

**ANNUAL REPORT: June 1, 2012 – May 31, 2013**  
**(i.e., Summer 2012, AY 2012-2013)**  
**DEPARTMENT OF ENVIRONMENTAL AND FOREST BIOLOGY**  
**SUNY-ESF**

**NAME:** Robin Wall Kimmerer

**I. INSTRUCTIONAL ACTIVITIES**

1. Regular Course Offerings

	Course No.	Title	Credit Hrs.	No. Students	No. of Lab. Sections
SUMMER:	EFB 307	Field Ethnobotany	3	15	
FALL:	EFB 496	Plants and Culture	3	27	
SPRING:	EFB 305/NAT300	Indigenous Issues and the Environment	3	23	
	EFB 605	Indigenous Issues and the Environment	3	7	
	EFB 446	Ecology of Mosses	3	16	1
	EFB 646	Ecology of Mosses	3	1	1
	EFB 298	Research Problems	1	1	
	EFB 498	Research Problem in EFB	3	1	

**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.

Service Learning was a component of two of my classes this year. In EFB 446/646, the Ecology of Mosses, the students are responsible for developing an outreach program to communicate their growing knowledge of bryophytes to a public audience. This year they chose to create a bryophyte ecology education program for the Heiberg Forest Nature Trail. They conducted a bryophyte biodiversity inventory to support planning at the forest, developed an interactive learning activity involving geo-caching to teach about the diversity and ecological roles of bryophytes in the forest. These materials will be shared with the Heiberg Forest. In EFB 305/605/NAT300 the students hosted a forum on Indigenous Issues and the Environment with visitors from the College of the Menominee Nation, sharing ESF programs with their tribal college counterparts.

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	Undergraduate College Teaching Experience	1	1
EFB 899	Masters Thesis Research	4	3
EFB 999	PhD Thesis Research	1	1

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

- a) Initiated, implemented, taught and directed “Native Earth” summer camp for Native American youth Aug 10-20, 2012
- b) Writing workshop, “Incorporating the indigenous voice” Montanan Native Science Fellows Program.

4. Guest Lecture Activities

<u>Course No.</u>	<u>Title</u>	<u>No. of Lectures</u>
CLL 490	Literature of Nature	1
EFB	The Diversity of Life	2 lectures, 1 lab

**II. STUDENT ADVISING**

- A. Number of undergraduates for whom you are the student’s official advisor   30   and unofficial advisor
- B. Graduate Students: (list 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: completed MS defense 12/12. Thesis title: Predictors of Bryophyte Diversity in calcareous fens in the Fall Creek watershed.
4. Meredith Kane MS, started 9/09
5. Suzanne Greenlaw, MS started 9/09

CO-MAJOR PROFESSOR

Catherine Landis with Don Leopold  
Stephanie Smith, with Danny Fernando  
Monica Berdugo with Martin Dovciak

MEMBER, STEERING COMMITTEE (other than those listed above)

Birgitte Everingham, Trent University, Ontario  
Brian Scavone, Prescott College, Arizona  
Val Goodness, SUNY Buffalo

CHAIRMAN OR READER ON THESIS EXAMS, ETC.

I have served as Defense Chair for 2 theses in other departments.

**III. RESEARCH COMPLETED OR UNDERWAY**

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

- 1) Ethnobotanical resources of post-agricultural forests in New York State, with graduate student Meredith Kane. 5%
- 2) Menominee Ethnobotany Project, 1%
- 3) Traditional knowledge and climate change resilience in Potawatomi communities 1%

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) USDA Higher Education Challenge Grant, Learning From the Land: a cross-cultural partnership in forest stewardship education for climate change adaptation in the Northern Forest. Co-PI Colin Beier \$712,000 with College of the Menominee Nation. 2012-2015. Supports two new graduate assistants Raymond Gutierrez and Sara Smith
- 2) United States Department of Agriculture, Multicultural Scholarship Program, \$200,000. supports 5 undergraduates, May 2012-May 2016.
- 3) National Science Foundation, Undergraduate Mentoring in Environmental Biology, \$600,000 June 2006-August 2012 supports Meredith Kane
- 4) United States Forest Service, Traditional Knowledge of Black Ash Ecology, \$47,000. Supports Suzanne Greenlaw. 2009-2012
- 5) Onondaga Lake Partnership Minigrant: Environmental education with Onondaga Nation Youth \$5000 Ended 9/30/13
- 6) Tribes and Climate Change: engaging northeastern indigenous nations. US Forest Service \$60,000 2011-2014

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

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

National Science Foundation REU Site: Adirondack Climate and Ecosystems (ACE). With Stacy McNulty, AEC. \$900,000.

**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

The Fortress, the River and the Garden: a new metaphor for cultivating mutualistic relationship between scientific and traditional ecological knowledge. in, "*Contemporary Studies in Environmental and Indigenous Pedagogies*" (Sense Publishers) edited by Kelley Young and Dan Longboat.

B. Non-refereed Publications

"Where the Land is the Teacher" . Adirondack Life Summer 2103

BOOK: "Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants" will finally be released Oct 16, 2013.

"Learning the Grammar of Animacy" The Leopold Outlook.(republished)

"Gathering Moss" my BOOK translated to Japanese and released in 2012

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

- 1) Keynote Address, Intertribal Timber Council, Annual Symposium, Keshena Wisconsin.  
"Farewell to Maples: Indigenous Knowledge and Resilience in the face of changing climate".
- 2) Keynote Address, Traditional Ecological Knowledge Symposium, Oregon State University, April 2103
- 3) Keynote Address at Native Science Fellows Conference, Renewing Reciprocity: Indigenous Knowledge and Restoration. Missoula Montana February 2013
- 4) Plenary Address, International Student Conservation Conference, American Museum of Natural History October 9-11, 2012 "Restoration and Reciprocity: Finding Common Ground between western and traditional knowledge
- 5)Wisdom Thinkers Roundtable: Re-enchanting Humanity: Stories for a Sustainable Future. November 26-28, 2012
- 6) Amerind Museum, Traditional Ecological Knowledge and Sustainability roundtable March 2013
- 7)Featured Speaker: Sharing the Stories Plants have told us. Returning the Gift: Native Writers Festival, Milwaukee WI September 4-6 2013

- 8) Invited Symposium Lecture, Ecological Society of America; "How Culture Sustains Ecosystems" August 7 2012
- 9 )Invited Symposium Lecture, Ecological Society of America; "Traditional ecological knowledge: stories for sustainability . August 9, 2012
- 10) The Sitka Symposium "Traditional Ecological Knowledge: Strategies for Climate Change Resilience" July 17-22, 2012
- 11) TED x Sitka Lecture August 21, 2012 "Reclaiming the Honorable Harvest"
- 12) Featured Speaker, "The Fortress, the River and the Garden: New Metaphors for integrating scientific and traditional knowledge". Cornell University. American Indian Program Annual Symposium "Honoring the Two Row" April 12, 2013

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

- 1) University of Washington Seattle, Mindlin Lecture for Leadership in Biology May 2013
- 2)College of the Menominee Nation, Sustainable Development Institute November 5-6, 2012
- 3)Featured Speaker, College of Menominee Nation, Climate Change Symposium June 6-8, 2012
- 4)Haudenosaunee Language class, Syracuse University October 16, 2012
- 5) Trent University Indigenous Environmental Studies Program November 20, 2012
- 6)Syracuse University, Native American Studies November 12, 2012
- 7) Syracuse University, Onondaga Lake course March 2013
- 8) Environmental Careers, Fabius Pompey High School February 2013

## V. PUBLIC SERVICE

A. Funded Service (include consulting activities)

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

- a) University of Wisconsin, consultant/advisor to POSOH indigenous environmental education project
- b) College of the Menominee Nation, curriculum development

2. Industrial and Commercial Groups, etc.

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

- 1) Orion Society, Board of Directors
- 2) Oregon Museum of Science and Industry, advisor to Generations of Knowledge Project
- 3) Fabius Pompey School District
- 4) Reviewer and Judge, John Burroughs Medal Award Committee
- 5) Neighbors of the Onondaga Nation
- 6) Great Law of Peace Education Center Initiative
- 7) Haudenosaunee Environmental Task Force
- 8) Onondaga Nation School

## VI. PROFESSIONAL DEVELOPMENT

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

Designated as Senior Fellow for the Center for Nature and Culture

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

2. Professional Society Membership

- 1) American Indian Science and Engineering Society
- 2) Native American and Indigenous Studies Association
- 3) Wordcraft Circle
- 4) Central New York Native American Consortium
- 5) Indigenous Womens Science Network
- 6) Ecological Society of America

3. Other Professional Activities

a. Editorial activity

Journal (s)

Responsibility

Other (books, symposia, etc.)

b. Reviewer

Journal(s)

No. of manuscripts

Journal of Forestry  
The Bryologist

2  
1

Agency

No. of proposals

Other

c. Participation (workshops, symposia, etc.)

Name of workshop, etc.

Date

Place

The Future of nature writing, Orion Society Writers Workshop

June 2012

Blue Mountain Center

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

Peer classroom evaluation for Promotion and Tenure Committee  
Mentor for junior faculty member

B. College-level

- 1) Director, Center for Native Peoples and the Environment ( see full report of CNPE)
- 2) Chair, Search Committee Assistant Director Center for Native Peoples and the Environment
- 3) College Awards Committee, helped bring Dr. Sandra Steingraber as commencement speaker
- 4) Acting Director, Cranberry Lake Biological Station
- 5) College wide, Promotion and Tenure Review Committee 2012-2015
- 6) Assist Admissions Office with recruitment strategies for Native American students, contacted 10+ students
- 7) ESF Representative to Great Law of Peace Educational Center, Steering Committee Member
- 8) Presentation to New Visions Program, visiting students
- 9) Advisor to Primitive Pursuits student organization
- 10) Hiawatha Institute for Indigenous Knowledge, ESF liaison
- 11) CSTEP Mentor
- 12) SU Native Student Outreach Day, Fall 11/2/12
- 13) SU Native Student Outreach Day, Spring 4/21/13
- 14) Environmental Studies Promotion and Tenure Committee, external member 2012
- 15) Coordinated seminars and campus visits for Dr. Daniel Wildcat March 2013
- 16) Coordinated and sponsored "What do we do when the lifeboats are burning?" concert and reading 10/12
- 17) Taught basket making workshop for students March 2103
- 18) Coordinated and hosted a weeklong visit from students and faculty from the Menominee Nation to learn about biocultural approaches to restoration and environmental education opportunities at ESF.

C. University-wide, including Research Foundation

- 1) Serve as a member of the Native American Studies faculty at 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 (**i.e., three paragraphs total**) 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 (when available), which I'll continue to award based on your contributions to the department and college this reporting period.

**Contributions for our students:** The scholarship of education remains my primary focus as a faculty member serving our students. I am very proud to have created two major educational programs which directly benefit ESF undergraduates and graduate students, totaling \$912,000 this year through the Center for Native Peoples and the Environment. Thanks to an award (\$712,000) from USDA Higher Education Challenge Grant, (with co-PI Colin Beier) we have designed and launched a cross-cultural research exchange program with a tribal college, the College of the Menominee Nation, instituting a sister forests exchange between the great Menominee Forest and the Huntington Forest. This program supports a total of 16 undergraduates in summer research which integrates scientific and traditional ecological knowledge, as well as supporting two Native American graduate students. In addition, I have brought \$200,000 to campus in the Indigenous Environmental Leaders for the Future program sponsored by the USDA Multicultural Scholars Program. This award supports a cohort of 5 Native American students who will start in Fall semester 2013. These unique opportunities significantly increase the presence of indigenous students and perspectives

on our campus and provide unparalleled learning experiences for ESF undergraduates. In addition, I have taught 4 regular courses which receive excellent evaluations, mentored graduate students, served as a CSTEP mentor, an Honors thesis advisor and an active advisor to the Primitive Pursuits Club

### ***Contributions to the Department and the College***

In addition to my responsibilities as a faculty member, I have served as founder and Director of The Center for Native Peoples and the Environment in 2012-2013 which has brought significant positive attention to the College's leadership role in incorporating traditional ecological knowledge in environmental education and research. I'm particularly proud of the contributions of the Center as an emerging change agent in broadening the scientific dialogue to include traditional ecological knowledge, I travel a significant amount, disseminating the work of the Center as evidenced by over 20 invited talks, including multiple keynote addresses on traditional knowledge in forums around the nation. The Center's reputation has grown to include participation in the Native Science Fellows Program and the Intertribal Timber Council. The many programs of the Center include on campus presentations by leading indigenous thinkers, collaborations with tribal colleges, a summer environmental internship program at Onondaga Nation and at Tuscarora nation, record enrollment in the successful "Native Earth Environmental Youth Camp" with funding from the National Science Foundation, which has received considerable public attention as an educational model. The camp has been a focal point for wide-ranging collaborations with 8 different indigenous nations in the region. The impact of the Center can be seen in the number of invited collaborations requested from colleagues and institutions around the country. 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 have developed, including an emerging new collaboration with the nation's leading tribal college for natural resource education, Salish Kootenai College.. In addition to these activities associated with the Center, I have served in a diverse array of College-wide capacities described above.

### **Contributions to Professional Growth**

I am increasingly involved in initiatives which incorporate my writing and speaking on indigenous knowledge systems, into the arena of environmental ethics and philosophy. I was honored to be invited to serve as a Senior Fellow for the Center for Nature and Humans for 2013-2014. I created and delivered an invited TEDx talk last summer on environmental ethics entitled "Reclaiming the Honorable Harvest". Working in this interdisciplinary arena of public dialogue and engaging teaching tools outside of my academic experience has been both challenging and rewarding, contributing to professional growth in new directions which can benefit my creative capacity as an educator and writer. After a publication delay last year, my book "Braiding Sweetgrass" will be released this fall by Milkweed Editions. The release has demanded an extraordinary amount of effort in final preparations, including the honor of its selection as a special handmade edition celebrating the "art of the book". I'm looking forward to the new collaborations and opportunities for our students and the College which can emerge from this major publication.

## **B. PROJECTED ACTIVITIES FOR NEXT YEAR**

### 1. Summer 2013

#### a. Course(s) to be offered

EFB 337 Field Ethnobotany

#### b. Proposed research activity

Haudenosaunee Perspectives on Climate Change

c. University, professional society, and public service  
Center for Native Peoples and the Environment leadership

2. Fall Semester 2013

a. Course(s) to be offered

b. Proposed research activity  
develop collaborative proposals

c. University, Professional society, and public service  
Center for Native Peoples and the Environment leadership

My publisher has arranged a book tour for Braiding Sweetgrass which will be centered on the fall semester

3. Spring Semester 2014

a. Course(s) to be offered  
EFB 446/646 Ecology of Mosses  
EFB 305/605 Indigenous Issues and the Environment

b. Proposed research activity  
complete Forest Service climate change research with tribes  
develop continued proposals for climate change and indigenous knowledge

c. University, professional society, and public service  
Center for Native Peoples and the Environment leadership

**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 am planning to seek grant and fellowship funding to design educational materials on traditional ecological knowledge for incorporation into ecology and biology college textbooks.

I plan to expand internship opportunities for our students at the Great Law of Peace Educational Center, developing an ethnobotany and traditional knowledge educational program