Bee Campus USA - University of Washington Bothell/Cascadia College

Report on 2024

Pollinator Habitat Creation & Enhancement

Please describe pollinator habitat creation or enhancement projects in your community in 2024, and whether your committee hosted them or not.

We hosted an event for visiting grade schoolers ('Champ Campers') to make seed bombs and learn about campus pollinating plants. At this event, we highlighted the benefits of native plantings for pollinators, and helped the children spread seeds to unplanted and unmanaged areas. The event was planned by two committee members, Stephan Classen and Shahrzad Tehrani. Located next to the campus farm, a large pond was revitalized with native plants, including some flowering plants. This pond also serves to collect and filter out water to the wetlands. During the annual Wellness Fest hosted on campus, students crafted and painted bee baths. These were then placed in the landscape of our campus farm and food forest to better support our local bee population. In addition, our grounds team manages our entire campus organically and uses permaculture practices. Our campus wetland natural area is constantly monitored for invasive species which are removed by hand. Our garden beds are planned to have flowers blooming at different times of the year and with different flowering species. We also maintain a small campus farm, two orchards, an herb garden, and other edible spaces on campus.

How many habitat projects did you help to create or enhance in 2024?

4

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

10

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

1

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

35000

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

- Vegetable garden
- Orchard
- Natural area with tree snags and stumps, and bare areas for ground nesting species

- Pollinator-friendly lawn (with flowering clover, dandelions...)
- Herb garden
- Invasive/exotic plant species removal for habitat improvement
- Native pollinator-friendly tree planting
- Native pollinator-friendly shrub border/hedgerow planting
- Rain garden/bioswale
- Roadside/rights of way planting
- School garden

Sign promoting our CCUWBee research initiative.

Pollinator Pathway sign posted at the UWB/CC campus farm. Pictured: Dr. Brenda Sarathy IAS Dean, Cinthya Vieria UWB Coach, Amy Lambert UWB Professor, Callee Gray enrolled student UWB, and volunteer at PPNW, Martha Groom UWB Professor.

Education & Outreach

Please describe pollinator conservation events or outreach activities in your community in 2024, indicating whether your

committee hosted them or not.

Dr Amy Lambert's students participated in the annual BeeBlitz where they upload photos to the CCUWBee Native Bee Collection (UW Libraries) and Bumble Bee Watch. Throughout the spring and summer terms, two undergraduate students led bee monitoring efforts to conduct a comparative study between CC/UWB campus and Saint Edwards State Park. Saint Edwards State Park is home to a university-led research and learning unit that operates at the Environmental Education and Research Center (EERC) in Saint Edward State Park (SESP). Dr. Amy Lambert, our committee chair, is currently working with these students to publish their findings and present them at the Undergraduate Research Symposium in May. Undergraduate students from our campus also designed an educational module focused on the study of native pollinators. The module was used to teach high school students participating in the Environmental Careers Preparedness (EnCAP) Program. EnCAP is the first U.S Department of Education grant-funded project to launch at the EERC. This three-year, interdisciplinary green careers summer scholar program is aimed at centering student voices, knowledge, and visions for sustainable futures to broaden what counts as a green career pathway in Washington State and beyond. The Alliance 4 Sustainability club at UWB hosted a campus walk for students to tour pollinator areas, pointing out the significance of native species and other ways to support diverse pollinators. Our office hosted several tours of campus grounds in 2024 that highlighted and informed about pollinator areas and support systems we have. Notably, we invited the sustainability team from Everett Community College, our own administrators from UW Bothell, and the newest cohort of the academic STARS program.

How many pollinator-related events or outreach activities did you host or help with in 2024 (in total)?

8

How many people attended those events (in total)?

189

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

3

Number of temporary interpretive/educational/Bee Campus USA signs installed in 2024?

5

A visit from Pollinator Pathways, a community partnership, to our UWB/CC campus. Credit: Office of Sustainability

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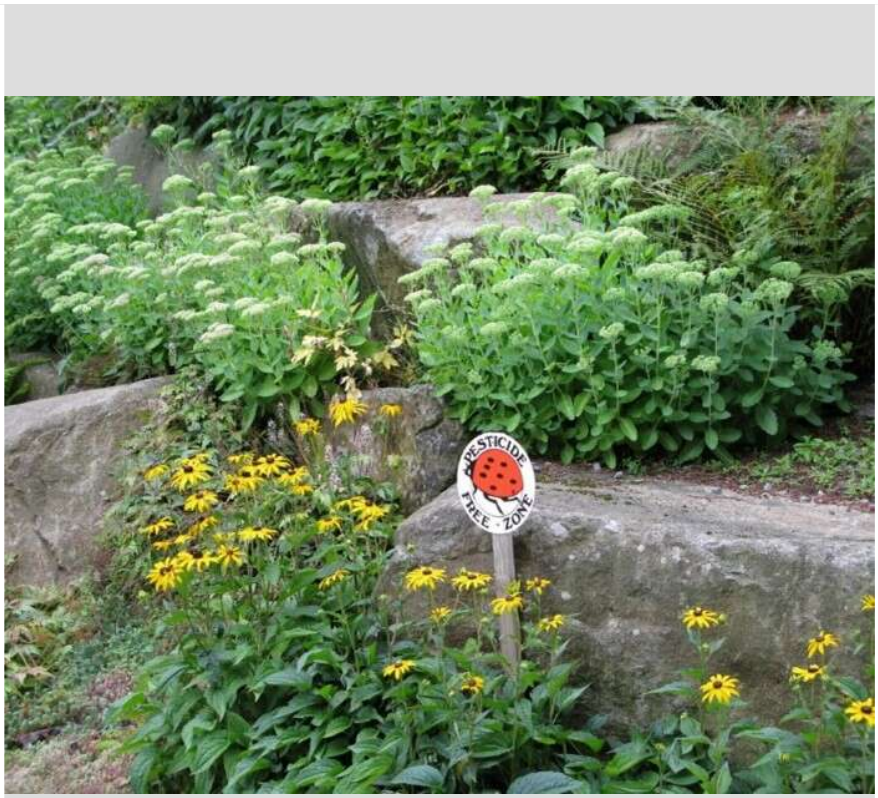

One of many signs indicating a pesticide-free zone on campus grounds. Credits: Office of Sustainability.

Signage highlighting the "No-Mow" lawn featured at Cascadia College that promotes pollinators. Credits: Office of Sustainability.

Curriculum, Continuing Education, & Service Learning

Please describe the curriculum your campus engaged in 2024, indicating whether it was part of a for-credit course or continuing education.

At Cascadia College, an entry-level botany class (BIOL 213) is taught annually. This class covers the types of flowers that attract different types of pollinators. This class usually has an enrollment of about 60 students per year. Another entry-level environmental survey class (ENVS 101) teaches about the ecosystem services that pollinators provide. Some other classes cover pollinators as an example of mutualism, but they are not heavily ingrained into the curriculum. The UWB Pollinator Diversity and Conservation course (BIS 360) is taught every spring and includes curriculum on how insects influence our lives including in medicine, agriculture, and the arts. Students also discern and apply methods to inventory and monitor pollinators, including the analysis of data. UWB's Ecology Course (BES 312) is taught every quarter where pollination and pollinators are included in the curriculum for ecosystem functionality, ecosystem services, pollination syndrome, and species adaptations and interactions. Pollinators are brought up in additional classes as examples of ecosystem services and ecological functions but are not a main topic in the courses. These include biodiversity conservation and introductory biology.

How many of your for-credit courses included pollinator-related information in 2024?
4

How many students attended those for-credit courses?
225

Please describe the service-learning projects your students were engaged in 2024, indicating which, if any, were associated with a course.
Two undergraduate students led bee monitoring efforts to conduct a comparative study between CC/UWB campus and Saint Edwards State Park. We hosted a volunteer event where attendees helped to clean our mason bee houses, and rescue viable cocoons while removing any pests or damaged cocoons. By doing so, we minimize further risk and damage to viable cocoons, and support the mason bee population come spring.

How many service-learning projects did your campus host and/or support to enhance pollinator habitat on- and off- campus?
1

How many students participated in service-learning projects in 2024 to enhance pollinator habitat on or off-campus?
6

Photos taken of bees for a pollinator research project, student led. Permission granted from and credits to Nya Maddox, Tori Evans, and Isabella Thomas.


UW Bothell undergraduate students, Katrina Briggs and Tori Evans designed an educational module focused on the study of native pollinators. The module was used to teach high school students participating in the Environmental Careers Preparedness (EnCAP) Program. EnCAP is the first U.S Department of Education grant-funded project to launch at the Environmental Education Research Center (EERC). Photographer Dr. Veronica McGowan, Director, UWB Collaborative for Socio-Ecological Engagement


EnCAP students in the field, observing bees on campus plants. Photographer Dr. Veronica McGowan, Director, UWB Collaborative for Socio-Ecological Engagement

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Photo of a Mason Bee House that has been taken apart, revealing viable cocoons, mud separating each cocoon, and pests that we cleaned out. Credits: Office of Sustainability

Policies & Practices

Please describe actions taken to make pest management more pollinator-friendly.
Campus maintains pesticide-free zones on campus. We continue our practice of minimal spot treatment with pesticides to avoid broad application only as needed (none were performed this year). We also avoid synthetic pesticides and pesticides deemed hazardous by Salmon Safe.

In your city or campus, are any policy initiatives underway to further protect pollinators, people or waterways from pesticides?
Practicing the latest and safest recommendations is a key initiative for our campus. Our certifying bodies at Salmon Safe and Green Grounds are two ways we maintain and demonstrate our commitment to protecting pollinators, waterways, and people. We are committed to best practices as outlined by Salmon Safe. We've been certified since 2008 and we continue to improve our stormwater management and pollution prevention to protect our wetlands and salmon-bearing streams. We are also Green Grounds platinum certified. This certification requires that 100% of our grounds are managed without synthetic fertilizers and pesticides.

Did your committee participate in any continuing education on ecologically-based Integrated Pest Management planning?
We did not host any continuing education initiatives in 2024.

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
- Reduced the total area of city or campus-managed lands to which pesticides are applied
- Restricted pesticides used to organic pesticides on city or campus grounds
- Eliminated use of neonicotinoid insecticides on city or campus grounds

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Photo of campus sustainability awards, including our Salmon Safe certification. Credits: Office of Sustainability.

Any lessons learned you would like to share?

We have found that by committing to pesticide free and organic landscaping, we have better habitat and grounds for both people and animals. This also quickly created other benefits, from staff groundskeeper time, to reducing costs, to reducing our carbon footprint for climate action. Committing to protecting pollinators helped justify many of our management practices, and has let us connect with multiple other groups, organizations, schools, and interested community members.

Committee Photo

Learn More

Integrated Pest Management Plan: UWB IPM Procedure with Appendices.pdf
https://www.uwb.edu/campus-sustainability/campus-operations/grounds
Recommended Native Plant List:
https://your.kingcounty.gov/dnrp/library/water-and-land/yard-and-garden/native-plant-guide-western-washington.pdf
Recommended Native Plant Supplier List:

https://sites.uw.edu/ccuwbee/the-initiative/
uwbsust@uw.edu

https://www.instagram.com/ccuwbee/?hl=en