

# Bee Campus USA - Glendale Community College

Report on 2023

## Pollinator Habitat Creation & Enhancement

*Please describe pollinator habitat creation or enhancement projects in your community in 2023, and whether your committee hosted them or not.*

-Creation of the pollinator garden. Citrus orchard (32 grapefruits) spring 56 navels will be added to the orchard. Planter gardens created two 4x25' started with an additional 1000 square feet of planters being started. -Total amount of planted and current working areas is about 0.5 acres. -Roughly 20 honors students volunteer. -Flower planting project 4/23 created event for planting flowers around campus with pictures -The Maricopa Pollinator Pathway is an effort to increase pollinator habitat in the Valley through intentional corridors and a habitat certification program. A pilot corridor has been established between Scottsdale Community College, several SUSD schools, the Scottsdale Community Garden Club and the Salt River Pima Maricopa Indian Community. The project plans to offer a free how to kit on our website for any organizations that would like to start a pathway in their community, with the intent of linking these pathways over time across the Valley. -The free habitat certification program has three levels: contributing, core and comprehensive. The contributing level is intended for people who are new to pollinator gardening, new to the valley, or have limited time and space-even potted plants on a balcony will work. The core and comprehensive levels introduce additional practices and plant requirements. Any interested parties in Maricopa County and adjacent areas (at elevations below 3,000 feet) can apply for certification. Participants will have their site added to our growing map and may purchase a yard sign. -Pollinator path is being created currently between all 10 campuses plus K-12 schools that fall within the pathway around the county. Implemented the seed library and joined Maricopa by advertising, displays and fliers that have gotten community members to come and take seeds for their neighborhood. -Students are currently creating signage for pollinator garden and Bee habitat information to post all over campus. -Two more raised beds will be added to campus.

*How many habitat projects did you help to create or enhance in 2023?*

9

*How many people (staff, volunteers, students, partners, etc.) helped with those projects?*

30

*How many projects benefit monarchs, milkweed, or nectar plantings?*

1

*How many total square feet of habitat were created or enhanced?*

Please check all that describe the habitats your affiliate helped to create or enhance last year with pollinator benefit in mind.

- Flower garden
- Vegetable garden
- Orchard
- Natural area with tree snags and stumps, and bare areas for ground nesting species
- Native milkweed planting for monarchs and bees (where appropriate)
- Invasive/exotic plant species removal for habitat improvement
- Native pollinator-friendly tree planting
- Native pollinator-friendly shrub border/hedgerow planting

## Education & Outreach

Please describe pollinator conservation events or outreach activities in your community in 2023, indicating whether your committee hosted them or not.

-Film screening of Pollinator movie and Environment and Modern Agriculture. Gave 540 packets of seeds in the fall all native plants to our region. Spring 2023: 76 packets; Summer 2023: 182 packets -ENV 101 Introduction to Environmental Science includes a learning page in the sustainable agriculture module. Learning covers the different types of pollinators and their effects within ecosystems. Students are engaged in a project to map all plant species on campus. This includes identifying native species and important pollinators. The long-term goal is to develop a community-facing map that displays the species used in campus landscaping with detailed horticultural information, including species name, growing requirements, pollinator, and photographs. -SUS 110 Sustainable World includes a 50-minute lesson on the role of pollinators in agriculture. Students read an excerpt from Rowan Jacobsen's Fruitless Fall as background. For the assignment, students record their food consumption for a 24 hour period in a journal and then create a pie chart illustrating how much of their food required honeybees followed by a critical analysis of their importance in agriculture. -Working with several classes for creating the signage from students themselves; English and Digital Media Arts. -Invited Xerces Society to our Earth Day Campus event.

How many pollinator-related events or outreach activities did you host or help with in 2023 (in total)?

6

How many people attended those events (in total)?

250

Number of permanent interpretive/educational/Bee Campus USA signs installed to date?

4

Number of temporary interpretive/educational/Bee Campus USA signs installed in 2023?

4



Tour through the pollinator garden with the students who helped put it together.

**BEE**   
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**Since 2022**

**GLENDALE  
COMMUNITY  
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## Curriculum, Continuing Education, & Service Learning

*Please describe the curriculum your campus engaged in 2023, indicating whether it was part of a for-credit course or continuing education.*

-Students are engaged in a project to map all plant species on campus. This includes identifying native species and important pollinators. The long-term goal is to develop a community-facing map that displays the species used in campus landscaping with detailed horticultural information, including species name, growing requirements, pollinator, and photographs. -ENV101 students visited the City of Glendale Xeriscape Demonstration Garden to learn about water conservation, rain catchment systems, low water plants for the Sonoran Desert, plants that can produce food in the desert, and wildlife gardening requirements. They learned about the growth requirements for desert milkweed and its importance to monarch butterflies. Two sections (~40 students total) of ENV101. -Green films for education; films that inform viewers of the importance of pollinators. -Earth Day for outreach; we have a table set-up on Earth Day for our Pollinator Campus affiliation and information about it.

*How many of your for-credit courses included pollinator-related information in 2023?*

2

*How many students attended those for-credit courses?*

55

*How many of your continuing education courses included pollinator-related information in 2023?*

4

*How many participants attended those courses?*

60

*How many service-learning projects did your campus host and/or support to enhance pollinator habitat on- and off-campus?*

2

*How many students participated in service-learning projects in 2023 to enhance pollinator habitat on or off-campus?*

25

*Please describe the service-learning projects your students were engaged in 2023, indicating which, if any, were associated with a course.*

-Planting of native seeds on campus to create a pollinator habitat. Xeriscape beautification of the garden and

recreation of plants lost over the season. It includes students, staff and the surrounding public community. -Signage project that students will be creating the pollinator signs for campus. -Educational signs in library for native seeds and planting. -2/17/23 Glendale Xeriscape garden where students went to help plant and learn about native plants in the community.

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## Policies & Practices

*Please describe actions taken to make pest management more pollinator-friendly.*

-Using pesticides on rare occasions, typically for other pests besides bees (wasps, termites etc.) for spot removals. Roping off swarms and allowing 48hrs for them to disperse. Then moving to bee removal and finally pesticide as absolute last resort. -Several licensed pesticides personal on campus that keep up yearly training to keep license current. IPM is one of several aspects on how to keep their license current. -We would be happy to share the experience of growing our program from year one. We have added and implemented several new pest management strategies.

*In your city or campus, are any policy initiatives underway to further protect pollinators, people or waterways from pesticides?*

-We have spread the word to our nine other sister campuses. They are currently working on becoming certified through Xerces. -We are creating more raised beds for future planting of native plants along with a vegetable garden. - More citrus species will be added to our growing orchard. -Pesticide management is updated yearly and specifically look for non harmful chemicals to use (ex; soapy water) in place of harsh pesticides.

*Did your committee participate in any continuing education on ecologically-based Integrated Pest Management planning?*

-Currently two with ENV101 and SUS110. About 55 students attended -Two sections ENV101 and one section of SUS110. -Students are engaged in a project to map all plant species on campus. This includes identifying native species and important pollinators. The long-term goal is to develop a community-facing map that displays the species used in campus landscaping with detailed horticultural information, including species name, growing requirements, pollinator, and photographs. -ENV101 students visited the City of Glendale Xeriscape Demonstration Garden to learn about water conservation, rain catchment systems, low water plants for the Sonoran Desert, plants that can produce food in the desert, and wildlife gardening requirements. They learned about the growth requirements for desert milkweed and its importance to monarch butterflies. Two sections (~40 students total) of ENV101. -Green films for education -Earth Day for outreach

*Please check actions you have taken to make pest management practices more pollinator-friendly.*

- Implemented or maintained a written IPM plan
- Only use pesticides as a last resort within the IPM plan

- Avoided use of pesticides in public sites containing designated pollinator habitat or other sensitive features (except when targeted use is deemed the best option for invasive or noxious weed, insect or disease management)
- Implemented non-chemical pest prevention and management methods on city or campus grounds
- Eliminated pesticide uses that are solely to maintain aesthetics on city or campus grounds
- Restricted pesticides used to organic pesticides on city or campus grounds
- Eliminated use of neonicotinoid insecticides on city or campus grounds
- Distributed educational materials to residents or students to encourage the reduction or elimination of pesticide use
- Sourced plants for city or campus grounds using “Buying Bee-Safe Plants” methods recommended by Xerces Society. (See <https://xerces.org/publications/fact-sheets/buying-bee-safe-plants>)
- Sourced plants for city or campus grounds that were not treated with neonicotinoids
- Encouraged developers and private landscapers to source plants using “Buying Bee-Safe Plants” methods recommended by Xerces Society. (See <https://xerces.org/publications/fact-sheets/buying-bee-safe-plants>)

*Any lessons learned you would like to share?*

It can be difficult to get everything up and running. However, once it is it is fairly easy to maintain with the right group of advocates.

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Learn More

Integrated Pest Management Plan:

Recommended Native Plant List:

Recommended Native Plant Supplier List: