

ANNUAL REPORT: June 1, 2015 – May 31, 2016
(i.e., Summer 2015, AY 2015-2016)
DEPARTMENT OF ENVIRONMENTAL AND FOREST BIOLOGY
SUNY-ESF

*****PLEASE DO NOT INSERT TABLES FOR ANY CATEGORIES*****

NAME: Robin 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	16	
FALL: EFB 497	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	6	
EFB 446	Ecology of Mosses	3	22	1
EFB 646	Ecology of Mosses	3	1	1
EFB 496	Indigenous Environmental Leaders for the Future Seminar	1	3	

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 305/605 includes a service learning component. This year the students developed educational modules to share with existing classes at ESF to enrich the content with an indigenous perspective.

EFB 446/646 has a service-learning component. The students participated in the Skaneateles BioBlitz by creating a moss list and developed bryophyte educational materials for inclusion in the mobile MossLab directed by Dr. Marion Wilson

2. Non-Scheduled Course Offerings (e.g., 496, 899, 999)

Course No.	Title	Credit Hrs.	No. Students
EFB 298	Research Internship EFB	1	1
EFB 420	Professional Internship	15	5
EFB 498	Research Problem	4	2
EFB 798	Research Problem	2	1
EFB 899	Masters Thesis Research	2	2
EFB 999	Doctoral Research	1	1

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

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) Dr. Arnolds Native American Studies class (Syracuse University)
- 5) Dr. Roesch Wagners Women's Studies class (Syracuse University)

Course No.	Title	No. of Lectures
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II. STUDENT ADVISING

A. Number of undergraduates for whom you are the student's official advisor 20 and unofficial advisor 5

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 **will finish 7/16**
 Trinity Boisvert, MPS started 9/14 **completed May 2016**
 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 **finished 4/16**
 Ray Gutteriez (MS) with Colin Beier

MEMBER, STEERING COMMITTEE (other than those listed above)

Tomacz Falkowski
Eugene Law
Eli Arnow
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.

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) 1) USDA Higher Education Challenge Grant, “Sowing Synergy: A graduate program to integrate scientific and traditional knowledge for sustainability. \$683,000. With Diemont, Beier, Folta, Manno co-PIs. April 2016-August 2019. Will support 3 grad students

2) USEPA Environmental Protection Agency, Environmental Education Program. \$30,900 “Using the Thanksgiving Address to Advance Environmental Literacy and Environmental Stewardship” with Dr. Phil Arnold and Rachel May and Beth Folta. Syracuse University. Supports: Catherine Landis and Thomas Mackey 2016-2018

3) 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. 2012-2016. Supports two graduate assistants Raymond Gutierrez and Sara Smith

4) United States Department of Agriculture, Multicultural Scholarship Program, \$200,000. supports 5 undergraduates, May 2012-May 2016.

5) Tribes and Climate Change: engaging northeastern indigenous nations. US Forest Service \$60,000 2011-2016

6) US Forest Service, Voices of Mother Earth: Native Women’s Climate Change Summit, \$60,000 May 2015-May 2018

- 7) 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. 2015-2018

- 8) National Science Foundation: ITEST: Earth Partnership: Indigenous Arts and Sciences—Connecting STEM to Native Science. Advisor to project \$1.2 million by PI Cheryl Bauer Armstrong at University of Wisconsin-Madison.

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

none

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

None

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

Kimmerer, R.W. 2016 "The Covenant of Reciprocity". The Wiley-Blackwell Companion to Religion and Ecology, J. Hart editor. In press

B. Non-refereed Publications

Kimmerer, R.W. 2015. The Honorable Harvest. Yes! Magazine December 2015 issue

Kimmerer, R.W. 2015. Honor the Treaties, Protect the Earth: The Two Row Wampum Renewal Campaign and the Demand for Sovereignty. Earth Island Journal. Autumn 2015

Kimmerer, R.W. 2016 "The Legacy of Fire" Adirondack Life. Winter 2016

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

"Title: The Land as Teacher: revitalizing the process for ongoing generation of TEK" Native American and Indigenous Studies Conference, May 15 2016 Honolulu, Hawaii

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

- 1) "Renewing the Web of Reciprocity: Indigenous food systems and biodiversity" Smithsonian Institution National Museum of the American Indian. Living Earth Festival **Keynote**. July 17, 2015 attendance: 200
- 2) "Braiding Sweetgrass" Cornell Plantations Lecture Series. Cornell University September 2, 2015 attendance: 400
- 3) "The World of Mosses" Cornell Cooperative Extension. Master Gardeners. Attendance: 45
- 4) "Restoration and Reciprocity" Wells College Sustainability Symposium. September 21, 2015 attendance: 80
- 5) "Indigenous Knowledge in a time of climate crisis" Basic Call to Consciousness Symposium. Onondaga Nation. September 24, 2015 Attendance: 100
- 6) "The Fortress, the River and the Garden" September 24, 2105 **Keynote** Ford Foundation National Fellows Conference. National Academies of Science, Washington DC.
- 7) "Braiding Sweetgrass" September 26, 2105 Earth Partnership, University of Wisconsin, Madison
- 8) "Learning the Grammar of Animacy" Blue Mountain Center Residency. October 18, 2015 attendance: 30
- 9) "The Honorable Harvest and Land Conservation" **Keynote**. The Chicago Openlands Forum. Chicago, Illinois attendance: 400
- 10) "The Honorable Harvest: indigenous knowledge and Biodiversity Conservation" University of Vermont. November 3, 2015 attendance: 125
- 11) "Reciprocity and Restoration" University of Vermont November 4, 2015 attendance: 100
- 12) "Braiding Sweetgrass" Burlington, VT. The Commons. Attendance: 40
- 13) "Renewing the web of reciprocity: Indigenous Food Systems and Biodiversity" **Keynote**. Women's Food and Agriculture Network Annual Meeting Dubuque Iowa. November 7, 2015 Attendance: 300
- 14) "The Honorable Harvest" **Keynote** Western New York Land Trust, The Albright Knox Gallery Buffalo, New York November 10, 2105 Attendance: 300
- 15) "The Honorable Harvest" SUNY Oswego **Keynote** Annual Lecture. Oswego, NY attendance: 200
- 16) "Language and Sustainability: The Grammar of Animacy" Culture, Humanities and Environment Colloquium, University of Wisconsin, Madison 12/1/15 Attendance: 35
- 17) "The Honorable Harvest: Indigenous Knowledge for Biodiversity Conservation" 12/2/15 University of Wisconsin, Madison Attendance 80
- 18) "Braiding Sweetgrass" Onondaga Historical Association, Skanonh Center, Syracuse New York Attendance: 30
- 19) "The Honorable Harvest" The Wild Center, Tupper Lake New York January 9, 2016 attendance: 90
- 20) "The Honorable Harvest: Indigenous Knowledge for Biodiversity Conservation" University of Michigan, Ann Arbor, MI Feb 11, 2016
- 21) "Indigenous Wisdom for Restoration" **Keynote** Wisconsin Wetlands Association Annual Meeting, Green Bay Wisconsin Attendance: 400
- 22) "Restoration and Reciprocity: finding common ground between indigenous and scientific knowledges" University of Wisconsin Botany Colloquium, Honorary Graduate Speaker. February 25. 2016 attendance: 50
- 23) "The Grammar of Animacy" Northwestern University, Chicago Illinois February 26, 2016 attendance: 125
- 24) "The Honorable Harvest: Indigenous Knowledge and Biodiversity Conservation" The Natural History Institute, Prescott College, Prescott Arizona attendance: 100
- 25) "Plants as Teachers in a Time of Climate Crisis" **Keynote** "Re-igniting the Sacred Fire" Indigenous Environmental Studies Trent University, Peterborough, Ontario April 22 2016
- 26) "Indigenous Land Management" The Christensen Fund, San Francisco, CA April 29, 2016 Attendance: 40
- 27) "The Honorable Harvest" The Sierra Club, Atlantic Chapter Syracuse New York attendance: 50

- 28) “The Fortress, the River and the Garden” **Keynote** NSF-IWISE conference. National Museum of the American Indian May 31, 2016 attendance: 100

Interviews: I’ve done about 10 print and audio interviews this year which are another type of public service presentation. However, I list here only those which require significant preparation of a presentation for the interview. Audience estimates are from media outlets

- 29) “Two Ways of Knowing: Robin Wall Kimmerer on Scientific and Native Ways of Knowing the Natural world” by Leath Tonino in The Sun magazine April 2016 issue, #484. Online version: http://thesunmagazine.org/issues/484/two_ways_of_knowing estimated audience: 20,000
- 30) “The Intelligence of All Things: an interview with Robin Wall Kimmerer” On Being with Krista Tippett <http://www.onbeing.org/program/robin-wall-kimmerer-the-intelligence-in-all-kinds-of-life/8446> estimated audience: >100,000
- 31) “Talking to Plants” an interview with Robin Wall Kimmerer on To the Best of Our Knowledge” with Steve Paulsen. <http://www.ttbook.org/book/talking-plants> estimated audience: 15,000
- 32) “Indigenous Knowledge for Healing the Earth” an interview with Robin Wall Kimmerer “Unlearn and Rewild” podcast. <http://www.unlearnandrewild.org/listenhd/robin-wall-kimmerer-on-indigenous-knowledge-for-earth-healing>

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) Neighbors of the Onondaga Nation
- 2) Great Law of Peace Education Center Initiative, Steering Committee
- 3) Haudenosaunee Environmental Task Force
- 4) Spring Creek Project for Nature, Philosophy and the Written Word (Senior Fellow)
- 5) Center for Nature and Humans, Senior Fellow
- 6) The Wild Center, Tupper Lake NY
- 7) Institute for Tribal Environmental Professionals, Flagstaff AZ

VI. PROFESSIONAL DEVELOPMENT

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

Selected for Feinstone Environmental Award

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

Journal (s)

Responsibility

Other (books, symposia, etc.)

Reviewer for University of Minnesota Press- 2 manuscripts

Reviewer for Milkweed Editions- 1 manuscript

b. Reviewer

Journal(s)

No. of manuscripts

Journal of Forestry

2

The Bryologist

1

Agency

No. of proposals

Other

c. Participation (workshops, symposia, etc.)

Name of workshop, etc.

Date

Place

American Indian Science and Engineering Society Annual Meeting November 2015

C. Further Education/Re-training Undertaken, Leaves, Workshops, etc.

Blue Mountain Center Writer in Residence October 2015

D. Foreign Travel (Where, When, Purpose)

VII. ADMINISTRATIVE AND SERVICE RESPONSIBILITIES (include committee participation)

A. Department-level:

- 1) Co-director, Cranberry Lake Biological Station
- 2) Chair, Cranberry Lake Advisory Committee
- 3) Peer classroom evaluation for Promotion and Tenure Committee
- 4) Mentor for junior faculty member
- 5) Coordinate Chun June Wang Award

B. College-level

- 1) Director, Center for Native Peoples and the Environment

- 2) College Diversity Committee
- 3) Promotion and Tenure Committee, outside member, Environmental Studies
- 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) Advisor to Primitive Pursuits student organization
- 8) CSTEP Mentor
- 9) Minor Coordinator, Native Peoples and the Environment
- 10) Coordinate with Development Office on initiatives for Center for Native Peoples and the Environment
- 11) Speaker for Baobab Society

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: In addition to teaching four innovative classes which receive strong positive feedback, I have served our students in informal settings as well, as a CSTEP mentor, as advisor to the Primitive Pursuits Club, an internship sponsor and informal mentor to many students. Student feedback indicates that they appreciate the diverse, creative approaches and perspectives offered in my courses. I design and coordinate the new college-wide minor in "Native Peoples and the Environment" which has a growing enrollment. I have played a leadership role (with my co-PIs) in receiving two significant new grants to the College which are specifically targeted at enhancing educational offerings. Our new grant from USDA Higher Education Challenge Grant will enable us to create and deliver a new graduate program which integrates Traditional Ecological Knowledge and Scientific knowledge in the field of biocultural restoration. Our grant from the EPA Environmental Education program supports a similar mission. I'm excited that ESF is growing in these new directions to support graduate education specifically designed to foster innovative approaches to intellectual and cultural diversity in the curriculum for our students.

Contributions to the Department and the College: In addition to my usual activities and listed service, I came forward to serve as Co-Director (with Dr. Fierke) of the Cranberry Lake Biological Station this year, in order to fill the gap left by the departure of the previous staff. Together, we have planned and coordinated an expansion of the CLBS calendar and offerings to accommodate an ever-growing demand. I also serve as founder and Director of The Center for Native Peoples and the Environment 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 success of 2 large grant proposals and expansion of our numerous programs. One of this year's highlights was the recognition by SUNY ESF of the Onondaga Nation in the "Where We Stand" event in November. 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 momentum behind this endeavor is reflected numerous invitations for keynotes, lectures and presentations

This year, I have given at least 32 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.

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 are largely 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. 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. Drawing upon the impact of widely distributed interviews with programs such as “On Being” and “To the Best of Our Knowledge”, this spring I worked to create an audiobook version of “Braiding Sweetgrass” to reach a widening audience. 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 will also admit that it is exhausting and leaves little time for in-depth writing and scholarship. I benefitted from a Writer-in-Residence program at the Blue Mountain Center this year and I will be developing a sabbatical proposal designed to create space and time for completion of a new book.

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 2016

a. Course(s) to be offered

b. Proposed research activity

c. University, professional society, and public service

2. Fall Semester 2016

a. Course(s) to be offered

b. Proposed research activity

c. University, Professional society, and public service

3. Spring Semester 2017

a. Course(s) to be offered

b. Proposed research activity

c. University, professional society, and public service