PART IV

Towards Implementation

The Trent Lands and Nature Areas Plan (TLNAP) presents a high-level vision, principles, and framework that will largely be implemented through subsequent initiatives. Part IV – Towards Implementation, outlines the general context and actions through which the TLNAP will be put into motion.

This section identifies a Trent-specific approach through which the ideas and concepts of this Plan may be achieved to support the campus vision and principles. It also includes a monitoring and review process that allows for the Plan to evolve as new information becomes available, policies or regulations change, or learnings from implementation are considered.

17.0
A Trent-Specific Approach

The TLNAP has been developed as a Trent-specific approach to addressing the priorities and needs of the University, its communities, and the natural systems of which we are a part. These priorities and needs were identified throughout the creation of the TLNAP through various phases of engagement and study, and they will continue to evolve over time. At the time of the creation of this Plan, the main priorities and responsibilities it sought to address include:

» Caring for and stewarding the campus lands (including the Trent Nature Areas) to create a thriving campus for people and the environment;

» Supporting the University's academic mission by securing space for current and future students, and ensuring a sustainable financial future;

» Demonstrating leadership by addressing the most pressing issues of our region, including housing, employment, and food security, and contributing to the region's economic recovery;

» Advancing reconciliation through a commitment to ongoing collaboration with the Michi Saagiig First Nations, and the inclusion of new spaces for Indigenous teachings and ceremony, and placemaking that honours and incorporates Indigenous Traditional Knowledge (ITK); and

» Engaging with the University's diverse communities and, where appropriate, creating space for meaningful involvement and collaboration.
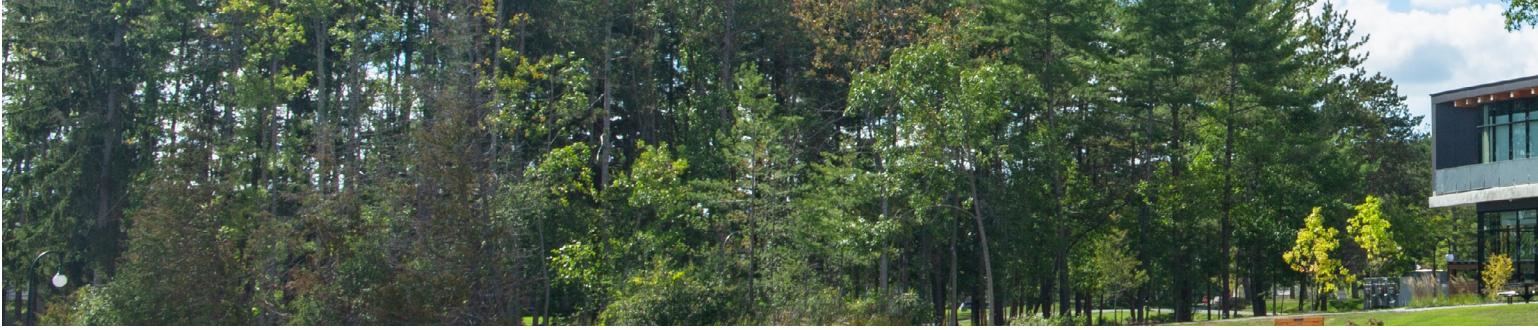
17.1 Who's Involved?

The 2021 TLNAP has been prepared as a concise framework-level document which sets out a structure for overall management of the Trent lands and Nature Areas. To be successful, stewardship of the campus lands must be driven and championed by Trent. Coordination and communication between the University and the campus and broader community are also an integral part of the campus planning process.

Trent University Leadership and Governance

Senior Administration at Trent is responsible for the management of the University, operating within the policies and plans of the governing bodies, and consists of:

» The Senate: responsible for the educational policy of the University; and

» The Board of Governors: responsible for the management and control of the University and its property, revenues, expenditures, business, and affairs.

The Trent Lands and Nature Areas Plan largely falls within the jurisdiction of the Board of Governors.

The University Board of Governors is the approval body, through which decisions about the land are made. The Board ensures that early decisions around site and program selection reflect the campus and community vision and priorities, and are grounded in a preliminary understanding of the existing conditions on the land, campus and community needs, and the University's commitment to stewardship and caring for the land and environment.

The decisions made by the Board of Governors are informed by the work and recommendations of:

Finance and Property Committee is responsible for the overall monitoring of campus capital building programs, stewardship of natural and cultural heritage assets, and makes recommendations to the Board of Governors for the approval or revisions to the Trent Lands and Nature Area Plan.

Trent Lands Committee is responsible for oversight and guidance of any development projects to ensure they are consistent with the approved Trent Lands and Nature Areas Plan.

Campus: Students, Faculty, and Staff

The campus community will be engaged in the planning and implementation of various University initiatives. For example, the visioning and creation of the Seniors Village will involve the Trent Centre for Aging and Society, Trent Fleming School of Nursing, and other programs to maximize the potential for research, collaboration, and student experiential learning.

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The implementation of the Nature Areas Stewardship Plan offers many opportunities for research and hands-on experience in conducting field studies, implementing enhancement and restoration projects, and long-term monitoring. Advanced planning will be required to allow for the incorporation of these projects into coursework.

Nature Areas Stewardship Advisory Committee provides advice on the management of the Trent Nature Areas to support implementation of the Nature Areas Stewardship Plan. Working with staff from Facilities, Sustainability, and Community Relations offices, the committee will play a key role in reviewing studies and recommendations about targets and actions to implement the plan.

Environmental Advisory Board is currently reviewing its terms of reference to provide clarity on its scope. Considerations include a broader focus on sustainability initiatives across campus, and support for evaluation of nature inclusive designs and strategies for the built environment.

First Nations and Indigenous People

The commitment to meaningful engagement, collaboration, and reconciliation with Indigenous peoples is a core commitment within the TLNAP. Central to this Plan are these key principles developed to incorporate the collective Anishinaabeg Nibwaakaawin (wisdom) of Michi Saagiig First Nations, Indigenous students, faculty, and staff (refer to Section 3.2, page 37 of the TLNAP).

The Trent Elders and Traditional Knowledge Keepers Council has representation from the local Michi Saagiig communities and guides the University on cultural matters. As Trent is home to students, staff, and faculty from many different nations, including many First Nations, Inuit and Métis communities, knowledge holders from other nations may be included in Elders and Traditional Knowledge Keepers Council meetings, depending on the nature of the guidance requested by the University.

The Elders and Traditional Knowledge Keepers Council provided valuable advice throughout the creation of the Trent Lands and Nature Areas Plan, and Trent will benefit from their valued and continued advice through implementation of the Plan. Trent will broaden its Indigenous Traditional Knowledge (ITK) base by encouraging more Elders and Traditional Knowledge Keepers to become involved in ITK updates and site-specific studies.

The Michi Saagiig Consultation Liaisons are the primary forum for dialogue with First Nations on the actions arising from this Plan. Regular meetings have been established to permit timely and responsive involvement throughout each stage of visioning, planning, implementation, and monitoring.

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Regulatory and Approval Agencies and Authorities

This includes the City of Peterborough, Otonabee Conservation, the County of Peterborough, surrounding townships, ministries, and utility providers (e.g. Hydro One). Trent will work with these agencies to understand local and regional implications, identify and/or confirm feasibility of opportunities, and ensure compliance with policy and regulatory or operational provisions.

Implementation Partners

This includes parties who may partner with the University to bring expertise and resources to advance initiatives within the TLNAP. For example, the University has partnered with the City of Peterborough to create the Cleantech Commons. In general, Trent does not intend to be the developer for the initiatives that arise from this Plan, and will seek partners who have a track-record in sustainable and green development, and are committed to meeting the targets and standards set out in the TLNAP and any Board approved, subsequent studies (e.g. the System-Level Plan).

Community and Local Organizations

The community will be engaged at key points in realizing this Plan by providing input at the visioning and design stage, reviewing and commenting on draft plans, or collaborating to deliver initiatives. Efforts will be made to engage proactively with potential partners to achieve the goals set out for accessibility, nature-inclusive design, age-friendly infrastructure, and stewardship of the environment. Groups such as the Peterborough Pollinators, Field Naturalists, Green-Up, Age-Friendly Peterborough, Peterborough Bicycle Advisory Committee, and Camp Kawartha have provided valuable input to the TLNAP, and engaging them in advancing initiatives will have multiple benefits.

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17.2 Approach to Engagement and Communication

It is important to maintain consistent and clear communication throughout the decision-making process and implementation of planned and future projects. Early and frequent engagement is recommended to ensure that the voices of the University's communities are heard and inform the project outcomes.
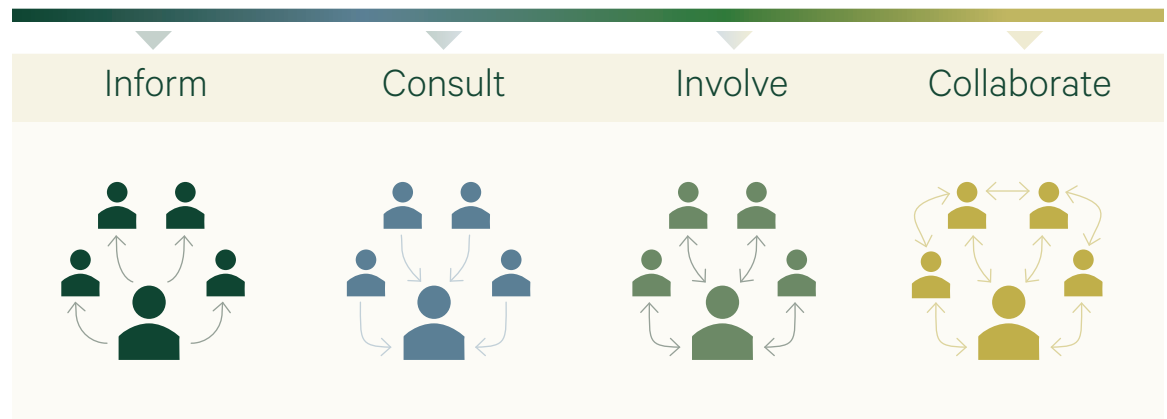
Early engagement is critical to authentic participation. Similarly, a clear and effective report back process is essential to explaining how inputs and ideas are considered, and where relevant, reflected in project outcomes.

Engagement and Communications Objectives

» Identify the relevant audiences and level of engagement required. As a general rule, groups that are directly affected by the initiative require a greater level of involvement and collaboration. Refer to Table 5 as a guide for the various levels of engagement, their associated community participation goal, and sample techniques (page 195).

» Ensure protocols for engagement and communication are communicated, from the outset of respective strategic initiatives and projects.

» Provide regular updates on the progress of plans, and how these initiatives contribute to the University's academic mission, priorities, responsibilities, and the guiding principles/goals of the TLNAP.

» Be transparent and consistent with the expectations of and promise to the public.

» Apply appropriate engagement tools and techniques that reflect the level of engagement required to effectively reach the identified audience.

» Use consistent methods of communication to allow audiences to easily check for updates – for example, the Trent Lands website, newsletter, and social media. Engage with campus and community groups to utilize their communication vehicles to have greater reach.

» Continue to focus campus engagement during the Fall and Winter terms.

» Report back with key takeaways, lessons learned, and next steps.

Ideal points of engagement throughout the development process are identified on Table 6 in Section 19.1 below.

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Table 5:
Levels of
Engagement

	Inform	Consult	Involve	Collaborate
Community Participation Goal	Inform the community with information and data to assist in understanding the opportunities and constraints, options and/or solutions.	Consult the community to attain feedback on presented analysis and mapping, options and/or decisions.	Involve the community in workshops throughout the process to ensure feedback and aspirations are understood.	Collaborate with the community at each step of the process including development of options, and seek identification of the preferred solution.
Promise to Participants	Keep participants informed of progress and next steps.	Keep participants informed, hear and acknowledge receipt of concerns, aspirations, and share how input influenced the decision.	Ensure participants have multiple opportunities to influence the options developed and share how input influenced the decision.	Look to participants for advice and innovation in formulating options and solutions, and incorporate advice to the extent possible.
Example Techniques	» Newsletters » Website » Virtual and/or On-Campus Open Houses » On-Campus Pop-Ups	» Surveys » Focus Groups » Virtual and/or On-Campus Meetings	» Polling » Virtual and/or On-Campus Workshops	» Advisory Committee / Focus Group » Consensus-Building Techniques

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Engagement with the Michi Saagiig First Nations

The implementation of the TLNAP will require continued respectful, effective, and meaningful engagement with First Nations. Indigenous engagement plans may be created for:

» Ongoing community engagement and communications reaching First Nations and Indigenous communities;

» Implementation of land use and stewardship plans;

» Updating of baseline Indigenous Traditional Knowledge studies; and

» Conducting new, site-specific Indigenous Traditional Knowledge studies.

These Indigenous engagement plans may also benefit Trent University in many other areas including academic and business planning.

The following Indigenous Engagement principles will be reinforced:

» **Indigenous-led Engagement** – The success of an engagement process for First Nations, Métis communities and representative Indigenous organizations should always be led and advised by the Indigenous people themselves. The community engagement meetings and Indigenous Traditional Knowledge workshops should be led by skilled and knowledgeable Indigenous people.

» **Diversity and Inclusion** – Trent University recognizes and is committed to building engagement processes that respect the diversity of all Indigenous nations within the project area including Michi Saagiig Anishinaabe and Métis communities, First Nations residents living both on and off-reserve, and respect for Indigenous students, faculty, and staff of other Indigenous nations.

» **Anishinaabe Values** – All engagement activities will be guided by traditional Indigenous values including the Seven Grandfather Teachings of the Anishinaabe (Love, Respect, Bravery, Honesty, Humility, Truth, Wisdom).

» **Co-Creation** – Trent University will endeavour to co-develop Indigenous engagement plans and activities with First Nations and Indigenous peoples themselves. Advice and co-creation can make use of existing and ongoing forums including the Michi Saagiig Consultation Liaisons and the Trent Elders and Traditional Knowledge Keepers Council.

Expanding the Conversation

Trent University has an opportunity to provide community leadership by engaging experts and thought leaders in forums and community events that can inform projects, advance knowledge, and contribute to the sharing of best practices. Examples of possible forum topics include regenerative farming practices, nature-inclusive design, low-impact development approaches, and post-carbon building technologies.

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