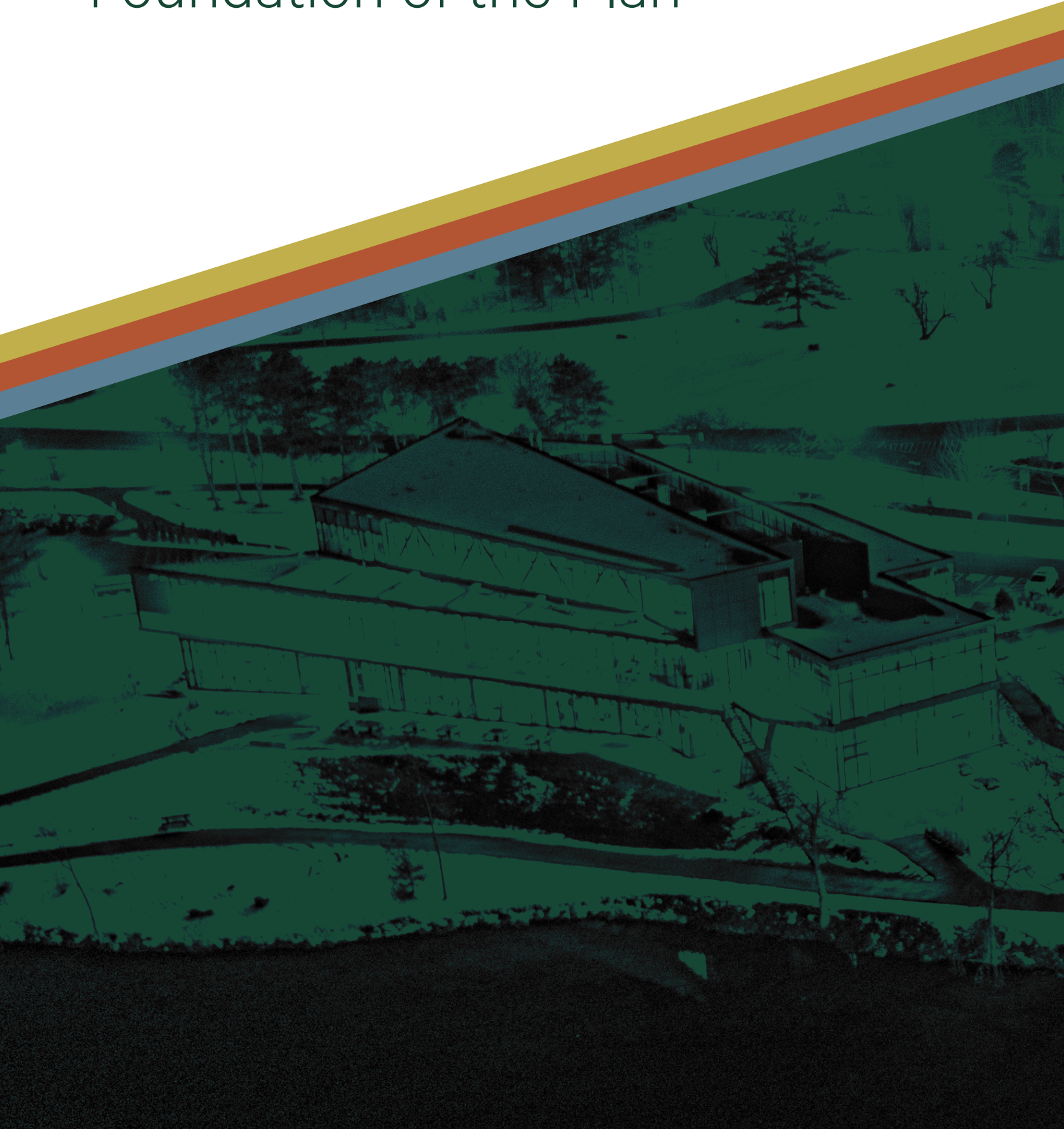


PART I

Foundation of the Plan







1.0 Background

Sparked by a community campaign in 1957 to open a post-secondary institution in the Trent Valley, Trent University today is one of Canada's top universities, recognized nationally for its leadership in teaching, research and student satisfaction. The Trent Lands and Nature Areas Plan presents a framework for the evolution of the Symons Campus lands, emerging from a learning environment that builds life-long passion for inclusion, environmental leadership and a just society.

The Plan is ambitious, tackling challenges faced on campus, in our local communities, and across the globe. It is visionary, imagining possibilities for evolution that reflect the priorities and aspirations of the University's diverse communities. The Plan is pluralistic, implementing strategies based on science and Indigenous Traditional Knowledge. And perhaps most importantly, the Plan is adaptable, setting out clear principles and intent, while acknowledging the need to respond to new information and changing circumstances; it produces harmony without rigidity.



1.1 Introduction

Over the past decades, the University has facilitated a number of public planning processes to guide the careful growth and stewardship of the Symons Campus. The Trent Lands and Nature Areas Plan (2021) builds upon the recommendations of the Stewardship Plan for Trent University Nature Areas (2002), the Endowment Lands Plan (2006), the Trent Lands Plan (2013), and the Cleantech Commons Master Plan (2017). The 2021 Plan takes an ecosystem approach, updating and integrating these various plans into one guiding strategic campus plan.

1.2 How to Use this Document

The Trent Lands and Nature Areas Plan is organized into four parts:



Part I Foundation of the Plan

Part I of the Plan sets the context for the evolution of the Plan. It recounts the story of the land and summarizes the outcomes of the first two phases of study, including extensive natural heritage, Indigenous Traditional Knowledge, and archaeological studies.



Part II Campus Vision and Framework

Part II outlines the campus vision and high-level principles intended to guide the evolution of the campus, crafted through an extensive engagement process with the campus, community, First Nations and Indigenous peoples, and a review of global case studies and best practices.

The framework plan identifies and provides guidance for each of the structural elements of the campus:

- The Otonabee River, which is the central defining feature of the Symons Campus, of cultural and natural significance;
- The University Green Network, representing a conceptual, connected green system that implements a systems-based approach to environmental stewardship and preservation;
- Distinct University Districts that anchor the University's institutional leadership, ingenuity and social purpose, offering an opportunity for teaching, research, and learning, as well as the potential for long-term lease revenue and economic security; and
- A mobility framework and identifiable entrances, which stitch the campus together and celebrate arrival through distinct entry points located at all four directions surrounding the campus.



Part III Nature Areas Stewardship Plan

Part III of the Plan outlines management approaches for the stewardship of the Trent Nature Areas, a vital part of the University’s commitment to preserving and honouring the natural world around us. The stewardship plan provides focus and direction for activities and actions that assist in achieving the goals of environmental stewardship and includes ‘living’ elements that continue to evolve and be updated based on changing conditions, implementation experience, and needs.



Part IV Towards Implementation

Part IV outlines the processes through which the ideas and concepts that are presented in the Trent Lands and Nature Areas Plan may be implemented. It also includes a monitoring and review process that allows for the Plan to evolve as the world around us changes, maintaining the University’s competitive and leadership role as our understanding, partnerships, and available technologies grow.



Throughout the Plan, the Four Directions symbol indicates contributions from Indigenous voices and wisdom.

Common abbreviations used throughout the Plan:

TLNAP	Trent Lands and Nature Areas Plan
NASP	Nature Areas Stewardship Plan
ITK	Indigenous Traditional Knowledge
UGN	University Green Network

Key Terms and Definitions

The Trent Lands and Nature Areas Plan applies the best and emerging land use practices and concepts. The following terms are used throughout the TLNAP:

Regenerative design: a system, process, or service that contributes to its own renewal and replenishment, thereby requiring little to no inputs for its maintenance. Regenerative concepts go beyond sustainability (no negative impacts) and strive for a net positive benefit.

Resilient: the ability of a system to recover readily from a crisis or difficult circumstance. At the core of resilience are the concepts of adaptability and responsiveness.

Systems-based approach: a holistic approach to land management and planning that recognizes individual natural features and their linkages, striving to conserve biological diversity, maintain ecological functions (e.g. habitat and movement of wildlife) and sustain ecosystem services (e.g. pollination, clean water, mental and physical wellbeing).



1.3 Study Purpose

The Framework Plan is a high level, adaptive plan that provides **general direction for the long-term evolution of the Symons Campus**. It builds from an understanding of the campus today; the natural heritage assets, as well as campus and community needs and aspirations. The Plan demonstrates how and where Trent meets its own commitment to maintain 60 per cent of its lands as Nature Areas and green spaces, and identifies suitable areas to locate new campus and community infrastructure. It presents a guiding vision and clear principles to inform implementation as funding becomes available to pursue identified projects and priorities.

The TLNAP (2021) will assist the University to achieve its vision of a resilient and inspiring campus community, thoughtfully integrating the natural and built environments with vibrant spaces to learn, innovate, be active, and live.

The Trent lands are a precious asset the University seeks to steward, develop, and preserve in ways that support the long-term resilience of Trent, our local, national, and international communities, and the environment around us. The University is committed to maintaining 60 per cent of its lands as Nature Areas and green spaces, and to ensuring land uses meet academic and campus needs, as well as advance the environmental, social, economic, and cultural wellbeing of our communities.

The TLNAP presents an opportunity for Trent University to prepare a framework for its continued evolution at the interface between research, learning, and community. The University is well-positioned to be a leader in this field. Trent must balance its needs as an evolving institution with its responsibility as caretaker for a valuable ecosystem, as it respects and responds to the voices of the Indigenous Community, works to meet critical campus and community needs, and seeks responsible sources of long-term income to remain a vibrant and innovative small university.

1.4 Study Process

The TLNAP (2021) has been executed in three phases, as detailed below.

Phase 1 – Understanding the Land

The focus of Phase 1 was to develop a base understanding of the current natural, cultural, and archaeological features and functions that exist within the campus lands, such as the location, type, and status of wetlands and woodlands, species, and areas of significance to First Nations. The documentation of natural and cultural features of significance has enabled a review of the Nature Areas classifications, boundaries, and uses. Results have informed priorities for remediation, identified areas for enhancement and protection, and provided context and considerations for land uses adjacent to the Nature Areas and significant features. Community engagement activities throughout Phase 1 informed this deep understanding of the lands.

Phase 2 – Campus Vision

Phase 2 began with an exploration of the campus and community needs that could or must be accommodated on Trent lands, ways to enrich the campus, and the principles that will guide decisions around land use. Input into this phase included public engagement session and pop-ups, an online survey, meetings with stakeholder groups, planning and environmental tables, Nature Areas Stewardship Advisory Committee, Michi Saagiig Consultation Liaisons, and the Elders and Traditional Knowledge Keepers Council.

Phase 3 – Trent Lands and Nature Areas Plan

The draft TLNAP and framework plan were prepared to consider the input gathered on the land use priorities and aspirations of campus and community during

Phase 2, with the recommendations arising from the natural heritage, Indigenous Traditional Knowledge, and archaeological studies from Phase 1. A draft TLNAP was released for public review in October 2020, and was widely circulated to ensure that the final Plan is representative of the key themes and priorities of the University and its communities.

The overall goal is to achieve a synergistic relationship between ecology, Indigenous Traditional Knowledge, cultural heritage, and sustainable land use. This final phase considered the dynamic relationships between urban and natural through a coordinated approach that will contribute to the stewardship, development, and preservation of the Trent University Symons Campus.

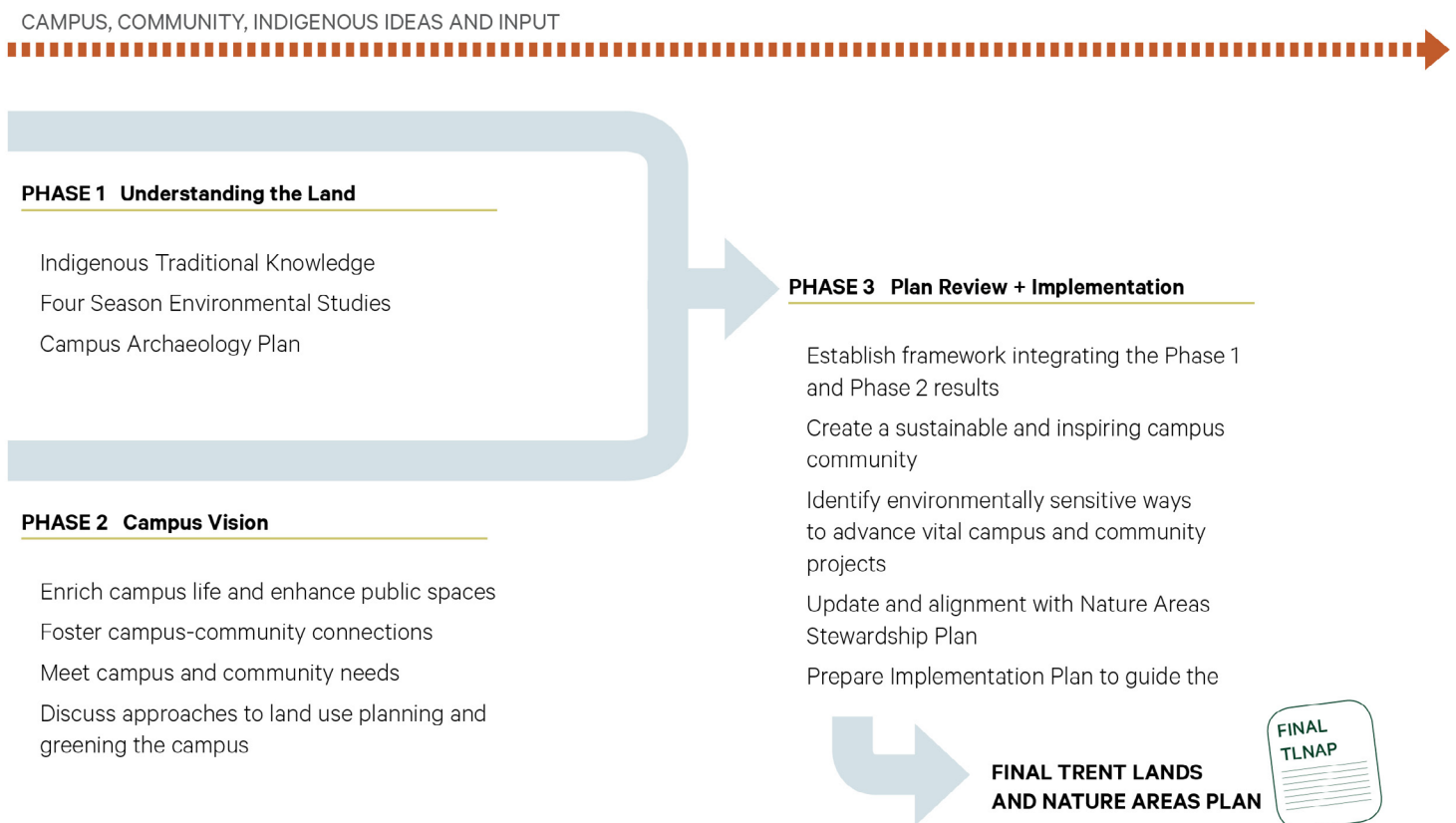


Figure 1: Study Process

1.5 Campus and Community Engagement

Effective public engagement and communication is a critical driver of the TLNAP and spanned all phases of the process. Throughout all phases of the project, the TLNAP applied a unique approach to First Nations and Indigenous engagement, described in more detail in Section 1.6.

Phase 1 Engagement Process

During Phase 1, engagement activities ran from March 2019 to May 2019 and captured over 700 individual respondents. The purpose of these activities was to gather insights from participants on opportunities and areas of concern at Trent University's Symons Campus. The team utilized a multi-method approach that included formal and informal in-person meetings as well as online engagement. Early engagement with faculty focused on taking students out of the classroom and providing them with first-hand experience of cultural values, environments, and the lands surrounding the university campus. "Pop-up" engagement events were held at various locations on- and off-campus to capture participants who may not have been able to participate in the open house sessions.



Phase 1 Engagement Summary: [trentu.ca/trentlandsplan/sites/trentu.ca.trentlandsplan/files/documents/2020-01-28_TLNAP_Phase1_BackgroundReport_DRAFT.pdf](https://www.trentu.ca/trentlandsplan/sites/trentu.ca.trentlandsplan/files/documents/2020-01-28_TLNAP_Phase1_BackgroundReport_DRAFT.pdf)

Phase 2 Engagement Process

In early 2020, Phase 2 was launched through a series of engagement activities, each organized to share the results of Phase 1 work and solicit feedback on the vision and guiding principles, identify campus and community needs, and explore initiatives that could enrich the Symons Campus. Engagement activities varied and included an online survey, on- and off-campus pop-up sessions, and a public town hall. The process captured a diverse audience, including campus faculty, staff, and students; local community



Phase 2 Engagement Summary: [trentu.ca/trentlandsplan/sites/trentu.ca.trentlandsplan/files/documents/201116%20Phase%20%20Engagement%20Summary%20Report.pdf](https://www.trentu.ca/trentlandsplan/sites/trentu.ca.trentlandsplan/files/documents/201116%20Phase%20%20Engagement%20Summary%20Report.pdf)

Phase 3 Engagement Process

The draft TLNAP was released for review and comment in October 2020, amidst a global pandemic. The University adapted its outreach model to strictly an online platform, hosting small group sessions for key participants through video calls, and sharing updated materials and providing opportunities for input through the dedicated project website and e-mail. Upon receipt of early requests to extend the comment period, the draft Plan was made available for review for a 12-week period, ending on January 4, 2021. A virtual Town Hall took place on November 18, 2020, which attracted more than 60 attendees and included a facilitated 45-minute question and answer period. Regular updates to the project website included releases of newsletters and responses to frequently asked questions.



Phase 3 Engagement Summary: https://www.trentu.ca/trentlandsplan/sites/trentu.ca.trentlandsplan/files/documents/210129%20Phase%203%20Engagement%20Summary%20Report_AODA.pdf

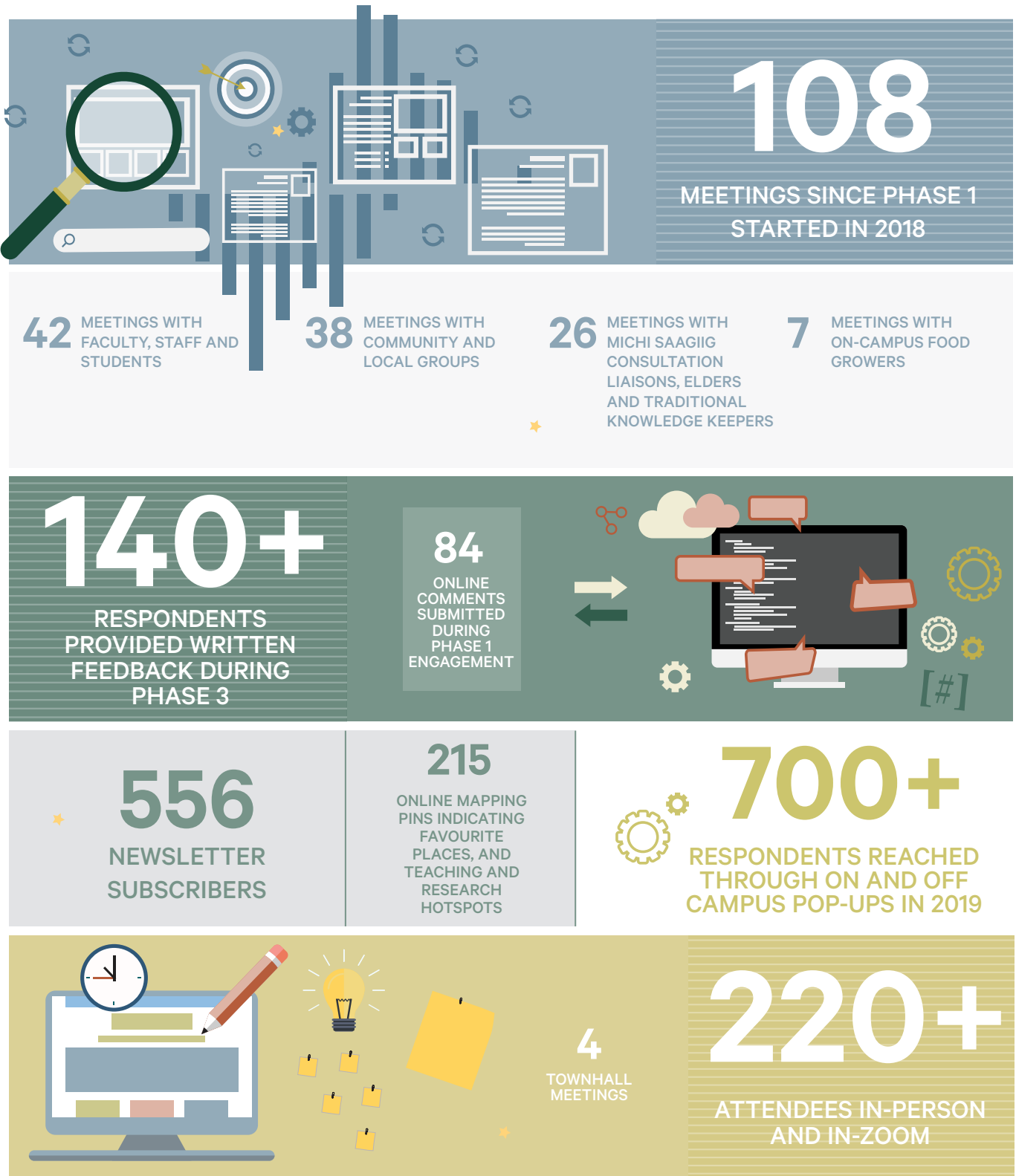


Figure 2: Engagement Activities



Key Messages from Campus and Community

The Phase 1 and Phase 2 engagement activities laid the groundwork for the draft TLNAP. The following is a summary of the key takeaways from all of the engagement events leading up to the release of the draft TLNAP in October 2020.

Trent as a Leader

Trent University is a recognized institution of higher learning and is encouraged to take a solid stance on environmental protection, climate change, social inclusion, and economic security and development. Campus initiatives should be implemented through a transparent and value-driven development process that meets campus, community, and environmental needs.

Participants identified a desire to revisit the Symons Campus vision and guiding principles to one that is actionable and demonstrates Trent University's unique opportunity to showcase as a global example of environmental stewardship. With a history rooted so deeply in the land, the TLNAP should seek ways to commemorate the pluralistic story of the land and be more inclusive to reflect Michi Saagiig values through collaboration.

The future decision making on the Symons Campus must serve various student interests, extend to support the surrounding community, and recognize Michi Saagiig rights. This should consolidate into a clear, balanced, and principles-driven approach that allows all vested groups to participate within the framework of The Trent Lands and Nature Areas Plan.

To maintain its relevance, a 5-year review should be integrated into the Trent Lands and Nature Areas Plan process, with consultation being a core component of the reviews.

Valuable Natural Assets

The Trent Nature Areas are used for educational, wellness, and recreational purposes. They provide ideal views of the landscape and campus, and are used as an escape; an area to recharge and meditate. The biodiversity of the Symons Campus was highlighted as a significant consideration in developing the TLNAP. Wetlands, meadows, and successional forests, are among some of the ecological assets on the Symons Campus that are identified for preservation. The environment must be integrated in all aspects of the Plan, not just stewardship.

The biodiversity of the campus with its varied ecological communities is an asset to the many classes that take their learning out of the classroom and into the campus. Participants, from both the campus and the community, value the many ways that they are able to interact with the Trent Nature Areas, and voiced concerns over the lack of signage along trails, disturbance from overuse of trails, and dogs allowed off-leash.

Pursuing Campus Opportunities, Responsibly

Campus and community participants demonstrated excitement over the prospects for Trent University's future. An innovative approach to development that highlights and prioritizes the natural environment will allow Trent University's rich natural heritage assets to be preserved, protected, and enhanced while still complementing the goals and needs of the University as it grows.

Common themes to guide the evolution of the Symons Campus are listed below:

1. **Naturalize underutilized sites, and enhance the biodiversity of the campus** through new campus initiatives, incorporating vegetable gardens, rain gardens, and pollinator gardens, and contributing to the urban tree canopy and health of the watershed.
2. **The vegetable garden, the Trent Farm and the Seasoned Spoon** are valued assets to the University – there is an opportunity to expand these programs in a secure location and be a leader in sustainable and urban agriculture, and farm-to-table practices.
3. **Enhance the Indigenous presence on campus** – the Tipi and other Indigenous sites are already valued areas of the Symons Campus. More space is needed to enable certain ceremonial or cultural gatherings, learning, and a sense of belonging.
4. **Housing** – there is an opportunity to optimize existing infrastructure on the Trent lands and introduce housing that will contribute to the City of Peterborough's efforts to offset the current housing shortage.
5. **Innovation in building and infrastructure, including the integration of building technologies** (e.g. regenerative concepts, living buildings, and carbon neutrality) and adaptable infrastructure (e.g. roads that can accommodate autonomous vehicles). Construction and management practices should minimize impact on hydrology and habitat, and should include long-term monitoring.

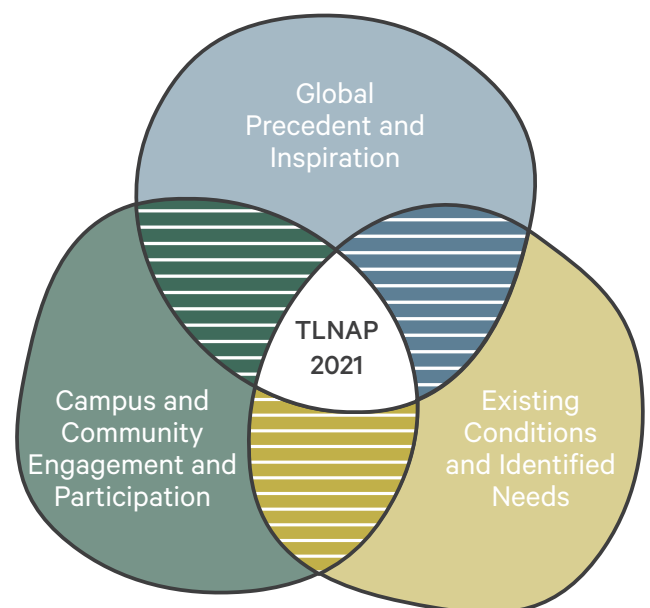


Figure 3: Collection of Inputs for the TLNAP

Responses to the October 2020 Draft TLNAP

The primary focus of the Phase 3 engagement was to share the results of the Phase 1 and Phase 2 work, and solicit feedback on the draft TLNAP (Parts I, II, and III). The following summary captures some of the recurring messages we heard from participants but is not intended to be an exhaustive list of feedback received. The complete Phase 3 Engagement Summary Report is available as a separate document.

Vision and Guiding Principles

Many expressed general agreement with the overarching goals of the Plan and were pleased to see Trent taking such a thorough approach to planning.

Clarity on the Role of the TLNAP

Questions were raised about the role of the Plan and how it will be used to guide future decision making. Much of the input gathered reflected the desire for specific information on details and timelines that will be established at a later stage in the planning process.

- » Many of these comments will be addressed in Part IV, Towards Implementation, which will be circulated for public review in February 2021, prior to approval by the Board of Governors and inclusion in the final TLNAP (anticipated March 2021).

Nature Protection

Nature protection and habitat preservation was a reoccurring theme of significance (as seen throughout the Phase 1 and Phase 2 engagement activities). Students spoke about their choice of Trent as a school with a beautiful natural setting and reputation for environmental studies, and their hope to remain proud of Trent. Others stated their expectation that Trent will consistently set new standards, and wanted to see more explicit commitments in the Plan about environmental matters.

- » The final TLNAP addresses these comments by adding clarity to its commitments and stewardship initiatives (Parts III and IV), as well as by elaborating on guidelines

to promote nature-inclusive development (Part II). Additional review and discussion with the Nature Areas Stewardship Advisory Committee and the School of Environment also confirmed that the areas of “potential deletion, pending further assessment” from the October 2020 Draft Stewardship Plan (Part III) can be released, and maintained as part of the Trent Nature Areas.

Celebrating Farm Assets

It is clear that students and community members value existing farms and gardens on campus. Farm assets are used for education and research, community networking spaces, employment, and volunteer opportunities for students, and provide a source of fresh seasonal food for the Trent community. While the larger, permanent location for the Trent Farm is seen to have many benefits, also having a smaller farm within or close to the Campus Core was a key interest of respondents.

- » The potential for, and location of, a smaller farm within the Campus Core will be explored, concurrent with the planning for the Trent Farm to relocate.

Presentation of Information in the Plan

Some participants felt that the language/ terminology, mapping, and data reporting in the TLNAP was confusing.

- » The maps in the final TLNAP have been re-oriented to true north, with scales and less colour/content to make them more accessible.

Beyond Placemaking – to Reconciliation

Many positive comments were received about the integration of Indigenous elements into the TLNAP. There were calls to ensure that engagement to-date follows through with actionable outcomes.

- » Section 1.6 has been added to the final TLNAP to elaborate on Trent’s approach to Michi Saagiig and Indigenous engagement. Additionally, Part IV, Towards Implementation, will clarify Trent’s commitment to on-going engagement with First Nations through future initiatives.

Housing, Land Use and Development

Participants expressed an urgent need for student housing, and while many agreed with the University's role in helping to alleviate the regional demand for housing (especially for seniors), some participants were concerned about the impact of development and wanted to see the lands left in their natural state.

- » Refinements to Part II Campus Vision and Framework, specifically the University Districts section (Section 7.0), have been implemented in the final TLNAP to clarify the University's intent to advance leading edge, regenerative and sustainable initiatives that contribute to Trent's core mission of teaching, learning, and research.

Mobility and Access

Some community members and stakeholders were happy with the improved active transportation and cycling infrastructure but wanted to see more efforts to reduce the use of cars and address growing traffic volumes and safety issues for cars, pedestrians and cyclists. There was strong support for the proposed removal of the automobile traffic along the Nassau Mills Road (along the eastern shore of the Otonabee River) but questions arose about access and impact of a new road to natural features and species.

- » The final TLNAP includes an expanded mobility section in Part II of the Plan, which captures the principles and goals communicated by the public. Part IV, Towards Implementation, will a recommendation to conduct future studies on transportation and trails to inform the layout of circulation routes on campus.

Engagement Approach

While appreciation was expressed for broad engagement activities, concerns were raised about whether the opportunity to review the Plan had been widely communicated and whether timelines for feedback were sufficient.

- » The 12-week comment period provided for review of the draft TLNAP far exceeded typical consultation windows for similar exercises, and was extended from the original 3-week window to account for difficulties associated with the current global pandemic. The engagement plan was designed to allow for fair input into the Plan, while ensuring timely approval to ensure the Plan could inform critical City and County planning processes. Future consultation opportunities will also be advertised to encourage continued engagement through future initiatives and studies.

Phasing and Planning Horizons

Some requested more information on the future plans and next steps for the TLNAP. Participants addressed the need to examine the Plan on a regional scale considering planning within the greater region and municipality. Participants looked forward to a more robust implementation section of the TLNAP.

- » Section 7.0 of the final TLNAP includes updated descriptions, mapping and categorization of the University District to distinguish between, the Campus Core, planned University initiatives, and lands reserved for future use (with flexibility built in to address changing needs). Additional references to adjacent property owners, municipalities, and coordination efforts have been added to Part IV, Towards Implementation.



1.6 Michi Saagiig and Indigenous Engagement: From Collaboration and Partnership

It was evident from the beginning that Indigenous involvement needed to move beyond simple involvement and engagement, to enhanced opportunities for collaboration and partnership in realizing the Plan.

When Trent University began work on the TLNAP, their efforts to reach First Nations, Indigenous communities, faculty, and staff began with a statement:

- *“The Board of Governors, President and senior management have committed to ensuring the Trent Lands and Nature Areas Plan includes a robust engagement process that includes the voices, perspectives and worldview of local First Nations, area Indigenous community members as well as Trent University students, staff and faculty.”*

A Values-Based Approach

While Part II of the TLNAP has a number of guiding principles, the engagement process with Michi Saagiig and Indigenous communities also had its own set of principles that would help guide these important discussions.

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

Elders and Knowledge Keepers

From the very beginning, the TLNAP was developed in collaboration and with the ongoing advice from Elders and Traditional Knowledge Keepers supported by the First People's House of Learning. It was made clear to Trent University, that Indigenous Traditional Knowledge (ITK) and the input received from First Nations and Indigenous communities required the involvement of Elders and Traditional Knowledge Keepers. Their involvement would be crucial to the success of the Plan.

The opening ceremony that launched the TLNAP process was led by Gitigaa Migizi (Doug Williams) and included Elders and Traditional Knowledge Keepers from across the territory.

The meetings of the Trent Elders and Traditional Knowledge Keepers Council always began in ceremony, with an invocation to the spirit, by sharing sacred Anishinaabe knowledge, good food, and good company.

Lasting Legacy

Perhaps the greatest legacy of the TLNAP is the evolution of how Indigenous peoples are included in Trent University processes. Indigenous involvement in the TLNAP project has swung the spectrum from community engagement, to collaboration, to partnership.

- **Legacy 1 – Trent Elders and Traditional Knowledge Keepers Council**

Throughout the creation of the Plan, the Council provided valuable advice. Trent will benefit from the valued and continued advice from respected Elders and Traditional Knowledge Keepers from local Michi Saagiig First Nations.

- **Legacy 2 – A deeper understanding of ITK**

Through this process, Trent University has recognized the importance and relevance of ITK, leading to deeper understanding of Anishinaabe perspectives and ways of knowing.

- **Legacy 3 – Strengthened relationships with Michi Saagiig**

Regular meetings with the Michi Saagiig Consultation Liaisons provided a forum for communicating progress and responding to questions on the TLNAP and specific initiatives. Continuing this Table will build upon the positive relationship with Michi Saagiig First Nations.

Indigenous Engagement and Collaboration Moving Forward

Under the Trent Lands and Nature Areas Plan, Trent University has chosen to adopt a set of Anishinaabeg guiding principles to inform land use planning and decision making moving forward.

Central to this approach is a commitment to meaningful engagement, collaboration, and reconciliation with Indigenous peoples, which will be informed by these guiding principles, collectively referred to as Anishinaabeg Nibwaakaawin (Wisdom), and found in full in Section 3.2.

Trent University, in collaboration with the Michi Saagiig and Indigenous peoples, are committed to these principles in the following areas:

- Collaboration and Reconciliation
- Ceremony and Cultural Protocols
- Traditional and Ceremonial Lands
- Indigenous Traditional Knowledge
- Indigenous Commemoration and Placemaking
- Environmental Collaboration

