

**ANNUAL REPORT: June 1, 2014 – May 31, 2015**  
**(i.e., Summer 2014, AY 2014-2015)**  
**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 307	Field Ethnobotany	3	15	
FALL:	EFB 497	Indigenous Environmental Leaders for the Future Seminar	1	4	
	EFB 496	Plants and Culture	3	8	
SPRING:	EFB 305/NAT300	Indigenous Issues and the Environment	3	30	
	EFB 605	Indigenous Issues and the Environment	3	6	
	EFB 446	Ecology of Mosses	3	23	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.

Both EFB 305 and EFB 446 had a service learning component. The Ecology of Mosses class conducted a bryological inventory of Carpenters Brook Fish Hatchery and prepared an educational brochure for public visitors, to share their knowledge of mosses. The students in Indigenous Issues and the Environment prepared detailed lesson plans for inclusion in the ESF in the High School Global Environment class, to facilitate teaching about traditional ecological knowledge and its application to environmental science.

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 298	Research Internship	EFB	1	1
EFB 420	Professional Internship		3	1
EFB 495	Undergraduate College Teaching Experience		6	2
EFB 496	Study Abroad		12	1
EFB 498	Research Problem		2	2
EFB 798	Research Problem		2	1
EFB 899	Masters Thesis Research		13	4
EFB 999	Doctoral Research		1	1

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

- 1) Taught 2 week intensive field course at College of the Menominee Nation as part of our “Learning from the Land” undergraduate and graduate research exchange.
- 2) Taught Nature Writing Workshop at New School, Pt Reyes CA August 18 2014

4. Guest Lecture Activities

- 1) Dr. McGee’s Environmental Communications Seminar
- 2) Dr. Donaghey’s Environmental Scholars Seminar
- 3) Professor Jaeger Literature of Nature class
- 4) EFB 210 Diversity of Life
- 5) Dr. Arnolds Native American Studies class (Syracuse University)
- 6) Dr. Roesch Wagners Women’s Studies class ( Syracuse University)

<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 18 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

Sara Smith, MS started 9/13  
 Trinity Boisvert, MPS started 9/14  
 Meredith Kane MS, started 9/09  
 Suzanne Greenlaw, MS started 9/09

CO-MAJOR PROFESSOR

Catherine Landis PhD with Don Leopold  
 Monica Berdugo PhD with Martin Dovciak  
 Andrew Tomes (MS) with Tom Horton  
 Ray Gutteriez (MS) with Colin Beier

MEMBER, STEERING COMMITTEE (other than those listed above)

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

Birgitte Everingham, PhD Trent University, Ontario  
Carly Armstrong, PhD Trent University, Ontario  
Val Goodness, MS SUNY Buffalo

CHAIRMAN OR READER ON THESIS EXAMS, ETC.

Matthew Bethurem  
Stephen Langdon

**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)
- 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 2011-2015
  - 4) Sustainable Forestry Initiative, \$5000. "Sustainable Forests Education: Native Earth Environmental Youth Camp" June 2014-May 2015
  - 5) US Forest Service, Native Women's Climate Change Summit, \$30,000 May 2015-May 2018
  - 6) National Science Foundation, participating partner with Dr. Jay Johnson at Kansas University, FIRST : Facilitating Indigenous Research, Science and Technology Research Coordination Network grant \$800,000

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" with Diemont, Manno, Beier, Folta

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

Application for Guggenheim Fellowship, 2104

**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. and J. Grignon 2015 "Listening to the Forest" invited chapter in "Relative Wild: Common Ground for Conservation" edited by Gavin Van Horn and John Hausdoerffer. University of Chicago Press. In review
- 2) Kimmerer, R. W 2015. "Nature Needs a New Pronoun". YES! Magazine Spring 2015 Issue

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)

- 1) Adirondack Ecological Center speakers Series July 3, 2014. Newcomb, NY audience=25 Topic: Braiding Sweetgrass.
- 2) Potawatomi Gathering of Nations, Gun Lake, Michigan August 7, 2014. Audience= 50 . Topic: Sharing indigenous plant knowledge.
- 3) **Keynote** Pt Reyes Books Speakers Series. Pt Reyes, CA. August 15, 2014 Audience= 150. Topic: Braiding Sweetgrass
- 4) Black Mountain Circle Workshop, Pt Reyes CA. August 16, 2015. Audience: 45 Topic: The covenant of Reciprocity.
- 5) SUNY ESF, New American Environmentalism, Panelist, September 2015
- 6) Hamilton County Reads Program, "Braiding Sweetgrass. Indian Lake Theatre, September 21, 2015 Audience =75
- 7) Blue Mountain Center for the Arts, The Miniature World of Mosses, field walk and talk. Audience=6 September 22, 2015
- 8) SUNY ESF **Travis Lecture**, September 24, 2015. "The Honorable Harvest: Indigenous Knowledge and Conservation" Audience=200+

- 9) Midwest Booksellers, September 30, 2015. Braiding Sweetgrass. Audience= 300
- 10) **Keynote**, Bioneers Annual Conference. October 17 2015 San Francisco, CA. "The Honorable Harvest"  
Audience= 3000+
- 11) Workshop, Bioneers Annual Conference October 17 2015. Plant Intelligence. San Francisco CA. Audience=  
200
- 12) **Keynote**, Sigurd Olson Nature Writing Award Ceremony, Sigurd Olson Environmental Institute, Northland  
College, Ashland, WI Audience= 120 October 24 2015
- 13) "Indigenous Plant Knowledge" Northland College, Ashland, WI. Audience = 35 October 25, 2015
- 14) "The Grammar of Animacy" Northland College, Ashland WI Audience=20 October 26, 2015
- 15) **Keynote**, Youth Climate Summit, Adirondack Wild Center, Nov 12, 2015 Audience= 150
- 16) **Keynote**, Ithaca Native Plants Symposium, Ithaca, NY March 6, 2015. Audience=150
- 17) **Keynote**, Geography of Hope Conference, "Learning a New Language" March 14, 2015 Pt Reyes CA  
Audience=300
- 18) **Keynote**, McDevitt Lecture in Science and Religion, LeMoyne College March 23, 2014 Audience= 60
- 19) **Keynote**, Northern Michigan University, Marquette, MI. Braiding Sweetgrass.: Campus Common Reader  
Program. March 31, 2015 Audience:=300
- 20) Environmental Movements Class, Northern Michigan University, April 1, 2015
- 21) Environmental Literature Class, Northern Michigan University, April 1, 2015
- 22) **Keynote**, Longwood Gardens, PA. April 12, 2015 Community Reads Program Braiding Sweetgrass.
- 23) Longwood Gardens, PA. "Book Chat" Audience=30 ( 2 events)
- 24) **Keynote**, Nova Institute "Indigenous Values and Education" Washington, DC. April 18, 2015 Audience=60
- 25) **Keynote**, Indiana University, April 21, 2015 Earth Day Keynote,
- 26) **United Nations**. April 27, 2015. International Mother Earth Day Commemoration. Harmony with Nature  
Initiative, General Assembly. Audience= ?
- 27) Coalition of Kettle Lakes Associations, Arts and Ecology Symposium, Homer Center for the Arts, May 17, 2015
- 28) Birchbark Books, An evening with Robin Wall Kimmerer, Minneapolis MN, audience=90 May 20, 2015
- 29) Minnetonka Garden Club, "What Does the Earth Ask of Us"? Minneapolis, MN May 21. Audience=80
- 30) **Commencement Address**, Northland College, Ashland, WI. May 23, 2015 Audience=500

## V. PUBLIC SERVICE

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

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

Consultant/Collaborator: Salish Kootenai Tribal College NASA Grant: Living Landscapes."

#### 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, Steering Committee
- 6) Haudenosaunee Environmental Task Force
- 8) Spring Creek Project for Nature, Philosophy and the Written Word (Senior Fellow)

USDA Panel Review for TCUP Proposals

## VI. PROFESSIONAL DEVELOPMENT

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

- 1) Sigurd Olson Nature Writing Award
- 2) Orion Book Award Finalist
- 3) Midwest Booksellers Award for Braiding Sweetgrass
- 4) Honorary Doctorate, Northland College

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

#### 2. Professional Society Membership

#### 3. Other Professional Activities

##### a. Editorial activity

<u>Journal (s)</u>	<u>Responsibility</u>
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Other (books, symposia, etc.)

##### b. Reviewer

<u>Journal(s)</u>	<u>No. of manuscripts</u>
The Bryologist	1

<u>Agency</u>	<u>No. of proposals</u>
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National Science Foundation	1
<u>Other</u>	

##### c. Participation (workshops, symposia, etc.)

<u>Name of workshop, etc.</u>	<u>Date</u>	<u>Place</u>
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**Conference Co-Chair** "Geography of Hope: Women and the Land" March 13-16, 2015 Pt Reyes CA.

### 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

- 1) Chair, Cranberry Lake Advisory Committee
- 2) Peer classroom evaluation for Promotion and Tenure Committee
- 3) Mentor for junior faculty member
- 4) Coordinate Chun June 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
- 4) Promotion and Tenure Committee, outside member, Environmental Studies
- 5) College-wide Awards Committee
- 6) Assist Admissions Office with recruitment strategies for Native American students
- 7) ESF Representative to Great Law of Peace Educational Center
- 8) Presentation to New Visions Program, visiting students
- 9) Advisor to Primitive Pursuits student organization
- 9) Hiawatha Institute for Indigenous Knowledge, ESF liaison
- 10) CSTEP Mentor
- 11) SU Native Student Outreach Day
- 12) Gave invited remarks for Presidents Wheelers Inauguration, 9/12/15
- 13) Led Bryophyte Team for Inaugural Bioblitz at Onondaga Lake, September 13, 2015
- 14) Gave Invited "Earth" Lecture for First Year Experience Symposium

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 (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 2014-15 have been through my focus on the scholarship of teaching and mentoring. I have taught 5 distinct courses this year, (7 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 led the development of a new College-wide minor in "Native Peoples and the Environment" which was implemented this year. I teach a 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. I am also actively engaged as a guest lecturer in numerous ESF and SU course. In addition to these responsibilities and my assigned advisees, I have worked closely with several undergraduates in independent study projects, as a CSTEP mentor, 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. 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 three students at other universities.

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

I serve as founder and Director of The Center for Native Peoples and the Environment in 2014-15 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. Our major accomplishments this year include the development and submission of a major grant proposal (with collaborations at a tribal college and a Native-serving educational non-profit) which would develop a new graduate program in traditional ecological knowledge, if funded. The Center also hosted the historic first ever meeting between the Haudenosaunee Nations and the New York State Department of Environmental Conservation, thanks to the efforts of our Assistant Director Neil Patterson. 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 a major collaborative grant proposal during the past year. We are currently implementing a climate change and forest knowledge revitalization education program with tribal partners. 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 30 public presentations to academic, professional, governmental and community organizations all over the country, as well as numerous interviews, videos etc., which I trust brings attention and respect to the work of SUNY ESF. The significance of our efforts in advancing these important ideas are borne out in the invitation to address influential organizations and thought leaders such as **Bioneers**. The impact of our work was manifest in the opportunity to address the **United Nations General Assembly** for the commemoration of International Mother Earth Day in April 2015.

### **Contributions to Professional Development**

Outside of a full teaching load and the leadership of the Center for Native Peoples and the Environment, my scholarly energies this year have been devoted to disseminating the body of work related to integration of traditional indigenous and western scientific knowledge, primarily through a large number of public presentations in diverse arenas. My invited participation with the NSF FIRST Research Coordination Network will take our efforts in indigenous/scientific knowledge integration to a higher level, engaging with international scholars and indigenous academics.

Much of the demand for keynote addresses has been generated I believe by the impact of "Braiding Sweetgrass" which is now in its fourth printing. 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. 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. I have developed a book proposal and prepared an application to the Guggenheim Foundation ( which proved unsuccessful) but have nonetheless begun work on a new book in the realm of literary botany, which will be supported by a writers residency from the Blue Mountain Center for the Arts.

**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 2015

- a. Course(s) to be offered

Field Ethnobotany at Cranberry Lake

- b. Proposed research activity

Engaged with the NSF FIRST grant described above, traveling to New Zealand to collaborate with Maori scholars

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

2. Fall Semester 2015

- a. Course(s) to be offered

Plants and Culture

Indigenous Environmental Leaders Seminar

- b. Proposed research activity

Writing Residency at Blue Mountain Center for the Arts  
NSF FIRST research

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

3. Spring Semester 2016

- a. Course(s) to be offered
  - Ecology of Mosses
  - Indigenous Issues and the Environment
  - Indigenous Environmental Leaders Seminar
  
- b. Proposed research activity
  
- c. University, professional society, and public service  
Director, Center for Native Peoples and the Environment