1. INSTRUCTIONAL ACTIVITIES
   1. Regular Course Offerings

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit</th>
<th>No. of Lab.</th>
<th>Students</th>
<th>Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>EFB 202</td>
<td>Ecol. Monitoring &amp; Biodiversity</td>
<td>3</td>
<td></td>
<td>40</td>
<td>(taught 2 2 day sessions)</td>
</tr>
<tr>
<td>EFB 497</td>
<td>UMEB 1 Seminar</td>
<td>1</td>
<td></td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>EFB 497</td>
<td>UMEB 2 Seminar</td>
<td>1</td>
<td></td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>EFB 296</td>
<td>USDA Multicultural Scholars Seminar</td>
<td>7</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>EFB 496</td>
<td>Plants and Culture</td>
<td>3</td>
<td></td>
<td>24</td>
<td>0</td>
</tr>
<tr>
<td>EFB 797</td>
<td>Seminar: Traditional Ecological Knowledge</td>
<td>1</td>
<td></td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>EFB 446</td>
<td>Ecology of Mosses</td>
<td>3</td>
<td></td>
<td>24</td>
<td>1</td>
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<tr>
<td>EFB 646</td>
<td>Ecology of Mosses</td>
<td>3</td>
<td></td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>EFB 497</td>
<td>UMEB 1 Seminar</td>
<td>1</td>
<td></td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>EFB 497</td>
<td>UMEB 2 Seminar</td>
<td>1</td>
<td></td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>EFB 296</td>
<td>USDA Multicultural Scholars Seminar</td>
<td>7</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>EFB 305</td>
<td>Indigenous Issues/Envt.</td>
<td>3</td>
<td></td>
<td>24</td>
<td>0</td>
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<tr>
<td>EFB 605</td>
<td>Indigenous Issues/Envt.</td>
<td>3</td>
<td></td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>EST 497/797</td>
<td>Onondaga Land Rights</td>
<td>1</td>
<td></td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>and Our Common Future</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NOTE: PLEASE INDICATE WHICH COURSE(S) HAD A SERVICE-LEARNING COMPONENT AND BRIEFLY EXPLAIN THE NATURE OF THIS COMPONENT. For examples of service-learning in courses, see: http://www.esf.edu/students/service/courses.htm. Service-learning is a form of structured experiential education in which students engage with the community to be active learners, to enrich their sense of civic responsibility, and to explore practical application for course content. Faculty oversight, reflective thinking, and reciprocity are key components of service-learning. EFB courses currently listed with service-learning components include: 416/6/1, 486, 518, 521, 532, 446/646.

The students in Ecology of Mosses EFB 446/646 designed and implemented educational programming and public education pamphlets to bring public awareness of the ecological importance of bryophytes and their conservation. These programs and materials were distributed on Earth Day 2010.

The students in EFB 496 Plants and Culture hosted the “Native American Feast and Film” event in November 2009, in cooperation with the Baobab Society. The students prepared traditional indigenous foods and presented an educational program about indigenous subsistence foods.

2. Non-Scheduled Course Offerings (e.g., 496, 899, 999)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
<th>No. Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>EFB 495</td>
<td>College Teaching Experience</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>EFB 899</td>
<td>Masters Thesis</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>EFB 999</td>
<td>Doctoral Thesis</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

3. Continuing Education and Extension (short courses, workshops, etc.)

1) I taught a public workshop for bryophyte enthusiasts conducted by Moss Acres, May 21, 2010.
2) I served as faculty in residence for the Sitka Institute Symposium, Sitka, Alaska June 29-July 1 2009
3) Initiated, implemented, taught and directed “Native Earth” summer camp for Native American youth Aug 10-20, 2009

4. Guest Lecture Activities

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>No. of Lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>EFB 326</td>
<td>Diversity of Plants</td>
<td>2</td>
</tr>
<tr>
<td>CLL 490</td>
<td>Literature of Nature</td>
<td>1</td>
</tr>
</tbody>
</table>
II. STUDENT ADVISING

A. Number of undergraduates for whom you are the student’s official advisor __24__ and unofficial advisor __6__

B. Graduate Students: (Name, degree sought, starting date, month & year; if a degree was completed, please give date and full citation for the thesis or dissertation).

MAJOR PROFESSOR
2. James Costello MS started 9/01
3. Keith Bowman, PhD, started 9/04
4. Jennifer Gillrich, MS, started 9/04
5. Jacqueline Billelo, MPS, started 9/08, completed 5/10
6. Meredith Kane MS, started 9/09
7. Suzanne Greenlaw, MS started 9/09
8. Carly Ropchak, MPS, started 9/09

CO-MAJOR PROFESSOR
Becky Begay MPS, started 9/09

MEMBER, STEERING COMMITTEE (other than those listed above)
1) Thanh Vo
2) Yulanda Hwang
3) Katy Barnhill
4) Matt Distler
5) Sarah Kelsen
6) Jennifer Bohn
7) Jessica Gale
8) Chellie Norris

CHAIRMAN OR READER ON THESIS EXAMS, ETC.

Lindsay Cray
Lauren Goldman
III. RESEARCH COMPLETED OR UNDERWAY

A. Departmental Research (unsupported, boot-legged; title - % time spent)

   Ethnobotanical resources of post-agricultural forests in New York State, with graduate student Meredith Kane. 5%

B. 1. Grant-supported Research (source, subject, amount - total award and current year, award period starting and ending dates; list graduate research assistants supported by each grant)

1) National Science Foundation, Undergraduate Mentoring in Environmental Biology, $600,000 June 2006-August 2011 supports Jacqueline Bilello
3) United States Department of Agriculture, Multicultural Scholarship Program, $144,000. supports 8 undergraduates, January 2007--June 2011.
4) National Science Foundation, Summer Science Camp for Native Youth, $147,000, August 2009-August 2011

2. Research Proposals pending (include information as in B.1., above).

1) National Science Foundation, IGERT Program “Helping Forests Walk” pre-proposal
2) Great Lakes Restoration Initiative, ”NYS Parks Emerald Ash Borer Prevention and Preparedness Through Education and Identification of Unique Imperiled Ecosystems In The Great Lakes Watershed” with Dr. Melissa Fierke
3) Tribal College Research Grant, “Re-establishing Ojibwe traditional subsistence landscapes” With Dawn White, Lac Courts D’Oreille Tribal College.

3. Research Proposals submitted, but rejected (include information as in B.1, above)

1) National Science Foundation, IGERT Program “Helping Forests Walk”. $2 million.

IV. PUBLICATIONS (Full bibliographic citation, i.e., do not use "with Jones," or "Jones, et al."); please list only publications published, in press, or actually submitted during this reporting period --- do not list manuscripts in preparation).

A. Refereed Publications

1) “Restoration and Reciprocity: The Contributions of Traditional Ecological Knowledge to the


B. Non-refereed Publications

C. Papers Presented at Science Meetings (give title, date, occasion, and location)
   2) Keynote Address, American Indian Science and Engineering Society, Purdue University. “The Fortress, the River and the Garden: bridging science and traditional knowledge”. Purdue, Indiana
   3) Keynote Address, Natural Resources Damage Assessment Restoration Workshop, Department of the Interior. Phoenix, AZ.
   5) Keynote Address, Cornell University, American Indian Program Eco-Forum. 10/23/09

D. Public Service Presentations (lectures, seminars, etc. to and for the public; give group or occasion, date(s), and attendance)
   1) STANYS (Science Teachers Association of New York State) public lecture “Indigenous Science”. June 12, 2009

Unfortunately I have misplaced my log of such presentations for 2009, so cannot record them here.

V. PUBLIC SERVICE

A. Funded Service (include consulting activities)
   1. Government Agencies (Federal, State, Local):

   2. Industrial and Commercial Groups, etc.
      Moss Acres, Inc. developed moss workshop, consulted on development of sustainable harvest monitoring protocol

B. Unfunded Service to Governmental Agencies, Public Interest Groups, etc.

1) North American Association of Environmental Educators. Program development for incorporation of traditional ecological knowledge into NAAEE Annual Meeting
2) Neighbors of the Onondaga Nation, Co-organizer, Onondaga Land Rights and our Common Future educational series
3) Onondaga Nation Environment Office, environmental restoration strategies
4) Onondaga Nation School, science outreach
5) Seneca Nation of Indians, environmental education planning
6) Onondaga Lake Natural Resources Damage Assessment Trustee Council, presenter
7) Fabius-Pompey School District, outdoor education curriculum development
8) Syracuse University, Roots of Peacemaking event, 9./23/10
9) Neighbors of the Onondaga Nation, panel facilitator
10) Antioch University, graduate student research consultation
11) Trent University, graduate student research consultation
12) Cornell University, graduate student research consultation
13) Haskell Indian Nations University, Board, RED Center
14) Oregon Museum of Science and Industry, advisory board, NSF proposal for teaching Traditional Ecological Knowledge
15) Orion Society, Board of Directors

VI. PROFESSIONAL DEVELOPMENT

A. Professional Honors and Awards (for teaching, research, outreach, etc.)

1) Diversity Award from Organization of Biological Field Stations
2) SUNY Distinguished Teaching Professor Appointment

B. 1. Activities in Professional Organizations (offices held, service as chairman, member, participant or consultant)

1) John Burroughs Association, Judge, Selection Committee, John Burroughs Medal Competition
2) SACNAS, Society for Advancement of Chicanos and Native Americans in Science, Editorial Advisory Board
3) Past President, Traditional Ecological Knowledge Section, Ecological Society of America
4) Central New York Native Educators Association, Member
5) Indigenous Womens Science Network, founding member
6) Ecological Society of America, SEEDS workshop planning

2. Professional Society Membership
SACNAS
AISES

3. Other Professional Activities

a. Editorial activity
Journal (s)                              Responsibility
The Bryologist                              Associate Editor
Stone Canoe                                 Editorial Board
Other (books, symposia, etc.)

b. Reviewer

<table>
<thead>
<tr>
<th>Journal(s)</th>
<th>No. of manuscripts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agency</th>
<th>No. of proposals</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Science Foundation</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Johns Hopkins University Press</td>
<td>book</td>
</tr>
<tr>
<td>Michigan State University</td>
<td>Tenure and promotion portfolio</td>
</tr>
<tr>
<td>John Burroughs Association</td>
<td>44 books reviewed for award</td>
</tr>
</tbody>
</table>

c. Participation (workshops, symposia, etc.)

<table>
<thead>
<tr>
<th>Name of workshop, etc.</th>
<th>Date</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Indigenous Climate Change Summit</td>
<td>11/18-22/09</td>
<td>Minneapolis, MN,</td>
</tr>
</tbody>
</table>

C. Further Education/Re-training Undertaken, Leaves, Workshops, etc.

D. Foreign Travel (Where, When, Purpose)

VII. ADMINISTRATIVE AND SERVICE RESPONSIBILITIES (include committee participation)

A. Department-level
   a. EFB Spring Awards Ceremony
   b. Mentor, Dr. Fierke
   c. Acting Director, CLBS July 21-27
   d. Search Committee, Informal Biology Education

B. College-level
   1) Director, Center for Native Peoples and the Environment
   2) Director, NSF UMEB Program
   3) Director, USDA Multicultural Scholars Program
   4) Friends of Moon Library, Board Member
5) Promotion and Tenure Committee, Environmental Studies, Ad hoc
6) Co-organizer with Multicultural Affairs, Native American Feast and Film Nov. 09
7) ESF Foundation presentation at annual meeting at Moinnowbrook
8) ESF Foundation, Feinestone Award planning
9) Planning Committee, Native American Studies Minor
10) Advisor, Primitive Pursuits Club
11) Advisor, Kincentric Club
12) Guest speaker, Conservation Biology Club

C. University-wide, including Research Foundation
1) SUNFAS, (Syracuse University Native American Faculty and Staff
2) Native American Studies department, Syracuse University
3) Fall Native Outreach Day, Syracuse University
4) Spring Native Outreach Day, Syracuse University

VIII. SUMMARY OF SIGNIFICANT ACTIVITIES AND ACCOMPLISHMENTS DURING THIS REPORTING PERIOD, ESPECIALLY THOSE MOST NOTEWORTHY AND RELATIVE TO THE COLLEGE’S AND DEPARTMENT’S MISSION. One paragraph on each of the following would be most helpful: this past year, what have you done for our students, department/college, and self professionally? NOTE: The information in this section (along with the supporting specific information elsewhere in this report) should be your strongest case for being considered for a discretionary raise, which I’ll continue to award based on your contributions to the department and college this reporting period.

Contributions to our students
My major and most rewarding contributions during 2009-2010 have been to our students. I have taught 12 distinct courses. I am pleased to be able to create innovative, interdisciplinary courses which broaden the scope of ideas and perspectives available to our students. Excellent student evaluations indicate that they appreciate the content and character of these offerings. In the capacity as Director of both the USDA Multicultural Scholars program and the NSF Undergraduate Mentoring in Environmental Biology Program, I have helped to mentor the academic, personal and professional development of 23 promising undergraduates this year (in addition to my assigned advisees). This effort has included three different weekly seminars, out of class activities, one on one mentoring and individual research guidance for students engaged in undergraduate research and/or apprenticeships. All students completing the UMEB program presented research posters at the Spotlight on Research. The retention and achievement rates of underrepresented minority students in our programs is 93%, nearly double the national average, which attests to the strength of our USDA and NSF sponsored mentoring and enrichment programs. My 8 graduate students are flourishing and making solid contributions. I also serve as advisor to two student organizations on campus. I have contributed to teaching in diverse outreach settings such as Onondaga Nation School and through a wide array of invited public presentations. My central focus on the scholarship of teaching was rewarded with the appointment to the rank of SUNY Distinguished Teaching Professor.
Contributions to Department and College:
I have served as founder and Director of The Center for Native Peoples and the Environment in 2009-2010 which has brought significant positive attention to the College’s leadership role in incorporating traditional ecological knowledge in environmental education and research. The many activities of the Center include a summer community environmental internship program at Onondaga Nation and at Tuscarora nation. The Center initiated the new “Native Earth Summer Youth Camp” last summer, with funding from the National Science Foundation. The camp has been a focal point for wide-ranging collaborations with 8 different indigenous nations in the region, which lays the foundation for additional partnerships. The impact of the Center can be seen in the number of invited presentations and collaborations on traditional ecological knowledge requested from around the country, and in attraction of 3 new indigenous students to our graduate programs, a testament to the importance of these programs. The validity of using TEK as a partner to ecological science in education and research is gaining traction through our efforts. The successful development of the Center has created a platform from which grant proposals such as the recent NSF-IGERT “Helping Forests Walk” have developed. I served as the PI for the development of this years IGERT pre-proposal with an interdisciplinary group of collaborators. Unfortunately, that proposal was not successful with NSF, but we mounted another collaborative effort and resubmitted a revised IGERT pre-proposal to the current competition. I’m very excited about the creative directions a successful IGERT could generate. The Center has also catalyzed new research directions in biocultural restoration.

Contributions to self/profession: I have invested a significant amount of time and effort in completion of the book proposal and manuscript for a new book entitled “Braiding Sweetgrass”. I’m delighted that the manuscript has been accepted for publication by Milkweed Press with an anticipated publication in fall 2011. My work in literary biology and the integration of indigenous and scientific perspectives has led to acceptance as Writer in Residence at the Blue Mountain Center for the Arts, The Sitka Center for Art and Ecology and Green Mountain College. Recognition of this effort has led to an appointment to the Board of Directors of The Orion Society, the leading journal of environmental literature. I have worked this year to orchestrate a sabbatical leave for next year which includes these three writing residencies, as well as visiting scholar status at the College of Menominee Nation and Michigan State University. I’m particularly proud of the contributions of the Center for Native Peoples and the Environment, as an emerging change agent in broadening the scientific dialogue to include traditional ecological knowledge.

IX. A. FUTURE PLANS, AMBITIONS, AND POTENTIAL CONTRIBUTIONS FOR YOUR OWN PROFESSIONAL DEVELOPMENT AND THE ENHANCEMENT OF THE PROGRAM IN ENVIRONMENTAL AND FOREST BIOLOGY (brief summary)

B. PROJECTED ACTIVITIES FOR NEXT YEAR

1. Summer 2009
   a. Course(s) to be offered
Field Ethnobotany at CLBS
Native Earth Summer Camp at CLBS

2. Fall Semester 2009
   SABBATICAL LEAVE

4. Spring Semester 2010
5. SABBATICAL LEAVE