

# 7.0

## University Districts

The University Districts are where the campus and community meet, and where learning and discovery are an integral part of all that takes place. These Districts include academic, residential, recreational and gathering spaces essential to the University, designed to offer experiential learning and research collaborations, and provide a reliable income stream to reinvest in achieving Trent’s mission. They will be designed to enhance Trent’s reputation, build a thriving and complete community to serve the campus, and increase the University’s contributions to the region.

The University Districts are characterized by areas of the Symons Campus that are in different stages of their evolution, all sharing the same goals of advancing learning and discovery; building environmental, social and economic resilience; and meeting vital campus and community needs.

**The Campus Core:** Champlain College, Lady Eaton College, the Bata Library, and the Faryon bridge are some of the original structures to locate on the Symons Campus in 1967. These buildings anchored what the Plan refers to as the Campus Core – the University’s primary location for academic buildings, student housing and services, and administrative functions. This is the most established part of the Symons Campus.

**Planned University Initiatives:** In more recent years, and arising from previous plans, the University embarked on two planned initiatives: the Cleantech Commons and the Seniors Village, both providing spaces that integrate “town and gown”, and contribute to the University’s research and experiential learning opportunities.

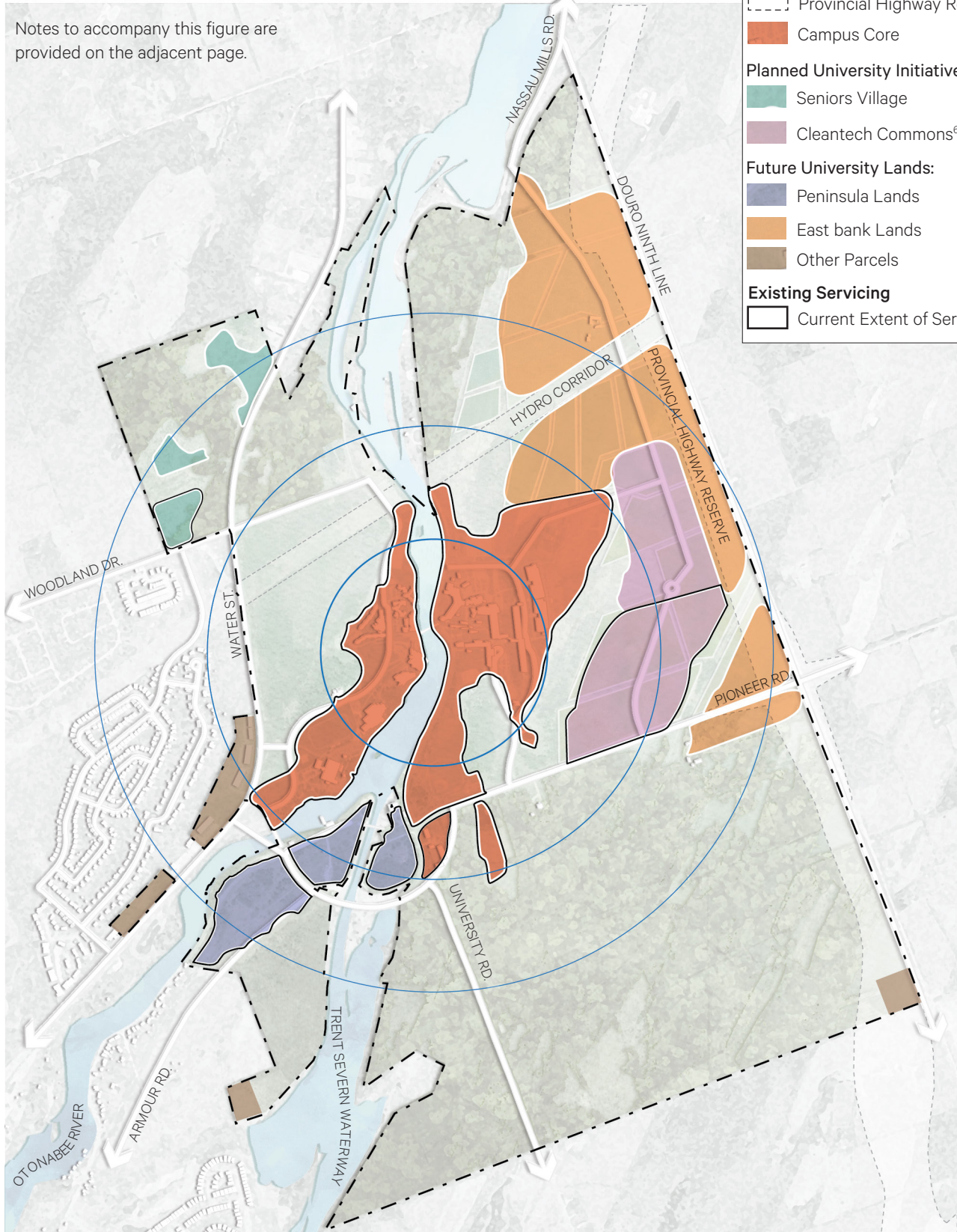
**Future University Lands:** Trent University has identified future lands that are reserved for similar uses that further the University’s academic mission and address campus and community needs, long into the future. These include two districts and other stand-alone parcels of land at the periphery of the University property.

### Notes to accompany Figure 17:

1. The Framework Plan utilizes high level inputs. Areas are approximate and are subject to more detailed study and refinement.
2. An Environmental Impact Study and site-specific study are required for future development to determine: natural heritage feature limits, the significance and/or sensitivity of natural heritage features, setbacks and buffers from natural heritage features, and locations of roads and/or pedestrian crossings.
3. A Campus Master Archaeological Study was undertaken with the participation of Michi Saagiig First Nations monitors. The final report must be consulted for any future developments.
4. The Provincial Highway Reserve comprises land reserved by the Ministry of Transportation Ontario for the potential future extension of Hwy 115 along the 9th Line. A review of the Framework Plan will be required in the event that the corridor is released back to the University.
5. New roads and circulation routes are conceptual and require further detailed study. Future design related to public streets and infrastructure will be subject to approval by the City, and Site Plan Approval will be required for future private infrastructure, as applicable.
6. Cleantech Commons remains an 85 acre (35 hectare) site, the footprint has been revised to reflect buffers from the provincially significant wetlands and the provincial highway reserve. Typical City planning approvals will be required to confirm this boundary.

**Figure 17: The University Districts**

Notes to accompany this figure are provided on the adjacent page.



**LEGEND:**

- Trent University Boundary
- Provincial Highway Reserve<sup>4</sup>
- Campus Core

**Planned University Initiatives:**

- Seniors Village
- Cleantech Commons<sup>6</sup>

**Future University Lands:**

- Peninsula Lands
- East bank Lands
- Other Parcels

**Existing Servicing**

- Current Extent of Servicing





# INSPIRATION

## THE UNIVERSITY DISTRICTS

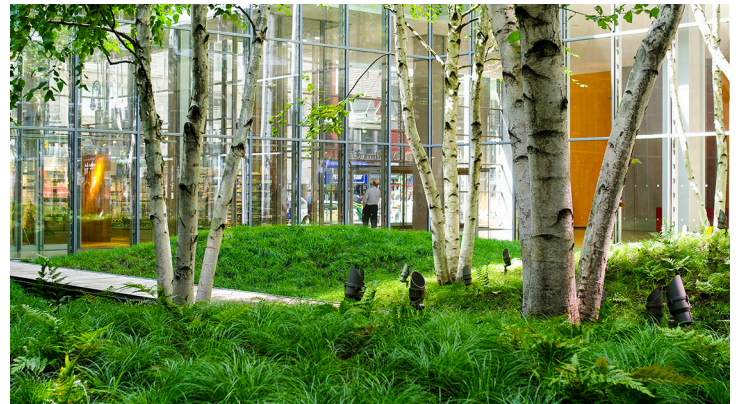
Future initiatives taking place on University lands are envisioned to be green – sensitively integrating into an existing context, creating spaces where nature and people can thrive, and incorporating innovative approaches to development that provide a learning and research opportunity for the campus.



Building nestled into existing forest and topography. Mill Valley Cabins, Feldman Architecture. Source: ArchDaily



Bioswale along streetscape. Source: National Association of City Transportation Officials



Elevated courtyard space with passive program. New York Times Building. Source: The Cultural Landscape Foundation



Open concept building with minimal disturbance to topography. Juvet Landscape Hotel. Source: ArchDaily



## GOALS FOR THE UNIVERSITY DISTRICTS



## LEARNING AND DISCOVERY

- Enable faculty, staff, and students to increase their contributions to local communities, Canada, and the world by ensuring all aspects of the creation, implementation, and ongoing operation of the University Districts engages faculty and students in research and learning.
- Make each District a living learning laboratory by seeking long-term partnerships to test and apply new approaches to community building and low impact development approaches.
- ⊗ Ensure each District includes features and spaces where Indigenous Traditional Knowledge is shared and practiced.



## ENVIRONMENTAL RESILIENCE AND INTEGRITY

- Demonstrate leading edge nature-inclusive design, regenerative building technologies and passive building strategies that minimize, and where possible avoid environmental impact.
- Improve resiliency for future generations by implementing the UN Sustainable Development Goals, and to inform strategies for regenerative design.
- Achieve carbon neutrality and adapt the Campus to withstand and emerge stronger from the impacts of climate change.
- ⊗ Combine Indigenous Traditional Knowledge with western environmental science as a means of enhancing environmental resilience and integrity.
- Attract partners and tenants that are innovating to improve the environment.



## ECONOMIC RESILIENCE, LEADERSHIP, AND INNOVATION

- Strengthen Trent's reputation as a leading environmental University through all aspects of site design, environmental integration, and building approaches.
- Work with municipal partners to implement leading edge and novel alternative infrastructure and servicing approaches as demonstration projects.
- ⊗ In the spirit of reconciliation, forge partnerships with Michi Saagiig First Nations and Indigenous peoples in the creation and operation of the Districts, to advance mutual goals and demonstrate new ways of working together.
- Maintain ownership of the land, and utilize long term lease arrangements to generate a reliable income stream to reinvest in the University's mission.



## SOCIAL RESILIENCE, COMMUNITY, AND INCLUSIVITY

- Foster communities that provide accommodations for all ages, including safe and affordable housing, and integrate amenities that cater to daily needs. Communities should be well-served by green spaces, cultural resources, and shared spaces.
- Promote a culture, and create spaces, where the campus and community can gather, collaborate, and engage in meaningful ways.
- ⊗ Support the practice of Indigenous cultural tradition and ceremonies, and engage others to learn through participation.
- ⊗ Incorporate elements of placemaking (including Indigenous placemaking) in building and landscape design, establishing commemorative landmarks, and amplifying the University's identity.