

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

**NAME:** Robin Wall Kimmerer

**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:	EFB 202	Ecology Monitoring & Biodiversity	3	40	(taught 2 2 day sessions)
FALL:	EFB 497	UMEB 1 Seminar	1	8	0
	EFB 497	UMEB 2 Seminar	1	8	0
	EFB 296	USDA Multicultural Scholars Seminar		7	0
	EFB 496	Plants and Culture	3	24	0
	EFB 797	Seminar: Traditional Ecological Knowledge	1	14	0
SPRING:	EFB 446	Ecology of Mosses	3	24	1
	EFB 646	Ecology of Mosses	3	4	1
	EFB 497	UMEB 1 Seminar	1	8	0
	EFB 497	UMEB 2 Seminar	1	5	0
	EFB 296	USDA Multicultural Scholars Seminar		7	0
	EFB 305	Indigenous Issues/Envt.	3	24	0
	EFB 605	Indigenous Issues/Envt	3	4	0
	EST 497/797	Onondaga Land Rights and Our Common Future	1	22	0

**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)

<u>Course No.</u>	<u>Title</u>	<u>Credit Hrs.</u>	<u>No. Students</u>
EFB 495	College Teaching Experience	1	1
EFB 899	Masters Thesis		6
EFB 999	Doctoral Thesis		1

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

<u>Course No.</u>	<u>Title</u>	<u>No. of Lectures</u>
EFB 326	Diversity of Plants	2
CLL 490	Literature of Nature	1

EFB 797                      Great Naturalists Seminar      1  
EFB                              People, Plagues and Pests      1

## 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

1. Shana Gross, MS started 8/06, completed 12/09. "Evaluation of Moss as a potential restoration tool along roadsides in the Sierra Nevada mountains.

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
- 2) Biodiversity Research Initiative, New York State Museum Effects of habitat fragmentation on bryophytes of Northern White Cedar Swamps May 2007-May 2009 supports Keith Bowman
- 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
- 5) United States Forest Service, Traditional Knowledge of Black Ash Ecology, \$47,000. Supports Suzanne Greenlaw.

#### 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*

*Philosophy and Practice of Ecological Restoration.” Invited Chapter in “Human Dimensions of Ecological Restoration” edited by David Egan. Island Press, forthcoming 2011.*

- 2) *“The Giveaway” in “Moral Ground: Eighty Visionaries on why we should not wreck the world” edited by Kathleen Dean Moore and Michael Nelson, forthcoming 9/2010. Trinity University Press.*
- 3) *“Listening to Rain” in Precious Attention, edited by Tom Fleischner, forthcoming 12/2010. Trinity University Press*

#### B. Non-refereed Publications

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

- 1) Keynote Address, Michigan State University Fish and Wildlife Annual Research Symposium. “Traditional Ecological Knowledge and Conservation Biology”. East Lansing, MI 2/19/2010
- 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.
- 4) Keynote Address. International Green Buildings Conference. 9/17/09 “New Questions, Ancient Knowledge”. Syracuse, New York
- 5) Keynote Address, Cornell University, American Indian Program Eco-Forum. 10/23/09
- 6) Keynote Address. Indigenous Womens Science Network. “Advice to my sisters” Portland Oregon 10/30/09

#### 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

<u>Journal (s)</u>	<u>Responsibility</u>
The Bryologist	Associate Editor
Stone Canoe	Editorial Board
<u>Other (books, symposia, etc.)</u>	

b. Reviewer

<u>Journal(s)</u>	<u>No. of manuscripts</u>
<u>Agency</u>	<u>No. of proposals</u>
National Science Foundation	4
<u>Other</u>	
Johns Hopkins University Press	book
Michigan State University	Tenure and promotion portfolio
John Burroughs Association	44 books reviewed for award

c. Participation (workshops, symposia, etc.)

<u>Name of workshop, etc.</u>	<u>Date</u>	<u>Place</u>
1) Indigenous Climate Change Summit,	11/18-22/09	Minneapolis, MN,

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, Feinstone 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