

**ANNUAL REPORT: June 1, 2013 – May 31, 2014**  
**(i.e., Summer 2013, AY 2013-2014)**  
**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	Indigenous Environmental Leaders for the Future Seminar	1	4	
SPRING:	EFB 305/NAT300	Indigenous Issues and the Environment	3	30	
	EFB 605	Indigenous Issues and the Environment	3	8	
	EFB 446	Ecology of Mosses	3	19	1
	EFB 646	Ecology of Mosses	3	1	1
	EFB 496	Indigenous Leaders Seminar	1	4	

**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.

In EFB 305/605, the students engaged in a service learning activity. Each student was required to apply what they had learned in class to prepare a persuasive professional-quality communication related to an ongoing environmental issue regarding indigenous peoples and to research the appropriate venue for that communication and then submit it, to gain experience in influencing public discourse. A range of communications were submitted, including educational brochures, letters to print and digital publications, elected officials, community groups, educators and NGOs.

In EFB 446/646, student teams created bryophyte terraria and accompanying interpretive materials on the natural history of mosses, to be used in educational outreach activities with school groups.

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 496		Study Abroad	24	2
EFB 498		Research Problem	2	2
EFB 798		Research Problem	2	1
EFB 899		Masters Thesis Research	10	5

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

- a) Initiated, implemented, taught and directed “Native Earth” summer camp for Native American youth August 9-18, 2013
- b) Initiated, implemented, taught Forest Ecology Summer Institute with Dr. Beier at College of the Menominee Nation June 2-15, 2013
- c) Taught nature writing workshop for Adirondack Center for Writing, September 22, 2013

4. Guest Lecture Activities

<u>Course No.</u>	<u>Title</u>	<u>No. of Lectures</u>
EFB 217	Peoples. Plagues and Pests	1
EFB 104	Orientation/writing section McGee	1

**II. STUDENT ADVISING**

A. Number of undergraduates for whom you are the student’s official advisor 20 and unofficial advisor 6

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. Completed 5/28/14. “Habitat suitability for Northern wild Rice Restoration: the role of pickerelweed in seedling establishment”
- 2) Keith Bowman, PhD, started 9/04 Completed 12/12/13 “The effect of forest edges on bryophyte communities in northern white-cedar swamps of central New York
- 3) Sara Smith, MS started 9/13
- 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 completed MPS 2013  
Monica Berdugo with Martin Dovciak  
Andrew Tomes with Tom Horton  
Ray Gutteriez with Colin Beier

### MEMBER, STEERING COMMITTEE (other than those listed above)

Laura Brown  
Tomacz Falkowski  
Eugene Law  
Eli Arnow  
Miguel Garmendia Zapat  
Isaias Martinez

Birgitte Everingham, Trent University, Ontario  
Val Goodness, SUNY Buffalo

### CHAIRMAN OR READER ON THESIS EXAMS, ETC.

Jesse Caputo  
Gu Zhu

### **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) Tribes and Climate Change: engaging northeastern indigenous nations. US Forest Service \$60,000 2011-2014

4) Sustainable Forestry Initiative,\$5000. “Sustainable Forests Education: Native Earth Environmental Youth Camp” June 2014-May 2015

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

USDA Higher Education Challenge Grant. \$750,000. “Sowing Synergy: design and delivery of a graduate program to integrate indigenous and scientific knowledge for sustainability”

National Science Foundation, partner with University of Wisconsin for “Earth Partnership: Indigenous Arts and Sciences (IAS)”

National Science Foundation, partner with Jay Johnson at Kansas University, FIRST : developing an indigenous environmental research agenda. \$800,000

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

B. Non-refereed Publications

- 1) Kimmerer, R.W. 2014 “Braiding Sweetgrass: Indigenous wisdom, Scientific Knowledge and the Teachings of Plants. Released October 2014. Milkweed Editions. 329 pp.
- 2) Kimmerer,R.W. “Returning the Gift” in Minding Nature:Vol.8. No.1. Center for Humans and Nature
- 3) Kimmerer, R.W, 2014 (in review)“Mishkos Kenomagwen: Lessons of Grass, restoring reciprocity with the good green earth in "Keepers of the Green World: Traditional Ecological Knowledge and Sustainability," for Cambridge University Press. M.K. Nelson, D.B. Schilling, eds.
- 4) Kimmerer, R.W, 2014. “Am I paying enough attention to the incredible things around me?” in “Twenty Questions Every Woman Should Ask Herself” invited feature in Oprah Magazine April 2014
- 5) Kimmerer, R.W. 2013 .Where the Land is the Teacher Adirondack Life Vol. XLIV no 4 p. 36–41
- 6) Kimmerer, R.W. 2013: Staying Alive (how plants survive the Adirondack winter) Vol. XLIV no 8 p. 18–22
- 7) Kimmerer, R. W. 2013 “What does the Earth Ask of Us?” Center for Humans and Nature, Questions for a Resilient Future. <http://www.humansandnature.org/earth-ethic---robin-kimmerer-response-80.php>

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)

INVITED TALKS: ( 58 total including 14 keynotes, 20 university lectures, 24 public organizations)

June 11, 2013 **Keynote Address**, Annual Meeting of the Intertribal Timber Council “Farewell to Maples: TEK and Resilience in the face of climate change” Keshena, WI. Audience: 450

June 19, 2013 **Keynote Address**: Environmental Protection Agency Tribal Science Forum, The Fortress, the River and the Garden: Incorporating TEK into Climate Change Adaptation” Syracuse, NY Audience: 90

July 19, 2014 “The Eye of the Storm Gathering of Women Environmental writers” “Honoring our Gifts” The Sitka Institute, Sitka Alaska.

July 27, 2013 **Keynote Address**: Yosemite National Park. Parsons Memorial Lecture. High Sierra Natural History Festival. “Gathering Moss: Lessons from the small and green”. Audience: 90

August 1, 2013 Two Row Wampum Renewal Campaign, educational event . “The teachings of the Seventh Fire”. Audience: 100

September 5, 2013 Fabius Historical Society. “A wealth of plants: edible and medicinal Plants of CNY” audience 50

September 20, 2013 Lake Placid Public Library. “Braiding Sweetgrass: Indigenous Wisdom, scientific knowledge and the Teachings of Plants”. Audience: 20

September 21, 2013 Old Forge Public Library .”Braiding Sweetgrass: Indigenous Wisdom, scientific knowledge and the Teachings of Plants”. Audience 40

October 5, 2013 **Keynote Address**, “Learning the Grammar of Animacy” Book Lovers Ball, Milkweed Editions, Minneapolis, MN

October 8, 2013 **Keynote Address** : American Museum of Natural History, Center for Biodiversity Student Conference. Turtles among us”. Co-sponsor Center for Humans and Nature. Audience: 250

October 16, 2013 University of Oregon, Environmental Studies Department. Incorporating TEK into cultivation of a Sense of Place. Audience: 25

October 17, 2013 Long-term ecological reflections. Andrews Experimental Forest, LTER. Audience 20

October 18, 2013 **Keynote Address**: Eugene Natural History Society. .”Braiding Sweetgrass: Indigenous Wisdom, scientific knowledge and the Teachings of Plants”.

October 19, 2013 **Keynote**: Oregon State University, Spring Creek Project for Nature, Philosophy and the Written Word. “Learning the Grammar of Animacy” audience 200

October 20, 2013 Pacific Crest School, Seattle, Washington “Plants as Teachers” . audience: 40

October 21, 2013 University of Washington, Burke Museum Lecture series. “Braiding Sweetgrass: Indigenous Wisdom, scientific knowledge and the Teachings of Plants”.

October 22, 2013 Northwest Indian College, Lummi, Washington. “The Fortress, The River and the Garden: new models for integration of science and traditional knowledge” Audience 60

October 30, 2013 SUNY Buffalo, American Indian Science and Engineering Society. . “The Fortress, The River and the Garden: new models for integration of science and traditional knowledge”. Audience: 10

November 5, 2013 **Keynote Address**. Indigenous Peoples Climate Change Working Group, Dartmouth College, “Farewell to Maples: Traditional Ecological Knowledge and building resilience to climate change” Audience: 300

November 7, 2013 Syracuse University, ."Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants". Audience: 40

November 8, 2013 **Keynote Address:** 40<sup>th</sup> anniversary Environmental Studies Department, Antioch University. . "The Fortress, The River and the Garden: new models for integration of science and traditional knowledge". Audience: 150

November 13, 2013 University of Minnesota, Mankato. . "The Fortress, The River and the Garden: new models for integration of science and traditional knowledge". Audience: 40

November 13, 2013 Gustavus Adolphus College, Linneaus Arboretum, Mankato MN. ."Braiding Sweetgrass: Indigenous Wisdom, scientific knowledge and the Teachings of Plants". Audience 60

November 14, 2013 Macalester College, Literature of Nature Class. ."Braiding Sweetgrass: Indigenous Wisdom, scientific knowledge and the Teachings of Plants". St. Paul, Minnesota Audience :20

November 14, 2013 Minneapolis Indian Women's Resource Center. "Braiding Sweetgrass: Indigenous Wisdom, scientific knowledge and the Teachings of Plants". Audience 40

November 14, 2013 Macalester College, EnviroThursday seminar series. Farewell to Maples: Indigenous knowledge and climate change resilience. Audience 30

November 15, 2013 University of Minnesota, St. Paul Environmental Studies Seminar Series. ."Braiding Sweetgrass: Indigenous Wisdom, scientific knowledge and the Teachings of Plants".

November 15, 2013 University of Minnesota, Minneapolis Native American Literature class. ."Learning the Grammar of Animacy" Audience 30

November 15, 2013 Mounds Park Academy. St. Paul MN. "Plants as Teachers" audience: 15

November 18. 2013 Duluth Public Library, ."Braiding Sweetgrass: Indigenous Wisdom, scientific knowledge and the Teachings of Plants". Audience 40

November 19, 2013 Tweed Museum, University of Minnesota Duluth. "Learning the Grammar of Animacy" Audience: 30

November 19, 2013 Vermilion Community College, Ely, Minnesota. Sustainability Lecture Series: ."Braiding Sweetgrass: Indigenous Wisdom, scientific knowledge and the Teachings of Plants". Audience 50

November 20, 2013 Vermillion Community College, Ely, Minnesota. Environmental Studies Colloquium. "Indigenous teachings of the Honorable Harvest" , Audience: 125

November 21, 2013 Native American Recognition Banquet, Raytheon, Inc. Lowell, Massachusetts. Audience: 50

November, 28, 2013 Wisconsin Public Radio : 45 North: Live hour-long interview with Anne Strainchamps

December 14, 2013 **Keynote Address:** Minnesota Center for the Book Arts, Winter Book Celebration. "Minidewak" Audience 150

December 15, 2013. University of Minnesota Landscape Arboretum. ."Braiding Sweetgrass: Indigenous Wisdom, scientific knowledge and the Teachings of Plants". Audience 10

January 26, 2014 Habitat Gardening Club, Liverpool, NY, "A wealth of plants: edible and medicinal plants of Central New York", audience =60

February 6, 2014 Radio Interview, "Braiding Sweetgrass" KPHA Berkeley, CA

February 8, 2014 The Forest Lyceum, N, Canaan CT. "Restoring Reciprocity with the Good Green Earth" Audience=75

February 18, 2014 Cornell Cooperative Extension, Syracuse NY. "A wealth of plants: edible and medicinal plants of Central

New York”, audience =60

February 21, 2014 **Keynote**. Native Science Fellows, Montana State University, Bozeman MT. “Farewell to Maples: traditional knowledge and climate change” Audience=150

February 21, 2014 Montana State University, “Educational challenges to full participation” Audience: 25

February 22, 2014 Montana State University, “ Graduate Student Seminar” Audience =20

February 27, 2014 Trent University, Peterborough ON. “Braiding Sweetgrass” Audience=60

March 3, 2014 Syracuse Botanical Club, Syracuse NY. “Ethnobotany of Central New York” Audience=16

March 26, 2014 **Keynote Address**: Environmental Protection Agency, Science Policy Retreat. Washington, DC. “Building resilience to climate change using traditional ecological knowledge”. Audience=250\*

March 10, 2014 University of Toronto, Toronto, ON. “Farewell to Maples: traditional knowledge and climate change” Audience=50

March 11, 2014 University of Toronto, Toronto, ON. “The Fortress, the River and the Garden” audience=20

March 21, 2014 **Keynote Address**: Endowed Lecture series. Northland College, Ashland, Wisconsin “Farewell to Maples: traditional knowledge and climate change” Audience=200

March 29, 2014 Radio Interview for Future Primitive with Joanna Harcourt. Audience=many

April 11, 2014 Syracuse University, Sustainability Book Club. “Braiding Sweetgrass” Audience =10

April 15, 2014 SUNY ESF, Earth Week. “Renewing the Honorable Harvest”. Audience: 25

April 17, 2014 Arizona State University, Tucson. English Department. “Braiding Sweetgrass” Audience= 30

April 18, 2014 Orion Society fundraiser. “Returning the Gift” Audience=50

April 23, 2014 ArtRage Gallery, Syracuse Cultural Workers, “Braiding Sweetgrass: an Earth Day event with Robin Kimmerer”

May 2, 2014 **Keynote Address**, Chicago Botanical Garden, Center for Humans and Nature Conference “Cascades of Loss, Ethics of Recovery”. Chicago, Illinois, Audience=200

May 11, 2014. NPR Interview “To the Best of Our Knowledge” Audience=many

## V. PUBLIC SERVICE

### A. Funded Service (include consulting activities)

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

Environmental Protection Agency, Tribal Science Forum

#### 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) Neighbors of the Onondaga Nation
- 5) Great Law of Peace Education Center Initiative
- 6) Haudenosaunee Environmental Task Force
- 7) Cornell Cooperative Extension
- 8) Spring Creek Project for Nature, Philosophy and the Written Word (Senior Fellow)

**VI. PROFESSIONAL DEVELOPMENT**

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

- 1) John Burroughs Award for Outstanding Natural History Essay
- 2) Finalist, Orion Book Award
- 3) Sigurd Olson Nature Writing Award
- 4) Minnesota Center for Book Art selected "Braiding Sweetgrass" to honor as handmade art book for 2013-14

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

Appointed Senior Scholar at Center for Nature and Humans

Appointed Senior Fellow Spring Creek Project for Nature, Philosophy and the Written Word

2. Professional Society Membership

3. Other Professional Activities

a. Editorial activity

Journal (s)

Responsibility

Other (books, symposia, etc.)

b. Reviewer

Journal(s)

No. of manuscripts

Journal of Forestry

1

The Bryologist

1

Agency

No. of proposals

National Science Foundation

1



Other  
University of Minnesota Press 1

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

Peer classroom evaluation for Promotion and Tenure Committee

Mentor for junior faculty member

Coordinate Chun Juan Wang Award

### B. College-level

- 1) Director, Center for Native Peoples and the Environment
- 2) Acting Director, Cranberry Lake Biological Station
- 3) College wide, Promotion and Tenure Review Committee 2013-2014
- 4) College-wide Awards Committee
- 5) Assist Admissions Office with recruitment strategies for Native American students
- 6) ESF Representative to Great Law of Peace Educational Center
- 7) Presentation to New Visions Program, visiting students
- 8) Advisor to Primitive Pursuits student organization
- 9) Hiawatha Institute for Indigenous Knowledge, ESF liaison
- 10) CSTEP Mentor
- 11) SU Native Student Outreach Day, Fall 11/2/13

### C. University-wide, including Research Foundation

Member, Syracuse University Native Studies Faculty

## 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 to our students:**

My major and most rewarding contributions to our students during 2013-14 have been through my focus on the scholarship of teaching and mentoring. I have taught 4 distinct courses this year, ( 6 if grad and undergrad sections are counted separately) all of which are fully subscribed with a waiting list. Student feedback indicates that they appreciate the diverse, creative approaches and perspectives offered in these courses. Every semester I learn a great deal from the input of our students and refine the courses accordingly. I have sought to make these transformative perspectives more widely available to our students and this year led the development of a new College-wide minor in “Native Peoples and the Environment” which was approved this spring. This year, I launched a new mentoring program, entitled “Indigenous Environmental Leaders for the Future” with a weekly seminar, supported by a grant from the USDA Multicultural Scholars Program, which also provides fellowships to our students, In addition to these responsibilities and my assigned advisees, I have worked closely with several undergraduates in independent study projects, as a CSTEP mentor and Honors advisor, helping to mentor the academic, personal and professional development of our most promising undergraduates. I also serve as advisor to a student organization, Primitive Pursuits. Our undergraduates are also benefitting from the research exchange that Dr. Beier and I run in the summer entitled “Learning From the Land” which provides forest ecology research and cultural exchange opportunities for ESF undergraduates. I have a strong commitment to graduate student mentoring and this year initiated an informal seminar of 12 graduate students working in the arena of traditional ecological knowledge. I have contributed to teaching in diverse outreach settings and through a wide array of invited public presentations around the country. In addition to guiding my own graduate students, I have been invited to serve on the graduate committees of students at other universities.

#### **Contributions to our department and college:**

I have served as founder and Director of The Center for Native Peoples and the Environment in 2013-14 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. The many activities of the Center include a summer community environmental internship program at Onondaga Nation and at Tuscarora nation. The Center continues to develop and present the “Native Earth Environmental Youth Camp” 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. 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. 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. The momentum behind this endeavor is reflected in the submission of major collaborative grant proposals during the past year. We are currently implementing a climate change and forest knowledge revitalization education program with tribal partners. I served as the PI for the development of a proposal to the USDA Higher Education Challenge Grant program for development of a new interdisciplinary graduate program at ESF in indigenous issues and the environment. Unfortunately, one of our tribal college partners had to withdraw at the last moment, but we will submit the proposal in the next round with an interdisciplinary group of collaborators from ESF and tribal colleges. My work on behalf of these important ideas is also recognized through numerous invitations for lectures and presentations. This year, I have given at least 58 public presentations to academic, professional, governmental and community organizations all over the country, as well as interviews, videos etc., which I trust brings attention and respect to the work of SUNY ESF.

#### **Contributions to Professional Development**

The release of my new book “ Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants” has created extraordinary opportunities for professional development and for wide dissemination of the ideas embodied in the ESF Center for Native Peoples and the Environment. This academic year entailed juggling my on campus responsibilities for teaching, mentoring and administration with participation in an extensive book tour which required considerable travel. That balancing was assisted by the generous support of Dr. Leopold in allowing me to defer my fall term teaching responsibilities. It has been gratifying to see the enthusiastic response to Braiding Sweetgrass and the impact its ideas are having. The book has already garnered three awards,(Sigurd Olson Nature Writing Award, John Burroughs essay award, Orion Book Award finalist) solid media attention and distribution. Given the urgent environmental issues we face, and the power of literary non-fiction as a cultural change agent, I am

committed to investment of my scholarly efforts in that arena. I am continuing to learn and appreciate the power of engaged scholarship of writing and speaking to a non-academic audience as a pathway to influence public dialog on sustainability. My professional development has also been bolstered by my appointment as a Senior Fellow of the Center for Humans and Nature, which has fostered new connections to a network of scholars and thinkers. Working in this interdisciplinary arena of public dialogue and engaging teaching tools outside of my academic expectations has been both challenging and rewarding, contributing to professional growth in new directions which can benefit my creative capacity as an educator and writer.

**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 2013

a. Course(s) to be offered: Field Ethnobotany

b. Proposed research activity: writing, “Helping Forests Walk: tribes and climate change” project  
Guiding grad student research at Menominee Forest

c. University, professional society, and public service:  
“Learning from the Land” project in collaboration with College of the Menominee Nation  
Director, Center for Native Peoples and the Environment

2. Fall Semester 2013

a. Course(s) to be offered : Plants and Culture

b. Proposed research activity writing, “Helping Forests Walk: tribes and climate change” project

c. University, Professional society, and public service

Director, Center for Native Peoples and the Environment  
Speaking engagements nationally including several keynotes scheduled for

the fall, including Bioneers conference

3. Spring Semester 2014

a. Course(s) to be offered: Indigenous Issues and the Environment

b. Proposed research activity writing, "Helping Forests Walk: tribes and climate change" project

c. University, professional society, and public service

Director, Center for Native Peoples and the Environment  
Speaking engagements nationally including several keynotes scheduled