

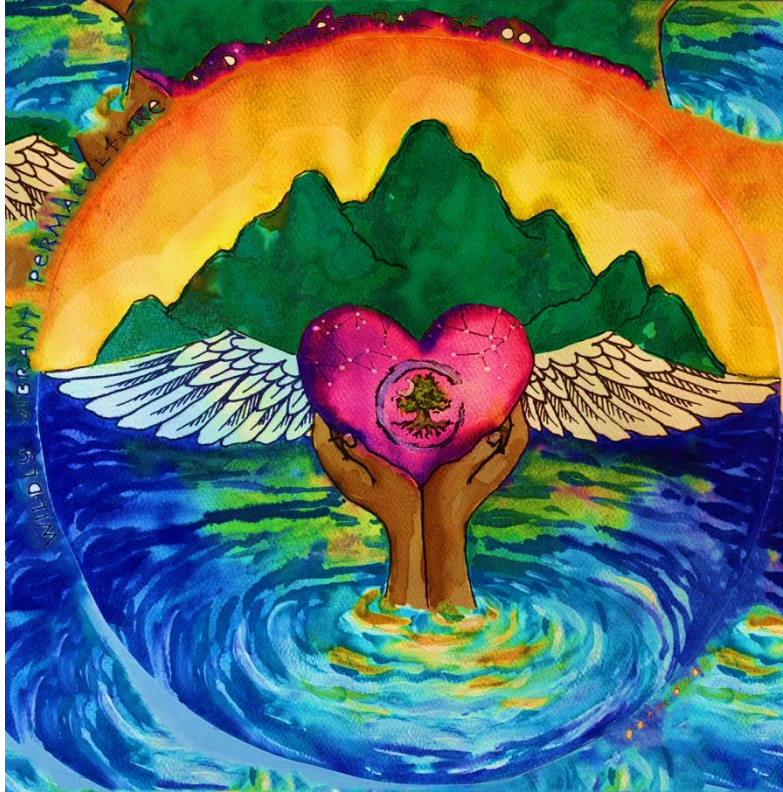
Miku Lenentine, Ph.D.

Teaching Portfolio



*“Know the ways of the ones who take care of you, so that you may take care of them.
Introduce yourself. Be accountable as the one who comes asking for life.
Ask permission before taking. Abide by the answer.
Never take the first. Never take the last. Take only what you need.
Take only that which is given.
Never take more than half. Leave some for others. Harvest in a way that minimizes harm.
Use it respectfully. Never waste what you have taken. Share.
Give thanks for what you have been given.
Give a gift, in reciprocity for what you have taken.
Sustain the ones who sustain you and the earth will last forever.”*

– Robin Wall Kimmerer



*Original Art Inspired by Wildly
Vibrant Permaculture School's Logo*

By Kelsey Wyman

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TEACHING EXPERIENCE



TEACHING EXPERIENCE

“Tell me and I forget. Teach me and I remember. Involve me and I learn.”

- Benjamin Franklin

[1] Table of Courses Taught & Responsibilities

DESCRIPTION: I have taught a number of different courses in a wide variety of teaching contexts and student communities.

I have worked with students at large public universities, a large portion of whom were international. I have also offered workshops in rural and urban settings, with farmers and foresters, including an all-women’s farming group, residents of large cities, and the general public. I have taught fields courses and outdoor laboratory sessions, guided classes in lecture-based classroom settings and small group seminars. I have also worked in programs emphasizing diversity and inclusion.

OUTCOME: I am readily able to call on different teaching styles for different contexts and demographics of learners to achieve the highest teaching outcomes and enhanced student learning.



Course Name	Enrollment	Course Type	Responsibilities
Environmental Resource Assessment	40	Classroom & Lab Section	Leading the social sciences module. Lecturing and guiding laboratory sessions and field experiments. Preparing teaching materials, developing lesson plans, guiding the exam study session, holding regular office hours, and assisting in grading student papers and projects. Coordinating teaching with lead instructor and teaching team.
Environmental Studies	150	Classroom & Lab Section	Leading three quiz sections consisting of 75 students total. Lecturing, preparing teaching materials, contributing to lesson plans, proctoring examinations, holding regular office hours, and grading student papers and projects. Managing student communications, tracking and recording all grades for my sections. Coordinating teaching with teaching team.
Society and Sustainability	50	Classroom & Lab Section	Assisting in preparation of teaching materials and infrastructure, maintaining and updating class website, leading occasional quiz sections, coordinating class field trips, proctoring examinations, holding regular office hours, grading student papers and projects, tutoring students, managing student communications, and tracking and recording all grades.
Social Forestry Winter Field Course	15	Field Course	Facilitating small group discussions, preparing course material, lecturing, and guiding team-building exercises. Assisting in site logistics and supervision of field camp set up and take down. Supervising outdoor education including coppicing for basket weaving, harvesting timber, broad scale cool burning, biochar production, forest restoration and site assessment. Guiding practices honoring LEK, TEK and wild-tending ethics and principles.
Social Forestry Advanced Internship	5	Field Course	Providing new student orientation, assisting in the development and implementation of field course logistics. Giving site tours of Little Wolf Gulch Forestry Camp.
Urban Forest Bathing (Shinrin-yoku) & Wildsitting	4	Outdoor Education	Leading outdoor education, forest bathing (Shinrin-yoku) and wild sit experiences for diverse participants in urban forests. Facilitating communication, and social permaculture workshops at community centers, small businesses, farms and permaculture communities throughout the Pacific Northwest and Hawaii.
Business English	10	Online	Offering live online lecturing via the Zoom communication platform. Facilitating small group breakout sessions to support student learning in public speaking. Assisting lead instructor on the use of the Zoom application for teaching online, advising on social meeting technology platforms, and assisting with set up and implementation.
Doris Duke Conservation Scholars Program	3	Classroom & Field Excursions	Training students in social science research methods. Instructing in technical research skills including transcription, data management, and collecting audio data. Presenting human ethics concepts and application. Coordinating class field trips and maintaining communication with guest instructors and program partners.
Q Methodology Seminar	6	Online	Coordinating weekly online seminar and skill share meetings online via Zoom. Inviting and organizing guests presenters, and introducing speakers. Mentoring current Ph.D. students and facilitating peer learning.

[2] Number of Advises

DESCRIPTION: I have mentored and trained upwards of 30 graduate and undergraduate students and worked closely in advising 3 undergraduate students in their senior capstone projects.

I have closely mentored and trained upwards of 10 graduate students (Masters and Ph.D. Level) who joined the Human Dimensions Laboratory at the University of Washington during my time there. I was also the junior faculty advisor for 1 undergraduate student through the Human Dimensions laboratory, assisting in his senior capstone project on social media analysis of biofuels. Additionally, I mentored two undergraduate students for their senior capstone projects supporting a regional environmental non-profit. Furthermore, over the years, through my activities as the President, and then Regional Representative of the International Forestry Students' Association, I worked closely with and mentored well over 20 undergraduate students.



[3] Sample Lesson Plans (ENV 304)

DESCRIPTION: I instructed the social science portion of a team-taught introduction to resource assessment course at the University of Washington. The following is a sample lesson plan that I used for our first lecture of the course.

ESRM 304 Teaching Plan

Presentation

Monday:

SHORT INTRO [9:35 switch]

- Learning goals
 - Concepts in Social Science of NRA
 - What I the scientific process for of studying people?
 - What methods are used for data collection?
 - What kind
 - Observation and data collection skills
 - Analysis and bias
 - Effective Team Collaboration
 - Appreciation for unique aspects of studying people
 - Have fun!
- Explain Cue Cards
 - Attendance/ Participation! Make sure you complete these during the lecture.
 - Appreciate funny drawings so feel free to doodle or diagram if it helps you learn
 - TODAY's Cue Card Assignment is to write down 1 thing you learned today, 1 question you have and 1 reason why social science might be important to you in your own life.

SMALL GROUP ROUNDS [8 minutes – 9:43 switch]

Gather into small groups (3-5)

Attention / Intention Rapid Rounds (Practice connecting as humans first!)

Warm Up Prompt: What is social science to you? Why might it be important for NRA?

LARGE GROUP SHARE [4 minutes – 9:50 switch]

PRESENTATION

1. Describing Social Science
2. Defining Science [5 minutes – 9:55 switch]

- It has something to do with being:
 - Systematic
 - Skeptical
 - Ethical (Especially important for working with human subjects)

The scientific attitude:

Universal permanent truths

(Thomas Kuhn – scientific revolutions)

Systematic

- Rigorous about what you are doing, how, & why
- What observations are you making
 - Under what circumstances?
 - Your role in making them—self-observation/examination and critique

Skeptical

- Subjecting your observations & conclusions to scrutiny
- Subjecting those to disconfirmation

Ethical

- Interests and concerns of those taking part in the research are safeguarded
- Similarly, for those who may be affected by the research

3. Defining the Social [10 minutes – 10:05am Switch]

- Systematic examination of the social life, engages with social theory, provides evidence and purposefully collects data. Ragin reading provides some contrast between journalists who also portray social life and also conduct research but do not do so in the same way.
- Goals: identify patterns, test and refine theory, make predictions, and advance new theories. Unique to SS: interpret phenomenon, explore diversity, and sometimes give voice.
- Normative Science – inherent “should” suggesting we “should” conduct our research for the benefit of human-kind → Improving the human condition [[another part of what makes social science research unique]]

4. Research Cycle – what do they all have in common? (5 minutes – 10:15 Switch)

- o Researchers in these different disciplines will approach social science assessment differently but they all have in common the same basic elements
- o Research Cycle
 - Purpose / Problem of Interest (Example social perceptions of biofuels)
 - Research Approach & Specific Methods (Different philosophy of what constitutes truth
→ Interpretive Approach to my Research...because working with Native American knowledge or perhaps International work in another country with a completely different way of understanding the world where they value sacred spaces for example—think archeological designated sites) → Mixed Methods Analysis
 - Collect data
 - Analyze
 - Report

This is what you are going to practice doing for your labs using social science data

5. REVISIT LEARNING GOALS

6. Social Science Data (IF TIME!)

TRYING TO HELP SHIFT YOUR THINKING TO THINK LIKE A SOCIAL SCIENTIST – been thinking like a biophysical scientist for a long time – different things to notice and get curious about...

- Sometimes we are studying what people think, what they say and what they do!
- How to study what people think? Attitudes, opinions? How?
- Human behaviors, observations of humans. How?
- How is the data stored? What does a human dimensions lab look like? What kind of equipment do you need?

7. EXAMPLE RESEARCH CYCLE FOR LAB (IF TIME!)

- Purpose / Problem of Interest (Bike accidents on campus)
- Research Approach & Specific Methods: (for UW, fairly straight forward observations seems like a good place to start here, familiar culture...thus, objective more descriptive study, mixed methods might be good for later..)

- Collect data: watch people riding their bikes, record observations
- Analyze: tally results (frequency counts) and describe trends (averages) and outliers
- Report: write up into lab report, interpret data and propose solutions (publish study, report back to UW)



[4] Example Syllabus (ESRM 200)

DESCRIPTION: Introduction to Society and Sustainability Course Syllabus, drafted in collaboration with Dr. Stanley Asah.

This is a 10 week undergraduate level introductory course, with approximately 50 students in attendance. In order to keep students engaged and allow for feedback we used a 3x4 index card to assess student knowledge throughout each of the lectures.

This course also included a final paper as well as small group activities which took place during the “jigsaw puzzles” in the smaller lab sessions.

ESRM 200: Society & Sustainability
Winter 2014

Lectures: MW 2:30-4:20; BNS 117

Labs: WFS 105

Group AA: 11:30-1:20; Every other Wednesday

Group AB: 11:30-1:20; Every other Wednesday

Instructor

Stanley T. Asah

Anderson 201

206-685-4960; stasah@uw.edu

Office Hours: Wednesday 1:20-2:20pm or by appointment

Teaching Assistant:

Miku Lenentine

Wink 104

miku2@uw.edu

Office Hours: TBD

Course Description

Environmental problems are social problems—the state of the environment today is a product of what we do, including how we organize ourselves and act on environmental issues as individuals, institutions, and as a society. Our school is dedicated to bringing about a sustainable future by preparing you to become a leader in sustainable natural resource management. As part of that preparation, this course will help you explore the connections between humans and sustainability—both as a concept and in practice. We will examine how human actions affect environmental sustainability and how environmental changes, in turn, influence human actions. We will use the “lens” of sustainability to explore the connection between “big” issues like population, environment, food and energy, and personal lives and society. Our major goal is to examine the ramifications of individuals and society on sustainability.

Course Objectives

Upon completion of this course, you will be able to:

1. Conduct integrative analyses of societal causes and solutions to environmental problems.
2. Deliberate, synthesize and recommend action on sustainability issues in diverse-viewpoints settings.
3. Cultivate an enhanced sense of responsibility for your behavior toward the environment.

Tentative Units, Topics, and Schedule

Unit I: Week 1-4: Social Systems and Environmental Sustainability

1. Chapter 1: Human Systems, Environment, and Social Sciences (pp 1-43)
2. Sustainability: Meanings, and Local and National Initiatives

Unit II: Week 5-10: Our Footprint and Sustainability: Earth's Vital Signals

1. Chapter 2: Humans and the resources of the earth: Sources & Sinks (pp 44-78)
2. Chapter 5: Population, environment & food. (pp 151-191)
3. Chapter 4: Energy and Society (pp 110-150)

Class Conduct

We will use a wide variety of strategies to capture your interest and optimize your learning. Notice that there are a series of course exercises; they are parts of whole, not separate entities. Class activities will vary somewhat as we learn more about your learning style. Each week, we will engage in exercises that are analytic and interactive. Our goal is to have fun while interacting in various ways with course material and with each other. During the Monday and Wednesday class periods, we will explore the day's topic, leaving time for questions and discussion. We will use various lecture and conversation formats.

Personal Connections: We are part of the society-environment nexus.

Class deliberations will explore your views on the social causes of and solutions to presented issues, and explore both incentives and constraints to the attainment of sustainability. We will focus on how and what we can and cannot do as individuals, and as members of our communities to contribute to sustainable solutions to natural environmental issues.

Guest Speakers

During some class sessions, we may have a guest speaker from the professional community. They may be an agency manager, an NGO (Non-Governmental Organization) representative, or a consultant. I have asked them to discuss an aspect of their work that is relevant to this class and to talk briefly, about how they got to where they are today. Beyond content, this will give you some perspective on future career possibilities. Each speaker will make a presentation or lead a discussion or in some other way offer content about some sustainability issue. After the speaker has concluded, and as necessary, Asah will offer a synthesis of the message that emerged from the speaker, tying them with the material discussed in class. You will then be encouraged to ask questions.

Lab Sessions

During the lab sessions, we will elaborate on issues discussed in class and reading assignments by exploring potential solutions to environmental problems via role-playing decision-making exercises (jigsaw puzzles). You will work in small groups to learn from and contribute to your peers' learning. These exercises are designed to help deepen your analytic and problem solving skills relevant to sustainability. These sessions will occur on Wednesdays and depending on which session (AA first Wednesday, or AB second Wednesday) you signed up for; see tentative schedule for the days when you are expected to, or not, attend lab/quiz sessions.

Learning Assessment

The 3X4 Card & Personal Connections

One of the ways you will contribute to your own learning is by letting us know what you have learned in every class session. At the end of each session, you will turn in a provided 3X4 card with answers to the following questions: On one side of the card, tell us the most important thing you learned for that session, and what was unclear to you? This immediate feedback will help us improve our learning. On the other side of the card, you may be asked to answer questions about personal connections as described above. In addition to the reaction cards, you are expected to (i) complete a pre-course survey to help us better understand your learning goals, styles and time commitments, to help us better understand and structure the course to enhance your learning.

Quizzes and Service Learning

Quizzes will consist of short answers and multiple choice responses. There will be three quizzes; the one with the lowest score will be dropped and the average of the other two will count towards your final grade. There is a service learning option for the course. Those who participate

in service learning will take any two of the three quizzes; the better score of the two will count towards your final grade. Because you are allowed to drop one quiz, THERE WILL BE NO MAKE-UP QUIZZES!

Jigsaws Puzzles

It is widely understood that sustainability cannot be achieved without the tolerance and patience to listen to, understand and consider other viewpoints. The jigsaw is a role-playing exercise in which we debate different sides of an environmental issue and then come to consensus about how to address the issue. It begins with a position paper, presented to you at least a week prior, and concludes with a summary statement by 4-6 of you in a group. It will describe a problem with at least three conflicting viewpoints and approaches/roles (i.e., sections a, b, c, etc.). You will be assigned one of these roles. You are expected to write a one-page paper arguing for that role, irrespective of whether that role reflects your beliefs and values or not. The exercise is comprised of two sections; (i) a written one-page paper, which counts for 8 out of 10 total points, and is due in the **catalyst drop box** before the lab session, and (ii) a lab/quiz session exercise which counts for the remaining 2 points for that exercise. See Jigsaws for a detailed description of the exercises, and your assigned roles for each exercise.

Term Paper

The term paper will help you learn more about integrating course content, writing and communicating. You will be assigned permanent, term-long paper groups of 3-5 peers. Group members will acquire and provide support through peer writing. We have allotted time during quiz sessions devoted to group writing activities (see tentative Calendar). We will offer support and your paper outlines and drafts will be reviewed by your group members—your contribution to your group will count for 7.5/30 points for your final term paper score. See Term Paper guidelines for detailed description. Those who choose the Service Learning option are encouraged, but not required, to write their term paper on a subject relevant to their service learning activities.

Grading

Each learning assessment will be scored using a percentage point distribution system as follows:

<i>Learning Aspect</i>	<i>Sub Learning Aspect % Grade Points</i>	<i>% Grade Points</i>
Real-time Assessment & Personal Connections: The 3X4 cards		15
Quizzes		30
Jigsaw Puzzles		25
Term Paper		30
• Semi-Final Draft of term paper	10	
• Final Draft of term paper	12.5	
• Peer and group work on term paper	7.5	
Total		100

Course Readings

The required text for this course is: Harper, Charles L. (2008). *Environment and Society: Human Perspectives on Environmental Issues*. 4th Edition. Pearson Education, Inc. (Available in the Campus Book store; you can also buy a used cheaper copy from Amazon—just make sure it is the 4th Edition to ace your quizzes)

The supplemental (not required) reading for this course is: Gardner, G.T. & Stern, P.C. 2002. *Environmental Problems and Human Behavior*. 2nd Edition. Pearson Custom Publishing.

Course Policies:

Academic Integrity: Plagiarism, cheating, and other misconduct are serious violations of your contract as a student. We expect that you will know and follow the UW's policies on cheating and plagiarism. Any suspected cases of academic misconduct will be handled according to UW regulations. More information, including definitions and examples, can be found at <http://depts.washington.edu/grading/issue1/honesty.htm>.

Disability Accommodations: To request academic accommodations due to a disability, contact Disabled Student Services, 448 Schmitz, 206-543-8924 (V/TTY). If you have a letter from Disabled Student Services indicating that you have a disability which requires academic accommodations, present the letter to Asah so that we can discuss the accommodations needed for the class.

Diversity of Views and Interactions: The class uses an open, highly participatory, "small group and large group interactive" format. We especially seek a wide variety of views and styles of interaction.

Discussion, Synthesis and Analyses

You will be expected to participate in discussions and presentations in order to improve your grasp of the material as well as your communication abilities. You will be expected to demonstrate an ability to think critically and to weigh alternatives and express them in writing. Performance evaluations in the class depend on critical analyses and interpretations of issues, as well as course-based facts and concepts. The term-long joint/group activities are a forum for you to develop and execute skills in collective responsibility and team work.

The text is the conceptual framework of the class content. To excel, you will want to become sufficiently familiar with that material that you can discuss it intelligently and can refer to it as necessary. Your goal should be to become conversant with concepts and approaches and be comfortable using the concepts in the text as a reference for critical analyses, interpretation and decision making as necessary.





[5] Example Deliverable from Student Final Capstone Project

DESCRIPTION: I mentored several undergraduate students in their senior capstone projects at the University of Washington. This is an example of one student's final project which was to design an educational tri-fold poster display for a regional collaborative forestry organization to bring to their community events.

Example of Student Final Capstone Project



Pinchot Partners

WORKING ON COMMON GROUND

Who We Are...

We are the Pinchot Partners! Our members include local people from Morton, Packwood, Randle, and Glenoma; the Cowlitz Tribe; conservation organizations; industry and labor associations, university students and researchers; as well as former loggers and retired forest service employees.



How We Work...

The Pinchot Partners is a non-profit organization that seeks to bring together community members within the Cowlitz Valley Ranger District and surrounding areas to discuss and plan projects that benefit community wellbeing and watershed health.



We are proud to partner with the United States Forest Service

What We Do...

- Forest Management and Restoration Projects
- Community Projects
- Skill Building Workshops
- Field Trips



OUR MISSION:

To work within the Cowlitz Valley Ranger District and surrounding areas on the Gifford Pinchot National Forest to promote and advocate for policies and projects that create quality local jobs, recreational opportunities, and benefit watershed health.

**Support Healthy Communities
and Healthy Forests!**



Like us on Facebook to be notified about upcoming events and email itolfree11@gmail.com to be added to our mailing list.



How We Started...

The Pinchot Partners were officially born in 2003 after various forest stakeholders found common ground in their desire for livable communities, where their children could grow up next to "the most beautiful forest in the world".



Join Us...

New members are always welcome! We want to know what you have to say about how your forests are managed. Your voice matters. Help us be good stewards of our forest and support local communities.

Discover more at
www.PinchotPartners.org

[6] Example Final Papers & Rubrics for ENV 200

DESCRIPTION: Two examples of student final papers for an introductory environmental studies course at the University of Washington. Students were given feedback on these semi-final drafts along with a rubric to see specifically what they could improve on for the final draft.

OUTCOME: Both students demonstrated considerable improvements in their writing for their final papers.

2/16/2015 ESRM 200

Needs Title

It is becoming more prevalent than ever that environmental problems are becoming a greater risk to the lives and wellbeing of citizens all over the globe. Deforestation, the acidification of lakes and streams, massive losses of plant and animal species are all real issues that face us today. The United States has been one the largest advocates for green technology and sustainable living, but still allows out of date practices and techniques which pose huge threats to some of the world's most important ecosystems. One issue that I wish to bring to the forefront is Appalachian mountaintop removal coal mining, which has brought with it a myriad of environmental impacts that need to be addressed.

Mountaintop removal coal mining is a relatively new method of coal mining which began in the Appalachian Mountains in the 1970's. This form of coal mining currently takes place in the states of Tennessee, Kentucky, West Virginia and Virginia (ilovemountains.org). These states are prime locations for mountaintop removal coal mining to take place due to the fact that they house large amounts of deep coal deposits. Mountaintop removal coal mining consists of removing the tops of mountain summits, sometimes in excess of 500 feet to reach buried seams of coal hidden within the Appalachian highlands. The earth from the mountaintop is then dumped into the neighboring valleys.

Before the mountaintops can be removed, the top soil and vegetation must be removed from the surface. After this process is complete, millions of pounds of explosives are used to reach the coal seams which can lie sometimes 300 to 800 feet below the actual mountaintop. The coal and debris is then removed in a digging process which uses a piece of machinery called a dragline, which is preferred by the coal companies because it displaces the need of hundreds of human workers (ilovemountains.org). The coal is then washed and hauled to treatment plants, while the remaining soil, water and chemicals known as sludge are left behind in the surrounding valleys and held in place just by the mining debris which is not very stable (ilovemountains.org).

The debris and waste that end up being dumped into the surrounding valleys have also been known to bury streams and rivers which has caused water contamination issues for local residents. The blockage of so many streams also cannot be healthy for the numerous fish and wildlife that live in one of the most biodiverse areas in the United States. By filling valleys and streams with toxic chemicals and debris, the coal companies are literally destroying habitats that will take generations to be replaced.

On top of people's drinking water and the destruction of natural habitats for many wildlife species, the blasting of mountains is allowed as close as 300ft from residential homes. Additionally, with the removal of so much vegetation from surrounding hillsides, many residents to these areas have witnessed an increase in the amount of flooding which has taken place (ilovemountains.org). Trees, especially in sloped areas prevent flooding from happening by soaking up moisture that falls in the mountains before it can reach the valleys. Trees can also



Miku Lentine

Excellent start! Lay things out a bit more for the reader with a "document map". Here is an example: I will first discuss the problem of X...and expand on the potential environmental and social benefits.... I then include a section of my own opinions X, Y and Z on this matter, followed by my suggestions for how to solve or address this issue which include.... I conclude with a brief discussion of limitations and suggestions for future research.

DRAFT: Water of Tai Lake

Introduction

In May 2007, a massive burst of algae and toxic cyanobacteria (pond scum) turned Tai lake a fluorescent green. At least two million people in Wuxi depended on the lake for daily water supply, were out of clean water for at least a week. The stench of smell can turn anybody away within a mile of the shore.

The government gathered work force to physically remove the algae on the lake surface, flew in ecologists and experts to further filter the water to quality, and temporarily shut down some sources that were dumping waste into the water body. In the longer terms, the authorities decided to build channels for introducing Yangtze River water to dilute the pollution. Water pollution in the Tai Lake had started since the 90s and central government had continuously granted funds to tackle the problem, except it had gotten worse over the years despite the efforts. The cause and responsibility has been argued, pointing to global warming, the agricultural fertilizer, the chemical factories, the mismanagement of the lake, the corruption linked to the waste, and the economy chain heavily emphasizing production, which the wealth of the city relies on. I will present my thoughts on the problem, describe my personal experience with this issue as well as discuss the environmental and social impacts more broadly. Following this I will discuss possible solutions in social, political and economical perspectives and conclude with limitations to my thinking and a discussion of any personal biases.

Background

Measuring 2200 square km as the third largest fresh water body of China, Tai Lake has been providing and continues to provide an industrial and agricultural water supply to the seven surrounding cities on the Yangtze Delta Plain with an estimated population of 30 million including Shanghai, and my hometown on Tai Lake's northern shore, Wuxi (Citation here). I am deeply concerned about the problem not only because of my unfading personal memories of tab water smelling like dead fish, but also my pride and love for the mother land. A traditional local song portrays the beauty of the lake sings "the beauty of the Lake is in its water"; now the song is a joke, since the water has ironically made an image and reputation of being smelly and toxic.

The city government was tense on the security due to fear of a protest from the local residents, and some people were arrested for spreading information about "smelly tab water cause cancer" on social media. The reality was a lot of people fled to "refuge" with relatives outside the affected region. The city stayed relatively peaceful except people that remained fighting for very bottled water available on shelf—I was one of them. We weren't sure if the tab water caused cancer but I was sure that it was not safe to drink or cook with—the dead fish smell persisted after boiling, and the yellow precipitate would appear at the bottom later.

The water supply facilities were out of methods to further filters clean the water, and experts were summoned from across the country to tackle the emergency. Potassium



Miku Lenentine

Excellent paper! Thank you for sharing your story. For a paper like this where your personal voice is prominent throughout it can be difficult to also make it more of a research paper. I like what you have and wouldn't change it, try to go through and find sources or other examples though to back up your claims where you can. Just do your best with this and let me know if you have any questions. You will need at least 7 citations for full credit (you can cite Stanley and also the Harper book too if that helps).

Also, see my notes on the introduction, missing sections and rework your conclusion.

Amazing Topic! Thank you again for sharing this.

Cheers,
Miku



Miku Lenentine

Note - you are going to start out with an introduction "header" then the reader will expect to see other headers for the other parts of your paper. I personally like headers and encourage you to use these. Just go through each section of your paper after the introduction and put the appropriate header on it.



Miku Lenentine

Makes sure to add in these sections in your paper and also include them here somehow in your introduction - you don't have to keep what I have,....just suggestions for how to include them.

Excellent introduction!



Miku Lenentine

A wise person once told me, that sentences should be no longer than three lines on a page to make sure they are understandable for the reader. I have found this to be true in my own writing as well. Watch for long sentence and double check for these in your paper.



Miku Lenentine

For a paper like this do your best to cite sources to help support your claims. Because much of this is coming from your own experience I know this can be tricky, just do your best!



Miku Lenentine

This would be a good place to discuss the notion of Urban pushes that we discussed in class as well as environmental refugees. You can cite Stanley or Harper here.



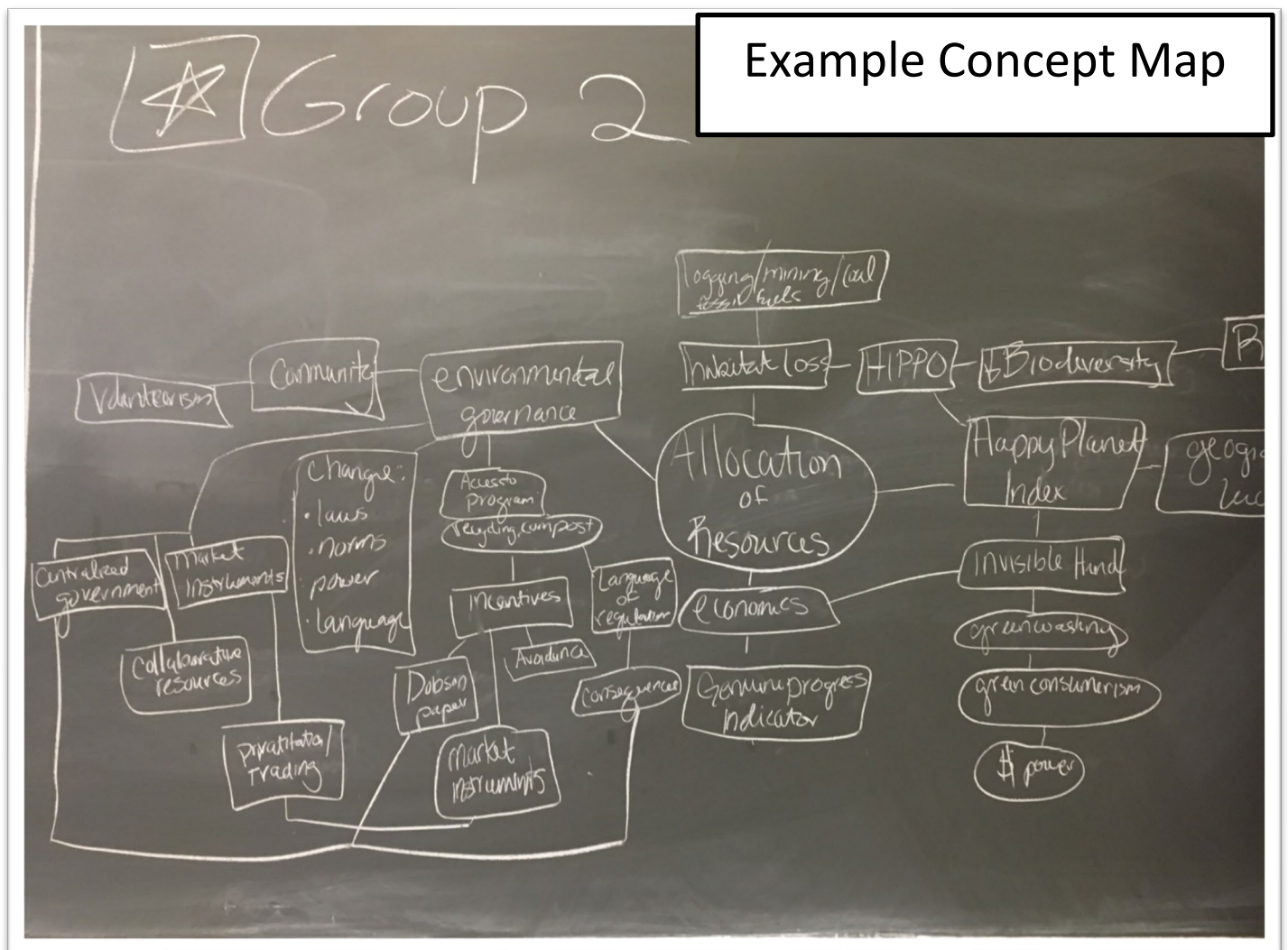
Miku Lenentine

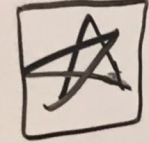
Wow. Sound really hard.

[6] Example Concept Map for ENV 100

DESCRIPTION: I designed a concept mapping exercise for students to participate in with their small groups to help them prepare for the final exam in an introductory environmental studies course at the University of Washington.

OUTCOME: The concept maps speak for themselves, demonstrating students achieved a high level of sophisticated knowledge and a wholistic understanding of course concepts and the relationships between materials.

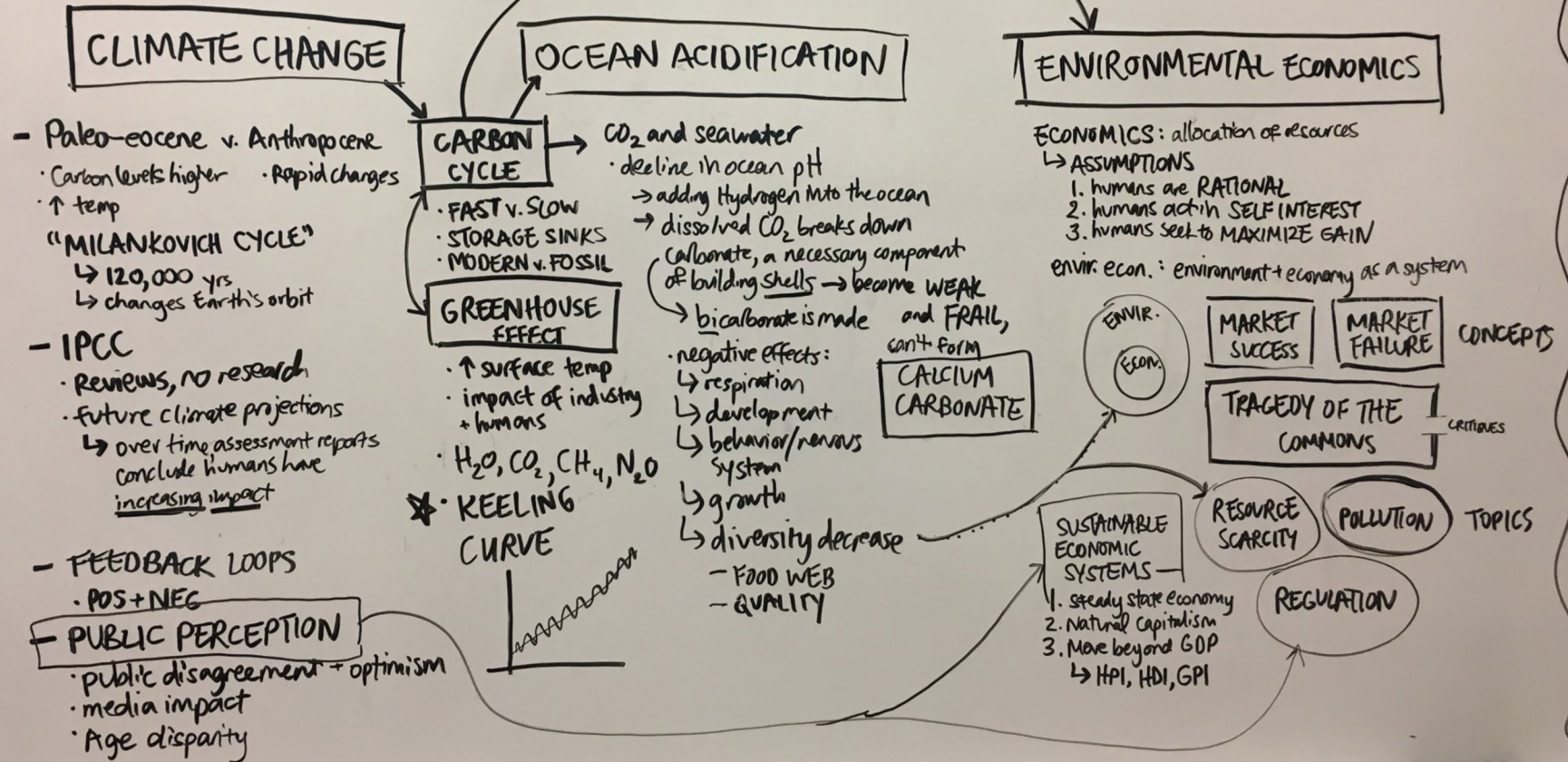




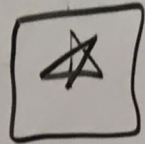
Super Savage Revival

"Savagely excellent"

Example Concept Map



Example Concept Map



CHORM

"CHORMed to meet you!"

Resilience

BIODIVERSITY

Planetary Boundaries

Solutions

1. Less peopled planet
2. Conservation
3. Human modified landscapes
4. global economic solutions
5. Restoration
6. local education
7. cultural awareness

Direct Drivers of Loss

- Habitat Loss
- Invasive Species
- Population Growth
- Pollution
- Over consumption

Extinction

Climate Change

Species Diversity

Evenness

Education, Time

Collaborative Resource Management

Environmental Justice

Environment Externalities

Enforcement, EPA

Kyoto Protocol

ENVIRONMENTAL GOVERNANCE

Basel Convention

Centralized Government

Waste

Ozone Pollution Montreal Protocol

Cap & Trade

Market Instruments

Privatization

Water supply example

Equity Issue

IES
nic
tric
naualism
ecology
remind
mal
liberation

Environmental Volunteering

ogy
Fields of study
1990

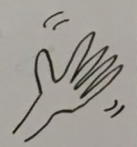
"Perfect Moral Storm"

Global Intergenerational Ecological Theoretical

Energy Environmental Design

dings campus

ped in 1998
US Green
building council



[7] Example Lab Handout ESRM 304

Social Science Module
Lab Assignment
ESRM 304, Fall 2019
Environmental Resource Assessment

Welcome to the social science module! For your lab this week you will be working with a partner to make observations of bicycle safety on campus. In this theoretical scenario the University of Washington is in need of advice on human behavior regarding bicycle safety to assess the current status and develop recommendations for improving safety on campus.

You will be collecting observations about both the safety of the bicyclists as well as demographic information that might be used later to help develop communication materials and information specific to different audience types.

You will work with one other person in pairs to make the observations and then work in groups of 4 to write a report no longer than 5 pages double spaced. I will provide a rubric for the report at the time of the lab with more specific details for formatting and expectations for writing.

Because this is a social science module, and because interpersonal-relating is an important skill to support your professional development when working with interdisciplinary teams we will also spend a little time *discussing effective team-work*. You will report how your individual partners and teams worked together throughout this lab as part of your grade for this module.

Learning & Experiential Objectives:

- Apply course concepts learned in lecture to examples in the urban environment
- Increase experience in social science field methods and observation
- Develop data collection, entry and analysis skills working with social science data
- Gain familiarity with bias and common errors associated with social science research
- Build skills in effective team-work and interdisciplinary collaboration
- Gain a greater appreciation for humans as a unique object of study
- Have fun!

In the group lab report you will be expected to describe the problem your study is addressing, what methods you used to collect and analyze the data, what solution you propose based on your findings, the limitations of your work and the potential for error.

In order for everyone to receive full credit on the lab report each individual also needs to submit either a typed or hand-written 1-page reflection on your experience including the following:

- 1) What did you learn personally from your research findings? (Ex. Did it make you think more about how you ride your bike or what others might experience when they ride?)
- 2) What was your experience like working together as a team? What didn't work? What was really helpful? What lessons did you learn? How might you do it differently next time?

Bonus Question: Do you believe interpersonal-relating and trying to improve the group-work / team-work experience is important for our society? Beyond working on a research team are there other benefits?

How to share your lab observations, reports and individual reflection papers:

In order to get full credit for the lab you need to turn in your field observation sheet, group lab report and typed or hand-written individual reflection electronically through the course website. The field observation sheet is due Friday by 8pm and can either be scanned or digitally photographed (this is a great habit to get into to create back-ups of field notes and collected data in case anything happens to the physical copies). Your reflection can be typed, scanned, or digitally photographed. Your group lab report needs to be typed. All items need to be uploaded to the course drop box by the due dates below.

Due Dates:

Field Observation Sheet -- Friday, November 8th by 8pm

Individual Reflection – Sunday, November 10th by 8pm

Group Report – One week from your lab by 8pm (either Tuesday 11/12 or Wednesday 11/13)





Graduate Student Symposium , Poster Session || University of Washington, Seattle



Graduate Student Symposium , Poster Session || University of Washington, Seattle



5 Koshas Meditation Series || Still & Moving Center, Honolulu



New trainees at the Human Dimensions Laboratory Telephone Interviewing Station at the University of Washington, Seattle



Story-telling at The Northwest Permaculture Convergence, Toledo, WA



Closing Ceremony ,

Social Permaculture Workshop,

Mouna Farm,

Oahu, HI



Social Permaculture Workshop, Mouna Farm, Oahu, HI



Social Permaculture Workshop, Mouna Farm, Oahu, HI



Northwest Intentional Community Conference, OUR Ecovillage, Canada



International Forestry Student's Association Canadian American Regional Meeting, University of Laval, Quebec, Canada



Annual “Greenlake Gobble” 5K Run Yoga Warm Ups, Greenlake, WA



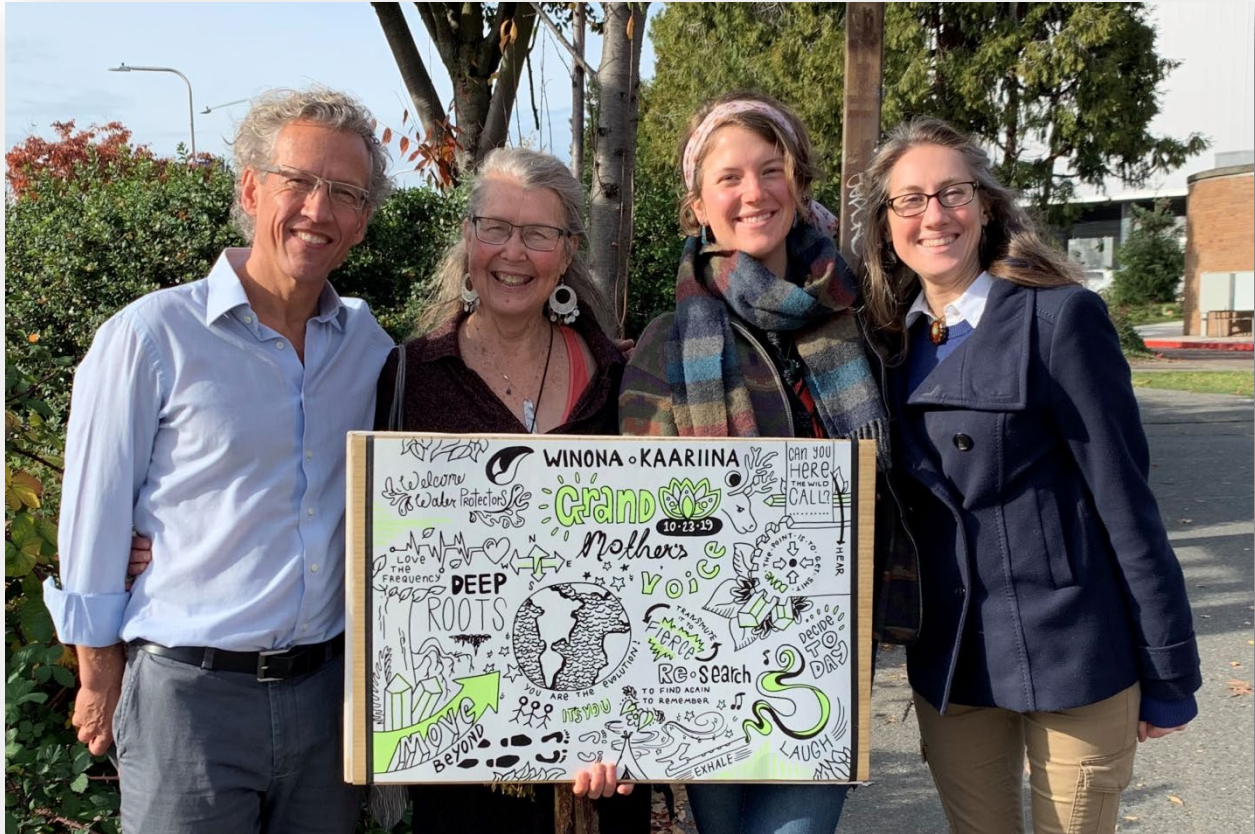
Forest Bathing & Wild Tea Experience, Ravenna Park, Seattle



Social Forestry Field Course, Siskiyou Permaculture, Little Wolf Gulch, OR



Graduate Student Symposium, University of Washington, Seattle



Guest Presentation, University of Washington, Seattle



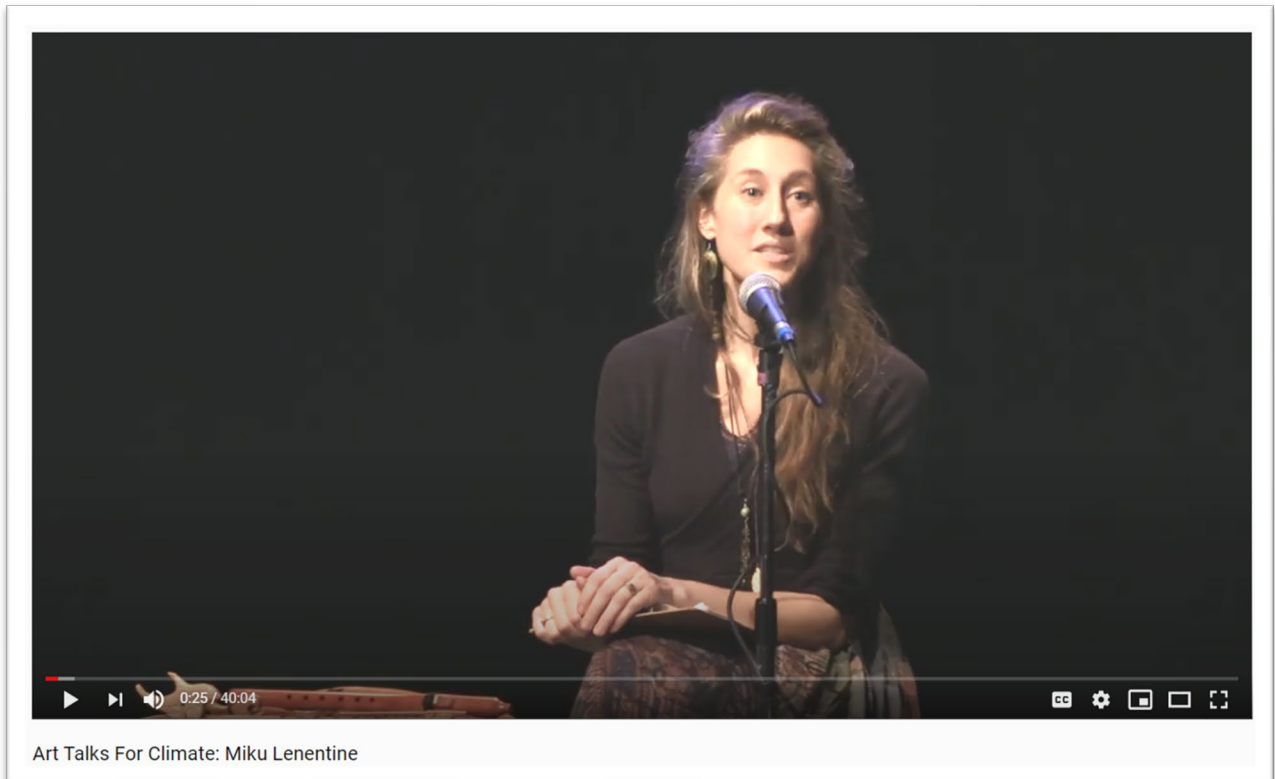
Winter Field Yoga Practice, NW Intentional Communities Conference, OR



“Women of Wonder” 5K Run, Yoga Warm Up, Green Lake, WA

[10] [Link to Talks and Public PPTs of Teaching](#)

DESCRIPTION: I have had the opportunity to guest instruct and give several public talks and lectures, some of which have been recorded.



Lenentine, M. M. (2019, September). *Social Permaculture & Climate Change*. Presented at Art Talks for Climate, Velocity Dance Center, Seattle, WA. [Presentation Available Here](#).

Hawaii, Italy and the Northwest: Ecovillages, Permaculture Farms and Eco-Intentional Communities (2018). Presented at the Northwest Permaculture Convergence, Toledo, WA. [PPT Available Here](#)



Zone 00 Intrapersonal Ecosystems & Systems for Self Care

Presented By: Miku Lenentine, Ph.D.
Northwest Permaculture Convergence 2019
Lost Valley Education Center, Dexter, OR





Zone 00: Intrapersonal Ecosystems & Systems for Self Care. (2019, September). Presented at the Northwest Permaculture Convergence, Dexter, OR. [PPT Available Here.](#)



Community Roles & Village Tenders

Finding your role in your community!

Presented By: Miku Lenentine, Ph.D.
West Coast Communities Conference 2019
OUR Community, Vancouver Island, BC



Community Roles & Village Tenders. (2019, September). Presented at the West Coast Intentional Communities Conference, Vancouver Island, British Columbia. [PPT Available Here.](#)

TEACHING EFFECTIVENESS



TEACHING EFFECTIVENESS

*“Efficiency is doing things right; **effectiveness** is doing the right things.”*

- Peter F. Drucker

“I love Miku! She was so fabulous because she was always there to meet up with you during office hours and discuss how to improve our papers.”

“Miku gave awesome feedback. I loved that she put so much effort into my work.”

“The group projects helped me to make new friends and engage and push my thinking!”

“We talked about real world issues that related to what we were discussing in class.”

Summary Table of Teaching Evaluation Statistics Presented by the University of Washington

Previous Terms

OVERALL SUMMATIVE RATING

TERM	COURSE	COURSE MEDIAN		INSTITUTION DECILE RANK	
		0 - Very Poor	5 - Excellent	0	9
Autumn 2016	ENVIR 100 AB	4.6		7	
	ENVIR 100 AD	4.7		7	
	ENVIR 100 AI	4.8		8	
Winter 2015	ESRM 200 A	4.9		9	

* The median over all responses to the summative items. The decile rank is a normative comparison of your median to all classes at your institution. The 0 decile rank indicates an item median in the lowest 10% of all scores. A decile rank of 9 indicates a median in the top 10% of all scores. Because average ratings tend to be high, a rating of "good" or "average" may have a low decile rank.

ONLINE RESPONSE RATES



[1] Student Evaluations & Qualitative Feedback for ENVIR 100

DESCRIPTION: I instructed 3 different lab sections of 25 students for an introductory undergraduate level environmental studies course through Program on the Environment at the University of Washington.

This included lecturing, preparing teaching materials, contributing to lesson plans, proctoring examinations, holding regular office hours, and grading student papers and projects. In addition, I managed student communications and assisted the lead teachers during the main course lectures.



COURSE SUMMARY REPORT Numeric Responses

University of Washington, Seattle
College of the Environment
Program on the Environment
Term: Autumn 2016

ENVIR 100 AI
Introduction To Environmental Studies
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: F
Responses: 14/23 (61% high)

Taught by: Eli Wheat, Miku Lenentine, Yen-Chu Weng
Instructor Evaluated: Miku Lenentine-Predoc TA

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Combined Median	Adjusted Combined Median
4.8	4.6
(0=lowest; 5=highest)	

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 4.7
(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The quiz section as a whole was:	14	71%	21%	7%				4.8	4.6
The content of the quiz section was:	14	50%	21%	29%				4.5	4.3
The quiz section instructor's (QSI's) contribution to the course was:	14	79%	14%	7%				4.9	4.7
The QSI's effectiveness in teaching the subject matter was:	14	71%	14%	14%				4.8	4.6

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Explanations by the QSI were:	14	79%	14%	7%				4.9	2
QSI's use of examples and illustrations was:	14	64%	29%	7%				4.7	13
Quality of questions or problems raised by QSI was:	14	71%	14%	14%				4.8	4
QSI's enthusiasm was:	14	79%	14%	7%				4.9	16
Student confidence in QSI's knowledge was:	14	64%	29%	7%				4.7	18
Encouragement given students to express themselves was:	14	71%	14%	14%				4.8	15
Answers to student questions were:	14	71%	21%	7%				4.8	7
Interest level of quiz sections was:	14	64%	21%	14%				4.7	1
QSI's openness to student views was:	14	79%	14%	7%				4.9	8
QSI's ability to deal with student difficulties was:	14	71%	21%	7%				4.8	6
Availability of extra help when needed was:	14	64%	29%	7%				4.7	14
Use of quiz section time was:	14	64%	7%	14%	7%	7%		4.7	5
QSI's interest in whether students learned was:	14	57%	21%	21%				4.6	17
Amount you learned in the quiz sections was:	14	57%	14%	29%				4.6	12
Relevance and usefulness of quiz section content were:	14	64%	7%	29%				4.7	11
Coordination between lectures and quiz sections was:	14	57%	21%	21%				4.6	10
Reasonableness of assigned work for quiz section was:	14	71%	21%	7%				4.8	3
Clarity of student responsibilities and requirements was:	14	64%	29%	7%				4.7	9

STUDENT ENGAGEMENT

Relative to other college courses you have taken:	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Do you expect your grade in this course to be:	14	7%	50%	21%	14%	7%			5.6
The intellectual challenge presented was:	14		43%	14%	43%				5.0
The amount of effort you put into this course was:	14	14%	36%	29%	14%	7%			5.5
The amount of effort to succeed in this course was:	14	21%	29%	21%	29%				5.5
Your involvement in course (doing assignments, attending classes, etc.) was:	14	50%	7%	7%	21%	14%			6.5

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 5.5 (N=14)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
7%	29%	14%	14%	14%	14%		7%				

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 4.3 (N=14)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
21%	14%	36%	7%	7%	7%		7%				

What grade do you expect in this course?

Class median: 3.3 (N=14)

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	F (0.0)	Pass	Credit	No Credit
29%	7%	29%	21%	7%		7%								

In regard to your academic program, is this course best described as:

(N=14)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
14%	21%	43%	7%	7%	7%

ENVIR 100 AI
Introduction To Environmental Studies
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: F
Responses: 14/23 (61% high)

Taught by: Eli Wheat, Miku Lenentine, Yen-Chu Weng
Instructor Evaluated: Miku Lenentine-Predoc TA

STANDARD OPEN-ENDED QUESTIONS

Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

1. This class was very intellectually stimulating. It stretched my thinking a lot. The subjects we explored were so relevant and applicable that it was possible not to think deeply about each one. This was one of the most eye opening classes I've taken.
2. Yes especially learning about the environment.
3. Yes, it was. I've learned so much more contemporary issues that lead me to think differently.
4. Yes. I understand more about the environment. There are so many things I learned in this class.
5. It was, everything from natural world to the societies were tied pretty well
3. some of the topics were interesting to me but the others were not to relative to me
7. Yes, this class directly asked us questions and forced us to apply the lecture material into a conversational environment to cement our knowledge.
3. Group work and teacher help was very helpful to learn
3. Yes
10. Yes, because I feel like I care more about the environment

What aspects of this class contributed most to your learning?

1. This class contributed to my learning a lot because it was so easy to relate to. Everything we learned about is easy to recognize in the world around us. Regarding my general learning, it contributed most to my awareness.
2. I think the material is what contributes myself to learning.
3. group project, concept maps
4. I learn more about the environment is in danger and we need to do something to protect the environment.
5. Discussions and Activities we did in class were extremely helpful.
6. the note is guess
7. This class was a very good supplement to the material we were learning in lecture, it was nice to have small group discussions that were facilitated to promote participation.
8. Collaboration and group work
9. Outdoor activities, in class learning concepts
10. Lecture and talking to others in quiz section

What aspects of this class detracted from your learning?

1. I do not think this class detracted me from my learning. If anything, I feel like the information was often stretched and taught over a long period of time so I was spending unnecessary time involved when I could've been studying something more important. Overall, however, I do not think this class take away much from my learning at all.
2. Nothing.
3. none
4. N/A
5. Nothing really.
6. NA
7. n/a
8. Class does not need to be two hours long, could be done in one hour
9. None. I got the best learning experience a student can possibly ask for
10. N/A

[2] Student Evaluations & Qualitative Feedback for ESRM 200

DESCRIPTION: I co-instructed portions of 2 quiz sections with 25 students per section for an introductory environmental social science course through the School of Environmental and Forest Sciences at the University of Washington.

I assisted in preparation of teaching materials and infrastructure, maintained and updating the class website, lead occasional quiz sections, coordinated and led class field trips, proctored examinations, held regular office hours, graded student papers and projects, tutored students, managed student communications, and tracked and recorded all grades.



COURSE SUMMARY REPORT Numeric Responses

University of Washington, Seattle
College of the Environment
School of Environmental and Forest Sciences
Term: Winter 2015

ESRM 200 A
Society And Sustainable Environments
Course type: Unknown
Taught by: Miku Lenentine, Stanley Asah
Instructor Evaluated: Miku Lenentine-Predoc TA

Evaluation Delivery: Online
Evaluation Form: X1
Responses: 34/53 (64% high)

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Combined Median	Adjusted Combined Median
4.9	4.8
(0=lowest; 5=highest)	

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 4.5
(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The course as a whole was:	34	76%	18%	3%	3%			4.8	4.8
The course content was:	34	79%	12%	9%				4.9	4.8
The instructor's contribution to the course was:	34	79%	15%	6%				4.9	4.8
The instructor's effectiveness in teaching the subject matter was:	34	79%	18%	3%				4.9	4.8

STANDARD FORMATIVE ITEMS

How frequently was each of the following a true description of this course?	N	Always (7)	(6)	(5)	About Half (4)	(3)	(2)	Never (1)	Median	Relative Rank
The instructor gave very clear explanations.	34	85%	12%		3%				6.9	2
The instructor successfully rephrased explanations to clear up confusion.	34	85%	12%		3%				6.9	5
Class sessions were interesting and engaging.	34	82%	15%		3%				6.9	1
Class sessions were well organized.	34	71%	24%	3%	3%				6.8	8
Student participation was encouraged.	34	94%	3%	3%					7.0	11
Students were aware of what was expected of them.	34	82%	9%	3%	6%				6.9	6
Extra help was readily available.	34	82%	12%	6%					6.9	10
Assigned readings and other out-of-class work were valuable.	34	76%	18%	6%					6.8	7
Grades were assigned fairly.	34	85%	9%		3%	3%			6.9	9
Meaningful feedback on tests and other work was provided.	34	94%		6%					7.0	3
Evaluation of student performance was related to important course goals.	34	88%	9%	3%					6.9	4

Relative to other college courses you have taken, how would you describe your progress in this course with regards to:	N	Great (7)	(6)	(5)	Average (4)	(3)	(2)	None (1)	Median	Relative Rank
Learning the conceptual and factual knowledge of this course.	34	82%	9%	6%	3%				6.9	4
Developing an appreciation for the field in which this course resides.	34	85%	12%		3%				6.9	7
Understanding written material in this field.	32	78%	9%	9%	3%				6.9	3
Developing an ability to express yourself in writing or orally in this field.	33	91%		6%	3%				7.0	1
Understanding and solving problems in this field.	34	82%	12%	3%	3%				6.9	2
Applying the course material to real world issues or other disciplines.	34	82%	12%	3%	3%				6.9	6
General intellectual development.	34	79%	12%	6%	3%				6.9	5

STUDENT ENGAGEMENT

Relative to other college courses you have taken:	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Do you expect your grade in this course to be:	34	24%	26%	29%	18%	3%			5.5
The intellectual challenge presented was:	34	26%	21%	24%	26%	3%			5.4
The amount of effort you put into this course was:	34	24%	18%	24%	21%	15%			5.1
The amount of effort to succeed in this course was:	33	21%	21%	21%	24%	12%			5.1
Your involvement in course (doing assignments, attending classes, etc.) was:	34	24%	18%	24%	35%				5.1

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work? **Class median: 6.8 Hours per credit: 1.4 (N=34)**

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
	6%	21%	35%	18%	12%	3%	6%				

From the total average hours above, how many do you consider were valuable in advancing your education? **Class median: 6.2 Hours per credit: 1.2 (N=34)**

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
	6%	6%	29%	26%	15%	15%	3%				

What grade do you expect in this course? **Class median: 3.5 (N=34)**

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	F (0.0)	Pass	Credit	No Credit
15%	41%	29%	12%										3%	

In regard to your academic program, is this course best described as: **(N=34)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
76%	3%			21%	

ESRM 200 A
Society And Sustainable Environments
Course type: Unknown

Evaluation Delivery: Online
Evaluation Form: X1
Responses: 34/53 (64% high)

Taught by: Miku Lenentine, Stanley Asah
Instructor Evaluated: Miku Lenentine-Predoc TA

STANDARD OPEN-ENDED QUESTIONS

Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

1. She was very helpful communicating due dates and explanations of assignments. Very thorough with her comments on where to improve. Also, such a sweetheart!
2. Yes! This course challenged my perspectives on sustainability and society. I loved it!
4. Yes, it required me to consider the perspectives of people I may not agree with and helped me speak and right effectively to gain their understanding.
5. Yes
6. Yes
7. very much so
8. Yes, we talked about real world issues that related to what we were discussing in class and what were expected to learn.
9. Yes I think this class was great in the way that it approached environmental issues for a social perspectives. I think that it raised a lot of issues that I am familiar with in a different light, which helped me to adapt and change the way I viewed things.
10. Yes, Miku worked hard to keep everything running smoothly and was always prepared should something unexpected occur.
11. yes
12. yes

13. yes, I liked how the professor and TA connected class material to real life situations

14. It was highly stimulating.

15. Yes! I love Miku! She was so fabulous because she was always there to meet up with you during office hours and discuss how to improve our papers. She was tested by Dr. Asah the first time we had our quiz section, Dr. Asah purposely showed up really late to test her and see if she could improvise and take lead of the class because she has taught this before and should do great by her self. She waited 10 minutes and then started class! She was great! He came in like 30 min later and I guess he had been watching us the whole time it was pretty funny!

16. ya miku rules

17. Thanks for everything miku :)

18. Class was great, both Miku and Professor Asah made us think a lot in class.

19. There were certain concepts that I believed to be very interesting on the facts of our sustainability in our society.

20. loved it! One of my favorite courses ever. I loved how the topics challenged our world views and stimulated conversation.

21. Yes! I enjoyed the paper format and also thought you did a good job running the jigsaws.

What aspects of this class contributed most to your learning?

2. Miku gave awesome feedback. Although a bit overwhelming— for I knew I was crunched for time and unable to complete it all— I loved that she put so much effort into my work.
3. Awesome feedback on the papers! I really appreciate how detailed your comments were!
4. All aspects were beneficial to my learning.
5. Powerpoints, discussion
6. The jigsaws, term paper, and class discussions as well as the daily "one thing I learned" index card.
7. jigsaws and book although the book was a little behind in the fact the data examples do not show improvements we have gained in the past 10 years
8. The jigsaws were helpful because they made us think critically about important issues relevant to today's society.
9. The lectures were always useful and insightful, and the book correlated very closely with the lectures which was extremely helpful when studying. The feedback on our assignments were helpful in letting me know where I was struggling and could improve, and what I was doing right.
10. Miku graded everything and gave excellent feedback for us to act upon to improve our understanding and work quality.
12. discussion
13. lecture, jigsaws
14. Everything
15. The group projects helped me to make new friends and engage and push my thinking!

Dearest Miku,

I just wanted to write you a note to express truly how grateful I am for you and for our beautiful VTT Sangha ♡.

The way in which you greet everyday - with joy, excitement, wonder... - it inspires me so much.

I'm not sure where exactly this next chapter will take me but I know in my bones that the time has come for me to embark!

It's been so incredible to see how you've built the vibrant home and I am so happy to be a part of this beautiful community of people.

I can't wait to continue to learn, live, and grow together.

Lots of love,

- Paulina



Forest Bathing & Wild Sitting Public Reviews

★ 4.94 (16 reviews)



Samantha
September 2019

My daughter and I both enjoyed our forest bathing experience. We came away with new experiences and understanding of how to appreciate the forest.



Adonis
August 2019

What a great experience. Miku is extremely knowledgeable about the forest and her ability to guide you through mindfulness while you experience nature was an unforgettable practice... [read more](#)



John
August 2019

Miku elevated a simple nature walk to an active meditation to connect with the natural world. A friendly intro to ideas of mindfulness and intention.



Kathleen
August 2019

This was a special experience and I'm very grateful to have met Miku and learn about forest bathing/mindfulness. This experience will help deepen my mindfulness meditation practice and help ground me. The tea was very nice.



Carrol
August 2019

I would highly recommend this both as a solo experience and a couples' experience! Miku was very knowledgeable and kind. I would describe the session as meditative, exploratory, and educational. Would do again!



Nicole
August 2019

This was an amazing experience away from the crowds and tourists! Quiet and introspective, miku really helped me appreciate nature that I didn't even know existed! Lovely and renewing!

STUDENT LEARNING



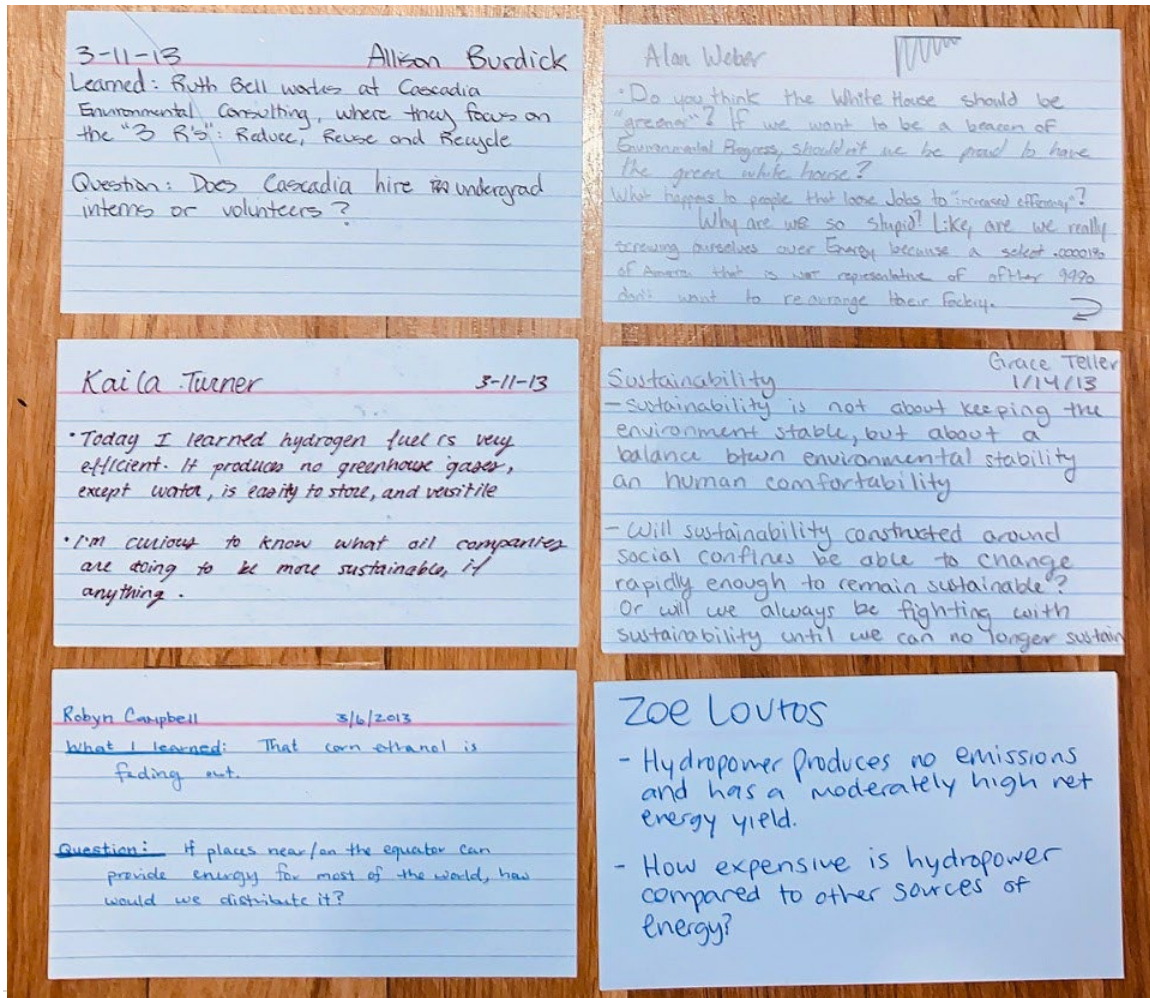
STUDENT LEARNING

If you begin to **understand** what you are without trying to change it, then what you are undergoes a transformation." "Do not repeat after me words that you do not **understand**. Do not merely put on a mask of my ideas, for it will be an illusion and you will thereby deceive yourself."

- Jiddu Krishnamurti

[1] 3x4 Student Learning "Cue Cards"

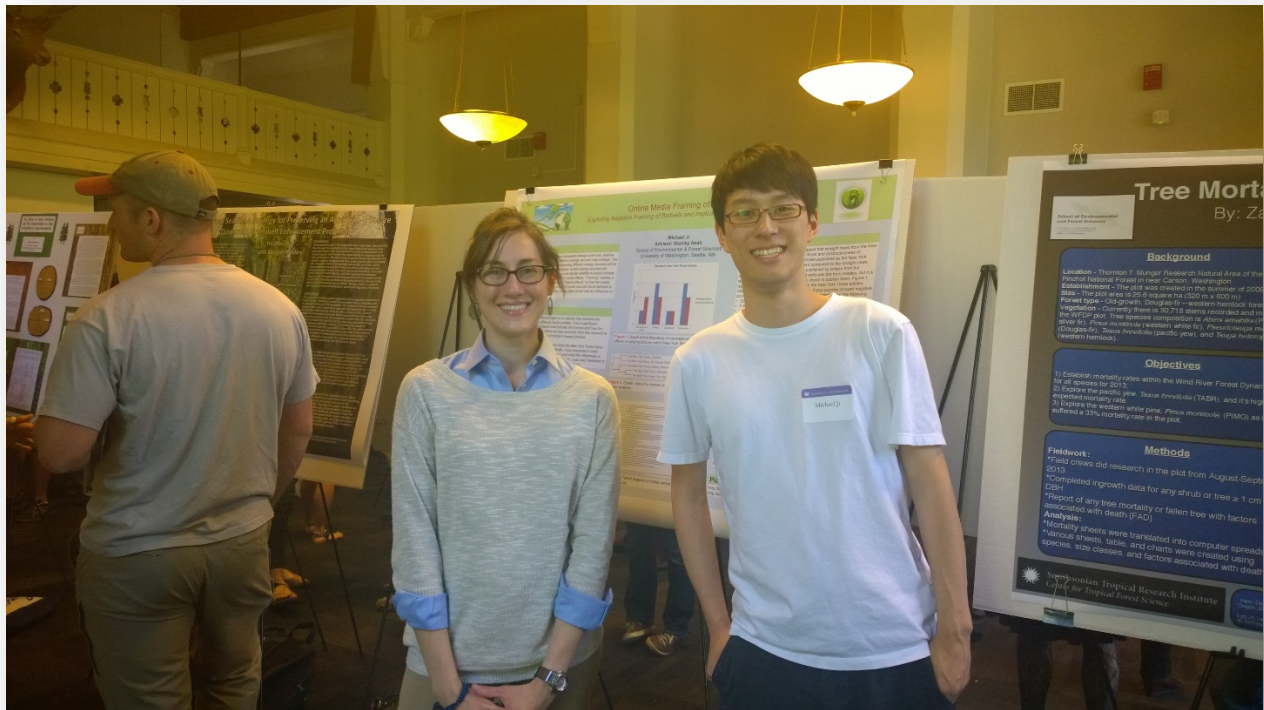
DESCRIPTION: Students in an introductory environmental science course completed cue cards during the lectures as a way of assessing student knowledge, while also encouraging participation.



[2] Senior Capstone Project Poster Example

DESCRIPTION: Student final poster display for a senior capstone project in an undergraduate environmental science program (School of Environmental and Forest Sciences) at the University of Washington.

The undergraduate student completed his senior research project titled “Online Media Framing of Biofuels.” I advised him in the selection of his research topic, mentored him as he developed his qualitative research and analysis skills, and also supported him in presenting his final results.



Miku with Student, Senior Capstone Poster Presentation, University of Washington,

Example Capstone Project Poster



Online Media Framing of Biofuels

Exploring Negative Framing of Biofuels and Implications for Public Perception



Background

As the search for sustainable and renewable energy continues, positive and negative effects of utilizing different energy sources may emerge. The benefits or repercussions of implementing different energy sources will be the deciding factor that leads to whether certain energy sources will be adopted for use into society. Society will decide whether to adopt biofuels based on how they are framed and its media effects. "Framing" creates a perception toward a phrase or words. "Media effects" is how the media affects the general public. Thus how the media sources frame biofuels is important because it may cause a media effect which has an influence on public opinion.

Purpose

The purpose of this capstone project is to explore how biofuels are portrayed negatively by different media entities. This is significant because it helps us understand how biofuels are framed and how the public might perceive them. What we may conclude from this research is that the public has major areas of concern toward biofuels.

The key question I examined was how does the New York Times frame the negative effects of biofuels. Specifically, I was interested in what frequency different negative themes occur, and what the differences in intensity of negative themes might be. In addition, I was also interested in differences between editorials and straight news articles.

Methodology

Data used in this analysis include online news articles regarding biofuels. Data was collected through purposeful sampling in Google until saturation of major themes was reached. Data was considered saturated when no new themes could be found. The data was analyzed using a qualitative computer assisted software called NVivo 9.

Specific lines of text regarding opinions about biofuels and renewable energy were categorized inductively and grouped together into themes. After the initial categorizing of the individual statements by theme, a complete manual check was conducted to ensure there were no errors. The manual check was for categorization reliability, a cluster analysis was then completed using NVivo.

Two types of cluster analyses were conducted: clustering similar words by the source type (news article type) and clustering similar words by category. Source type is where the news sources were clustered based on the type of source (opinion or straight news). Words by category is where selected statements toward biofuels are clustered based on their categorized as in Figure 3.

Advisors: Miku Lenentine and Stanley Asah
School of Environmental & Forest Sciences
University of Washington, Seattle, WA

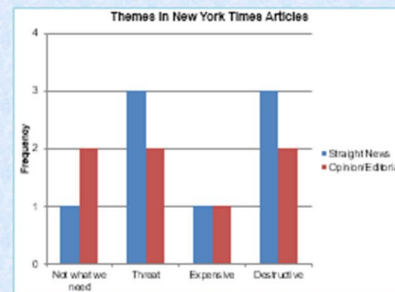


Figure 1. Graph of the frequency of connotations toward the negative effects of utilizing biofuels within New York Times publications



Figure 2. Closer view of a sources sorted by word similarity through cluster analysis.



Figure 3. Example: Partial diagram of nodes sorted by word similarity through cluster analysis.

Results

The results of the cluster analysis suggest that straight news from the New York Times focused more toward the threat and destructiveness of biofuels. The editorials and opinion articles published by the New York Times had more equal areas of concern compared to the straight news. Straight news is news articles directly published by writers from the representing organization. Opinion and editorials are from readers, but it is still significant because the organization chose to publish them. Figure 1 represents the themes that would arise in the New York Times articles. Within each bracket, as shown in Figure 2, if any sources showed negative connotations toward biofuels they would be recorded under the following:

- Expensive
- A threat
- Destructive
- Not what society needs

Conclusion

In conclusion, the results have shown that biofuel's negative effects are mostly portrayed to be:

1. A threat
1. Destructive
3. Not what we need
4. Expensive

The straight news from the New York Times emphasizes the threat and destructiveness of biofuels the most. The editorials and opinion publications that the New York Times also publishes emphasizes that biofuels are not what we need, a threat, and destructive more equally.

This is important is because while utilizing biofuels have both benefits and disadvantages, there are barriers that need to be overcome before it can be fully implemented. Understanding the general public's strongest resistance towards the negative effects allows us to pinpoint where the focus needs to be for the general public to accept biofuels and allow for its transition.

Acknowledgements

Dr. Stanley Asah for acting as the advisor for my capstone project.
Miku Lenentine for guidance on my capstone project.

Picture Credits

<http://www.energydigital.com/>
<http://www.bubblews.com/news/2960365-the-future-of-biofuels>

[3] Field Trip Written Reflection from ESRM 200

DESCRIPTION: Reflection paper from an undergraduate student field trip to the Burke Museum's plastic exhibit at the University of Washington.

Ashley Carey

Plastic Reflection

I found the exhibit to be very eye-opening. Many of the statistics presented were hard to believe or imagine, like the fact that 3000 shopping bags are used every $\frac{1}{4}$ of a second; its hard to wrap your brain around! It was also a good insight into our culture. Of the 304 million electronics disposed of in 2005, $\frac{2}{3}$ of them still worked! We are part of such a fast-paced, consumer culture that it has become the norm to throw something away just because a new version came out, or maybe it came with a different colored case, or maybe it got a little scratch or dent. Even though it still worked, it seemed logical to throw it away. Another part of the exhibit that stuck with me was the seabird that was full bits of indigestible plastic that stayed in their system until there wasn't any room for real food. It is awful + so disheartening to think about. I think if more people were exposed to images like that or the harmful effects were more aggressively publicized, it could really get people thinking about the impact they have.

[4] Group Peer Evaluation from ESRM 200

DESCRIPTION: Example of student peer evaluation form for an introductory environmental studies course at the University of Washington.

ESRM 200: Group Paper Evaluation

Your name Shaniae Lakes

Name of person you're Evaluating Sakura

The following questions are about the person you're evaluating. Mark an X in the corresponding cell.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gave me timely feedback on my paper					<input checked="" type="checkbox"/>
Gave me useful feedback on my paper					<input checked="" type="checkbox"/>
Attended our paper group sessions					<input checked="" type="checkbox"/>
Gave me opportunity to read their outline and drafts					<input checked="" type="checkbox"/>
Respected me during the group paper process				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
I worked well with this fellow colleague				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Name of person you're Evaluating Angi Chen

The following questions are about the person you're evaluating. Mark an X in the corresponding cell.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gave me timely feedback on my paper					<input checked="" type="checkbox"/>
Gave me useful feedback on my paper					<input checked="" type="checkbox"/>
Attended our paper group sessions					<input checked="" type="checkbox"/>
Gave me opportunity to read their outline and drafts					<input checked="" type="checkbox"/>
Respected me during the group paper process					<input checked="" type="checkbox"/>
I worked well with this fellow colleague					<input checked="" type="checkbox"/>

Name of person you're Evaluating Karla Turner

The following questions are about the person you're evaluating. Mark an X in the corresponding cell.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gave me timely feedback on my paper					<input checked="" type="checkbox"/>
Gave me useful feedback on my paper					<input checked="" type="checkbox"/>
Attended our paper group sessions					<input checked="" type="checkbox"/>
Gave me opportunity to read their outline and drafts					<input checked="" type="checkbox"/>
Respected me during the group paper process					<input checked="" type="checkbox"/>
I worked well with this fellow colleague					<input checked="" type="checkbox"/>

[4] Example Quiz from ESRM 200

DESCRIPTION: Example quiz and written explanation for an introductory environmental studies course at the University of Washington.

30
31

Quiz III: ESRM 200
Energy and Society

Wednesday, 03/13/2013: Print your Name Here Robin Campbell

Read each question carefully before attempting an answer.

1. What is energy and how is it measured? (1.5 pts):
Energy is a unit measurement that is often measured in BTU, watts, Joules.

2. The following are TRUE/FALSE (T/F) questions: Please, write the correct answer (T or F) in the corresponding cell to the right!(7.5pts)

	Statement	T/F Answer
1.	Using heat to separate hydrogen from crude fossil fuels will produce less CO ₂ than fossil fuels production	F
2.	Since the 1990s, in the US, investments in solar energy are lower than they were right after the energy crises of the 1970s	T
3.	Several European nations are in the process of switching fossil fuel subsidies to wind and PVE	T
4.	A 2.7 MPG increase in efficiency of the US vehicle fleet will completely displace Persian Gulf oil imports	T
5.	More development = More energy consumption	T
6.	Energy intensity in the US grew by 40% between 1975 and 2000	T
7.	During the Reagan administration domestic energy production was discouraged	T
8.	One person's energy use in the US = 531 people's use in Ethiopia	T
9.	Nuclear energy is a good alternative to fossil fuels because it produces little waste	F
10.	More birds die from wind turbines than jet engines, feral cats, and crashing into windows.	F
11.	Most companies that have pursued efficiency have all ended losing money	F
12.	The bi-products of Hydrogen Fuel cell use are greenhouse gasses and water	F
13.	Sunny regions close to the equator could supply energy for most of the world with solar power	T
14.	Roughly 84% of the worlds present energy needs are supplied by nonrenewable resources.	T
15.	Governments are investing more in photo-voltaic electricity than private corporations	F

-1.5

3. What is active solar heating? (3pts):
Active solar heating involves elements on top of buildings that capture energy from the sun as heat and use a fan to move the heat throughout the building.

4. Why is it that Hydrogen fuel cells for vehicles will be more efficient than internal combustion engines (1.5pts):
Hydrogen fuel cells are able to carry ~2.5x the amount of energy as gasoline, so there is more energy per unit volume. Also, hydrogen fuel cells transport energy from other sources, so it is more efficient.

-0.5

-2

Page | 1

KAIZEN & PRAXIS

- *Continuous Improvement on Teaching Instruction* -



KAIZEN & PRAXIS

Nana Korobi Ya Oki

“Fall down seven times, get up eight”

- Japanese Proverb

[1] Continuing Education Training in Compassionate Teaching

DESCRIPTION: I participated in a compassionate teaching workshop designed especially for teachers and innovators striving to maintain their integrity in kindness and compassion during the COVID-19 Pandemic.



The image is a promotional poster for a webinar. At the top left, it features the text "Stanford SOCIAL INNOVATION Review LIVE!" in a teal and brown color scheme. Below this, there is a circular graphic showing two hands, one yellow and one blue, reaching towards each other. To the right of the graphic, the text reads "WEBINAR" in a small box, followed by "How to be the 'Chief Kindness Officer' in Volatile Times: Compassionate Leadership in Response to the COVID-19 Crisis". Below this, the date "Date: May 20, 2020" is listed, along with the time "Time: 11 a.m.PT/2 p.m. ET" and duration "Duration: 90 minutes". At the bottom left, there is a hashtag "#SSIRLive" and at the bottom right, there is a logo for "SSIR Live" with a small icon of a person at a computer.

[2] Developing an Innovative Curriculum for Social Permaculture

DESCRIPTION: I led the development of a 10-week social permaculture course modelled after the Permaculture Institute of North America's (PINA) biophysical permaculture curriculum created with one of the founders of permaculture in the United States, Tom Ward.

The curriculum which is nearly complete is the first of its kind to be offered in the United States. It includes both intrapersonal and interpersonal site design components as well as instruction in village building, governance and both invisible and visible elements of social site design. Our aim is to strive for PINA certification to be the first PINA recognized Social Permaculture Course offered in North America.

Course hosted through Wildly Vibrant Permaculture & Ancestral School

Social Permaculture Design Course Overview & Curriculum Outline

Course Overview and Outline

Audience for Description and Main Demographic:

Permaculture Farms, Rural Communal Living or Shared Land-Mates, Urban Intentional Communities, Eco-Villages, Relevant Conferences or Venues. For people who value egalitarian decision making and more communal ways of moving. For people who are seeking models beyond benevolent dictatorships. For people who are interested in partnerships of some form.

Internal: For people seeking an alternative model to Patriarchy and value bringing divine feminine in while honoring sacred masculine and the gender spectrum.

Description:

This 10 Week Course covers skills in the application of permaculture principles and ancestral knowledge for enhancing and supporting thriving intrapersonal and interpersonal interactions with ourselves, each other and all beings. In this course, participants will develop a social "site design" for a regenerative relationship of their choosing (between partners, family members, business teams, small family farms, intentional communities or other working relationships). The focus will be on assessing, developing and designing for visible & invisible structures supporting social interactions both intrapersonal and interpersonal.

Overall Goals:

- To enhance ways of thinking that focus on noticing patterns in identity, place, and social systems.
- To support each other as we make the transition from the story of separation to the story of connection and sacredness.
- To build relationships of friendship, love, and cooperation in ways that are honoring, cherishing, and respecting.
- To find ways to co-exist peacefully in the hard spaces as we heal, clear and repair toward partnership.
- To focus on spaces where we already have belongingness to reach thriving.
- To understand and apply the permaculture principles throughout all aspects of village building (explicitly state the principles as they map to our course every module).
- **To map, assess, and plan social and personal spaces.**

Lineage Goals to acknowledge internally:

- To dismantle the systems of patriarchy and invite in a new Old Way.
- To honor the divine feminine, the sacred masculine, and the fabulously gender queer.
- To once more fulfil the Hopi prophecy of one world people

Social Permaculture Design Course Draft Version #001

10/10/2020



Draft Course Outline

Section 1:

Introduction to Social Site Design

CONTEXT

0. Big Picture, Course Overview

1. Introduction to Social Permaculture

2. Intrapersonal Ecosystem & Systems for Self-Care, Totalogy and Interpersonal maps of ecopsychology through deep psychology practices

3. Zone 0: Interpersonal Ecosystem (EcoSocial Systems) Overview

4. Physical and Social Elements of a Thriving Village

How do we talk about these concepts as spaces or aspects (direction a slope faces), instead of systems? This brings it back to permaculture.

Section 2:

Foundations and Visions for Thriving

STRATEGIES

Presenting as a mix of principals and further mapping instead of strategies

9. Relationship Vision, We, Team(Crew)Part I

13. Community "Glue" & Feeling like Family

5. Giving Everything its Life

12. Community Roles and Village Tenders

*Giving your gift/Dharma

*Zones 4 & 5

*Creating a Permaculture Everyday Culture Creating an Everyday Permaculture

*Sacred Masculine, Divine Feminine, and Fabulous Gender Spectrums CoEvolved horticultural and appropriate propensities

Section 3:

Social Tools and Good Process

TACTICS

6. Communication, Permaculture and Compassion

7. Governance and decision making, Holocracy

10. Effective Meetings and Egalitarian Facilitation

11. Team Work and Group Cohesion & The Way of Council

9. Authentic Leadership, Visioning and Project management

10. Conflict Gardening Restorative Justice & Clearing

*Social Justice

*Hearth Tending

*The Sacred in the Digital Sphere

[3] Example of Systematic Curriculum Improvement

DESCRIPTION: I helped lead an initiative to systematically redesign, improve and build upon an existing curriculum for a leadership & empowerment teacher's training.

The exercise included a pile sorting qualitative data technique to elicit priority ranked curriculum areas from past cohorts in order to directly inform the next year's educational topics and teaching focus.

OUTCOME: Teaching modules were successfully ranked based on quantifiable evidence to support the new curriculum demonstrating that it was relevant, effective and reflective of the current goals for the upcoming year. *(See the Prioritization Matrix Example on the next page)*



The Way of Vibrantly's Teacher Training Prioritization Matrix

(Page 1 from Matrix)

				Review Categories (0 - 5 where 0 is hardly and extremely)							
Jewel	Weekend	Workshop	Framework	Currently Overtly Used	Underlying Part of Current Culture	Workshop Uniqueness in Outcome	Starts Out/In	Overall Category	Effective for 6 Elements Level Thriving	Total	
5. Moving From, With, As, Through, (etc) Centeredness and the Center of the Wheel/Universe		1 Resonance and Dissonance	CD	4	5	3	Outside In	Decision Making	3	3.75	
4. Creating Tribe-Level Intimacy		1 Containers that are Inspiring, Nourishing, and Replenishing AND Relationships that are Honoring, Cherishing, and Respecting	General	4	4	3	Outside In	Containers	3	3.5	
3. Compassionate Expression		1 道 Vibrantly Agreements	General	2	4	4	Outside In	Containers	3	3.25	
3. Compassionate Expression		1 Compassionate Communication Overview	General	2	2	4	Outside In	High Level Understanding	1	2.25	
3. Compassionate Expression		2 道 Vibrantly Purpose Statement	General	4	5	4	Outside In	High Level Understanding	3	4	
2. Cultivating We-Space Intrapersonally, Interpersonally, and Inter-being-ally		2 Canary Fleet	General	4	4	2	Inside Out	Centeredness	3	3.25	
2. Cultivating We-Space Intrapersonally, Interpersonally, and Inter-being-ally		2 Conscious Flocking and Flowing and the WE Space	CD	3	3	2	Inside Out	Flocking and Flowing	3	2.75	

PROFESSIONAL CONTRIBUTIONS



PROFESSIONAL CONTRIBUTIONS

*“I slept and dreamt that life was joy. I awoke and saw that life was service.
I acted and behold, service was joy.”*

- Rabindranath Tagore

[1] Creating a 200 Hour Teacher’s Training Curriculum

DESCRIPTION: I co-created a 200 hour teacher’s training curriculum for The Way of Vibrantly to use with their new instructors.

This includes a core curriculum, mentoring and facilitation hours, a compassionate teaching certificate, a compassionate leadership certificate and a compassionate communication certificate.

OUTCOME: This curriculum is still in use today, and I am currently active with the teacher’s council advising on further curriculum development for the next cohort.



Vibrantly Teacher’s Training “Core Curriculum”

The numbers in parentheses next to each workshop are the value attributed by the group to the tool/topic from the [spreadsheet](#).

Weekend 1 - Ancient, Inspired, Authentic, Primal, Playful, Vibrant, and Wild Being and Living

- **Workshop 1 (Sat Morn) - "Ways of Arriving at Thriving"**
 - Ways of Arriving at Thriving (3.9)
 - Centered and Exhilarated Overview (3.5)
 - Centered and Exhilarated Orbit 1 (3.1)
- **Workshop 2 (Sat Eve) - "Working with Traditional Elders and Nature Immersion"**
 - Working with Traditional Elders (3.1)
 - Nature Immersion (3.1)
- **Workshop 3 (Sun Morn) - "Accessing the Psychic Quantum Field"**
 - Accessing the Psychic Quantum Field (3.1)
 - Magic (3.0)
- **Workshop 4 (Sun Eve) - "Constructive Boundaries and Discernment"**
 - Constructive Boundaries (3.4)
 - Discernment (3.8)

Weekend 2 - Moving From, With, As, Through, (etc) Centeredness and the Center of the Wheel/Universe

- **Workshop 1 (Sat Morn) - Return to Center (4.0)**
- **Workshop 2 - (Sat Eve) - Resonance and Dissonance (4.0)**
- **Workshop 3 - (Sun Morn) - Cultivating the Left and Right Brain Observer (2.9)**
- **Workshop 4 - (Sun Eve) - Inner Child Map and Meditation (2.8)**

Weekend 3 - Cultivating We-Space Intrapersonally, Interpersonally, and Inter-being-ally

- **Workshop 1 (Sat Morn) - Canary Fleet, the WE Space, and Conscious Flocking and Flowing**
 - Canary Fleet (4.4)
 - Conscious Flocking and Flowing and the WE Space (3.3)
- **Workshop 2 - (Sat Eve) - Personal Parts Party, Divine Feminine, Masculine, and Queer**
 - Personal Parts Party and Council Development (3.3)
 - Divine Feminine Masculine and Queer (3.2)

- **Workshop 3 - (Sun Morn) - Inventory Practice of Sacred Selves (3.0)**
- **Workshop 4 - (Sun Eve) - Ego Development**
 - States of Ego Development (CD) (2.5)
 - CEO Ego Development (Orbits 5-6) (2.8)

Weekend 4 - Compassionate Expression

- **Workshop 1 (Sat Morn) - "Playing with Advanced Difficulty"**
 - Processing Layer Cakes and Gumdrops (4.3)
 - Turning Towards and Titrating and WeNoWe (3.5)
- **Workshop 2 (Sat Eve) - "Affirmations/Mantras"**
 - Affirmations/Mantras (basically ELNERS without the bravery/faith to proceed and the guided attachment based trauma healing) (4.2)
- **Workshop 3 (Sun Morn) - "道 Vibrantly Purpose Statement and Agreements"**
 - 道 Vibrantly Purpose Statement (4.0)
 - 道 Vibrantly Agreements (3.4)
- **Workshop 4 (Sun Eve) - "Understanding the Sympathetic and Parasympathetic Nervous Systems"**
 - Concepts of Parasympathetic and Sympathetic Nervous Systems (3.0)

Weekend 5 - Creating Tribe-Level Intimacy

- **Workshop 1 (Sat Morn) - "Containers to Support Tribe-Level Intimacy"**
 - 5 Positives and 3 Gems to 1 Opportunity (4.4)
 - Containers that are Inspiring, Nourishing, and Replenishing AND Relationships that are Honoring, Cherishing, and Respecting (4.0)
 - Supporting Social Interactions with a CEO Container (Orbit 2) (3.8)
- **Workshop 2 (Sat Eve) - "Regenerative Communities, Holacracy and the Hearth"**
 - The Hearth (4.1)
 - Regenerative Communities in CEO (CEOCRACY) (2.9)
- **Workshop 3 (Sun Morn) - "Repairs, Shared Vicinity, and Mutually Thriving Dreams"**
 - Shared Vicinity (3.6)
 - Improving Regenerative Dialogue around Difficult Topics (3.5)
 - Repairs (3.0)
 - Mutually Thriving Dreams (2.9)
- **Workshop 4 (Sun Eve) - "Love Maps and Dharma Maps"**
 - Love Maps (3.3)
 - Dharma and Dharma Map Activity (2.8)

[2] Serving on Curriculum Committees

DESCRIPTION: I served on the School of Environmental and Forest Sciences Curriculum Committee for Fall and Winter Quarter at the University of Washington providing feedback on currently offered courses.

[3] Developing Social Science Curriculum

DESCRIPTION: I helped develop the prototype for a social science curriculum to be used with natural resource professionals.

The purpose of the proposed SSNRM curriculum was to increase training and capacity of socioeconomic research, information and tools for practitioners working in the natural resource sector across British Columbia. The curriculum's audiences were leaders and practitioners in the natural resource sector in British Columbia. They include government (provincial and local), industry, Aboriginal and non-aboriginal rural communities, industry, and consultants. The SSNRM curriculum materials were designed so that natural resource practitioners and community leaders can use relevant sections of the curriculum to inform or train their constituents in the use of social science research and information in areas relevant to their interest.

OUTCOME:

The curriculum was successfully developed and used by FORREX, guided by Dr. Ajit Krishnaswamy and was used for training and capacity building in subsequent years following its creation.



Developing a social science in natural resource management (SSNRM) curriculum

by Miku Lenentine, Simon Fraser University

How can we increase the capacity of natural resource practitioners working in British Columbia to use socio-economic information and tools? FORREX's Socio-economics Extension Program plans to address this need by developing a Social Science and Natural Resource Management (SSNRM) Curriculum. The curriculum's audiences are leaders and practitioners in BC's natural resource community, including government (provincial and local), industry, aboriginal and non-aboriginal rural communities, non-governmental organizations, and consultants.

The SSNRM curriculum materials are being designed so that natural resource practitioners and community leaders can use specific sections to inform or train their constituents in areas relevant to their interest. The structure and design of a SSNRM curriculum was discussed in March 2008 at the Socio-economics Extension Working Group (SEEWG) meeting. Participants brainstormed on topics and discussed the approaches for designing a curriculum that would be relevant to such a broad audience. The meeting generated some interesting ideas about the next steps for developing the curriculum including: (1) a needs assessment, and (2) identifying priority curriculum topics through focus groups composed of practitioners and leaders who potentially would use the curriculum.

In addition, the SEEWG meeting produced three curriculum module outlines that may be used to help guide future recommendations for topic selection and organization of materials (Tables 1).

Based on the input from the SEEWG, FORREX has developed a curriculum outline. The following is a possible structure for the curriculum:

- How to use the material
- SSNRM training curriculum framework
- Preparing a workshop
- Ice-breakers
- Training techniques
- Communication techniques
- Workshop modules (See tables below)
- References, resources, and course materials for each module

It is expected that the curriculum will include socio-economics topics such as: public involvement and participatory research; assessing public attitudes and preferences; trade-off analysis; use of social, economic, and cultural indicators; ecosystem services; non-timber valuation; Non Timber Forest Products (NTFPs); community economic development; traditional ecological knowledge; and conservation of cultural heritage resources. A draft curriculum will be field-tested and used in a SSNRM workshop to be held in the first quarter of 2009. 🌲

Table 1. First outline of proposed curriculum modules

Model	Topics	Comments
Module 1: The pre-module	Topics addressed in this module would be designed to convey the importance of integrating social science into natural resource management and set the context for the modules to follow	
Module 2: Strategic partners	Industry Municipalities and regional districts First Nations Research Government Others Participatory research Partnerships Co-management	This module would be designed to address the attitudes, perceptions, and preferences of the parties involved in natural resource management. Secondly, this module would seek to integrate the various partners' involvement in natural resource management, through discussion.
Module 3: Roles and responsibilities	Tools (needs assessment) Biological implications Economic implications (NTFPs) Socio-cultural implications Research methods.	This module would provide an overview of our role as ecosystem stewards.



resource management (SSNRM) curriculum

Table 1. Continued

Model	Topics	Comments
Module 4: Managing change	Community resiliency/adaptation Indicators, planning and programs	This module would discuss various approaches and strategies for managing transition and change at the community/territory level. A variety of economic development theories would be discussed and case studies of different projects from different regions would be examined to help showcase some of the successes and failures of the different theories in practice.
Module 5: Ways of knowing	Traditional ecological knowledge and Western science Intellectual properties rights and Confidentiality Biological and Economic perspectives Cultural heritage resources, and Innovation and change	This module would balance different perspectives of natural resource management.
Module 6: Special topics	Climate change Mountain pine beetle Globalization Changing industries Watershed management	This would be custom tailored to the audience and community to which it is being delivered.

Updating the SSNRM directory and creating an on-line database

by Miku Lenentine, Simon Fraser University

The FORREX Socio-economics Extension Program has started a project to update the Social Science and Natural Resource Management (SSNRM) directory and create an on-line database that can be regularly updated. The goal is to (1) strengthen and expand the link between community leaders, natural resource practitioners, and social scientists interested in the socio-economic aspects of natural resource management, and (2) to provide a flexible user-friendly interface to act as a dynamic portal for information exchange and networking.

At present, the database includes researchers, practitioners, and community leaders who are affiliated with government, industry, non-government organizations, universities, and private consultants.

Covering British Columbia and the Pacific Northwest, the database will target users such as natural resource-based communities, First Nations and aboriginal organizations and communities, non-government organizations, researchers in academia and government, private consultants, and industry.

One of the greatest challenges we face in designing the SSNRM database is making sure the directory and database address the needs of multiple audiences. However, this challenge is also one of the project's greatest strengths; this diversity will ensure knowledge gaps are bridged and research needs are identified between and among each audience group.

The updated SSNRM directory, currently in a draft form, will be published in the next few months. The database is also expected to be on-line during that period. The database will interface with the Natural Resources Information Network (NRIN) at <http://www.nrin.forrex.org>. The Socio-economics Extension Program has already received an overwhelming number of comments and suggestions on the structure and design of the SSNRM database, much of which will be incorporated in future versions of the database. We hope that putting the SSNRM database on-line will create an extensive dialogue and help us design a tool that meets the needs of the diverse audience groups and supports the exchange of socio-economic information. We invite you to participate in this process. 🌲

More information

Please contact a.jit.krisnaswamy@forrex.org for information about the SSNRM curriculum and database. We welcome your comments and suggestions on these ideas.

[4] Instructing Instructors in Mindful Teaching and Learning

DESCRIPTION: I taught *Mindful Teaching and Learning: Contemplative Pedagogy for the Classroom* at the Center for Teaching Excellence in the University of Hawaii, Honolulu, HI February 2019.

I was invited to teach a session by the Center for Teaching Excellence at the University of Hawaii. I led a workshop on Contemplative Teaching and Learning and had the opportunity to share with staff and faculty across different disciplines. Faculty attendees learned about contemplative pedagogy through participating in contemplative practices to deepen self-awareness in teaching, increase creativity, strengthen ability to reflect and take perspective, and increase their capacity for empathy and compassion. I received feedback from the director of the program that participants reported high satisfaction.

FEEDBACK: from the CTE Staff at the University of Hawaii

“Aloha Miku and Mahalo for sending the PPT for posting!

We have wonderful memories of your stellar workshop and so enjoyed meeting you. Please let us know when you come again and we'd love to organize another event. And faculty yoga series would be a true icing on cake experience!

*a hui hou,
K & D”*

Mindful Teaching and Learning: Contemplative Pedagogy for the Classroom

Spring 2019

This workshop will provide an introduction to a field of education known as contemplative pedagogy (CP), which brings mindfulness into the classroom and cultivates different ways of knowing. CP provides access to ways of learning and understanding that are complementary to approaches found in traditional liberal arts education. CP can be applied across disciplines from the sciences to the arts.

This event is sponsored by the Center for Teaching Excellence

Center for Teaching Excellence

Ph 956-6978
Email cte@hawaii.edu
www.cte.hawaii.edu

Tuesday, February 5
12:00-1:15pm
Kuykendall 106 Events Room

In this workshop, faculty will learn about:

- The concept of contemplative pedagogy
- Benefits of using it in the classroom
- Reflections on the relations of culture & context to teaching and learning
- Examples of application across disciplines

Come prepared to enjoy yourself, and relax into an atmosphere of mindful teaching and learning.

Beverages will be provided. Feel free to bring your own lunch.

PRESENTED BY

Miku Lentine

Post-doctoral Research Associate and Instructor at the Beloved Living Center in Redmond, Washington

Space is limited.

Register Online

www.cte.hawaii.edu/events.html 

[5] Extensive History of Professional Service

Q Methodology Seminar & Skill Share (Online)

Seminar Coordinator: Kent State University. Coordinating weekly online seminar and skill share meetings online via Zoom. Inviting and organizing guests presenters, and introducing speakers. Mentoring current Ph.D. students and facilitating peer learning. (2020 - Present)

International Forestry Students' Association

Northern America Regional Representative: IFSA World, Freiburg, Germany. Gabrielle Schittecatte, Northern America Supervisor. Providing support for local committees in the US and Canada. Expanding IFSA membership across region, assisting in planning and hosting of the Canadian American Regional Meeting (CARM). Leading regional workshop at CARM. Hosting monthly online regional meetings, and maintaining social media presence. Attending and presenting at two IFSA World Student Symposiums in the Philippines and Austria as a US delegate and regional officer. Writing progress reports and coordinating with other IFSA World Officers, Council and Executive Members. (2015 - 2016)

President: University of Washington, School of Environmental and Forest Sciences, Seattle, WA. Professor Indroneil Ganguly, Faculty Advisor. Founding official IFSA International Local Committee at the University of Washington. Coordinating officers and active members, convening and chairing meetings, facilitating and leading event-planning, mentoring new officers, collaborating with other student organizations, and assisting in departmental events. (2014 - 2015)

SEFS Graduate Student Symposium Committee

Symposium Coordinator & Committee Member: University of Washington, School of Environmental and Forest Sciences, Seattle, WA. Professor David Ford, Supervisor. Assisting in planning and presentation of the symposium, promoting the symposium across the school, introducing panelists, and presenting awards. (2012 - 2014)

[See curriculum vitae for full listing: link to CV](#)

Honors, Awards or Recognitions



HONORS, AWARDS or RECOGNITIONS

*“I measure success in terms of the contributions an individual makes
to her fellow human beings”*

- Margaraet Mead

[1] Repeated Invitations to Instruct or Guest Lecture

Center for Teaching Excellence, University of Hawaii

School of Environmental Management, University of Washington

Still & Moving Center

Siskiyou Permaculture School





UNIVERSITY
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MĀNOA

Office of Faculty Development and Academic Support
Center for Teaching Excellence
Center for Instructional Support
Faculty Mentoring Program

16 April 2021

Dr. Miku Lenentine
Wildly Vibrant Ancestral School
4730 University Way NE
Suite 104, PMB2951
Seattle, WA 98105

Aloha e Dr. Lenentine,

As a long academic year draws to a close, we want to take this opportunity to say mahalo to you for the significant collegial contribution you made to Mānoa faculty as the creator of and facilitator for:

"The Spring Refresh: Lunch Break Mindfulness Series"
Wednesdays, March 3, 10, 17, 24, 31 and April 7, 2021
11:30 am – 12:30 pm
Online via Zoom

Among other fine events we held over the past year during the COVID pandemic, this series was truly outstanding! We were aware from your previous presentation at CTE how very gifted you are in creating an environment for meditation. In the current online context, it has been especially important for faculty to incorporate practices that support them in these exceptional circumstances, and this series was an exemplar in accomplishing that. Providing a space for meditation as well as for yoga stretches and positions that can be performed at a desk or in an office setting is a brilliant combination for those working on campus or from home. The ease with which you move from floor to chair, demonstrating options available for each person depending on their circumstance, was particularly helpful in making each attendee capable to follow the entire program.

We are looking forward to planning with you another series for the summer months. The success of an event of such high quality and the work of the Center for Teaching Excellence on behalf of Mānoa faculty would not be possible without the generosity and collegiality of individuals like yourself, contributing valuable time, unique knowledge and grounded experience.

With gratitude and our highest regards,

A handwritten signature in black ink, appearing to read 'Kathleen O. Kane'.

Kathleen O. Kane, Director
Office of Faculty Development & Academic Support

A handwritten signature in black ink, appearing to read 'Daniela Bottjer-Wilson'.

Daniela Bottjer-Wilson, Faculty Specialist
Center for Teaching Excellence

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[2] Chronological Listing of Honors and Awards

Celebrating Magnificence in Our 'Ohana Recognition (*Still and Moving Center: 2021*)

Marvin Klemme Fellowship Award (*School of Environmental and Forest Sciences: 2017*)

Graduate Student of the Year Nominee (*School of Environmental and Forest Sciences: 2015, 2017*)

RSO Student Travel Award (*University of Washington: 2016*)

Graduate Student Travel Award (*School of Environmental and Forest Sciences: 2015*)

Outstanding Community Impact Award (*College of Environment: 2015*)

Xi Sigma Pi Forestry Honor Society (2012-2015)



“People usually consider walking on water or in thin air a miracle. But I think the real miracle is not to walk either on water or in thin air, but to walk on earth. Every day we are engaged in a miracle which we don't even recognize: a blue sky, white clouds, green leaves, the black, curious eyes of a child—our own two eyes. All is a miracle.”

– Thich Nhat Hanh