

ANNUAL REPORT: June 1, 2010 – May 31, 2011
(i.e., Summer 2010, AY 2010-2011)
DEPARTMENT OF ENVIRONMENTAL AND FOREST BIOLOGY
SUNY-ESF

NAME: Robin 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 337	Field Ethnobotany	3	15	

FALL:

SPRING:

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.

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 899	Masters Thesis		5
	EFB 999	Doctoral Thesis		1

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

- 1) Director, Adirondack Field Studies/BOCES. July 2010 Cranberry Lake Biological Station

- 2) I taught two public workshops for bryophyte enthusiasts and Landscape Architects conducted by Moss Acres, 8/24/10 and 10/2/10.
- 3) Initiated, implemented, taught and directed “Native Earth” summer camp for Native American youth Aug 10-20, 2010

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 _____ and unofficial advisor _____
- 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. James Costello MS started 9/01
2. Keith Bowman, PhD, started 9/04
3. Jennifer Gillrich, MS, started 9/04
4. Meredith Kane MS, started 9/09
5. Suzanne Greenlaw, MS started 9/09
6. Carly Ropchak, MPS, started 9/09

CO-MAJOR PROFESSOR

Becky Begay, MS with Professor Saunders, graduated 12/10

MEMBER, STEERING COMMITTEE (other than those listed above)

- 1) Yulanda Hwang
- 2) Katy Barnhill
- 3) Matt Distler
- 4) Sarah Kelsen
- 5) Jennifer Bohn
- 6) Jessica Gale
- 7) Chellie Norris

CHAIRMAN OR READER ON THESIS EXAMS, ETC.

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 Meredith Kane
- 2) United States Department of Agriculture, Multicultural Scholarship Program, \$144,000. supports 8 undergraduates, January 2007--June 2011.
- 3) National Science Foundation, Summer Science Camp for Native Youth, \$147,000, August 2009-August 2012
- 4) United States Forest Service, Traditional Knowledge of Black Ash Ecology, \$47,000. Supports Suzanne Greenlaw.
- 5) Tribal College Research Grant, "Re-establishing Ojibwe traditional subsistence landscapes"
With Dawn White, Lac Courts D'Oreille Tribal College.

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

- 1) Tribes and Climate Change: engaging northeastern indigenous nations. US Forest Service \$60,000
- 2) EPA environmental education program (in partnership with College of the Menominee Nation) Forest Knowledge Keepers. \$750,000
- 3) National Endowment for the Arts, Traditional knowledge and resilience to climate change. \$25,000.

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

National Science Foundation, IGERT Program "Helping Forests Walk"

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

B. Non-refereed Publications

- 1) "Miniature Forests" in Adirondack Life vol 62(4): 43
- 2) "*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, 5/2011

3) *“The Giveaway” in “Moral Ground: Eighty Visionaries on why we should not wreck the world” edited by Kathleen Dean Moore and Michael Nelson, 9/2010. Trinity University Press.*

4) *“Witness to Rain” in The way of natural history” , edited by Tom Fleischner, 4/11. Trinity University Press*

5) *“The Grammar of animacy” in Colors of Nature, edited by Alison Deming and Lauret Savoy. Released by Milkweed Editions, February 2011*

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

“ Reciprocal restoration: contributions of traditional ecological knowledge”. Native American and Indigenous Studies Association. Annual Meeting May 19, 2011 Sacramento, CA

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

1) 9/8/10 Lessons from the Small and Green. Green Mountain College, Poultney VT. Attendance 250

2) 9/9/10 Finding Common Ground between TEK and western science. Green Mountain College Attendance 40

3) 9/24 Indigenous Knowledge and Conservation. Ecological Society of America SEEDS Program at Adirondack Ecological Center, attendance 30

4) 10/18/10 Restoration and Reciprocity Ithaca College Sustainability Café. Attendance 50

5) 11/8 /10 Biocultural restoration for Onondaga Lake. Onondaga Land Rights and Our Common Future, attendance 150

6) 12/6/10 Burning Cascade Head, Sitka Center for Art and Ecology attendance 45

7) 1/19/11 Traditional Ecological Knowledge. Michigan State University. Attendance 25

8) 1/21/11 Restoration and Reciprocity Michigan State University Attendance 30

9) 1/24/11 Indigenous Knowledge and Conservation Michigan State University attendance 25

10) 1/26 /11 Finding Common Ground between TEK and SEK. Michigan State University attendance 25

11) 3/8/11 Indigenous knowledge and restoration College of the Menominee Nation attendance 50

12) 3/10 Indigenous knowledge and Climate change College of the Menominee Nation attendance 25

13) 3/22/10 The Sacred Rights of Water . World Water Day observation. College of the Menominee Nation attendance 80

V. PUBLIC SERVICE

A. Funded Service (include consulting activities)

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

2. Industrial and Commercial Groups, etc.

Presented two workshops on bryophyte ecology for Moss Acres, Inc.

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

Sitka Center for Art and Ecology: plan for scientific engagement
 Blue Mountain Center: Adirondack Natural History walk
 Orion Society Board of Directors
 Oregon Museum of Science and Industry, advisor to Generations of Knowledge Project

VI. PROFESSIONAL DEVELOPMENT

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

Distinguished Research Mentor Award, Traditional Knowledge section, Ecological Society of America

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) Orion Book award judge and reviewer
- 4) Central New York Native Educators Association, Member
- 5) Indigenous Women’s Science Network, founding member
- 6) Ecological Society of America, SEEDS workshop at AEC

2. Professional Society Membership

American Indian Science and Engineering Society
Native American and Indigenous Studies Association

3. Other Professional Activities

a. Editorial activity

Journal (s)

Responsibility

Other (books, symposia, etc.)

SACNAS Editorial Advisory Board

b. Reviewer

Journal(s)

No. of manuscripts

Journal of Forestry

1

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.

I was on sabbatical leave for the entire academic year, as described below.

D. Foreign Travel (Where, When, Purpose)

VII. ADMINISTRATIVE AND SERVICE RESPONSIBILITIES (include committee participation)

A. Department-level

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.

Professional development:

I was on sabbatical for the academic year which was extremely productive and rewarding. During the fall term I was awarded three writing residencies (The Blue Mountain Center in the Adirondacks, the Shotpouch Residency in the Oregon Coast Range and the Sitka Center for Art and Ecology on the Oregon Coast) whose exceptional support and facilities enabled me to finish my book manuscript entitled "Braiding Sweetgrass: restoring reciprocity with the good green earth". This book of approximately 350 pages is under contract with the highly regarded Milkweed Editions and will be released this fall. The writing residencies also enabled me to significantly expand my community of writers, artists and activists which will continue to benefit my teaching, research and outreach. During the spring semester, I was invited to be a Visiting Scholar for one month in the Department of Fish and Wildlife at Michigan State University in East Lansing in collaboration with environmental ethicist and philosopher Dr. Michael Nelson. During my time at MSU, I gave numerous presentations, consulted with graduate students and developed new collaborations for the Center for Native Peoples and the Environment. The highlight of my sabbatical was the months I spent as a Visiting Scholar at the College of the Menominee Nation in Keshena, Wisconsin as a guest of their Sustainable Development Institute. Immersion in the tribal college environment was an excellent opportunity to more fully engage with the educational and environmental

challenges and experiences faced by indigenous students and the American Indian Higher Education community. While at the College, I gave numerous presentations, mentored students, guided interns and was engaged in two significant projects. In collaboration with traditional knowledge holders, I worked on a project for revitalization of indigenous plant knowledge through creation of a Menominee Ethnobotany resource and teaching materials. This ongoing project has elements of research, teaching and outreach to protect and disseminate Menominee plant knowledge. I also began working on a project related to strategies for tribal adaptation and resilience in the face of coming climate change. These collaborations and partnerships are continuing and are of direct benefit to the mission of the Center for Native Peoples and the Environment and to my teaching and research activities.

I have contributed four invited chapters to significant publications (as noted above) which have generated considerable attention. My chapter in the groundbreaking "Moral Ground" has been adopted by study groups and classes.

Contributions to the College/Department

Since I was away for the academic year I did not contribute directly on a daily basis to the College or the Department but I trust that my sabbatical travel and activities contributed to the reputation of both, as I gave numerous professional presentations which highlighted the work of the Center for Native Peoples and the Environment. While at the College of the Menominee Nation I laid the foundation for ongoing collaboration and a possible articulation agreement between our institutions.

While I was on sabbatical I continued to support my team of colleagues in revision of our significant IGERT proposal effort. I also continued work with the ESF Development Office pertinent to the Center for Native Peoples and the Environment. My leadership responsibilities for the Native Earth Environmental Youth Camp also continued. I am grateful to my colleagues Alex Weir, Stacy McNulty, Melissa Fierke, Valerie Luzadis who generously stewarded my advisees, USDA and UMEB responsibilities in my absence.

Contributions to students

My primary contributions were made to students at the College of the Menominee Nation where I served as mentor to tribal students and supervised research interns on projects related to community response to climate change. But, I believe that my sabbatical activities will prove useful to my ESF students as they represent new connections, ideas and activities that will express themselves in my teaching, research and service. My courses, Indigenous Issues and the Environment and Plants and Culture are both directly enriched by my sabbatical experiences. In collaboration with my sabbatical hosts, we proposed a number of student exchanges and experiences that may enable ESF students to gain cross-cultural experience in exploring environmental issues in indigenous nations. While I was away on sabbatical I continued to mentor and support the progress of my graduate students.

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

EFB 337 Field Ethnobotany

b. Proposed research activity

c. University, professional society, and public service

Ongoing research and service with climate change projects and curricular development at the College of the Menominee Nation

2. Fall Semester 2009

a. Course(s) to be offered

EFB 497 Plants and Culture

b. Proposed research activity

Initiate climate change project with Haudenosaunee nations

c. University, Professional society, and public service

Center for Native Peoples and the Environment leadership

3. Spring Semester 2010

a. Course(s) to be offered

EFB 446/646 Ecology of Mosses

EFB 351 Indigenous Issues and the Environment

b. Proposed research activity

Continue climate change project with Haudenosaunee nations

c. University, professional society, and public service

Center for Native Peoples and the Environment leadership