# CURRICULUM VITAE FOR PROMOTION AND TENURE MARY (FONG) HERMES

College of Education and Human Development Department of Curriculum and Instruction Program in Second Language Education Program in Culture and Teaching

# IDENTIFYING INFORMATION

Born: 8/12/62; St. Louis, MO

Heritage: Mixed heritage (Irish American, Chinese American, Dakota, Lac Courte Oreilles Ojibwe community member)

E-mail: mhermes@umn.edu

*Academic Rank*

Professor in Curriculum and Instruction

*Education*

# Degree Institution Date Degree Granted

|  |  |  |
| --- | --- | --- |
| B.A. | Oberlin College Third World Studies | 1985 |
| B.M. | Oberlin Conservatory Bassoon Performance | 1985 |
| M.A.. | University of Wisconsin, Madison Curriculum and Instruction | 1990 |
| Ph.D. | University of Wisconsin, MadisonCurriculum and Instruction [Advisor: Elizabeth Ellsworth] | 1995 |

*Positions and Employment*

University of Minnesota, Twin Cities (2011–Present)

Associate Professor 2012–Present

Visiting Professor Fall 2011

Fellow, Institute for Advanced Studies Spring 2011

Northwestern University and American Indian Center, Chicago

Visiting Professor Spring 2010

Hayward Community School, Wisconsin

Ojibwe Language Teacher, Grades 6 & 8 Spring 2009

University of Minnesota, Duluth (2001–2011)

Associate Professor Fall 2007–Spring 2011

Assistant Professor, Tenure Track Fall 2001–Spring 2007

Waadookodaading Ojibwe Immersion School, Wisconsin

Art and Music Teacher (long term sub) 2014–Present

Co-Teacher and Curriculum Developer 2004–2005

Director 2000–2004

Co-Founder and Board Member 1999–2005

Carleton College, Minnesota

Visiting Professor of Education Fall 1996–Spring 2000

Grassroots Indigenous Multimedia

Director Fall 1999–Present

*Current Membership in Professional Organizations*

American Association for Applied Linguistics (AAAL) American Educational Research Association (AERA) American Anthropological Association (AAA) National Women’s Studies Association (NWSA)

# HONORS AND AWARDS FOR RESEARCH/CREATIVE WORK, TEACHING, PUBLIC ENGAGEMENT, AND SERVICE

## University of Minnesota

Grand Challenge Collaborative Research Scholar Appointment (2018-2019) CEHD Community Engagement Award (Spring 2016)

Multicultural Leadership Award (Spring 2014) Institute for Advanced Studies Fellow (Spring 2010) President’s Multicultural Research Award (2000–2002)

## External Sources

* Recipient CESJ Community Advocate Award American Educational Research Association, Division K, (Spring 2016)
* Recipient of National Academy of Education, Spencer Postdoctoral Fellowship (Fall 1999)
* Recipient of Bush Leadership Fellow, Bush Foundation (1994–1995)
* Recipient of Holmes Graduate Fellowship, Holmes Partnership: Council for Institutional Cooperation (1991–1992)

## Visiting Professorships or Visiting Scholar Positions

Northwestern University; Department of Psychology; Spring 2010; and American Indian Center, Chicago; Spring 2010

# RESEARCH, SCHOLARSHIP, AND CREATIVE WORK

**Grants and Contracts**

## Grants received at the University of Minnesota unless otherwise noted:

|  |  |  |
| --- | --- | --- |
| 03/2017 | $147,000 | “Understanding Learning Mechanisms and Language Acquisition Through Intergenerational Conversations in Southwestern Ojibwe, a Native American Language”National Science Foundation and National Endowment for the Humanities, Documenting Endangered LanguagesAwarded to Grassroots Indigenous Multimedia Principal Investigator |
| 08/2016–12/2017 | $250,000 | “Growing Ojibwe Families”Bush Foundation Community Innovation Grant Awarded to Grassroots Indigenous Multimedia Principal Investigator |
| 04/2016 | $25,000 | Programming Partner & Recruitment Partner Bush Foundation bush CONNECTAwarded to Grassroots Indigenous MultimediaPrincipal Investigator |

|  |  |  |
| --- | --- | --- |
| 04/2016–04/2017 | $60,000 | Ojibwemowin Children’s Books Grotto FoundationAwarded to Grassroots Indigenous Multimedia Principal Investigator |
| 08/2014–09/2015 | $200,000 | “Supporting Ojibwe Immersion Teachers” Bush Foundation Community Innovation Grant Awarded to Grassroots Indigenous Multimedia Principal Investigator |
| Fall 2013 | $31,576 | “Ojibwe Language Acquisition at Immersion Schools”University of Minnesota Grant-in-Aid |
| 2009–2012 | $387,000 | “Documenting Chippewa Conversations and Training Indigenous Scholars”National Science Foundation and National Endowment for the Humanities, Documenting Endangered LanguagesCo-Principal Investigator, with Dr. John Nichols |
| 2006–2009 | $327,000 | “Ojibwe Movies: Documenting Conversations” United States Department of Education,Title VI of the International Research and Studies program (IRS), Instructional Materials Grant Principal Investigator |
| 2005–2006 | $21,622 | “Ojibwe Proficiency” Grotto FoundationSpecial Project Principal Investigator |
| 2004–2005 | $11,327 | Small Exploratory Research Grant National Science Foundation Principal Investigator |
| 2002–2005 | $450,000 | “Odaawaazaaga’igan Ojibwemowin” Administration for Native Americans Awarded to Lac Courte Oreilles Community College & Waadookodaading School Principal Investigator |
| 2003–2006 | $410,000 | “Wadiswan: Ojibwe Language Pre-School”United States Department of Education, Office of English Language Acquisition |

Awarded to Waadookoaading Immersion School Principal Investigator

## Contracts 2016–2018:

ISD 196 ($90,000)

Through Grassroots Indigenous Multimedia (GIM), contracted to develop books and teacher development that meets that grade two common core social studies standards. Produced six new children’s books in Ojibwe to meet standards.

Red Lake Nation ($250,000)

Through a NAM grant, (Hermes, Co-Principal Investigator) GIM is sub-contracted to provide language teacher education support and materials for their fledgling Ojibwe immersion school.

## Grants received while at other institutions:

|  |  |  |
| --- | --- | --- |
| 1999 – 2001 | $45,000 | National Academy of Education/Spencer Postdoctoral FellowshipPrincipal Investigator |
| 1999 | $10,000 | “Researching Indigenous Language Learning Technologies”Pioneering Partners Technology Grant With Kevin RoachPrincipal Investigator |
| ***Grants received from university sources:*** |
| Spring 2014 | $1,000 | Multicultural Leadership Award |
| Spring 2013 | $1500 | International Travel Grant |
| Spring 2010 |  | Institute for Advanced Studies Fellow |
| 2000–2002 | $14,000 | President’s Multicultural Research Award |
| **Publications** |  |  |
| ***Journal Articles*** |  |  |

* *Refereed*

*^ Equal attribution (no marking indicates lead author) (with graduate student)*

22. Child Language Research and Revitalization Working Group. (2017). *Language documentation, revitalization, and reclamation: Supporting young learners and their communities*. Waltham, MA: EDC. (contributing author)

21. \*Hermes, M. & Engman, M. (2017). Resounding the clarion call: Indigenous language learners and documentation. In Wesley Y. Leonard & Haley De Korne (Eds.), *Language Documentation and Conservation*, 14 (1), 59-87. (with graduate student).

20. Hermes, M. (2016). A response to a pedagogy of pain. *The Modern Language Journal*, *100*(2), 573-575.

19. \*Hermes , M., & Kawaiʻaeʻa K. (2014). Recent trends in Indigenous immersion research. *Journal of Immersion and Content-based Education.*

18. \*^King, K. A., & Hermes, M. (2014). Why is this so hard?: Ideologies of endangerment, passive language learning approaches, and Ojibwe in the United States. *Journal of Language, Identity & Education*, *13*(4), 268-282.

17. \*^Hermes, M. & King K. (2013). Ojibwe language revitalization, multimedia technology and family language learning. *Language Learning & Technology, 17*(1), 125-144.

16. \*Smith, C., Dyke, E., & Hermes, M. (2013). Life in the Undercommons: Sustaining Justice-work Post Disillusionment. *Journal of Curriculum Theorizing*, *29* (2), 149-

158. (equal attribution, graduate student first author).

15. \*Hermes, M., Bang, M., & Marin, A. (2012). Designing indigenous language revitalization. *Harvard Educational Review*, *82*(3), 381-402.

14. \*Hermes, M. (2012). Indigenous language revitalization and documentation in the United States: Collaboration despite colonialism. *Language and Linguistics Compass*, *6*(3), 131-142.

13. \*^Dance, L. J., Gutiérrez, R., & Hermes, M. (2010). More like jazz than classical: Reciprocal interactions among educational researchers and respondents. *Harvard Educational Review*, *80*(3), 327-352.

12. \*Hermes, M. (2007). Moving towards the language: Reflections on language as culture in Native American education. *Journal of American Indian Education*, *46*(3), 54-71.

11. Hermes, M. (2006). Reclaiming stolen words: Sinte Gleska instructor teaches evolution of Lakota language. *Tribal College Journal of American Indian Higher Education*, *18*(2), 20-21.

10. \*Hermes, M. (2006). Treaties that dominate and literacy that empowers? I wish it was all in Ojibwemowin. *Anthropology & Education Quarterly*, *37*(4), 393-398.

9. Hermes, M. & Babiuk, G. (2005). Resources for teachers at Indigenous community colleges. *Tribal College Journal, 16*(3), 26-29.

8. \*Hermes, M. (2005). Ma'iingan is just a mis-spelling of the word wolf': Ojibwe language and culture in the context of schooling. *Anthropology and Education, 36*(1),43-56.

7. \*Hermes, M. (2005). Complicating discontinuity: What about poverty? *Curriculum Inquiry*, *35*(1), 9-26.

6. \*Hermes, M. (2005). Standards and American Indians, *Journal of educational change*, *6*(2), 177-189.

5. \*Hermes, M. (2000). The scientific method, Nintendo, and Eagle feathers: Rethinking the meaning of" culture-based" curriculum at an Ojibwe tribal school. *International journal of Qualitative studies in education*, *13*(4), 387-400.

4. \*Hermes, M (1998). American Indian schools since Self-Determination: A literature guide. *Tribal College Journal, 9*(4), 36-37.

3. \*Hermes, M. (1997). American Indian culture and curriculum: A guide to literature

*Tribal College Journal*, *9*(2), 34-36.

2. \*Hermes, M. (1998). Research methods as a situated response: Towards a First Nations' methodology. *International Journal of Qualitative Studies in Education*, *11*(1), 155-168.

1. Hermes, M. (1997). Reflections on research methods at a tribal school. *Tribal College Journal*, *9*(2), 23-29.

## Book Chapters

* *Invited*

*\*\* Peer Reviewed/ Referred*

*A World of Indigenous Languages: Politics, Pedagogies, and Possibilities for Language Reclamation*(with S.E. Nicholas & G. Wigglesworth, Multilingual Matters, 2019)

11. **\*\***Hermes M. & Haskins M. (2018). Unbecoming Standards Through Ojibwe Immersion: The Wolf Meets Ma’iingan. In: Wigglesworth G., Simpson J., Vaughan

J. (Eds.), *Language practices of indigenous children and youth. Palgrave Studies in Minority Languages and Communities* (pp.99-116). London: Palgrave Macmillan.

10. \*\*^Hermes, M. & King, K.A. (in press). Task-based language learning for Ojibwe: Case study of two intermediate adult language learners. In T. McCarty, S. Nicholas & G. Wigglesworth (Eds.), *A world of indigenous languages: Politics, pedagogies and prospects for language reclamation.* London, Multilingual Matters.

9. \*\*Hermes, M. & Dyke, E. (in press). Still flourishing: Enacting indigenizing language immersion pedagogies in the era of U.S. Common Core State Standards. In McKinley, E. & Smith, L. (Eds.), *International handbook of Indigenous education* (pp.1-23). Singapore: Springer.(with graduate student).

8. \*\*Hermes, M., Cash, P., Donaghy, K., Erb, J., Penfield, S. (2016). Conceptualizing the capacity of technologies: Canada and the United States. In T. McCarty & S. Coronel-Molina (Eds.), *Indigenous language revitalization in the Americas* (pp.269- 291*). New York: Taylor and Francis.*

7. \*Hermes, M. (2015). Mii gaa-izhiwinaag: And then I brought her along. In Grandy

S. (2015) *Red pedagogy, Native American social and political thought* (pp.261-264). (10th ed.) Lanham, MD: Rowman & Littlefield Publishers, Inc.

6. \*\*Hermes M. & Bang, M. (2014). Theory and advocacy for Indigenous language revitalization in the United States. In M. Bigelow and J. Ennser-Kananen (Eds.) *The Routledge handbook of educational linguistics* (pp.158-170). New York: Routledge.

5. \*\*Hermes, M. (2005). White teachers, Native students; Rethinking culture-based education. In J. Phillion, M.F. He, & M. Connelly (Eds.), *Narrative and experience in multicultural education* (pp.95-155). Thousand Oaks, CA: Sage.

4. \*\*Hermes, M. (2004). Waadookodaading Indigenous language immersion: Personal reflections on the gut-wrenching start-up years. In E. Meiners & F. Ibáñez-Carrasco (Eds.), *Public acts: Disruptive readings on making curriculum public* (pp. 43-54). New York: Routledge.

3. \*^White, C. & Hermes, M. (2005). Learning to play scholarly jazz: An exploration into Indigenous methods for a culturally responsive evaluation. In S. Hood, R. Hopson & H. Frierson (Eds.), *The role of culture and cultural context* (pp. 103-126). Greenwich: CN: Information Age Press.

2. \*^White, C. & Hermes, M. (2005). Learning to play scholarly jazz: An exploration into Indigenous methods for a culturally responsive evaluation. In S. Hood, R. Hopson & H. Frierson (Eds.), *The role of culture and cultural context,* (pp. 103- 126). Greenwich: CN: Information Age Press.

1. \*\*Hermes, M. (1999). Research methods as a situated response: Towards a First Nations' methodology. In L. Parker, et al., (Eds.), *Race is…race isn’t: Critical race theory and qualitative studies in education* (pp.83-100). Westview. Previously published in *International Journal of Qualitative Studies in Education,* Winter 1997.

## Multimedia Scholarship

Hermes, M. (March 2010 release). Executive producer, Grassroots Indigenous Multimedia. *Ojibwemodaa:Ojibwe language immersion software.* Interactive multimedia DVD. Serves as a beginning level textbook for Ojibwemowin.

National Science Foundation Archives Creation

*Access at:* [*http://conservancy.umn.edu/handle/11299/163235*](http://conservancy.umn.edu/handle/11299/163235) *Or on YouTube: https://*[*www.youtube.com/user/GrassrootsIM*](http://www.youtube.com/user/GrassrootsIM)

This project created an archive of Ojibwe conversations while training second language speakers in transcription. We worked with over 15 different Elder speakers of Ojibwe, bringing them together in camp settings to record conversations. We currently have 13 distinct movies, complete with metadata and transcriptions. [http://conservancy.umn.edu/handle/11299/163235.](http://conservancy.umn.edu/handle/11299/163235) Over 4,000 downloads since 2009.

## Invited Keynote and Plenary Presentations

Aleixo, M., Chhuon V., Weiling, E., Hermes, M., Mitchell T., Rodriguez M., Williams, O., Khalifa, M., Bartlett, K. (2018) Plenary Session of the Faculty of the College of Education and Human Services. Fifth World Conference on Remedies to Racial and Ethnic Economic Inequality. Victoria, Brazil.

Hermes, M. (October 2017). Keynote. Unspoken words: Research and Indigenous language revitalization. Native Children’s Research Exchange Conference, Center for American Indian and Alaska Native Health, University of Colorado, Denver, CO.

Hermes, M. (April 2016). Keynote. Enchantment with the modern: All of us coming home. Revitalizing Endangered Indigenous Languages Conference, Northeastern State University, Tahlequah, OK.

Hermes, M. (July 2013). Keynote. Researching Revitalization. Stabilizing Indigenous Languages Annual Conference, Northern Arizona State University, Flagstaff, AZ.

Hermes, M. and Engman, M. (October 2012). Plenary. Indigenous language immersion. Dual Language Immersion Researcher Convocation,Center for Advanced Research on Language Acquisition, Minneapolis, MN.

Hermes, M. (November 2005). Teaching methods in the Gekinoo’amaagejig. Invited Plenary, Indigenous Language Symposium, National Indian Education Association, Denver, CO.

Hermes, M. (May 2002). Waadookodaading and native language revitalization. Americans Native Peoples’ Organization, Carleton College, Northfield, MN.

## Presentations or Workshops at Professional Meetings, Conferences

Hermes, M. (April 2018). North American Indigenous learning. Participation in intensive ideas lab. Smithsonian Center for Folklife and Cultural Heritage, Washington, D.C.

Hermes, M. (March 2018). Translanguaging in families: Ojibwe revitalization in homes. Paper for invited colloquium, AAAL, Chicago, IL.

Hermes, M. (May 23-29, 2017). Decolonizing the Future: Afrofuturism and Native Speculative Fiction. WISCON: Feminist Science Fiction Conference, Madison, WI.

Hermes, M. (November 2017). The Body and the send-off. Interactive collective memory work presentation, National Women’s Studies Association Annual Conference. Presented by Erin Stuttelberg, Angela Coffee, Erin Dyke, Hermes in absentia (while on medical leave).

Hermes, M. and Sims, C. (September 2017). Documentation, language revitalization and early childhood development. Native Children’s Research Exchange Conference, Center for American Indian and Alaska Native Health, Denver, CO.

Hermes, M. (May 2017). Creating children’s books from documentation. First International Ojibwe Language Immersion Conference, Lac Courte Oreilles Ojibwe Tribal College, Hayward, WI.

Hermes, M. and Flaada, J. (March 2017). Documentation, revitalization and benefits to young learners and their communities. Workshop, Washington, D.C.

Participated virtually (while on medical leave).

Hermes, M. (April 2016). World and Ojibwe revitalization. Revitalizing Endangered Indigenous Languages Conference, Northeastern State University, Tahlequah, OK.

Hermes, M. (March 2016). “What do we have to lose? An exploration of authenticity in indigenous language reclamation.” Invited lecture, University of Washington, Department of Education and Learning Sciences, Seattle, WA.

Hermes, M. (December 2015). Epistemic disobedience and Ojibwe language. Paper presented at “From Home to School: Language practices of Indigenous children, International Workshop,” Western Sydney University, Parramatta Campus, Australia.

Hermes, M. (December 2015). Endangerment, ideology, and identity: Ojibwe revitalization. Invited lecture, Department of Linguistics, Dartmouth College, Hanover, NH.

Hermes, M. (December 2015). Ojibwe language revitalization. Guest lecture, Department of Linguistics, Dartmouth College, Hanover, NH.

Hermes, M. and Haskins, M. (November 2015). Domestic dependent or sovereign nation? Ojibwe language immersion in tension with state standards. Paper co-presented with Waadookodaading teacher for the Language Education and Diversity Conference, University of Auckland, New Zealand.

Hermes, M. (November 2015). Beyond the clarion call: Documentation as language reclamation. Invited lecture, School of Languages and Linguistics, University of Melbourne, Australia.

Hermes, M. (February 2015). Endangerment, ideology, and identity: Ojibwe revitalization. Invited lecture Department of Linguistics, University of Minnesota, Minneapolis, MN.

Hermes, M. (December 2014). Task-based language learning for Ojibwe: Case study of two advanced intermediate adult language learners. American Anthropology Annual Meeting, Washington, D.C.

Hermes, M. (October 2013). Revitalization for the Little Traverse Band of Odawa. Invited lecture for Odawa nation. Virtually delivered.

Hermes, M., Roach, K., Livesay, N. (September 2013). Teaching from conversation to speaking using tech tools. Minnesota Indigenous Language Symposium, Shakopee, MN.

Hermes, M. (July 2013). Oral language learning in Ojibwe. Stabilizing Indigenous Languages Annual Conference, Northern Arizona State University, Flagstaff, AZ.

Hermes, M. (June 2013). Technology for revitalization. American Indian Higher Education Consortium.

Hermes, M. and Engman, M. (October 2012). Indigenous language immersion. Dual Language Immersion Researcher Convocation, Center for Advanced Research on Language Acquisition, Minneapolis, MN.

Hermes, M. & Roach, K. (February 2011). Using technology for Indigenous language revitalization. American Indian Languages Development Institute.

Hermes, M. & Roach, K. (June 2010). Using technology for Indigenous language revitalization. American Indian Languages Development Institute.

Hermes, M. (May 2010). Designing language revitalization: Discourse and Ojibwe language. Symposium on Indigenous Education, Tempe, AZ.

Hermes, M. (April 2010). Designing revitalization. Northwestern University, Invited Lecture in Learning Sciences, Evanston, IL.

Hermes, M. (April 2010). Using technology to revitalize our languages. Menominee Language and Culture Commission, Keshena, WI.

Hermes, M. (March 2010). Using technology to document and revitalize our languages. American Indian Center, Chicago, IL.

Hermes, M. (February 2010). Designing Indigenous language revitalization: Reinvention through new media. Indigenous Education Symposium, Arizona State University, AZ.

Hermes, M. (October 2008). Invited symposium. Imagine Revitalization: Creating Ojibwe and Dakota Immersion Teachers, Center for Advanced Research on Language Acquisition, Minneapolis, MN.

Hermes, M. (May 2008). Ojibwemodaa: Multimedia tool for teaching Ojibwe. Minnesota Indigenous Language Symposium, MN.

Hermes, M. (February 2008). Indigenous immersion schools invited symposium. Language Immersion Teachers Conference, Center for Advanced Research on Language Acquisition, Minneapolis, MN.

Hermes, M. (2006). Discussing Red Pedagogy: The intersection of critical theory and American Indian intellectual traditions. American Educational Research Association, San Francisco, CA.

Hermes, M. (2004). Research methods, intersections and agendas. Crossroads for Cultural Studies, University of Illinois Urbana-Champaign, IL.

Hermes, M. (2004). Waadookodaading Ojibwe immersion school. Center for Advanced Language Acquisition Immersion Conference, Minneapolis, MN.

Hermes, M. (2003). Transformation: Research into activism and culture into language. American Educational Research Association, Chicago, IL.

Hermes, M. (2003). What is this professor doing in our language immersion school? Narratives from supporting an Ojibwe language school start up. American Anthropological Association, Washington, D.C.

Hermes, M. (2002). Teaching in support of native culture. Experiential Approaches to Multicultural Conference, Invited Paper,

Ontario Institute for Studies in Education, Toronto, ON.

Hermes, M. (2002). Two White science teachers at a tribal school. American Education Research Association, New Orleans, LA.

Hermes, M. (2002). How I became a language activist. American Education Research Association, New Orleans, LA.

Hermes, M. (2001). Teaching in support of culture: Two White teachers at a tribal school. National Academy of Education Annual Meeting, UC-Berkeley, CA.

Hermes, M. (2001). Essentializing Ojibwe. Paper presented, American Education Research Association, Seattle, WA.

Hermes, M. (2001). Research presentation, National Academy of Education/Spencer Foundation Spring Fellows Retreat, Chicago, IL.

Hermes, M. (2000). American Indian intellectuals and critical theory. American Education Research Association, New Orleans, LA.

Hermes, M. (2000). Starbelly snitches, wanabees and other academic smart alecs: Beyond enrollment. American Education Research Association, New Orleans, LA.

Hermes, M. (1999). What’s appropriate, what’s appropriation? Developing Native American curriculum in the secondary schools. American Studies Association, Seattle, WA.

Hermes, M. (1998). Culture based curriculum. LCO Ojibwe School, all-school in service, WI.

Hermes, M. (1998). American Indian curriculum. Minnesota Charter School Conference, Minneapolis, MN.

Hermes, M. (1998). Being smart and being Indian: Identity, culture and curriculum at a tribal school. Research symposium paper, National Indian Education Research Symposium, Tucson, AZ.

Hermes, M. (1997). Towards a First Nations research methodology. Paper presented in a session chaired by Patti Lather, “Opening the Conversation about Race/Culture-Based Epistemologies in Qualitative Research,” American Education Research Association, Chicago, IL.

Hermes, M. (1996). Making meaning an issue: Education and the politics of representation. Paper presented in a session chaired by Elizabeth Ellsworth, American Education Research Association, New York, NY.

Hermes, M. (1995). Elders & youth, a Lac Courte Oreilles Ojibwe curriculum project. Facilitator and chair of presentation, National Indian Education Workshop Presentation, Phoenix, AZ.

## Invited Testimony

Hermes, M. (May 2003). Expert witness.

Testified for the Native American Language Act Amendment S575 United States Senate, Committee on Indian Affairs.

## Media Attention

“The National Science Foundation and Native American languages.” National Science Foundation. November 28, 2017. <http://nationalsciencefoundation.tumblr.com/post/167966886583/the-national-science-> foundation-and-native

“Remembering Anna Gibbs.” Guest on Minnesota Public Radio News. July 25, 2017. https://[www.iheart.com/podcast/3-mpr-news-with-tom-we-](http://www.iheart.com/podcast/3-mpr-news-with-tom-we-) 27977129/episode/remembering-anna-gibbs-28340633/

“Preserving Minnesota’s native languages.” Guest on Minnesota Public Radio News. October 15, 2015. https://[www.mprnews.org/story/2014/10/16/daily-circuit-native-](http://www.mprnews.org/story/2014/10/16/daily-circuit-native-) languages

Guest on Native America Calling radio show. September 9, 2015. <http://www.nativeamericacalling.com/wednesday-september-9-2015-language-programs-> across-native-america/

“New home movies resurrect endangered American Indian language.” Miles O’Brien, National Science Foundation Science Nation. November 21, 2011. https://[www.nsf.gov/news/special\_reports/science\_nation/savingtriballanguages.jsp](http://www.nsf.gov/news/special_reports/science_nation/savingtriballanguages.jsp)

## Other Key Activities and Accomplishments

**Publication of 21 Ojibwe Children’s Picture Books**

Books are from primary resources of Elder language data collected in archives.

Other books are co-written with community and Elders in Ojibwe and English (January 2017 complete). Hermes was the producer and often the lead author on these books.

Distributed internationally.

# Intermediate Ojibwe Proficiency

Working part-time for 18 years to learn this highly endangered indigenous language, which is difficult to access. Speaking and listening comprehension documented by Mike Sullivan, Ph.D., at Waadookodaading May 2018.

# Teaching and curriculum development

## University of Minnesota – Twin Cities

*Courses Taught*

CI 8645 Indigenous Revitalization and Activist Methods Fall 2017, Fall 2018

CI 8132 Curriculum and Instruction Core: Teaching Theory and Research Spring 2014, Fall 2014

CI 8150 Research Topics in Curriculum and Instruction: Feminist and Queer Methods: Collective Memory Writing

Spring 2014

CI 5641 Language, Culture, and Education

Spring 2012

CI 5660 Special Topics in the Teaching of Second Languages and Cultures Spring 2013

CI 8159 Culture and Teaching Colloquium

Fall 2012

CI 8132 Curriculum and Instruction Core: Teaching Theory and Research Fall 2013, Spring 2014, Fall 2014

CI 8148 Conducting Qualitative Studies in Educational Contexts Fall 2013

*Curriculum Development*

*Ph.D. level courses created*

CI 8645 Indigenous Revitalization and Activist Methods

CI 8165 Feminist and Queer Methods: Collective Memory Writing

## University of Minnesota – Duluth

*Courses Taught post-tenure*

EDUC 4381 Teaching American Indian Students EDUC 5381 Teaching American Indian Students EDUC 4360 Teaching Methods for Ojibwe Language EDUC 7004 Research Methods in Education

EDUC 7008 Foundations of Teaching and Learning: Curriculum Theory and Design EDUC 7030 World Indigenous Language Revitalization

EDUC 7032 Instructional Materials for Indigenous Language Revitalization EDUC 8005 Curriculum: Theory into Practice

# Advising and mentoring

## PhD. and Ed.D Graduate Advisees Completed

* 1. Melissa Engman (University of Minnesota). Dissertation: Revitalizing language, reframing expertise: An ecological study of language in one teacher-learner’s Ojibwe classroom. (Co with K. King) Department of Curriculum and Instruction. University of Minnesota. Successful defense: May 5, 2017. Currently Program Director Grassroots Indigenous Multimedia (GIM).
	2. Martina Arnal (University of Minnesota). Dissertation: Towards a discourse of inclusion? Tensions between policy and practice in rural Bolivia. Department of Curriculum and Instruction. University of Minnesota. Successful defense: April 27, 2015.
	3. Henry Flocken (University of Minnesota). Dissertation: An analysis of traditional Ojibwe civil chief leadership. University of Minnesota Duluth, Education policy and administration. Success Defense: May 2013. Current: Secondary Principal of Red Lake Schools.
	4. Victoria Ackley (University of Minnesota). Dissertation: American Indian teachers’ perspectives: Effective teaching practices and influences on American Indian education. Ed.D. University of Minnesota Duluth, Education policy and administration. Successful Defense: May 2011.
	5. Dolores Ellen Gokee-Rindal (University of Minnesota). Dissertation: The teachings of our ancestors: A vision of Ojibwe language and culture revitalization for young children in the Red Cliff community. (Co-advise with Thomas Peacock.) Ed.D University of Minnesota Duluth, Educational policy and administration Successful Defense: May 12, 2009. Recipient of Bush Leadership Fellowship. First position: Director of Headstart, Red Cliff Band of Lake Superior Chippewa, Current: Manager of Operations for Bad River Band of Lake Superior Chippewa.
	6. Catherine Pulkinen (University of Minnesota). Dissertation: Leadership experiences in indigenous language immersion contexts. Ed.D University of Minnesota Duluth, Educational policy and administration Successful Defense: May 2008. First Job Placement: Assistant Professor at University of

Wisconsin, Superior. Wisconsin Indian Education, Graduate Student of the Year, 2008.

* 1. Margaret Lynn Hoody (University of Minnesota). Dissertation: Critical literacy in primary education: Policy, praxis and the postmodern. Ed.D University of Minnesota Duluth, Educational policy and administration. Successful defense: May 2008.
	2. Cynthia Ann Welsh (University of Minnesota). Dissertation: Making science education meaningful for American Indian students: The effect of science fair participation. Ed.D. University of Minnesota Duluth, Education policy and administration. Successful defense: May 2008. 2011 Bill Boyle Educator of the Year Award. Science Teacher, Cloquet Middle School.
	3. Geraldine Nierengarten (University of Minnesota). Dissertation: What matters most: What administrators, special and general educators tell us about co- teaching in high school. (Co-advise with Tom Peacock). University of Minnesota Duluth: Educational policy and administration. Successful defense: May 2008. Associate Professor: University of Minnesota Duluth

*Ph.D. Current Advisees*

1. Dawn Quigley (Co-advisee with Sato)
2. Amanda Davingport
3. Veronica Quillien
4. Maria Swedelheim
5. Qui Alexander
6. Maajiigwaneyaash Jourdain (UMD, Co-advisee with Guilbransen)
7. Micha Thompson (Co-advisee with Chung)

*Ph.D. Committees Current*

1. Shelagh Gamble
2. Alissa Case

*Ph.D. Committees Completed at Twin Cities*

1. Jenna Cushing-Leubner (2017)
2. Erin Dyke (2016)
3. Colleen Clements (2016)
4. Erin Stutelberg
5. Keitha Gail Martin-Kerr
6. Michelle Benegas
7. Kelly Hrenko
	1. *d. Advisees Completed: Tribal Cohort at UMD*
		1. Lisa Bellanger
		2. Michelle Blanchard
		3. Tara Dupuis
		4. Jennifer Falzerano
		5. Henry Flocken
		6. Calvin Goggleye (Faculty, UM-Morris)
		7. Marilu Johnsen
		8. Jennifer Johnson
		9. Roberta Lord
		10. Katherine Marson (Faculty, Lac Courte Oreilles Ojibwe Community College)
		11. Jennie Molina Cruz
		12. Angela Rousu
		13. Terrence Smith
		14. Nora Livesay
		15. Joni Theabault
		16. Chad Waukechon (Faculty, Menominee Nation College)

*M.A. Advisees Completed*

Rosalind Bloodworth

* 1. *Advisees Current*

Ellisa Clumpner

## Other Mentoring Activities

2013–Present Hayward Collective, Exploration of Feminist/Queer Research Methodologies including Collective Memory Work. University of Minnesota, Department of Curriculum and Instruction, Dr. Mary Hermes, faculty participant/coordinator.

2016–present Ph.D. Level graduate students sharing research on Indigenous revitalization research

## Visiting Scholars Hosted

2017–present Research Scholars at Waadookodaading Ojibwe Language Immersion School: Gillian Wigglesworth, Sheliah Nicholas and Teresa McCarty hosted for site visit and potential research collaboration.

# SERVICE AND PUBLIC OUTREACH

**Service to Discipline/Profession/Interdisciplinary Area(s)**

## Editorial Review Board

Journal of American Indian Education

## Journal Reviewer Experience

Anthropology and Education Quarterly Journal of American Indian Education Language Policy and Education Computer Assisted Language Learning Anthropology and Education Language, Identity and Education

Language Documentation and Conservation Papers of the Algonquian Conference

## Organization of conferences, workshops, panels, symposia for discipline of language revitalization

Hermes, M. (May 2017). Immersion teacher training for Waasabik Ojibwemotaadiwin. Waadookodaading Ojibwe Immersion School, Hayward, WI.

Hermes, M. (September 2013). Lead organizer and chair, Minnesota Indigenous Language Symposium, Prior Lake, MN.

Hermes, M. (October 2008.) Conference planning committee, Immersion Conference, Center for Advanced Research on Language Acquisition, Minneapolis, MN.

## Reviewing proposals for conferences

AAAl, Language Maintenance, Conference Proposal Reviews, 2018

AERA Division B, Conference Proposal Reviews, 2010

## Reviews for other institutions

*Dossier Reviews*

* + - New School for Social Research

*External Review for Doctoral Dissertations*

* + - Murdoch University, Australia, Ph.D. candidate Virginia Westwood, 2016
		- University of British Columbia, Vancouver, BC.

## Review panels for external funding agencies, foundations, etc.

Canadian Social Science Review Board, 2017, 2014

National Science Foundation, Documentation Endangered Languages: 2014

## Program review experience

Evaluation of ESEA Title VI Indian Education LEA Grants Program Technical Working, August 2017–2019.

External evaluator: Native American Teacher Education program, University of Wisconsin, Milwaukee, May 2014.

***Awards Review*** for Northeastern University, Chicago for Dr. Erica Meiners

# Service to University/College/Department

## University of Minnesota – Twin Cities

*University-wide service*

Grand Challenge Collaborative Research Scholar appointment (2018-2021)

College of Continuing and Professional Studies (CCAPS) (2018-2020)

Women’s Faculty Cabinet, appointed (Fall 2014–January 2016) American Indian Advisory Board (2015–2017)

Circle of Indigenous Nations (COIN), Ojibwe language consultation

*Department/Unit Service*

Teachers of Color, Mentor (2018-19)

Diversity Committee Member (2018-19 and Chair, 2015-16)

Social Committee Member (2017–2018)

Program Area Coordinator for Culture and Teaching, Department of Curriculum and Instruction (2014–2015)

Search Committee, Second Language Education (2016)

Committee Chair, Diversity Committee (2013–2015)

Organizing Committee Member, *Diversity Dialogues*, Department of Curriculum and Instruction (2012–2013)

## University of Minnesota Duluth

Research Committee (2008-2013), Co-Chair

Advisory Board: Gikinoo’amaageyang, Ojibwe language teacher training program.

American Indian Advisory Board

# COMMUNITY ENGAGED PUBLIC AND TRIBAL NATION SERVICE

**(Select Examples)**

## Ojibwe immersion school startup

Waadookodaading Ojibwe Language Immersion School (1999–present)

First five years of school, voluntary director (administrator), grants writer (over one million dollars) and curriculum development lead (1999–2003). Various roles since then, most recently co-research with team from school. The first of its kind, this school is internationally recognized for its excellence in indigenous language immersion startup as a leader in the continental United States. Attracting visitors internationally, featured in the PBS documentary “First Speakers.”

## Workshops and trainings for community engagement (select)

**Lead Trainer**

ISD 196 January 2018 training (Eagan Civic Arena, Eagan, MN)

Key presenter in laying out core curriculum for second grade social studies. Aligning six children’s books (Ojibwe and English versions) created by Grassroots Indigenous Multimedia team to be used to meet common core standards.

Hermes, M. (May 2016). Anti-racism through Ojibwe language learning. Interactive workshop engaging Elders with larger Minneapolis community. bushCONNECT conference, Minneapolis, MN.

Hermes, M. (March 2015). Ojibwe literacy training. White Earth Tribal and Community College, Mahnomen, MN.

Language teaching and documentation workshops, White Earth Tribal Nation (2010– 2014)

Held four workshops per year working with Head Start teachers on Ojibwe language using the Ojibwe conversation movies and related materials (e.g, books, songs).

Mahnomen, MN.

Ojibwemodaa! Language software, teacher training (2010–2014)

This Ojibwe language learning software, including 19 short conversation clips with full transcriptions and searchable database, resulted from previous funding, brought forward through DEL conversations grant work. Various locations: Red Lake, White Earth, Fond du Lac, Lac Courte Oreilles nations. See <http://www.grassrootsindigenousmultimedia.org/>

Language teaching workshop, Deer River/Leech Lake (July 2012)

Materials and conversations from documentation into language teaching materials and methods. Communicative tasks for using language were developed from *Ojibwemodaa* software and conversation clips. Deer River, MN.

# International Invited

Fort Mohave “Bird Song” RAPID grant (October 2012)

With Kevin Roach, organized community-based documentation for the Fort Mohave Bird Song project (NSF RAPID # 1125877).

American Indian Language Development

“Technology and Hands-on Approaches to Indigenous Language Documentation workshop” (February 2011) and Summer Institute (2010). Provided training at AILDI on materials and documentation for a wide variety of community members from indigenous nations in the Southwestern United States and Mexico.

Menominee Language and Culture Commission (Fall 2008 and Summer 2009)

Series of five in-person meetings and ongoing support for documenting conversations using ELAN and converting them to educational materials.

Dakota Wicoie

Working with Dakota Wicoie to record Elder speakers of the language and move these conversations to transcription software, and taught second language speakers to use the transcription software. Worked with their master-apprentice teams on oral and task basked language learning.

# Ojibwe Nation

Collaboration with Waadookodaading Second Language Learners (January 2018–May 2018) Embedded in school, support for adult learners, collaboration on Ojibwe learning techniques and training/ support for using ELAN to transcribe.

Red Lake Ojibwe Nation (2016–present)

In collaboration with UM faculty and the Red Lake nation, serve as co-PI on a successful million dollar NAM (Native American and Alaska Native Children in Schools) grant awarded summer 2016. Supervise teacher development for their fledgling immersion school, language development, and creation of Ojibwe language literacy materials.

Children’s Book Making

Through a grant from the Grotto Foundation, and contracted by ISD 196, involved in producing children’s books through an indigenous perspective and in the Ojibwe language that align to educational standards and can be widely used across the United States.

Anishinaabemowin Teg conference presentation (March 2016)

With Jordyn Flaada, presented in the Ojibwe language “Story, song, games in integrated curriculum,” Sault Ste. Marie, ON.

Materials creation workshop

“Creating and Using Instructional Materials for Ojibwemowin,” Conference on the Reclamation of Indigenous Languages, Mashantucket Pequot Tribal Nation, Mashantucket, CT.

## Indigenous Language Revitalization Events (select examples)

**Lead Trainer and Organizer**

**“Growing Ojibwe Families”** Ojibwe family language camps (January 2016–July 2017)

Six camps (1–2 days) designed for families to be immersed in Ojibwe. Held at Fond du Lac Ojibwe reservation, MN; Bemidji, MN; and Lac Courte Oreilles reservation, WI. Bush Foundation: Community Innovation Grant.

Babies and elders documentation, Fond du Lac Community and Tribal College (January 2017). Seven families brought children under the age of one to sit with two elders to document intergenerational play and caretaking.

Making Ojibwe music, Fond du Lac Community and Tribal College (November 2016) Workshop where Ojibwe families came together to sing, drum, and use instruments to play or create or translate songs using Ojibwe language.

Ojibwe Movies camps (Summer 2007, 2008)

Seminal events (one week each) that brought together fluent elders to work with second language speakers/learners in order to create everyday scenarios, semi-scripted.

Transcription teams were trained and immediately worked on these video captures. Resulting in “Ojibwemodaa” DVD and archives (13 finished movies and transcripts). https://conservancy.umn.edu/handle/11299/163235

# Facilitator, Organizer

Second language acquisition for Ojibwe immersion. Trainer: Elaine Tarone. April 15, 2015. Waadookodaading Ojibwe Language Immersion School.

“Motivating Students: Praise, songs, games and transitions for the Ojibwe immersion classroom.” Trainer: Dustin Burnette. February 21, 2015. Bdote Learning Center, Minneapolis, MN.

Documentation training for Ojibwe language activists at Ojibwemotaadidaa Omaa Gidakiiminang (Summer workshops July 2010, 2011 and 2012)

Six Ojibwe tribal members were trained on ELAN for various projects; documentation training for academy participants (led by Dr. John Nichols and Nora Livesay) production and documentation of everyday phrases and training in elicitation of conversation. Cloquet, MN.