

ANNUAL REPORT: June 1, 2009 – May 31, 2010
(i.e., Summer 2009, AY 2009-2010)
DEPARTMENT OF ENVIRONMENTAL AND FOREST BIOLOGY
SUNY-ESF

NAME: Guy Basldassarre

I. INSTRUCTIONAL ACTIVITIES

1. Regular Course Offerings

	<u>Course No.</u>	<u>Title</u>	<u>Credit Hrs.</u>	<u>No. Students</u>	<u>No. of Lab. Sections</u>
SUMMER:					
FALL:	EFB 482	Ornithology	4	22	2
	EFB 420	Internship	3-5	2	
SPRING:					
	EFB 390	Principles of Wildlife Mgmt	4	115	6
	EFB 420	Internship	3	1	
	EFB 498	Undergrad research	2	3	

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.

Right.

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

<u>Course No.</u>	<u>Title</u>	<u>Credit Hrs.</u>	<u>No. Students</u>
EFB 496	Field Ornithology	2	14

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

Short course in waterfowl ecology for U.S. Fish and Wildlife Service (August)

4. Guest Lecture Activities

<u>Course No.</u>	<u>Title</u>	<u>No. of Lectures</u>
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II. STUDENT ADVISING

- A. Number of undergraduates for whom you are the student's official advisor _33_ and unofficial advisor (too many)
- 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

Ian Gereg, MS. Began fall 2009. Thesis: Growth and Development of Waterfowl Ducklings

Josh Stiller (MS), began fall 2010. Thesis: Ecology of Common Mergansers in Catskill streams

CO-MAJOR PROFESSOR

MEMBER, STEERING COMMITTEE (other than those listed above)

CHAIRMAN OR READER ON THESIS EXAMS, ETC.

III. RESEARCH COMPLETED OR UNDERWAY

- A. Departmental Research (unsupported, boot-legged; title - % time spent)
- 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)
 - 2. Research Proposals pending (include information as in B.1., above).

NONE. Not much is going to happen here until "Ducks, Geese and Swans" is completed

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

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

Vilella, F. J., and G.A. BALDASSARRE. 2010. Abundance and distribution of waterbirds in the Llanos of Venezuela. *Wilson Journal of Ornithology* 122:102-115.

Osborne, C. E., B. L. Swift, and G.A. BALDASSARRE. 2010. Fate of captive-reared and released Mallards on eastern Long Island, New York. *Human-Wildlife Interactions* 4:52-60

B. Non-refereed Publications

C. Papers Presented at Science Meetings (give title, date, occasion, and location)

D. Public Service Presentations (lectures, seminars, etc. to and for the public; give group or occasion, date(s), and attendance)

V. PUBLIC SERVICE

A. Funded Service (include consulting activities)

1. Government Agencies (Federal, State, Local):

2. Industrial and Commercial Groups, etc.

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

VI. PROFESSIONAL DEVELOPMENT

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

- (1) Elevated to Fellow status in the American Ornithologists Union
- (2) Outstanding alumni, Department of Wildlife Ecology, University of Maine
- (3) "Outdoor 25" given annually by Outdoor Life Magazine to 25 people influencing hunting and fishing

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

2. Professional Society Membership

Wildlife Society, Cooper and Wilson Ornithological Societies, American Ornithologists Union, Waterbirds Society

3. Other Professional Activities

a. Editorial activity

Journal (s)

Responsibility

Other (books, symposia, etc.)

b. Reviewer

Journal(s)

No. of manuscripts

Agency

No. of proposals

Other

c. Participation (workshops, symposia, etc.)

Name of workshop, etc.

Date

Place

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

Curriculum Coordinator for Wildlife Science major

B. College-level

C. University-wide, including Research Foundation

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.

My student contributions continue to be in advising (35 undergrads) and teaching (3 courses). I also write a significant number of recommendations for recent and past graduates. At the departmental level, I am still the undergraduate curriculum coordinator for the Wildlife Science major, which is a big task given we are now at about 145 majors. Professionally, I am totally engaged in rewriting the classic work, "Ducks, Geese and Swans of North America," last published in 1976. In addition to introductory material, I am rewriting 40+ species accounts, which average about 60-80 hours each. I am about half way through the initial manuscript, and this task will be my major focus until completed.

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)

I will remain undergraduate curriculum coordinator for Wildlife Science. Professionally, the rewrite of "Ducks, Geese and Swans" must remain my full time focus if I am to complete same in a reasonable amount of time. My target date for submission of the manuscript is June 2011. Following completion of the book, I will give more thought and effort into renewed grant writing to support graduate research.

B. PROJECTED ACTIVITIES FOR NEXT YEAR

1. Summer 2009

a. Course(s) to be offered

b. Proposed research activity

Work on Ducks Geese and Swans

c. University, professional society, and public service

As related to curriculum coordinator for wildlife science and other tasks that appear.

2. Fall Semester 2009

a. Course(s) to be offered

I may teach Waterfowl Ecology and Management this fall depending on progress with Ducks, Geese and Swans., Otherwise I have pushed (temporarily) both my courses (wildlife and ornithology) into spring 2011 so as to continue uninterrupted with Ducks, Geese and Swans

b. Proposed research activity

Duck, Geese and Swans

c. University, Professional society, and public service

As related to curriculum coordinator for wildlife science and other tasks that appear.

3. Spring Semester 2010

a. Course(s) to be offered

Ornithology and Wildlife management

b. Proposed research activity

Ducks, Geese and Swans

c. University, professional society, and public service

As related to curriculum coordinator for wildlife science and other tasks that appear.