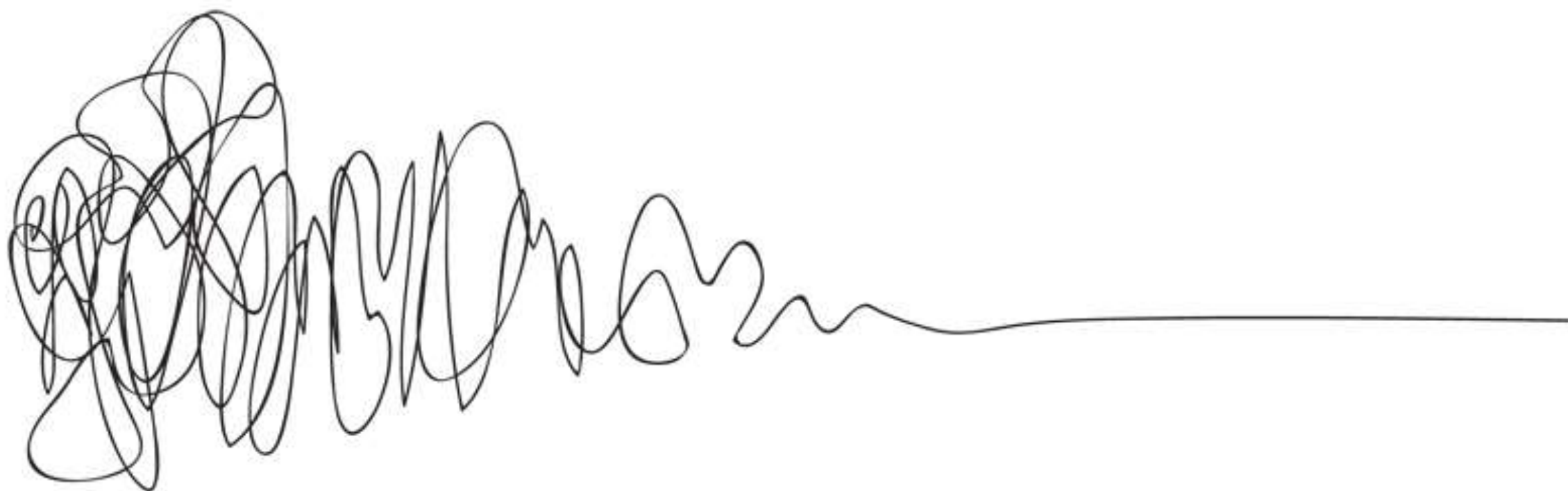


Promote sustainability

Design is the search for forms that satisfy a program. Kevin Lynch and Gary Hack, *Site Planning*

UNCERTAINTY / PATTERNS / INSIGHTS

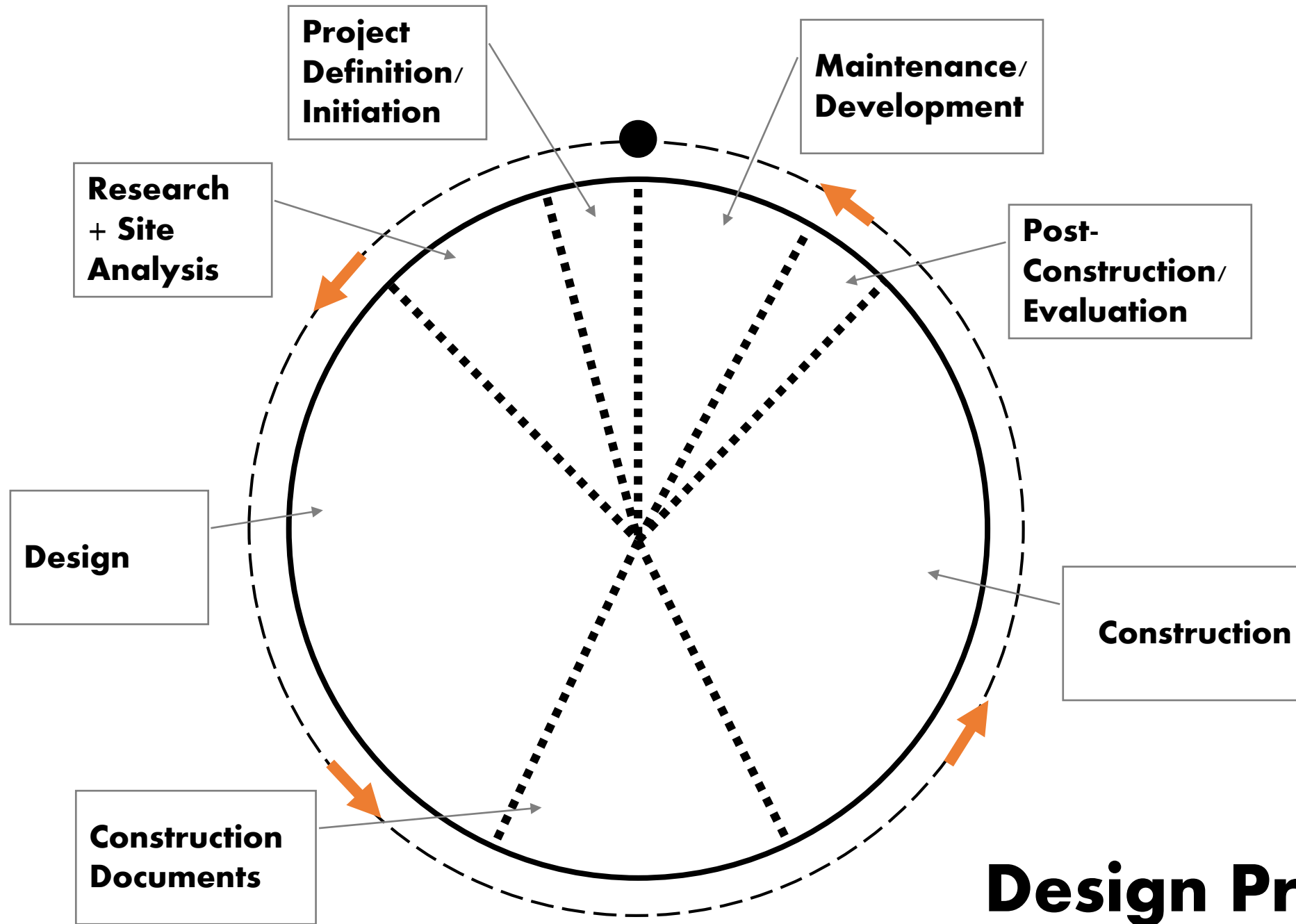
CLARITY / FOCUS



RESEARCH

CONCEPT PROTOTYPE

DESIGN



Design Process

Enriched habitats result from an enriching design process.

J. Coe

The S.P.I.D.E.R. Framework

S – Setting Goals

P – Planning

I – Implementation

D – Documentation

E – Evaluation

R – Re-adjustment



Setting Project Goals



PROJECT GOALS

Provide an immersive, multisensory visitor-friendly experience that orchestrates Wow! moments and opportunities for interaction and reflection.

Inspire visitors to find a connection to the wonder of migratory birds.

Provide the best avian animal care to support bird well-being, enrichment, diet, husbandry, and health maintenance of a diverse collection of species.

Build opportunities for special experiences and events that promote education, social interaction, and revenue generation.

Provide an efficient, durable and low-maintenance facility that demonstrates and validates sustainable principles.

A.R. PLAN
2002.000

- RMP EMERGENCY INITIATIVES
- CAPITAL PLAN - FUTURE COMMITMENT
- CAPITAL PLAN - COMPLETED
- TO DISCUSS



1. 2002 (Completed)
 2. 2003 (Future Commitment)
 3. 2004 (Future Commitment)
 4. 2005 (Future Commitment)
 5. 2006 (Future Commitment)

1. 2002 (Completed)
 2. 2003 (Future Commitment)
 3. 2004 (Future Commitment)
 4. 2005 (Future Commitment)
 5. 2006 (Future Commitment)





SEAT WALLS



BENCHES



RAILINGS



PAVERS



TRASH RECEPTACLES



EXPERIENCE MIGRATION ON BIRD PLATEAU
5 | SITE FURNISHINGS





EXPERIENCE MIGRATION ON BIRD PLATEAU
1 | PLANTING CONCEPT

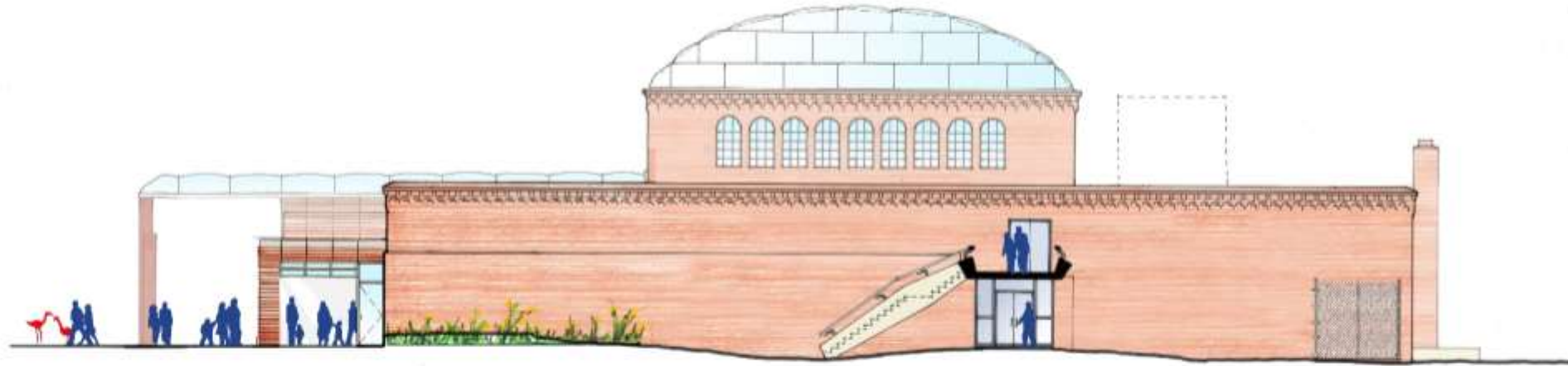




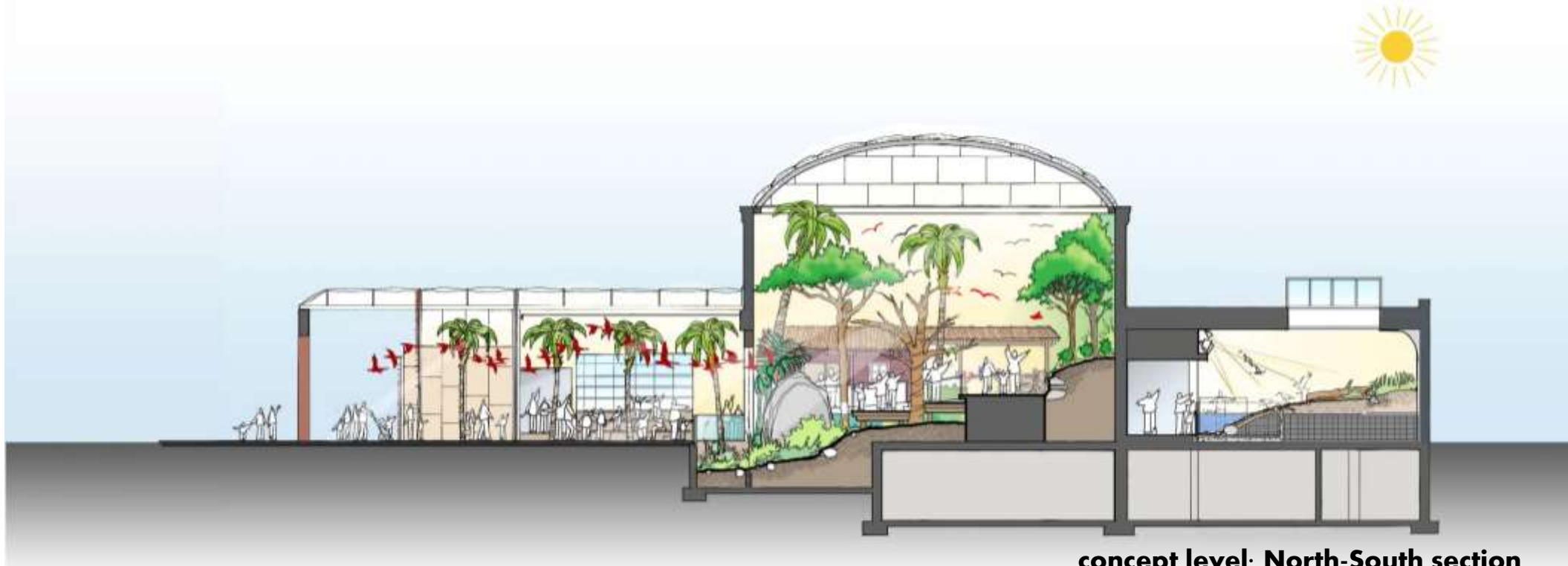
CONCEPT PLAN

03.15.2017

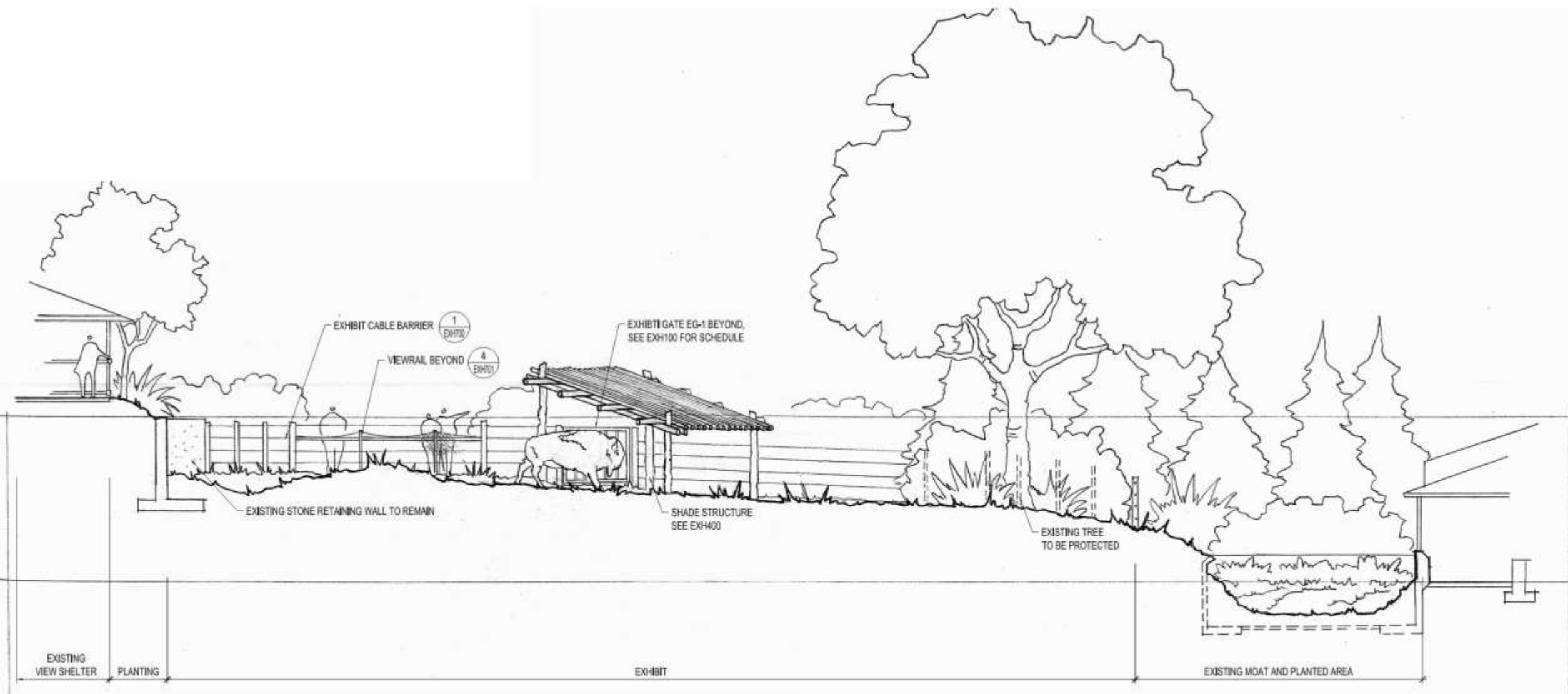
1" = 10'

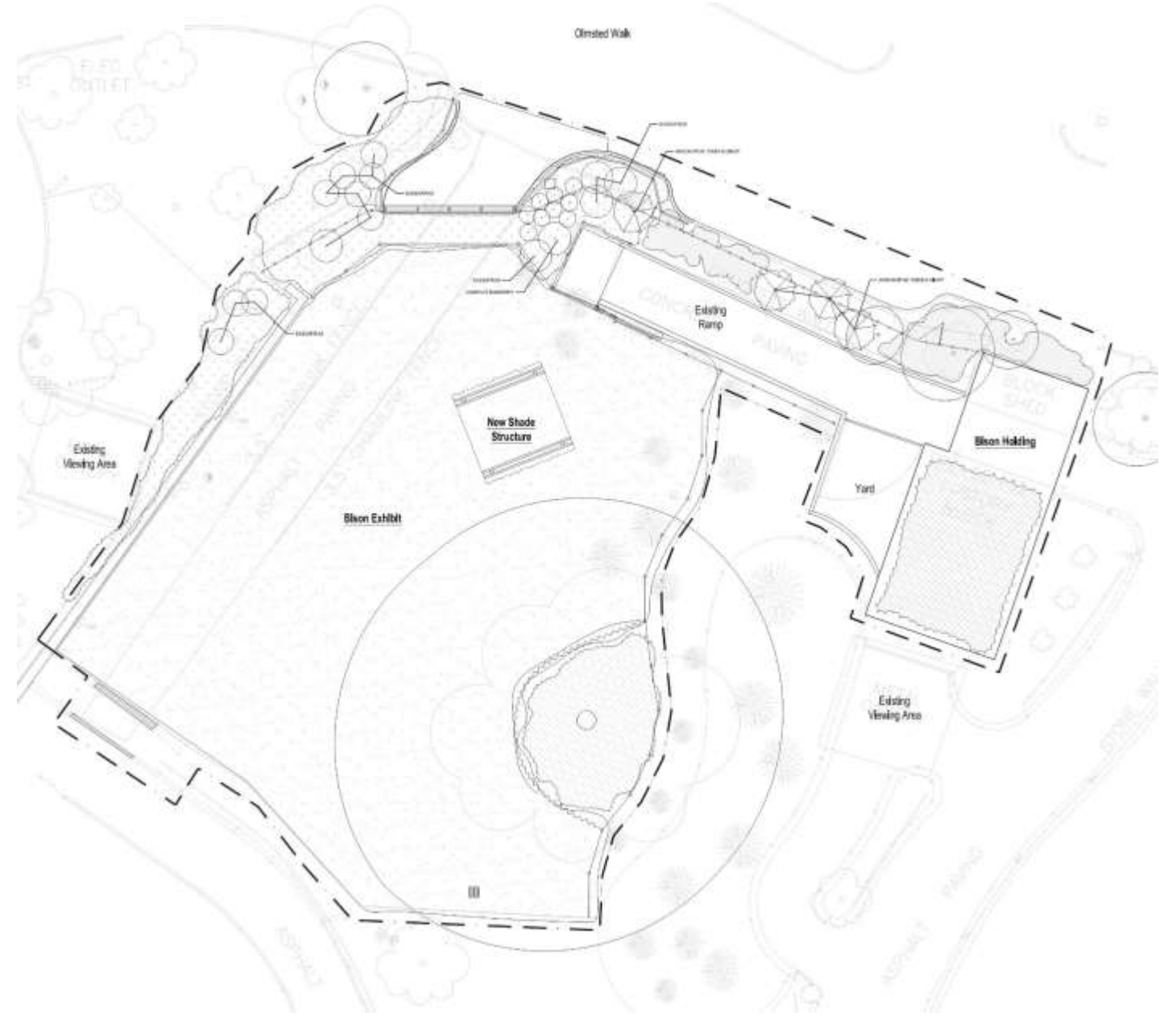


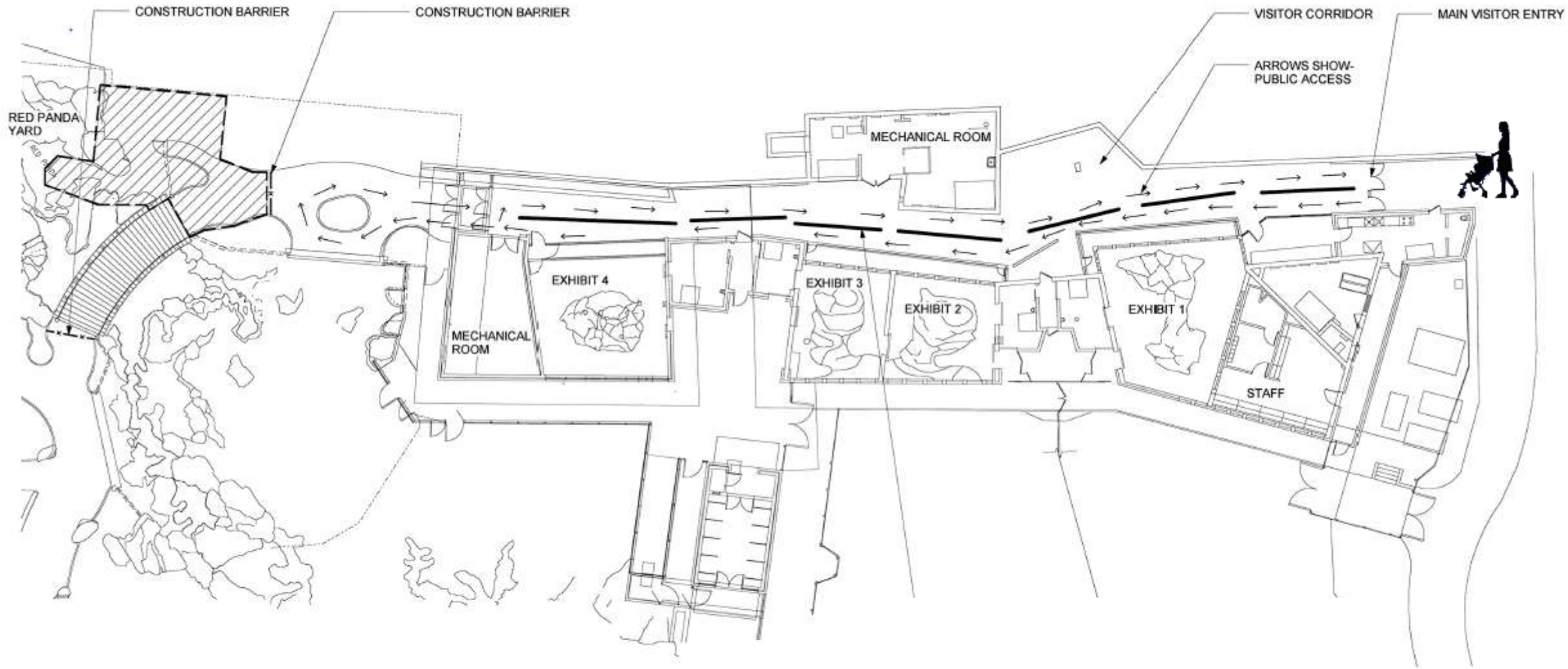
concept level: North-South elevation



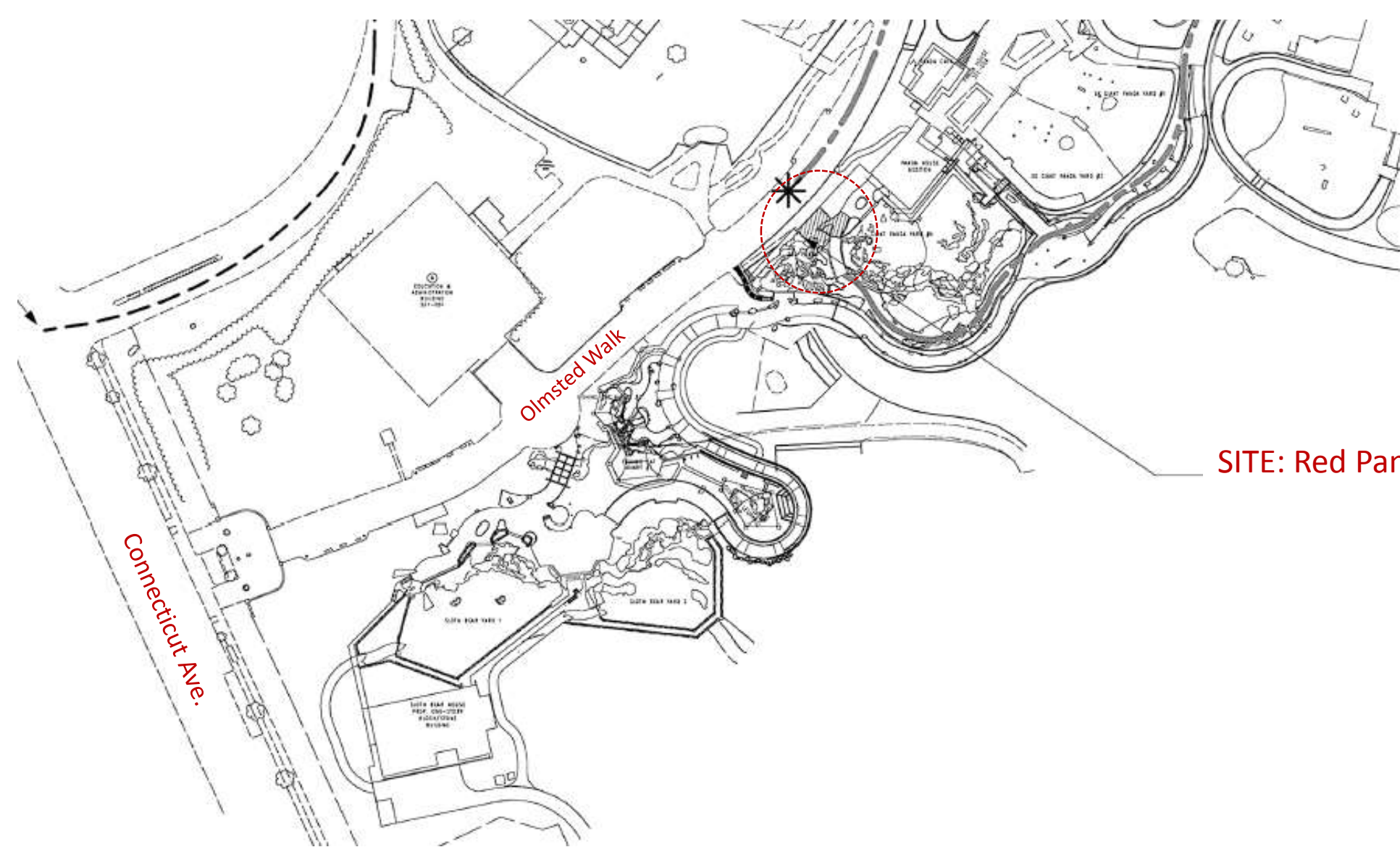
concept level: North-South section







1 VISITOR ACCESS PLAN
 G004 1/16" = 1'-0"









SITE: Red Panda Holding






Renew Bird House Facility
Experience Migration on Bird Plateau:
Overall Site Plan
 Design Development
 Smithsonian National Zoological Park

Quinn Evans Architects
 The Portico Group
 March 18th, 2015

 CONCRETE DAM SIGN
 CERAMIC TILE - WOOD PATTERN
 STAINED CONCRETE FLOOR
 SPOT ELEVATION
 EXHIBIT GRADE
 ANIMAL GATE

2121 Wood Plaza, NW
 Washington, DC 20037
 202.288.6200 | 202.288.6888
 www.porticogroup.com

THE PORTICO GROUP

 ARCHITECTURAL INTERIORS
 EXTERIOR ARCHITECTURE
 LANDSCAPE ARCHITECTURE
 INTERIOR DESIGN

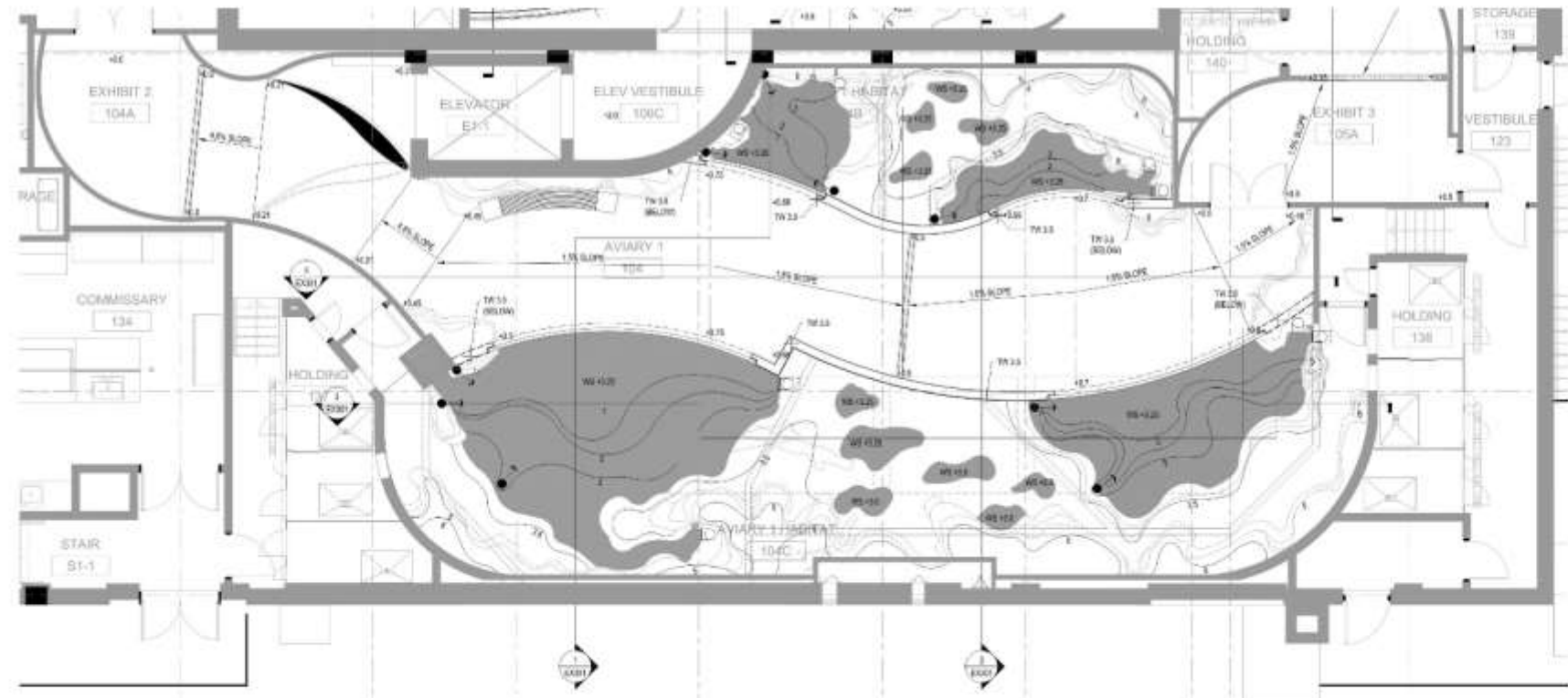

 KEY PLAN

GRAPHIC SCALE: 1"=5'

FINISH	65% Gravel/Garden Concrete
DATE	
REVISION	
NO.	
DATE	
BY	
CHECKED	
DATE	
BY	
CHECKED	
DATE	
BY	
CHECKED	
DATE	


Smithsonian Institution
 OFFICE OF INTERIOR ENGINEERING AND ARCHITECTURE
 300 M Street, N.W., 5th Floor, S-5001
 Washington, DC 20560-0201

PROJECT NAME	NOR BIRD HOUSE
ADDRESS	3001 CONNECTICUT AVE, NW WASHINGTON, DC 20008
PROJECT NUMBER	NOR RENEW BIRD HOUSE EXPERIENCE REVISION
DATE	08/23/11
BY	ST/WEB
CHECKED	
DATE	
BY	
CHECKED	
DATE	
BY	
CHECKED	
DATE	



GRADING PLAN - AVIARY 1
 1/8" = 1'-0"



Behavior Based Design

Environmental choice:

natural gradients, artificial gradients, social choices

Opening Scene

Kid(visiting zoo): "This animal is boring!"

Lion (living at zoo): "I'm bored."

Kid"It doesn't do anything!"

Lion "There's nothing to do. Meal time isn't until sunset."

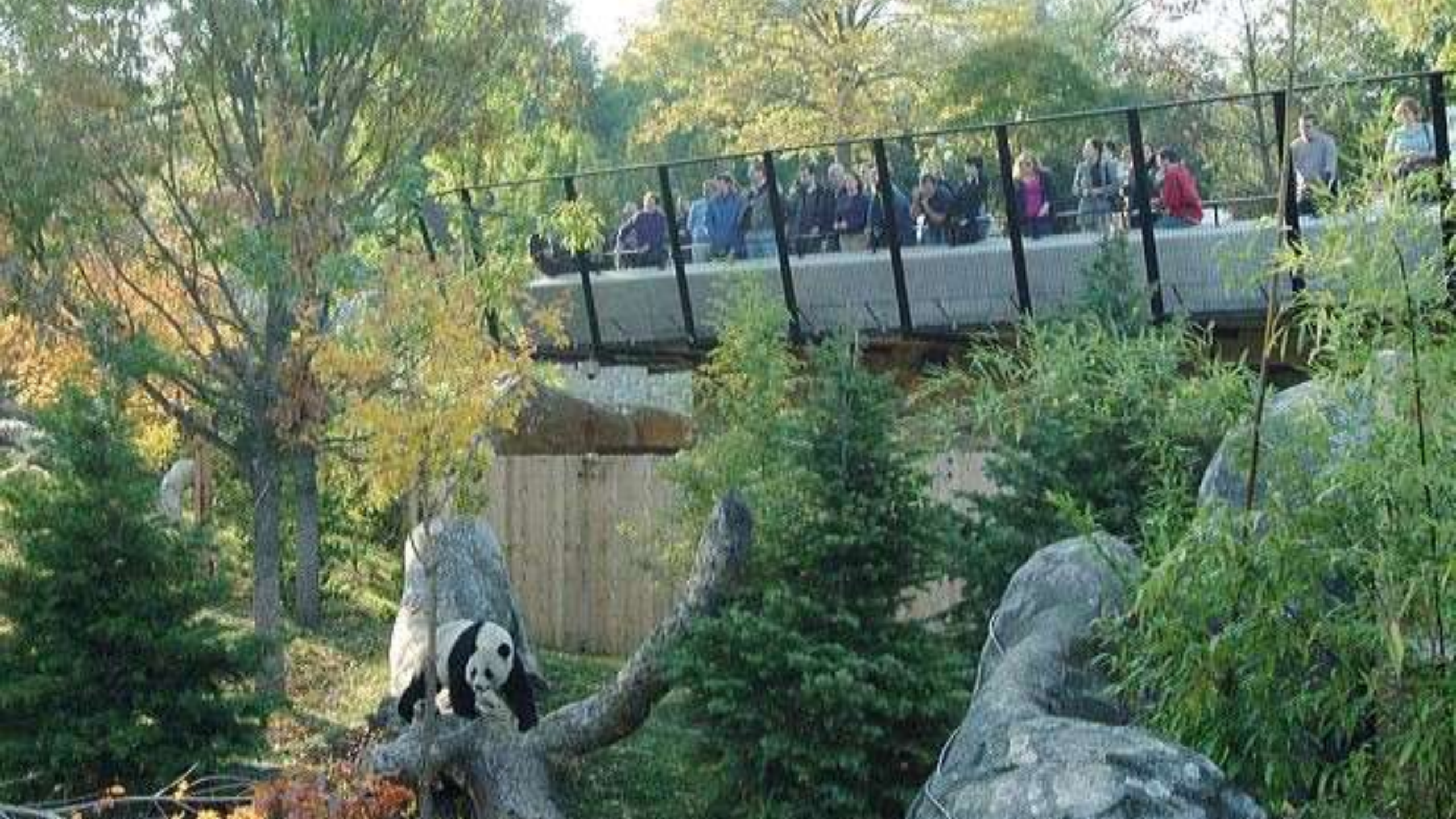
Kid"... and look how fat that lion is! Bet he couldn't catch any zebras."

Lion "Should I mark my turf again? Naw, I've already done that 12 times today. Wish I could see what's going on next door." (Lion wanders back to shady spot in corner of exhibit).

Kid"That does it. Now I can't even see him. Next time I'll go to the mall!"

Observation and evaluation make design a continuous self-correcting process. As a result, behavioral enrichment evolves from remediation to facilitation in the creation of artificial habitats that have diversity and choice... Coe 1992 – define SPIDER model







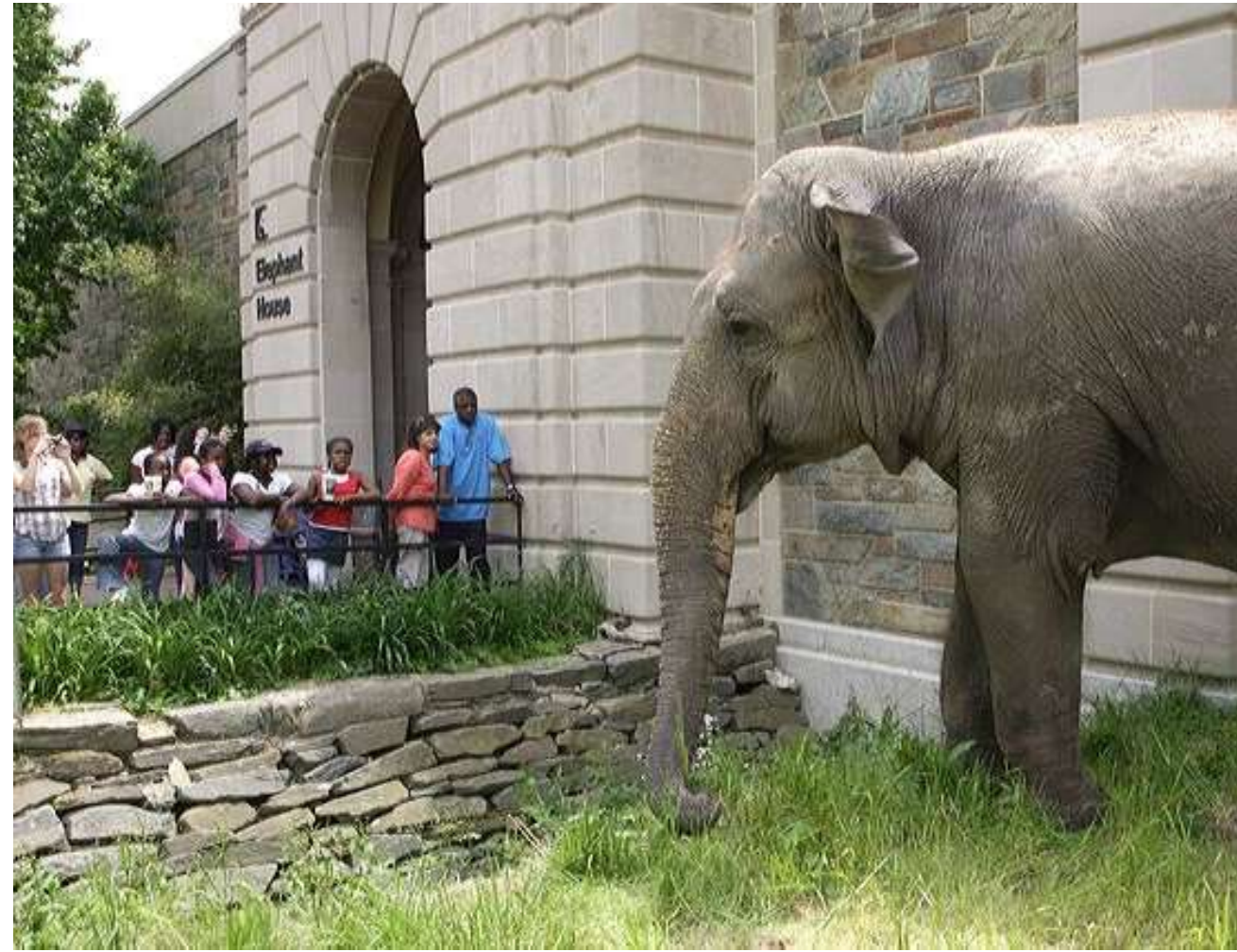












Diversity & Inclusion in Animal Care Sciences

HILARY COLTON, SMITHSONIAN NATIONAL ZOOLOGICAL PARK

DEVIN MURPHY, SMITHSONIAN NATIONAL ZOOLOGICAL PARK

CRAIG SAFFOE, SMITHSONIAN NATIONAL ZOOLOGICAL PARK

JUAN ROGRIGUEZ, SMITHSONIAN CONSERVATION BIOLOGY INSTITUTE

ISH GANAME, MEMPHIS ZOO AND AQUARIUM

KATIE ZIMMERMAN, GREATER BALTIMORE AAZK

Diversity vs. Inclusion

Diversity

the collective mixture of differences and similarities that include, for example, individual and organizational characteristics, values, beliefs, experiences, backgrounds, preferences, and behaviors

Diversity is being invited to a dance;

Inclusion is being asked to dance once there

Inclusion:

the achievement of a work environment in which all individuals are treated fairly and respectfully, have equal access to opportunities and resources, and can contribute fully to the organization's success

Workplace diversity

*What it means to be
“diverse” continues
to evolve*

Diversity in the workplace is not only skin-deep

- Ethnicity
- Gender
- Sexual orientation
- Age
- Socioeconomic background
- Education
- Language
- Religion or lack thereof

Diversity in Animal Care

5 different zoos/aquariums from across the US

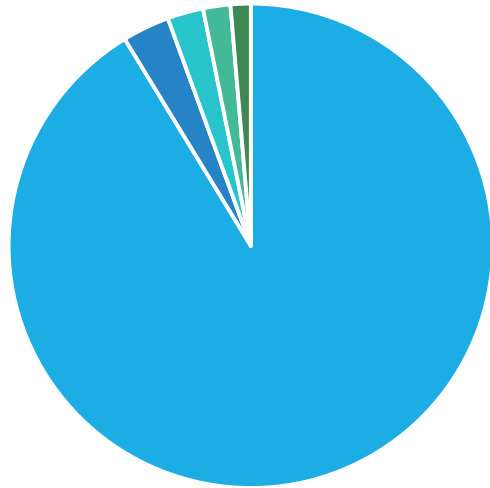
- Northeast
 - 83 keepers, 7% diverse
- Southeast
 - 57 keepers, 3.5% diverse
- Rocky Mountain
 - 100 keepers, 10% diverse
- Midwest
 - 5 keepers, 0% diverse
- Southwest
 - 35 keepers, 17% diverse

“Just as biodiversity strengthens natural systems, the diversity of human experience strengthens our conservation efforts for the benefit of nature and all human beings.”

- Audubon Society

Diversity in Animal Care

Ethnicity of Animal Keepers in AAZK



- White/Caucasian
- Hispanic/Latino
- Asian/Pacific Islander
- African American/Black
- American Indian or Alaskan Native

AAZK 2016 Survey

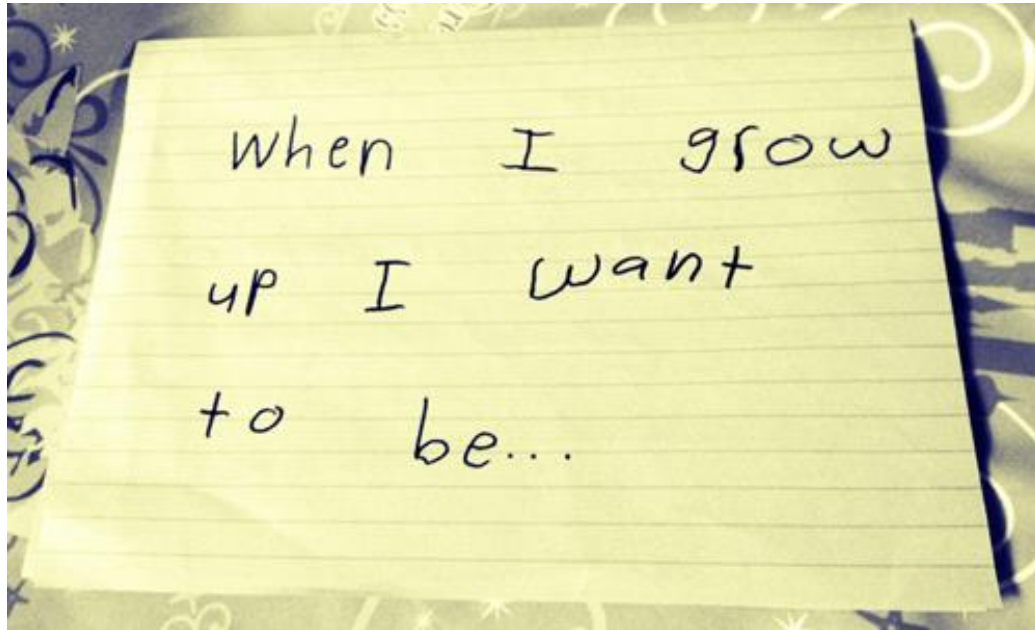
- 641 responses
- **95.1%** White/Caucasian
- **3.28%** Hispanic/Latino
- **2.5%** Asian/Pacific Islander
- **1.9%** African American/Black
- **1.4%** American Indian or Alaskan Native

Unconscious bias

Prejudices we have but are unaware of

- **Affinity bias**- the tendency to prefer people like ourselves
- **Halo effect**- think everything someone you like does is good
- **Perception bias**- stereotypes or assumptions about certain groups make it difficult to be objective about members of that group
- **Confirmation bias**- seek information to support pre-existing beliefs or assumptions
- **Microaggression**: small act of non-physical aggression based on bias and stereotypes
- **Group-think**: bias that occurs when people try to fit in to a group by mimicking others or holding back opinions
 - Leads to organizations losing out on creativity and innovation

Awareness



- A significant portion of our job is educating the public about what we do and why it is important
- Cultural challenges exist in not thinking of working with animals as a career
- A lack of awareness directly leads to a lack of diversity
- People will never pursue a career that does not occur to them as an option

Costs to visit

- Zoo admission ranges from **\$0-119.00** per person in US
- Annual zoo membership can be as high as **\$299.95** for a family

DC estimated field trip cost

Bus per child **\$12.00**

(Require chaperones)

(Additional cost of lunches)

Cost for 60 kids = **\$720.00**

Field Trip Permission Slip

Dear Parents,

Our class will be going on a field trip to _____.

Date: _____

Time: _____

Cost of trip: _____

Special Notes: _____

Please fill out and return the bottom portion of this page by _____.

Thank you!



Outreach



- What is the most common kind of educational outreach you do?
 - Keeper chats
 - Field Trips
 - Camp groups
- What schools do you partner with?
- Career Day opportunities
- Where are you advertising volunteer or internship opportunities?

How can we improve diversity and inclusion?

Resources

“Diversity in STEM- What it is and why it matters,” *Scientific American*

<https://blogs.scientificamerican.com/voices/diversity-in-stem-what-it-is-and-why-it-matters/>

Science of Diversity- National Institutes of Health

<https://diversity.nih.gov/>

Mentoring/Sponsorship

<http://bestpractices.diversityinc.com/medialib/uploads/2014/02/MentoringSponsorship.pdf>



“Traditional” path to leadership...

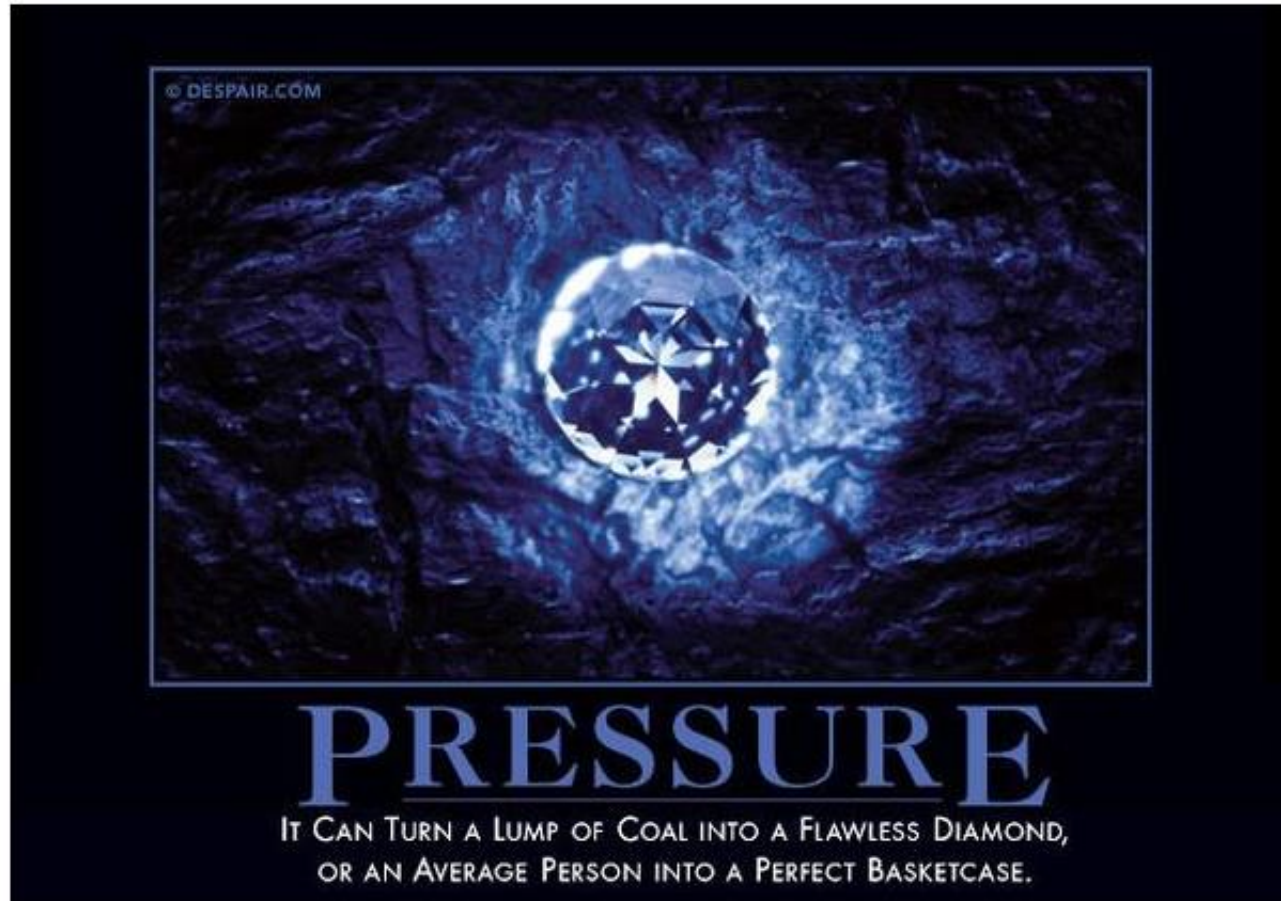


10 Hard-learned lessons

1. It's not about the animals... it's about the people

10 Hard-learned lessons

1. It's not about the animals... it's about the people
2. Know yourself. Empathize with others.



10 Hard-learned lessons

1. It's not about the animals... it's about the people
2. Know yourself. Empathize with others.
3. Trust your team.



GOALS

IT'S BEST TO AVOID STANDING DIRECTLY BETWEEN A COMPETITIVE JERK AND HIS GOALS.

10 Hard-learned lessons

1. It's not about the animals... it's about the people
2. Know yourself. Empathize with others.
3. Trust your team.
4. Master communication, conflict resolution & feedback.

Challenging coworkers are an opportunity. You can learn more from them than anyone.

Choose your battles.

Almost 50% of keepers say biggest job challenge is with their coworkers/team
Over 50% of managers say biggest job challenge is with their coworkers/team

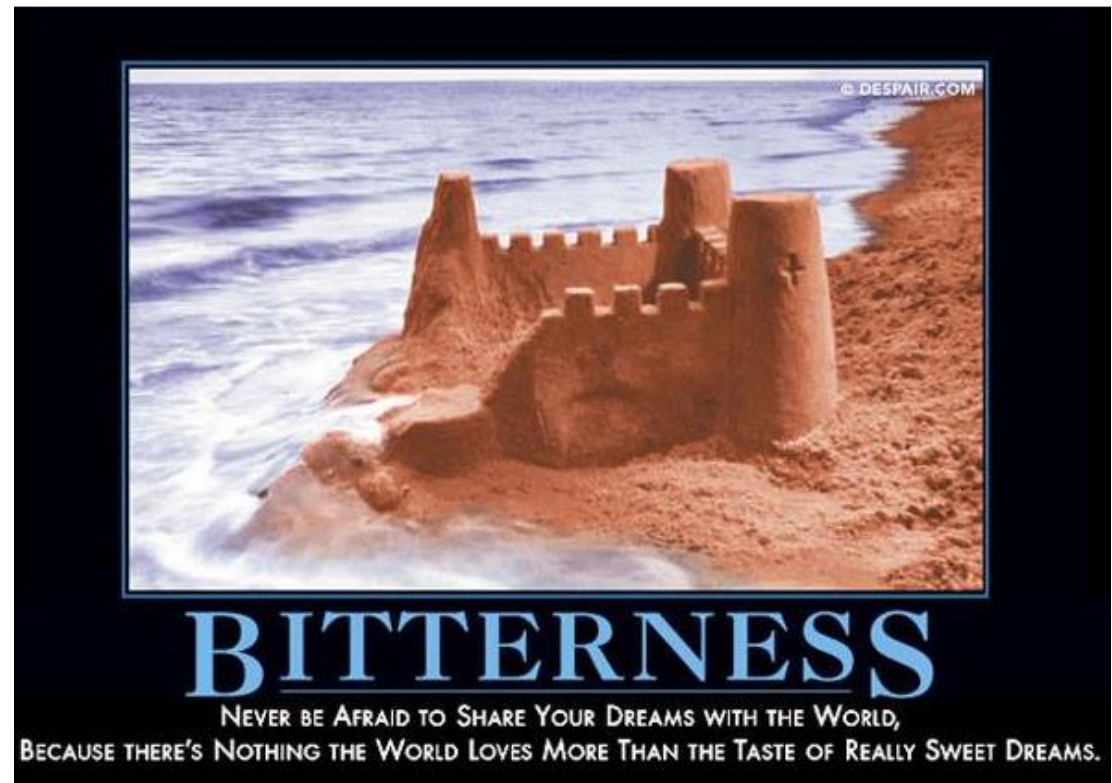
10 Hard-learned lessons

1. It's not about the animals... it's about the people
2. Know yourself. Empathize with others.
3. Trust your team.
4. Master communication, conflict resolution & feedback.
5. Solve your own boredom.

Find your own projects.

Find a way to re-engage or find a new challenge.

See projects through.



10 Hard-learned lessons

1. It's not about the animals... it's about the people
2. Know yourself. Empathize with others.
3. Trust your team.
4. Master communication, conflict resolution & feedback.
5. Solve your own boredom.
6. Find a mentor.

Be up front about your career goals.
Seek advice & assistance.
Modesty can get you overlooked.

10 Hard-learned lessons

1. It's not about the animals... it's about the people
2. Know yourself. Empathize with others.
3. Trust your team.
4. Master communication, conflict resolution & feedback.
5. Solve your own boredom.
6. Find a mentor.
7. Establish your work/life balance.

Giving 120%

Find a role model

Make your partner a real partner

Role of men at home

Don't leave until you leave

Coming back from leave

10 Hard-learned lessons

1. It's not about the animals... it's about the people
2. Know yourself. Empathize with others.
3. Trust your team.
4. Master communication, conflict resolution & feedback.
5. Solve your own boredom.
6. Find a mentor.
7. Establish your work/life balance.
8. Read, read, read.

10 Hard-learned lessons

1. It's not about the animals... it's about the people
2. Know yourself. Empathize with others.
3. Trust your team.
4. Master communication, conflict resolution & feedback.
5. Solve your own boredom.
6. Find a mentor.
7. Establish your work/life balance.
8. Read, read, read.
9. APPLY.

60%

100%

Confidence?

Misperception of the hiring process
Don't fear failure: embrace the experience
Ask for help (remember modesty?)

1. It's not about the animals... it's about the people
2. Know yourself. Empathize with others.
3. Trust your team.
4. Master communication, conflict resolution & feedback.
5. Solve your own boredom.
6. Find a mentor.
7. Establish your work/life balance.
8. Read, read, read.
9. APPLY.
10. Understand the big picture.

Greatness in YOU.

You've got the skills. You're smart, hard-working, committed, trustworthy & resilient.

Engaging the greatness in others.

Good with guests, empower your team, embrace conflict resolution, good communicator.

Understanding where the organization is going.

What is your role in moving the organization forward?

The Shovel & The Pike Pole

Kelly Murphy

Kelly Murphy

(Just call me “Murphy”)

- Began zoo career in 2002 at Santa Barbara Zoo until 2007
- Hired at the North Carolina Zoo in 2007
- Promoted to Senior Keeper – North Carolina Zoo in 2013
- Current President of North Carolina Zoo AAZK Chapter
- Current Chair of National AAZK Safety Committee
- Current member of the AZA Safety Committee; ICS Adoption of Member Institutions & Active Shooter Sub-Committees
- Over 10 years experience as a volunteer Fire Fighter; VA & NC
- 7 FEMA Certifications

Role Models

Charlie's Angels (version 1)



Bionic Woman (version 1)



History of Women in Fire Service

- Molly Williams in New York City, NY – 1815
- WW II women across the country entered volunteer fire service
- Wildland Fire Service first all female crew in 1940's
- Sandra Forcier in Winston-Salem, NC – 1973 (Public Safety Officer)

History of Women in Fire Service

- Judith Livers in Arlington, VA – March 1974 (First Woman Career Firefighter)
- Genois Wilson in Fort Wayne, IN – 1975 (First African-American Female Firefighter)

Now more than 11,000 hold career firefighter/officer positions and 49,000 hold volunteer positions in the United States.

What We Know About Women in Zookeeping

- Typical European Zookeepers in the early 1900's were white, always male and often young
- Successful Zookeepers, “as a rule, are sympathetic and intelligent”
- Typical US Zookeepers were mostly male, who were either janitors, or cowboys/farmers.

Women Working in a “Mans” World?

- Sat down with over 40 different women in both fields and asked them the same questions. (4 fire fighters)
- Top positions still held by men.
(AZA, Chiefs)
- Older generation have male mentors, younger generation struggles to find mentors.

Women Working in a “Mans” World?

- There is an equal amount of male to female and female to female competition.
- Balancing work vs. home has been challenge.
- Lots of challenges with stereotypes.
- When asked who has inspired/motivated them.....

In Closing

- How far we have come
- Where we are going
- What's next...



SAVING SPECIES THROUGH SIGNS, SOUNDS, SCULPTURES, AND MORE!

Cheryl Braunstein, Manager of Exhibit Planning and Development, Smithsonian's National Zoo

Some zoo and aquarium staff save species through their care of animals and their participation in active conservation programs. But visitors also have a role in saving species; they discover the difference they can make when you effectively engage them in your exhibit graphics and interpretation.

When a keeper or volunteer isn't present to interact with visitors, well thought out exhibit interpretation can carry your messages. With local sign shops and online printing resources becoming increasingly accessible and affordable, it's now possible for even the smallest institution to produce good looking, high quality signage—if you know what to ask for. Through this proposed workshop, participants will get a basic overview and learn some tips of the trade when it comes to developing graphics and exhibit interpretation.

Through presentations and exercises led by exhibit developers, designers, and fabricators from the National Zoo's Exhibits team, participants will gain a foundation in how well-crafted and accurate text, attractive and accessible design, and the use of objects and media can effectively communicate messages that enhance the outreach from staff and volunteers. Participants will be introduced to exhibit evaluation, try their hands at writing text, and gain a fundamental understanding of best practices in exhibit design. They will also get a primer on materials, learn some pros and cons about interactive solutions, and understand why exhibit maintenance must be considered when making interpretive decisions.

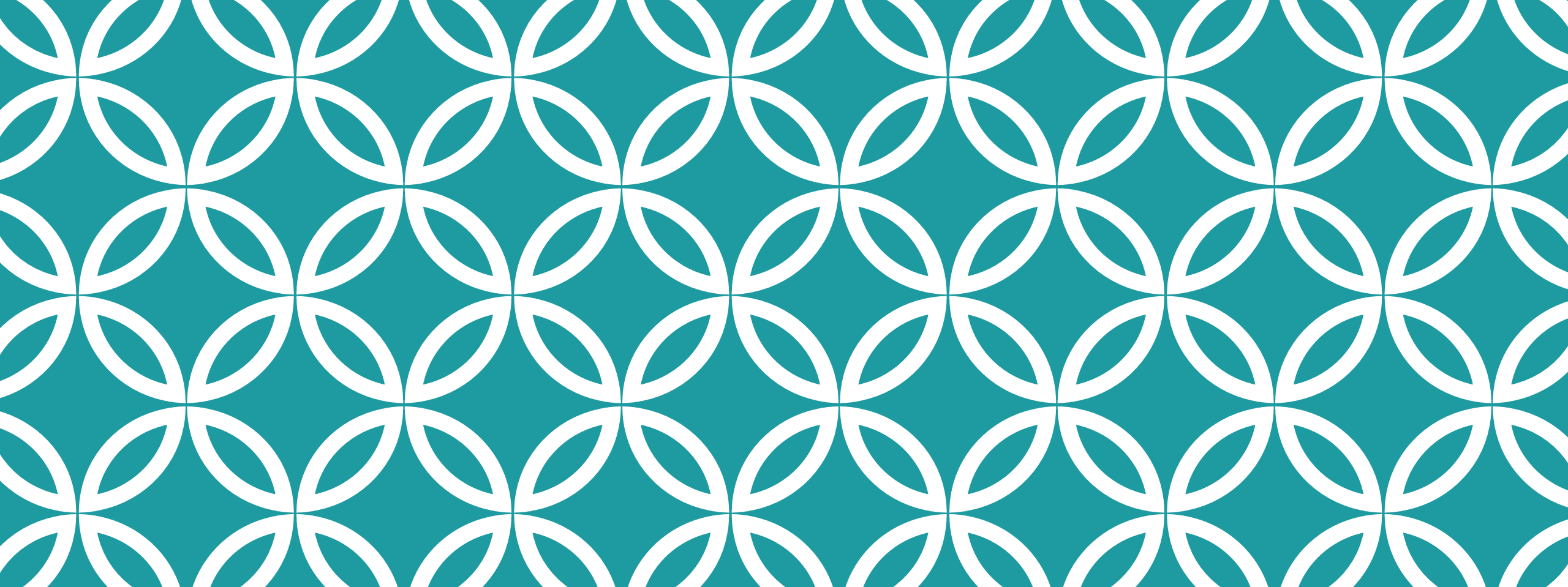


KEEPING WITH KIDS

Kerri D'Ancicco
T'Noya Gonzales
Molly Kainuma
Janee Zakoren

SO YOU THINK YOU WANT TO HAVE KIDS....

- The Decision
 - Is there ever really a “perfect time” to have kids?
 - What is factoring into “your” decision
- Making a Plan
 - Doctors and diapers and daycare...Oh my!
 - Things to think about



YOU ARE PREGNANT...

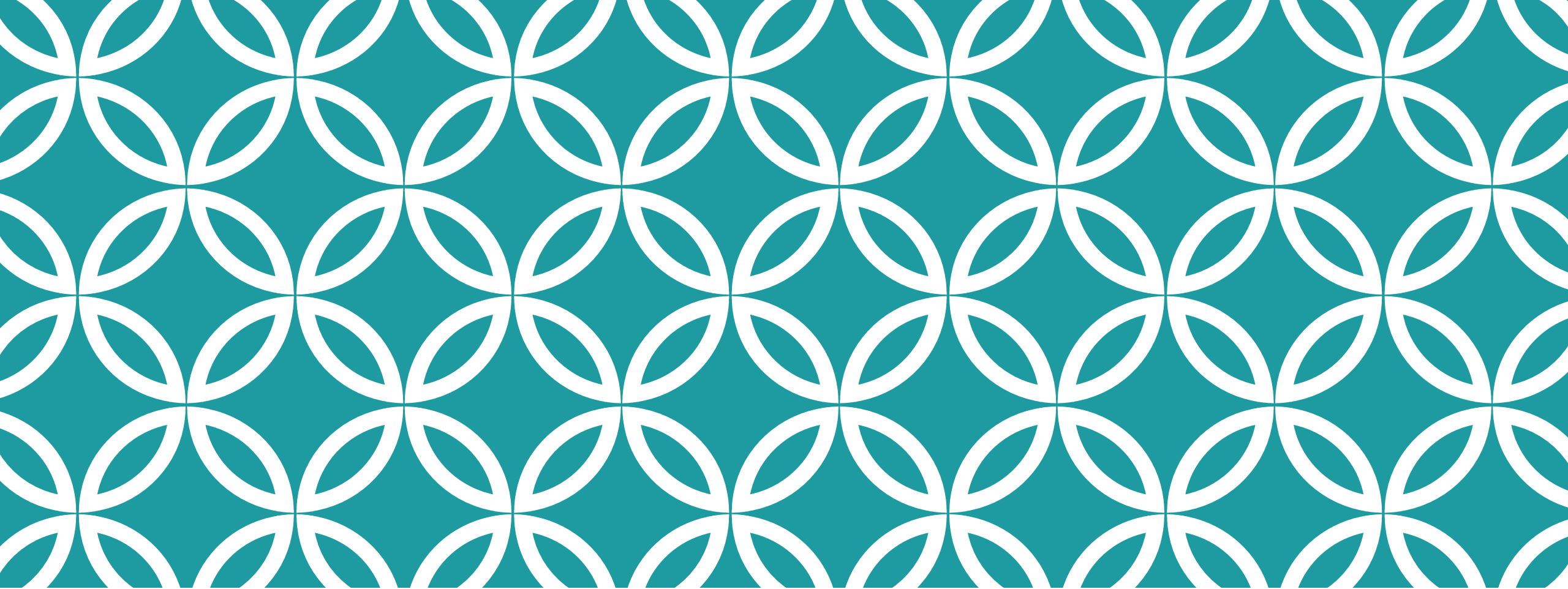
Now what?

TELLING YOUR LEADERS AND CO-WORKERS

- Who needs to know, and when?
- How to tell them?
- HR and Leave Policy
- Communication, Communication, Communication

NOT FEELING 100%...TAKING CARE OF YOURSELF AND YOUR BABY

- The joys of morning sickness...in a zoo
- Body aches and pains, Fatigue
- Clothing
- Working in tight spaces
- Dr. Appointments
- Eating right and often
- Taking time for you!



YOU HAD A BABY!

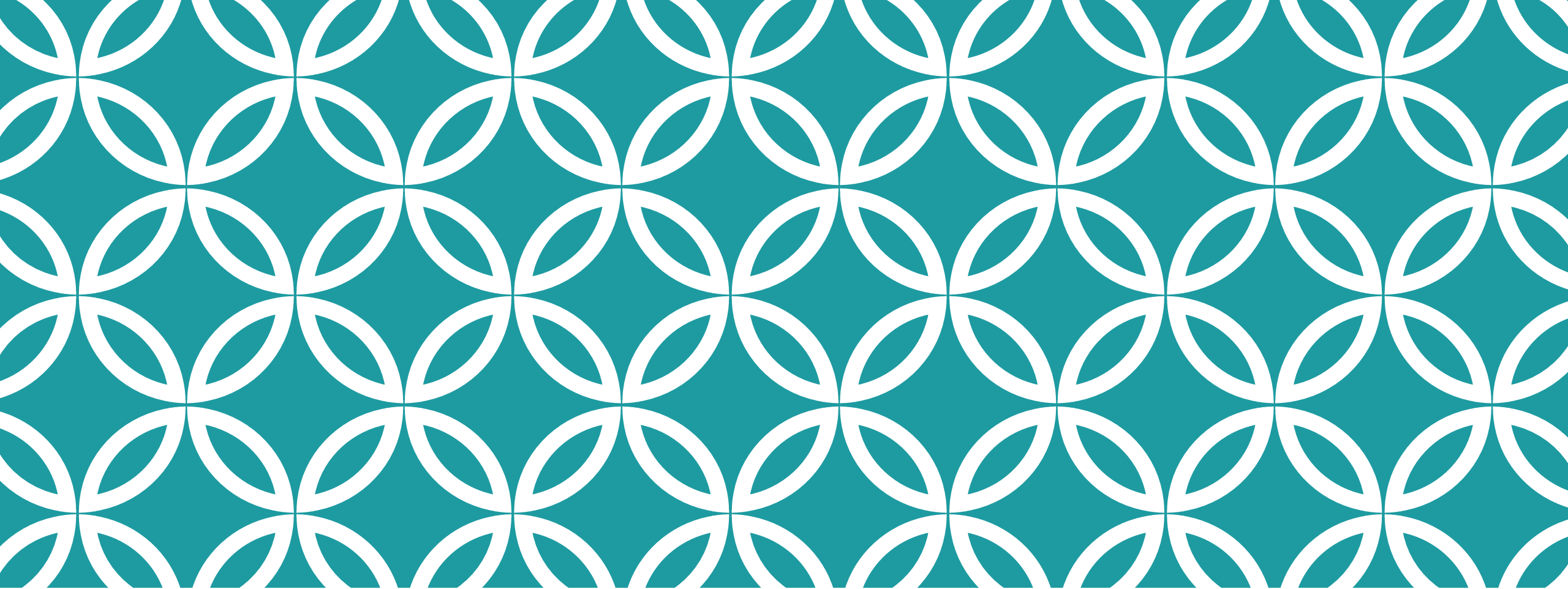


CHALLENGES

- Maternity Leave
- FMLA
- Coverage at work
- Planning ahead
 - Child care
 - Back up plan
 - Sick time

REST AND RECOVERY

- Taking time to heal and adjust
- It can wait- the balance of staying connected and disconnected
- How to slowly organize life
- Support system (mom group, family, friends, medical)
- Healthy eating, low impact exercise when you're ready & cleared by Dr.



HI HO HI HO IT'S BACK TO WORK I GO |

HOW DO I GO BACK?

- Ease back into it if possible
 - 1-2 days/week, 1/2 days, etc...you never know until you ask!
- Be communicative with HR/Supervisor and have paperwork aligned
- Adjusting your timing to include child care drop off/pick up when necessary

PUMPING

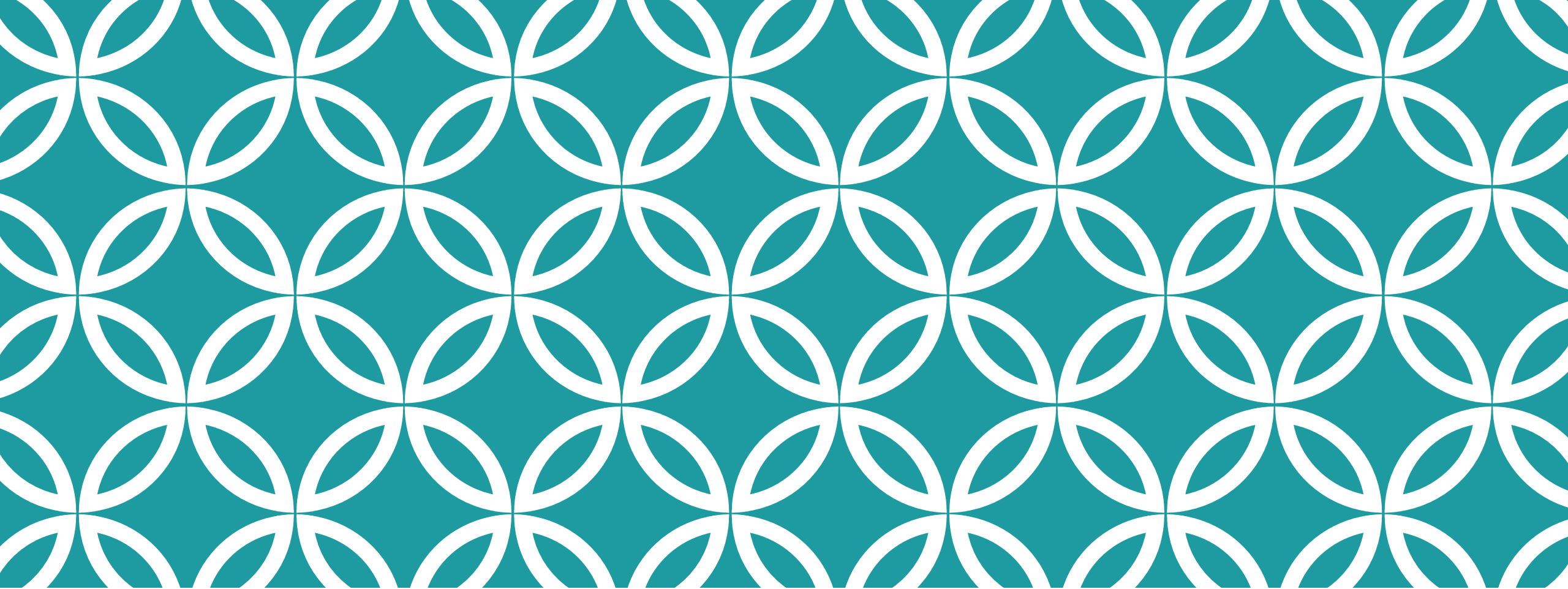
- Where, when, how, and you know why!
- Time and timing
- Guilt
- Know your rights and communicate needs

COMMUNICATING YOUR NEEDS

- Honest & Open, Understanding in both directions
- With work- Higher ups, coworkers, etc.
- Home and Family
- Aligning time off- work, childcare, back up/family, etc.
- Embrace & support each person's needs.
 - Everybody has something important to them
 - Having a family is an asset

ON THE PLUS SIDE...

- Transferable skills
- Having a career can make you a better parent
- Having children can make you a better teammate/leader
- Perspective
- Priorities



WHAT COMES NEXT??



YOU GOT THIS!

- You are totally rockin' this ! You have you vibe going and are in your routine...so what's next??
- Enjoy it while it lasts. It is important to take a breath when things are grooving and stay in that moment.
- While you are doing that...you also need to start planning for the next phase.

ROOM FOR MORE?

- When and how many do you want?
- How many can you afford?
- Other things to consider

HOW CAN IT BE TIME FOR SCHOOL ALREADY?!?

I just had this kid! How can they already need to go to school?!?

- Challenges due to work hours/days
- Before and after school options
- Activities

SHOW ME THE MONEY!

- Daycare
- School age care
- Activities

COMPROMISE — LEARN TO LOVE IT

- Schedules
- Working in a less desirable area because it has a better schedule
- Putting “your” needs on hold for the better of the family

IT'S A BALANCING ACT

- “Me” time
- “Mommy and Daddy” time
- Ideas for making all that happen

THE FUTURE

- Career change? *Move to Management*
 - Thinking long term, what is best for both you and your family
- There are options
 - Think outside the box