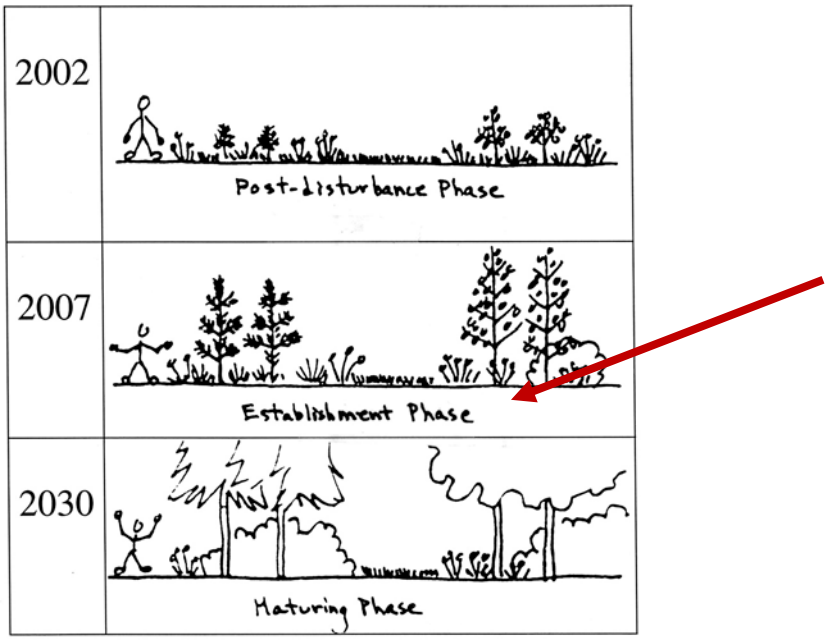
LCC Native Landscape 2007–A Year in Review
Gail Baker, Science Division

Coming into its own: The Establishment Phase



Our LCC Native Landscape is now in the Establishment Phase following the timeline set forth in 2000. Clear evidence for successful establishment is seen in the maturing Big Leaf Maples, Oregon White Oaks and Ponderosa Pines and the spring bloom of wildflowers and shrubs. The notable wildflower bloom begins with in camas in early April and is followed by showy pink checker mallows and blue lupines. Colorful flowering shrubs include our state flower, Oregon Grape, and the eye stopping Mock Orange. The Establishment Phase means more species and structural diversity and varied timing of plant development. These components of an ecosystem are the framework for biodiversity in the landscape. By providing different levels for perching or shelter and different times of nectar and fruit availability there are more opportunities for many organisms such as birds and insects to establish themselves and interact with each other. We now have data that show monarch butterflies are laying their eggs and larvae are developing on the attractive milkweeds. Finding the showy monarch caterpillars munching the milkweeds was a highlight at the end of spring quarter 2007. Data about larvae number and size was entered into a national Monarch Larvae Monitoring Project database http://www.mlmp.org/faq.asp and we plan to continue yearly monitoring.

The Establishment Phase means that most of the plants initially planted in the landscape no longer need to be watered during our drought season. The result is a big savings on water use. However we have added new plants in recent years, and will continue to add some plants. These do need special watering during our dry season. This summer 2007, under the supervision of Barbara Dumbleton, Claire Johnson and Annie Tobin made sure that we didn't lose the aspens, red flowering currents, mock organs that were newly planted and add to the beauty of the landscape. These two very dedicated and reliable students really cared for those less well established plants by hand watering on a weekly or biweekly basis.

A small but committed group of staff and students has continued to manage and care for the Native Landscape. Invasive plant removal was the focus of an April 2007 Work Party. This is necessary to ensure our native plants dominate and claim the landscape during the Establishment Phase.

The ground folks, under the supervision of Frank Drengacz, have continued to follow the Mowing Guidelines. The goal of the flexible mowing timeline is to develop a rich mosaic of habitat types from grassland to woodland. That means that some areas will be continued to be mowed more frequently than others.

Establishment of a Camas and *Madia* bed for culturally significant plants to our regions indigenous peoples was part of an activity developed by Jerry Hall for Bi 102 Ethnobotany as part of EcoTrails Learning Community. Jerry will continue to care for this area on the east side of Building 16.

Plans: Sustainability, Sustainability, Sustainability! 2008 and Beyond-Toward the Maturing Phase

We would like to keep increasing the participation in the stewardship of the very special project through more outreach and education.

Here is what we would like to do:

Highlight Sustainability of LCC Native Landscape and its ecological, biological and cultural importance.

Increase awareness to LCC community about student opportunities and involvement as Independent Study or Service Learning Projects or Cooperative Work Experience (CWE)

The following list can be incorporated into any student or class project or activity.

Frequent Work Parties: Add additional work parties and increase participation.
Invasive plant removal is badly needed for monthly or bimonthly work starting in February or March and continued through June (or longer).

Will satellite dish be removed now that KLCC has a new home off campus? If so this opens up implementation of landscape design for that area proposed back in 2000.

Re-do strip along south side of building. This is an area of high visual impact because it includes the main entrance to Building 16 from the southeast parking lot and another entrance and view from the second floor patio. We would like to have this area dominated by series of flowering herbaceous perennials and shrubs. This could be done by adding cover (mulch, leaves) to current invasive vegetation to reduce unwanted plants and replace with more milkweeds, asters, Oregon grape.

Brochure update. Badly needed update, revisions & corrections to 2004 brochure produced by biology major student Kathryn Skelton as an Independent Study Project.

Summer watering and care continued, especially if new plants added to landscape.

Interpretive Poster Replacement. Original poster outlining the timelines and plans for this project needs updating with information about accomplishments.

Interactions in the Landscape: Data records for birds, plants and butterflies that could be compared to determine relationships.

Weekly Bird Survey and Record especially from January through June

Phenology: Record of weekly blooming and fruiting from January through June or in combination with bird survey data.

Milkweed and Monarch butterfly monitoring. Recording data and entering in databases. Reporting to local monarch butterfly group (Dixie Mauer).

Establishing a central on-line Server Location for all class projects and landscape work.

Current Class Activities that have been initiated over the past 5years

Bi 103 Wildflowers: Comparing native landscape to nature trail area of campus, discussion of sustainability and values.
Plant identification and skills, review of plant characteristics also use culinary beds.

Bot 213 & Zoo 213: Community Ecology Specie Diversity
Recorded species diversity with the two following measurements

Species richness: total number of different species in a community

Relative abundance of different species: proportion each species represent of the total individuals in the community.

Phenology Project: students will save all data on the Science Server

Bi 102 Ethnobotany as part of EcoTrails Learning Community
Camas and *Madia* bed-culturally significant plants for regions indigenous peoples.

More Outreach: Science Service Folder Set up for Native Landscape Information and History to include the following

Scanned image of landscape map
Species List
Timeline
Annual Reports (pdf) by Gail Baker
Reasons to Landscape with Native Plants Essay by Whitey Lueck
Landscaping Nature's Way Essay
Where the Wild Things Grow by Gail Baker. *ppt* presentation
Native Landscape Project Form

Native Landscape Project Form. Designed 2007. Form will be a record of history use of landscape and help with managing the landscape and keeping track of the diversity of projects and to make sure that one project does not disturb the yearly monitoring of other projects. A brief description of project will be submitted electronically and placed in a folder on Science Server for all staff to access and use.