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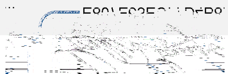

Ethnobotany is the interdisciplinary study of the relationship between people and plants. In the Ethnobotany Certificate program (EBOT) we teach ethnobotany with a focus on Alaska and its Indigenous cultures. EBOT is the only certificate program in the UA system and Alaska thatEBOT(its dedca)e

Ethnobotany requires such a specialized, interdisciplinary skill set that it cannot be taught by other current faculty at UAF – making us very vulnerable if our teaching faculty is unable to teach in future. We need at least one Fund 1 supported ethnobotany faculty position to ensure program sustainability, and provide for future growth and collaboration with other programs.
Because there is no plan for supporting future EBOT course instruction beyond grant support, our faculty and students are extremely vulnerable at this time. This is a very stressful situation for both students and faculty as we cannot even ensure that courses will be available for EBOT program students to complete their certificate beyond the current yearly funding cycle.
Because EBOT faculty are bipartite, but have to annually obtain funding to cover their salary and all student support, as well as work to complete ever-changing grant deliverables yearly, this reduces the time we have to teach and advise current students, recruit new students, follow up with EBOT graduates, and seek collaborations to strengthen the program.
Grant overhead is not recovered back to KuC, but has gone into UAF coffers for the last 10 years – we bring in more than enough funds to cover our administrative costs.
Due to budget cuts to both our grants and UAF, student advising and recruitment efforts are diminished and increasingly ineffective.
Students often have a difficult time completing the program, and sometimes even courses, due to many factors out of our control. Our program has a high percentage of students from a low socio-economic background which is concomitant with inequitable access to higher education. We are dedicated to adjust to students' personal situation and needs where possible, but this often means extending the time needed for completion, more time advising and working with students during the semester to ensure they will complete the course, and inclusion of remedial instruction in writing, math, computer skills, etc.
EBOT faculty have 3 faculty obligations, Kuskokwim Campus (Certificate), Dept. of AK Native Studies and Rural Development (DANSRD, Minor), and as USDA grantee– more than tripling our administrative load (we are each at 0.6 FTE but are required to attend all meetings as if we're each at 1.0 FTE), without any increase in salary, student, or advising support. We will seek to remedy some of this, once the trajectory for CRCD departments and campuses becomes clearer

confidence in our program. But we've experienced a lag time from when Lisa began teaching and the student enrollment responses.

During the years leading up to her death in fall 2018, we lost our program mentor and advocate, KuC director Mary Pete - first while she was on medical leave during fy 2015, then while she was part-time Director and part-time CRCD Dean, and finally when she succumbed to cancer. While we carry on with what needs to be done now, we are still regrouping as a program, campus, and community since her death. The EBOT program is her brainchild and legacy, and we are still finding our way forward now.

Over the reporting period for this review, the number of students admitted to EBOT has shown a promising increase

publish books about ethnobotany, and attend graduate school in ethnobotany, to name a few. The impact we have on our students is a reflection of their passion for the plants. We feel very good about the part we've been able t T

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P.O. Box 756500, Fairbanks, Alaska 99775-6500

Ethnobotany Teach out Plan

If the Board of Regents decision is to eliminate the Ethnobotany Certificate, the program will provide one year of instruction for its teach out plan. Faculty will be retained over fiscal year 21 and offer current Certificate required courses in fall 2020 and spring 2021. During this time the program will also be exploring options for restructure and repackaging of courses.

Sincerely,

Bryan Uher MPA
Acting Dean
College of Rural and Community Development

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Daniel M. White, Chancellor

P.O. Box 757500
Fairbanks, Alaska 99775-7500
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uaf.chancellor@alaska.edu
www.uaf.edu/chancellor/

March 23, 2020

TO James R. Johnsen, President, University of Alaska

FROM Daniel M. White, Chancellor, University of Alaska Fairbanks

RE UAF Expedited Academic Review

In accordance with Regents' Policy 10.06.10, and as required by University Regulation 10.06.10.C.2, UAF followed the following process for expedited, exceptional Program Review that was tailored to UAF's particular financial circumstances. The process and timeline are included on the Provost's web site (https://uaf.edu/assessment-review/expedited-review.php). The effort began last October and we are now nearing the final stages of the process. Remaining steps are as follows with this step constituting step number 1, below:

1. Monday, March 23 by 5pm - Chancellor recommendations will be sent to the UA President and VP of Academic, Students, and Research.
2. April 1, 2020 – President's recommendations go to the SW Academic Council
3. April 9, 2020 – BOR Public Testimony
4. April 13-14, 2020 – BOR Academic and Student Affairs committee meets to discuss recommendations
5. June 4-

edges of our mission, and reducing footprint. And we will continue to identify what work we can simply stop doing.

Per the review committee’s recommendations we will proceed to deletion

I concur with the committee's recommendations in all other areas of continuation or deletion except in the following where I have recommended a different path:

1. Atmospheric science – delete with opportunities for students in existing departments in similar areas (e.g., physics, chemistry, engineering) including possible alternative appointments at UAF for research intensive faculty
2. BA Earth Science – delete
3.

COMMITTEE RECOMMENDATION FOR ETHNOBOTANY

STRENGTHS:

- The program is 100% grant funded and it would M
- Offers dual credit EBOT courses to high school students.
- Almost all courses are available through distance delivery.
- Student numbers are small but stable, and growing slightly.

WEAKNESSES:

- e students.

o a student population that is socio-economically challenged, leading to
stop-outs for financial reason Ű ● eadinp nnP þ m Ď ä Work with e
ch as Village Councils, Native Corporations,
niversity.
rograms within UAF, such as One Health.

s the program vulnerable.
ads to an inequitable access to education.
diminishes advising and recruitment.

restoration of cultural knowledge,
ge integration into research."

s well as learning material for the Alaska 4-

MAJORS DEGREES

907-474-7143
907-474-5824 fax
www.uaf.edu/rural

P.O. Box 756500, Fairbanks, Alaska 99775-6500

DATE: November 1, 2019

TO: Expended Program Review Committee

FROM: Bryan Uher, Acting Dean, CRCD

RE: Ethnobotany

The Ethnobotany (EBOT) program was developed by the Chukchi Campus, but is currently administered through the Kuskokwim Campus in Bethel, Alaska. The program is supported and was created under a USDA Alaska Native/ Native Hawaiian Serving Institution grant, which is still being awarded today.

Enrollment and degree completion has been traditionally low for the program as it has focused on a specific region.

I feel that the program should be continued, but with a renewed focus on expanding 1h(9BT/F4 88q0.00000912 0

FACULTY COMMITTEE EVALUATION SHEET	
DEPARTMENT:	Science Program, CRCD
PROGRAM:	Ethnobotany
DEGREE:	Certificate

I. PROGRAM PRODUCTIVITY AND EFFICIENCY

On average, SCH were 52 per year, which is rather low. While being offered through the Kuskokwim campus, classes are delivered by distance education and thus available to students in other locations, which should be helpful from the perspective of increasing enrollment.
The departmental report suggests combining PAIR data for all CRCD campuses since students are currently counted only for the campus that is offering a course, not for the home-campus of the student.

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III. ASSESSMENT AND MISSION FULFILLMENT

1) Quality of SLOA plan: Check all that apply to the SLOA plan
   Program-specific SLOA plan
   Multiple measures of student outcomes
   At least one direct measure of student outcomes

2) Quality of SLOA reporting: Check all that apply to the SLOA summary
   Assessment information is collected regularly and submitted on schedule
   No actual data from assessment have been submitted, but with only one graduate such data would not be conclusive anyways.

   Measures described in the plan are addressed in the summary
   Summary does not address measures.

   Assessment process has resulted in critical reflection and curricular improvement
   Summary shows critical reflection and discusses the following possible improvements:
   - SLOA lacks objective testing, needs updating. See 2010-2011 report and address it.
   - EBOT plans to add a second track with social science emphasis
   - efforts are made to have EBOT courses be recognized as electives in other programs.

3) Results of assessment: Is the program making significant progress toward meeting the outcomes that it has set for itself?

This cannot be evaluated since the program has only produced one or two graduates so far (depending on information source).

Committee Summary:

The program seems to be excelling in outreach to various community stakeholders; related to the USDA grant requirements.

The number of faculty (1 or 2.5) is high for the number of EBOT program graduates (1 or 2 over the 5 year reporting period). The program is rather expensive per student.

The departmental report states that a future decline in revenue (funding by federal agency) is expected. This could largely impact the viability of the program. When is the grant funding is expected to end, and how will this gap be filled?

The program seems to be highly related to Cooperative Extension services. Could it be moved? EBOT faculty have been working to establish a collaboration with Alaska Native Studies, which was not successful. Perhaps, Co-op Extension services is a better fit?

COMMITTEE RECOMMENDATION
[include vote tally to continue and discontinue]

Continue Program

7/12 Votes in favor

Discontinue Program

5/12 Votes in favor

Request Specific Improvements or Follow-Up (describe below)

RECOMMENDATIONS:

The Department should proactively plan for the financial impacts over the next few years, either through securing additional grant funding or cutting cost, e.g. by integration into Cooperative Extension.

It is not clear how many Alaska Native students are participating/benefiting from this program. Since this is a part of the program's mission, the committee suggests better tracking of this important factor.

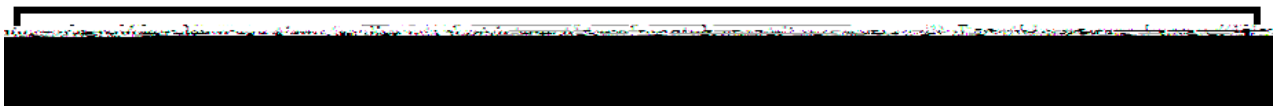
ADMINISTRATIVE COMMITTEE EVALUATION SHEET	
DEPARTMENT:	Science Program, CRCD
PROGRAM:	Ethnobotany
DEGREE:	Certificate

1. Comments on program productivity and efficiency:
   In terms of students, very low productivity. Just two current majors and one certificate given in five years. The program, offered out of the Kuskokwim campus, is fully grant

Ethnobotany is the interdisciplinary study of the relationship between people and plants. In the Ethnobotany Certificate program (EBOT) we teach ethnobotany with a focus on Alaska and its Indigenous cultures. EBOT is the only certificate program in the UA system and Alaska that is dedicated to this field of study, and draws students from other states and countries. It is entirely grant funded.

Major Strengths and Opportunities

EBOT is, and always has been, 100% grant-funded. We bring in more funds in salaries, student support, and overhead than this program consumes. This is both a strength and a threat. Cutting EBOT would not save any money but would actually represent a net loss in funds to UAF.
EBOT supports CRCD's mission statement and UAF's strategic goals by serving under-represented Indigenous populations (30%, Table 2, Drumbeats AK Evaluation Report, 2014-



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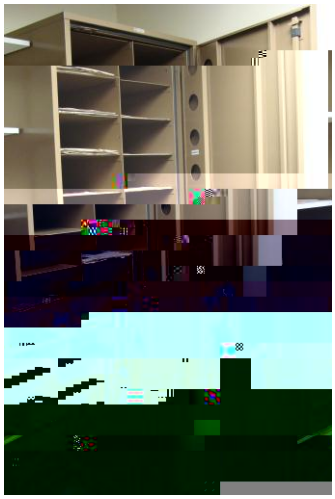

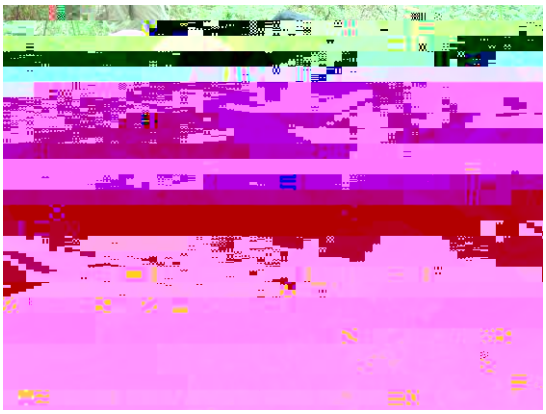

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Institutional Purpose			
MISSION STATEMENT: The ethnobotany certificate program will provide a culturally-relevant course of study focused on the uses of native flora of Alaska. GOAL STATEMENT: To assure certificate recipients possess a strong academic foundation and are well prepared to continue on with further university studies or pursue entry-level positions in natural and/or cultural resource based positions.			

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3 December 2014

Dr. Susan Henrichs
Office of the Provost and Vice Chancellor for Academic Affairs
311 Signers' Hall
P.O. Box 757580
University of Alaska, Fairbanks

Greetings of aloha,

On behalf of the UH Maui College (UHMC) Hawaiian Studies Department, I want to share my support for the UAF - Kuskokwim Campus Ethnobotany (EBOT) Program's positive impacts on UHMC students and faculty.

Over many years, UHMC and Kuskokwim EBOT Programs and their respective students, faculty, and associated k puna (elders) have, I believe, mutually benefitted from the collaborative efforts of both campuses. Those collaborations have, in addition to texbook knowledge, included student and faculty visits, indigenous knowledge exchanges, and intensive Summer ethnobotany courses; all wonderful opportunities for experiential learning and the application of ethnobotanical practices to take place.

Those opportunities would not have happened without the hand of collegiality extended by Rose Meier, Coordinator of the KuC Ethnobotany Program, to us at UHMC. Over time, agreements regarding student exchanges and coursework between our respective campuses was worked out. The most recent Summer course was held in Sitka, 19-30 May 2014; and UHMC students were included.

The time in Sitka also included an All Hands Gathering, a meeting of the EBOT Advisory Board, Elders, graduates and other stakeholders. I, as a former UHMC Coordinator of AN / NH consortium projects and an Hawaiian Ethnobotany teacher, and my wife Lisa Schattenburg-Raymond, a Hawaiian Ethnobotany and Hawaiian Fiber Arts (Ma awe) teacher, were invited to attend to assist with planning sessions for future steps for the program. It was valuable

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www.maui.hawaii.edu

3 Dec. 2014

Dr. Susan Henrichs
Office of the Provost and Vice Chancellor for Academic Affairs
311 Signers' Hall
P.O. Box 757580
University of Alaska, Fairbanks
Fairbanks, AK 99775

Re: Letter of Support for the *Certificate in Ethnobotany Program*

Dear Provost Henrichs,

It is my great pleasure to express my full support for the *Certificate in Ethnobotany Program* (EBOT) at the Kuskokwim campus. The EBOT program provides a unique learning environment in which biological and social science theories are integrated. Participating in the EBOT program will enable students to work in areas related to the conservation of biological and cultural diversity, work in natural health care businesses and practices, enter Associates and Bachelor's of Science degree programs in Ethnobotany, Botany, Anthropology, and related fields or enter advanced medical training programs.

Ethnobotany is the study of the interrelationship between people and plants, particularly the way in which plants impact on human culture and practices. How humans have used and modified plants, and how they represent them in their systems of knowledge. At its very core Ethnobotany is fundamentally interdisciplinary by connecting anthropology, botany, natural resource management and environmental history, all of which are highly desirable aspects of our changing lives in Alaska, where we are at the forefront of studying climate change.

The Ethnobotany program is fostering close ties between village elders, EBOT students and traditional knowledge keepers to build content knowledge and develop career perspectives for rural students, all much needed aspects of preserving our cultural heritage and improving lifes in rural villages. Students of the Ethnobotany program are providing invaluable information on the botanical heritage of our state. As the keeper of such information, the UA Museum Herbarium, as the *de facto* state repository for botanical specimens, we are excited to see the fledgling EBOT program beginning to contribute to the botanical and ethnobotanical knowledge base through the incorporation of EBOT specimen data in our online database ARCTOS http://arctos.database.museum/SpecimenSearch.cfm.

Sincerely,

2 December 2014

Dr. Susan Henrichs
Office of the Provost and Vice Chancellor for Academic Affairs
311 Signers' Hall
P.O. Box 757580
University of Alaska, Fairbanks
Fairbanks, AK 99775

Greetings Dr. Henrichs

I am writing to express strong support for the University of Alaska's Ethnobotany Certification program. For five of the 10 introductory level classes (EBOT 100) that have been taught as the first step in this program, I have been involved as the co-instructor, working with Dr. Kevin Jernigan, Dr. Sunshine Brosi, and Anore Bucknell Jones. This class attracts a broad diversity of both rural and urban Alaskan students. As their instructor, I have witnessed their enthusiasm for the discipline, their growing self-confidence as some of them are challenged by, and thrive in, their first college-level class, and in the amount of collective knowledge and experience they all bring with them and offer to share with the rest of us.

In some respects the Program may seem to have gotten off to a 'slow' start by some measure. However, I have definitely seen an expanding interest and appreciation for the need to share, record, and fully document the indigenous knowledge (of all natural resources) that the program has been generating through our students as well as the many elders and other rural residents we have worked with during this effort. I believe this a solid beginning to the program's goals.

Please feel free to contact me if you have any questions or comments.

Carolyn Parker
Research Professional-Botanist
University of Alaska Museum of the North Herbarium
907 Yukon Drive
Fairbanks, AK 99775

E-mail: clparker@alaska.edu
Phone: 907 474-7109

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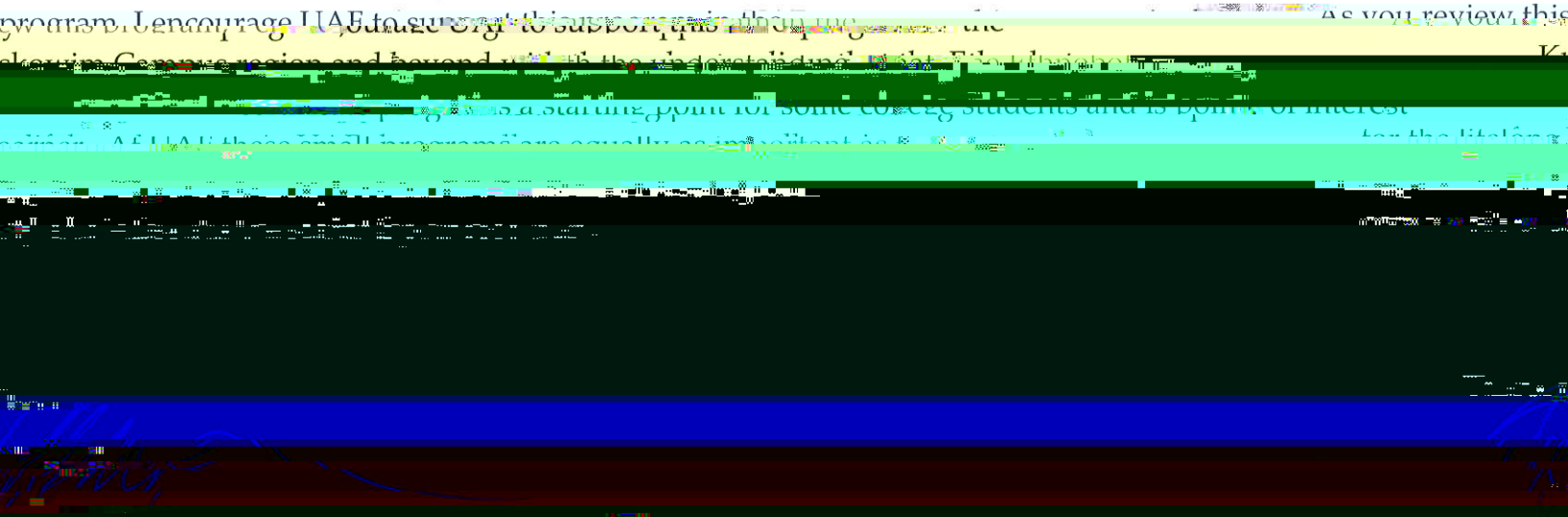
Effie Kokrine Early College Charter School

Located on the Howard Luke Campus



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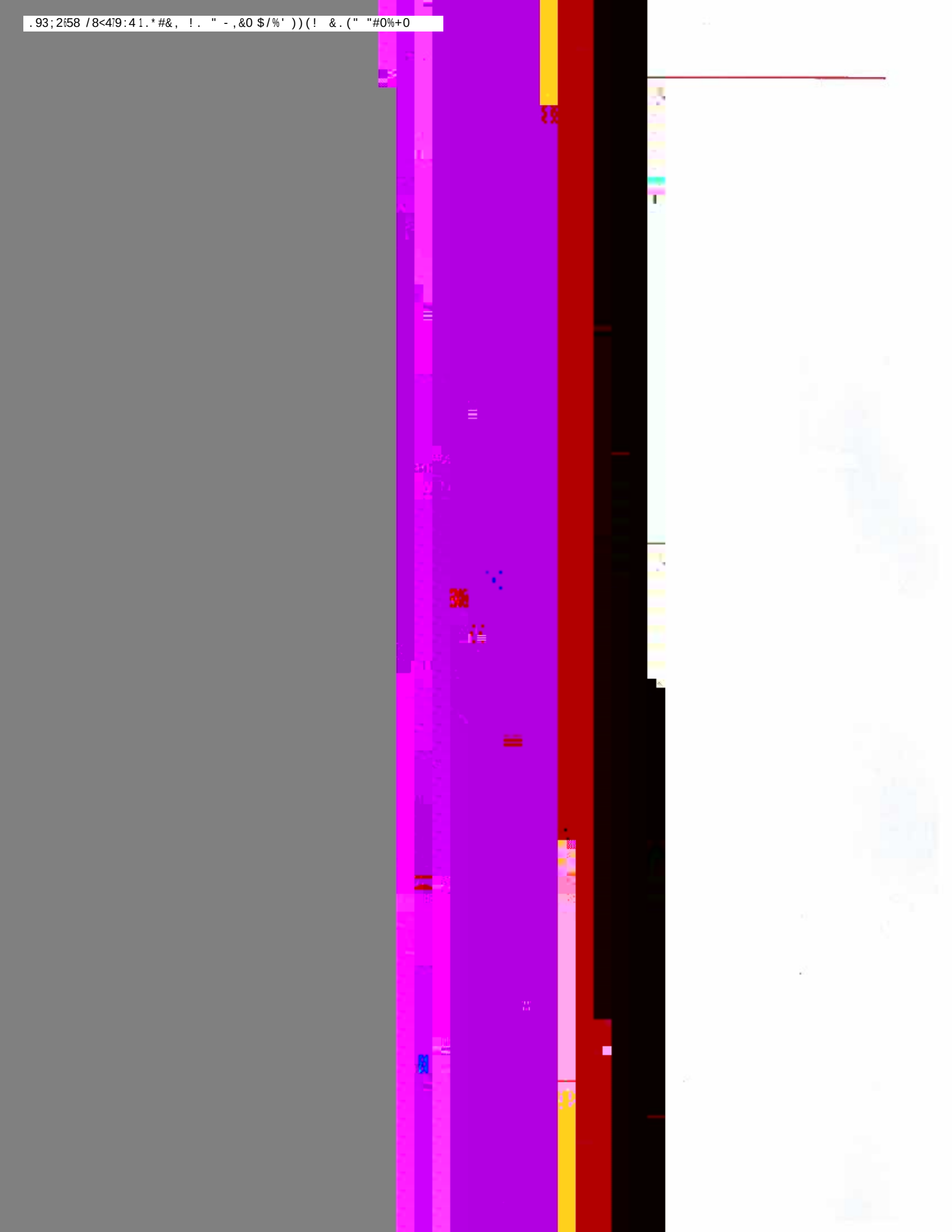

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NC STATE UNIVERSITY

North Carolina Cooperative Extension Service

Eastern Band of Cherokee Indians
Cooperative Extension
PO Box 456 (physical address: 876 Acquoni Road)
Cherokee, NC 28719
Phone: 828-554-6928
keviwelc@nc-cherokee.com

Sara Doyle
5659 North Palmer Fishhook Road
Palmer, Alaska 99645

December 4, 2014

Dr. Susan Henrichs
Office of the Provost and Vice Chancellor for Academic Affairs
311 Signers' Hall
P.O. Box 757580
University of Alaska, Fairbanks

favorite class and that spring she enrolled in EBOT 100 in Sitka. This experience has led her to take more challenging science and math classes and to move into a pre-medicine career path;

Another Mat-Su College student who took EBOT 100 last year has focused on creating a plant wild-crafting business, Alaska's Apothecary, and starting a Wild Herb Study Group that regularly attracts many participants in South-Central Alaska;

An EBOT 230 classmate from UAA has been working with the Alaska Botanical Garden doing plant education especially focused on youth;

A renowned Native Alaskan artist from Sitka, who participated in EBOT 100 last year, shared techniques and insights around native plant use for basket weaving. This inspired at least one young participant to try this challenging art form, and to take an anthropology class exploring Native Alaskan cultural and artifacts; and

Another EBOT participant has combined her learning with native plant photography to develop educational tools.

ECONOMIC VALUE. Alaska's native plants grow throughout much of the state and are accessible to most residents, yet are generally under-appreciated. EBOT 100 helps students to explore and understand how to use Alaskan species, and EBOT 230 and other courses guide residents in responsible, safe gathering and use practices. Alaskans who participate in these classes are better prepared to more fully utilize our plant assets in terms of:

Creating value-added products from native plants on public lands;
Enhancing local food security through knowledge of local edibles;
Increasing community safety through knowledge of poisonous plants and survival foods;
Promoting sustainable subsistence practices and responsible gathering;
Supporting healthier lifestyles, both through the active gathering of plants and enjoyment of the land and through the use of proven, safe herbal products;
Investment in Alaska's economically disadvantaged rural communities through employment of local instructors and staff; and
More extensive utilization and activation of the university's rural campus facilities.

Generational – EBOT 100 participants' age span, from teenagers to elders, made the class fun and lively. The hands-on and field experiences encouraged cross-generational interaction and sharing. My favorite experience in Kotzebue was watching my daughter become friends with an elder, with whom we shared the high-school classroom lodgings. During plant walks on the beach, my daughter supported the elder's arm (perhaps more from friendship than physical need) and they looked, shared, and obviously had a good time. In fact, they still are in touch.

LIFELONG LEARNING. Although I graduated from college years ago, I personally enjoyed the opportunity and challenge of taking both EBOT 100 and 230. These classes are practically scheduled to allow professionals to participate, and although some of the material is quite difficult (especially scientific nomenclature and advanced chemistry), the lectures were fun and the assignments were interesting and do-able for people of different abilities. For example, older Native participants in EBOT 100 who spoke English as a second language had a great advantage in knowing a number of plants and uses, and were valued participants who succeeded in the class. Young college students, less familiar with Alaskan culture and plants, succeeded through their familiarity with textbooks and online research tools. In my experience, this class EBOT 100 was accessible to any interested Alaskan, regardless of age or education.

In sum, I think the EBOT program is valuable and benefits Alaskans and Alaska in many ways. It leverages USDA funds, existing campus and academic resources, land resources, and Native knowledge in a synergistic model that is worthy of UAF support. As a beneficiary and participant, I appreciate UAF support and program organizers' hard work and vision in offering this unique program. Please make it possible for these benefits to continue.

Sincerely,

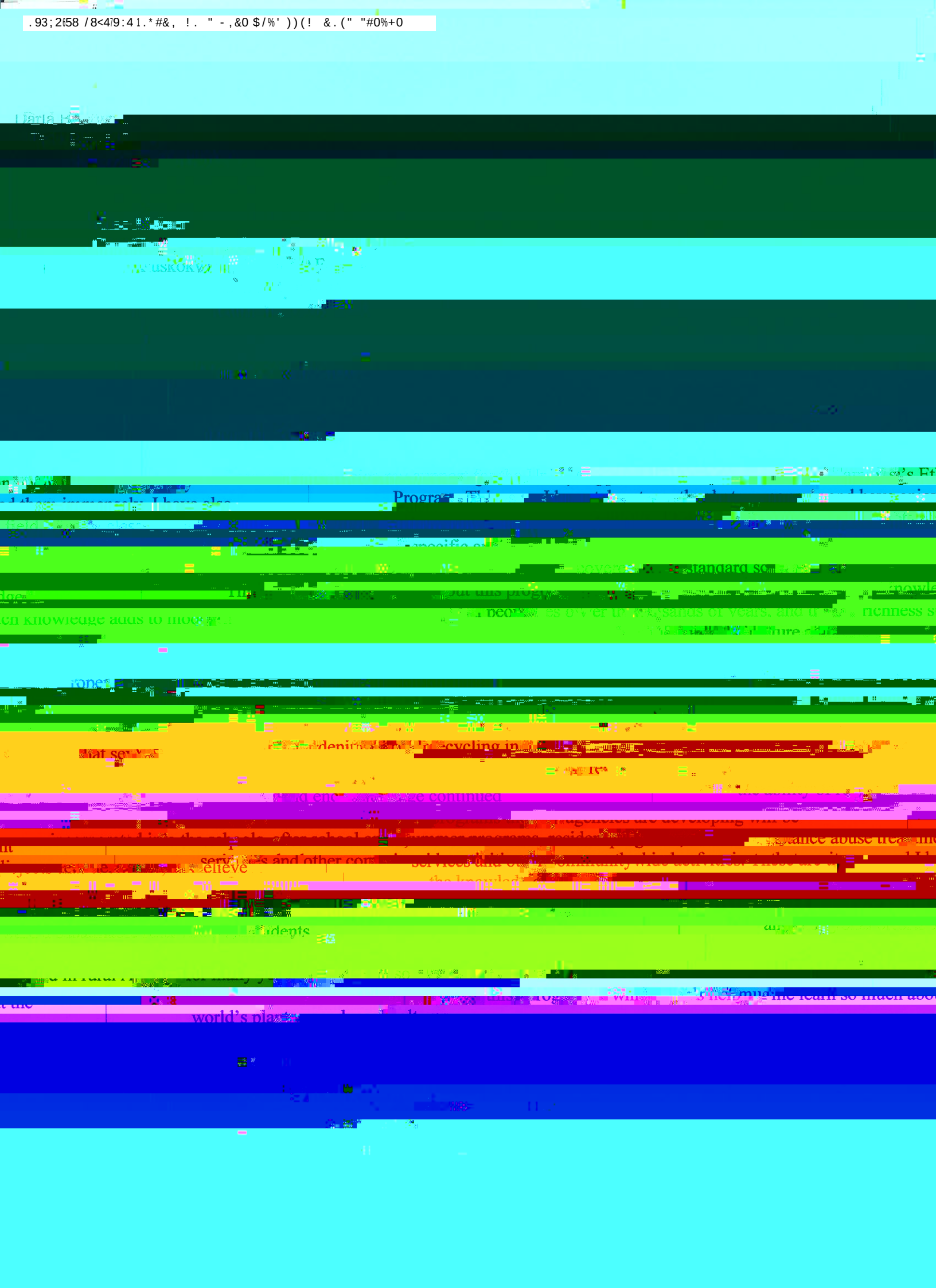
Sara Doyle

12/1/14

Dr. Susan Henrichs
Office of the Provost and Vice Chancellor for Academic Affairs
311 Signers' Hall
P.O. Box 757580
University of Alaska Fairbanks

Fairbanks, AK 99775

Hello, my name is Alexis Bystedt, and I am writing to you in support of the Ethnobotany Program. I am one of the first graduates with an ethnobotany certificate. I am majoring in biology and anthropology, and took my first ethnobotany course in 2011. The ethnobotany certificate is an excellent combination of disciplines such as botany, biology, anthropology, ethnology, chemistry, history; I could go on! The certificate is a perfect complement to my chosen fields of study, and provides a new avenue of education for many different kinds of



Classes

Introduction to Ethnobotany at Chukchi College in Alaska: Rich Lands & Rich Peoples

Submitted by Sunshine Brosi, slbrosi@frostburg.edu

I

All Hands Gathering

Proceedings

All Hands Gathering Proceedings

Dear *All Hands Gathering* A□endees,

When we realized we would be able to host a Gathering in Sitka this year, we set out to bring together the best group for helping us to celebrate the EBOT program's beginnings and plan for our future. I believe we chose well, and that everyone who was meant to be there, was there. With your help, we were able to accomplish even more than we'd hoped for, because you all connected with the program and each other so quickly and deeply.

We hope you enjoy these Proceedings and we encourage you to use them to help promote EBOT in your community. This booklet includes a handful of sharing ac□vi□es. Addi□onal materials shared at the Gathering and a digital copy of this booklet will be available for download at: www.uaf.edu/drumbeats/ethnobotany.

On behalf of the EBOT Team at KuC, we want to thank each one of you for your whole-hearted par□cipa□on in the *All Hands Gathering.* We are excited to take the next steps to foster and grow the EBOT program - with your help.

Warmly,
Rose Meier, Mary e e, e i er i a a Mi☒e e o er

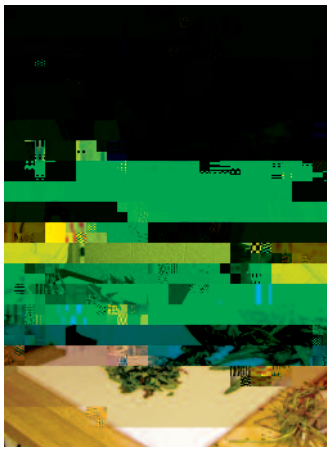
Evolution of Ethonbotany at Kuskokwim Campus

The gathering and use of plants in the Kuskokwim Delta has a long tradition among the Yup'ik and Cup'ik peoples in the region. Ethnobotany was brought to the academic realm at Kuskokwim Campus (KuC) at the University of Alaska Fairbanks in 2003 through an Alaska Native Native Hawai'ian Serving Institutions grant under the U.S. Department of Agriculture.

Kuskokwim Campus is one of five Alaska Native Serving Institution Consortium partners in the *Drumbeats*. Through *Drumbeats*, each campus developed courses and a Certificate in the Subsistence Sciences. The term Subsistence Science is based on the legal definition of subsistence as used in Title VIII of the 1980 Alaska National Interest Lands Conservation Act. Subsistence uses are:

> *..the customary and traditional uses by rural Alaska residents of wild renewable resources for direct personal or family consumption as food, shelter, fuel, clothing, tools, or transportation; for the making and selling of handicraft articles out of nonedible byproducts of fish and wildlife resources taken for personal or family consumption; for barter, or sharing for personal or family consumption; and for customary trade.*

From the beginning, the Ethnobotany program (EBOT) has involved Elders from the region and faculty who worked with the University of Alaska Museum of the North. The first course, Introduction to Ethnobotany, used Anore Jones' book, *Plants That We Eat*. Many thanks to Anore who attended the *Gathering* and provided the keynote address.



In 2009, the 30-credit Ethnobotany Certificate program was approved by the University of Alaska Board of Regents. A variety of components have been added to the program since then:

- Workshops in ethnobotany
- Outreach to K-12
- Development of a Yup'ik Ethnobotany Manual
- Development of a KuC EBOT garden and herbarium
- Online courses
- Expansion to Chukchi Campus (Inupiat) and Sitka (Tlingit)

Determining new directions

Seeking sustainability and community input, in May 2014, the EBOT Program held an *All Hands Gathering* to identifiy new directions and potential partners. This booklet presents proceedings from the *Gathering*.

Words to Develop a Mission Statement

What is Ethnobotany?

- Growing plants
- Rich tradi□onal learning
- Tradi□onal use of flora
- People. Plants. Knowledge.
- Health. Sharing.
- Plant tradi□ons. Modern visions.
- Life. Health. Love. Rela□onships.
- Cultural perpetua□on
- Resilience. Preserva□on. Connec□on.
- People's plants. Plants' people.
- Plants and their uses
- Tradi□onal plant knowledge
- Ancient living skills
- The plants that we eat
- Health. Knowledge. Respect.
- Health. Survival. Respect.
- Stewardship
- Plant. Synchronicity. Human.
- Tradi□onal plant medicine
- Worldview
- Founda□onal support of all life
- Collec□ve. Connec□on.

What ac□ons are needed?

- Iden□fy Elder teachers and collaborators
- Partnerships. Sharing. Outreach.
- Learning and prac□cality
- Circles of study, sharing
- Ethical. Reverence. Celebra□on.
- Consciously and respec□ully
- Prac□ce and share the culture
- Dissemina□on. Revitaliza□on. Ac□ve use.
- To honor. Pass on. Gathering. Gratefulness.
- Increase knowledge
- Try out new informa□on. Experiment.
- New collabora□ons. One voice. Strong statewide communica□on
- Potlatch. Remembrance of loved ones. Mindful.
- Love with wonder, curiosity, apprecia□on
- Connec□ng. Teaching. Tolerance of others.
- Network on EBOT. Familiarize. Expand awareness.
- Respec□ully open for all
- Network. Preserve/sustain. Broaden.
- Foster partnerships for sustainability
- Experien□ally. Spiritually. Scien□fically.
- Recognize. Respect. Gather.

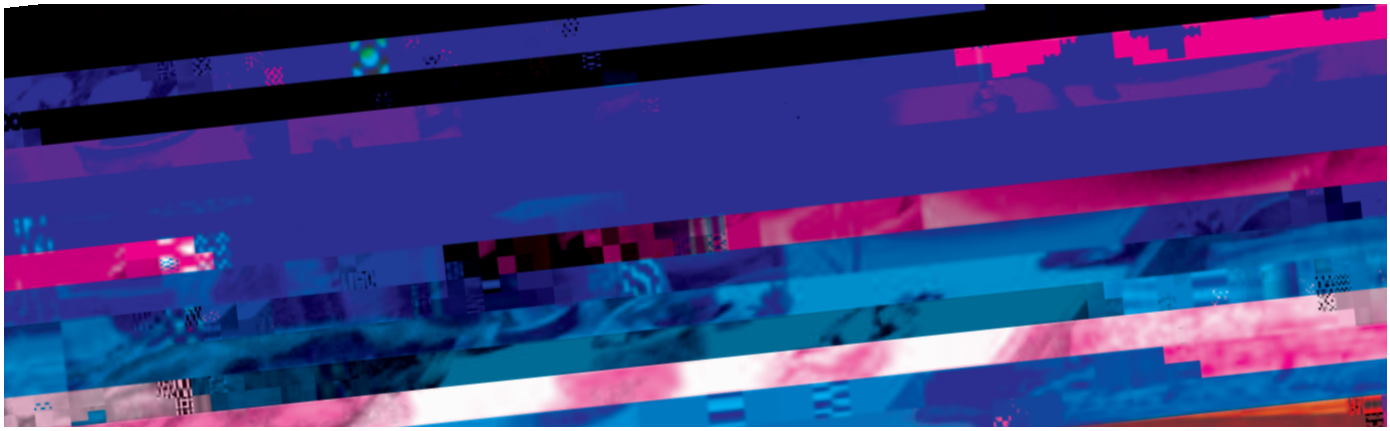
The heart of Ethnobotany...

- Connec□on to land
  - Cultural and tradi□onal
    - Reclaim historic knowledge
      - Honor all tradi□ons. Connec□ons.
        - Living well

- Shawn Allan, Kahului, Maui
- Viola Barr, Kiana
- Rita Blumenstein, Tununuk
- Sco Brylinski, Sitka
- Hillary Dailey, Homer/Seldovia
- Mary Demien e, Holy Cross
- Dr. Gary Ferguson, ANTHC, Anchorage
- Ben Flynn, Chefornak
- Bev Grey, Whitehorse, Yukon
- Shilo Hargrave, Fairbanks
- Daniel Harrison, Chickaloon
- Stella Hensley, Kotzebue
- Nita Johnson, Kiana
- Steve Johnson, Sitka
- Anore Jones, San Juan Islands, Washington

- Alaska Center for the Environment
- Alaska Department of Natural Resources Palmer's Ethnobotanist seed bank
- Alaska Federa□on of Na□ves
- Alaska Humani□es Forum
- Alaska Na□ve Knowledge Network, UAF
- Alaska Na□ve Language Center, UAF
- Alaska Na□ve Tribal Health Consor□um Healing Garden
- Alaska Sealife Center
- Arizona Integrated Medicine Program
- Bioprocessing Medicinal Gardening Complex at UH-Windward
- Botanical gardens within Alaska
- Community gardens
- Fairbanks Folk School
- First Alaskans Ins□tute
- Gaalee'ya Camp
- Holis□c medicine prac□□oners
- Individuals give plant talks/nature walks
- Museums with herbariums
- Na□ve Chefs
- Na□ve Plant Society

Na□ve_□it□hpt□s□□ociety



Earth and Sea Fusion Slaw

A mixture of any of the following greens, finely shredded: green cabbage, red cabbage, Tuscan kale,

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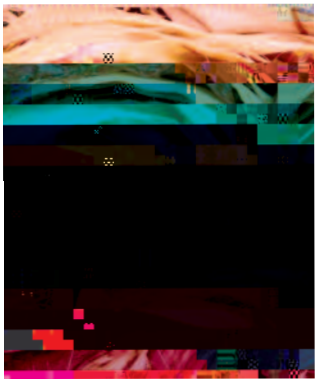

Hibiscus or Hau

Hibiscus liaceus

In Hawai'i it's called Hau. The strong inner bark is used for making rope or cordage.

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Ethnobotany requires such a specialized, interdisciplinary skill set that it cannot be taught by other current faculty at UAF – making us very vulnerable if our teaching faculty is unable to teach in future. We need at least one Fund 1 supported ethnobotany faculty position to ensure program sustainability, and provide for future growth and collaboration with other programs.
Because there is no plan for supporting future EBOT course instruction beyond grant support, our faculty and students are extremely vulnerable at this time. This is a very stressful situation for both students and faculty as we cannot even ensure that courses will be available for EBOT program students to complete their certificate beyond the current yearly funding cycle.
Because EBOT faculty are bipartite, but have to annually obtain funding to cover their salary and all student support, as well as work to complete ever-changing grant deliverables yearly, this reduces the time we have to teach and advise current students, recruit new students, follow up with EBOT graduates, and seek collaborations to strengthen the program.
Grant overhead is not recovered back to KuC, but has gone into UAF coffers for the last 10 years – we bring in more than enough funds to cover our administrative costs.
Due to budget cuts to both our grants and UAF, student advising and recruitment efforts are diminished and increasingly ineffective.
Students often have a difficult time completing the program, and sometimes even courses, due to many factors out of our control. Our program has a high percentage of students from a low socio-economic background which is concomitant with inequitable access to higher education. We are dedicated to adjust to students' personal situation and needs where possible, but this often means extending the time needed for completion, more time advising and working with students during the semester to ensure they will complete the course, and inclusion of remedial instruction in writing, math, computer skills, etc.
EBOT faculty have 3 faculty obligations, Kuskokwim Campus (Certificate), Dept. of AK Native Studies and Rural Development (DANSRD, Minor), and as USDA grantee– more than tripling our administrative load (we are each at 0.6 FTE but are required to attend all meetings as if we're each at 1.0 FTE), without any increase in salary, student, or advising support. We will seek to remedy some of this, once the trajectory for CRCD departments and campuses becomes clearer

publish books about ethnobotany, and attend graduate school in ethnobotany, to name a few. The impact we have on our students is a reflection of their passion for the plants. We feel very good about the part we've been able t T

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