

Campus Core

The Campus Core encompasses the area associated with the primary functions of Trent University, including academic, administrative, research, student residences, and recreation. The area is clearly defined within the river valley, surrounded by distinct drumlin landforms. It is characterized as a compact area of distinct contemporary architecture with a variety of both interior and exterior common spaces oriented along the Otonabee River.

The Campus Core is the physical representation of the University's ingenuity and leadership in teaching and learning. It is anchored by the University's culturally valued buildings, landscapes, and Indigenous spaces. Remaining true to the original Ron Thom Vision, the campus should be designed to encourage the mixing together of different kinds of scholars, avoiding to the degree possible the stratification of disciplines. Its planning should continue to benefit from hindsight and lessons learned combined with foresight, responsiveness, adaptability, and integrating critical thinking for long-term planning.

All buildings and spaces in the Campus Core possess the inherent potential to creatively inform students, faculty, staff, and visitors of the academic pursuits within. The composition of buildings and green spaces should contribute to an inclusive and memorable campus experience.



View of the distinctive Otonabee River, Faryon Bridge, and Bata Library at Trent University's Campus Core



The Student Centre and Drumlins, Trent University



Exterior Common Space, Peter Gzowski College, Trent University



Sports Complex, Trent Excalibur Arch, Trent University

Campus Core Guidelines

- Encourage multi-tenant spaces. A tenant mix encourages activity during both the daytime and evening, year-round. Compatible tenants include cafés with outdoor patios, academic related retail such as bookstores, a vegetable garden, a green grocers and farmers market, a traditional teaching lodge, etc.
- Promote tenancy to locally-based businesses and industries. Maximize opportunities to create a vibrant, social, cross-disciplinary, and intellectual environment to support teaching, learning, and research.
- Encourage density, partnerships, investment, and innovative uses that bring community to the campus.
- Provide a diversity of inclusive and universally accessible indoor and outdoor spaces and promote the intermingling of town and gown.
- Maintain and enhance significant heritage buildings and landscapes.
- Recognize the location of the Symons Campus on Treaty lands and incorporate elements of Indigenous placemaking and interpretive signage.
- Early design explorations for future developments should consider distinctive opportunities to identify strategies for site location, views, orientation, prominence of certain features, and placemaking. Thoughtful lighting strategies, entry signage, and public art will introduce a ceremonial expression and enhance arrival.

DEMONSTRATION

INDIGENOUS SPACES

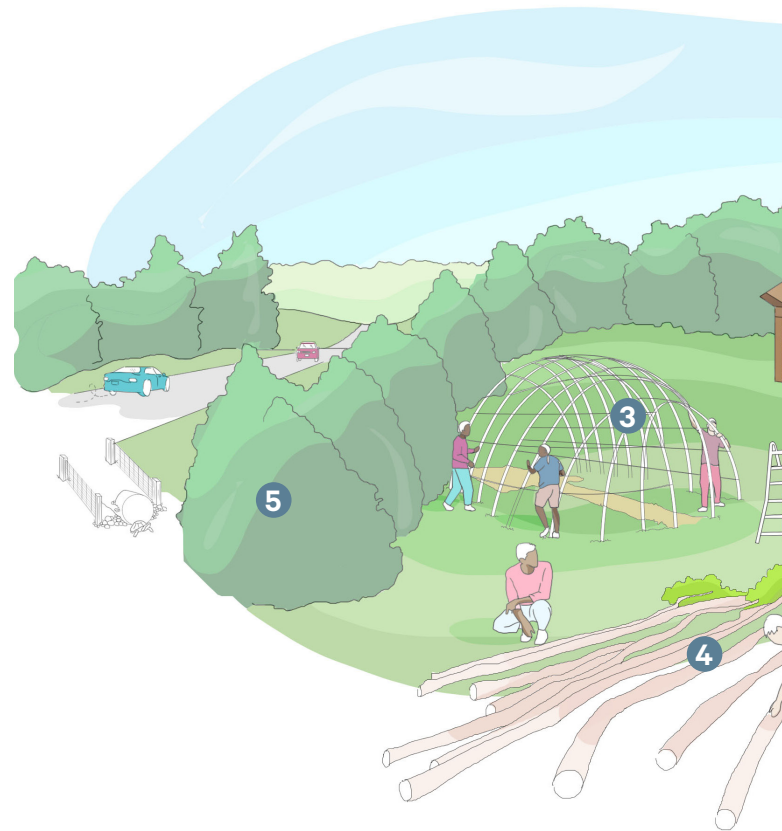
A number of opportunities that foster Indigenous placemaking have emerged through collaborative sessions with the Michi Saagiig Consultation Liaisons, the Elders and Traditional Knowledge Keepers Council, students, faculty, and the local Indigenous community in the development process of the Trent Lands and Nature Areas Plan. These include possibilities to connect Indigenous students with the Michi Saagiig community, involving students in hands-on learning by building a traditional teaching lodge, or tending to a medicine garden, for example. They also include sacred spaces of healing, ceremony, celebration, and peace, as well as access to the Otonabee River and Trent Nature Areas.

Trent University is committed to working with the Michi Saagiig; Trent Indigenous students, faculty, and staff; and willing Indigenous partners to explore locations and funding opportunities for Indigenous spaces on the Symons Campus. An opportunity to build a more contemporary roundhouse, or Indigenous house provides a permanent, year-round location that honours the Michi Saagiig in the territory, with a preference for such a space being located near the water. The roundhouse may be used by Elders gathering, with a First Nations, Métis and Inuit focus that is inviting for various activities (e.g. spaces for medicines to be grown and places for Elders to share teachings).

An Indigenous Space on Campus

- 1 Roundhouse
- 2 Contemporary Indigenous house
- 3 Traditional teaching lodge
- 4 Traditional medicine and food gardens
- 5 Cedar screening and access to nature
- 6 Places of ceremony and gathering

Further consultation will be required to determine the ultimate location, style, and detailed design elements of the roundhouse / Indigenous house and medicine garden.

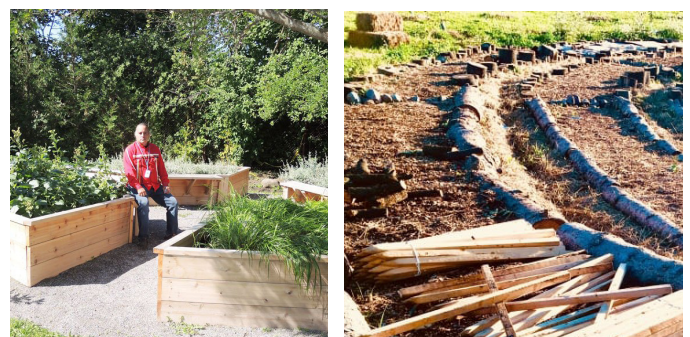


1 Roundhouse



Source: Lac Des Mille Lac First Nation

4 Indigenous medicine and food gardens



Source: Courtney Bachar

Source: Andrew Judge, CBC

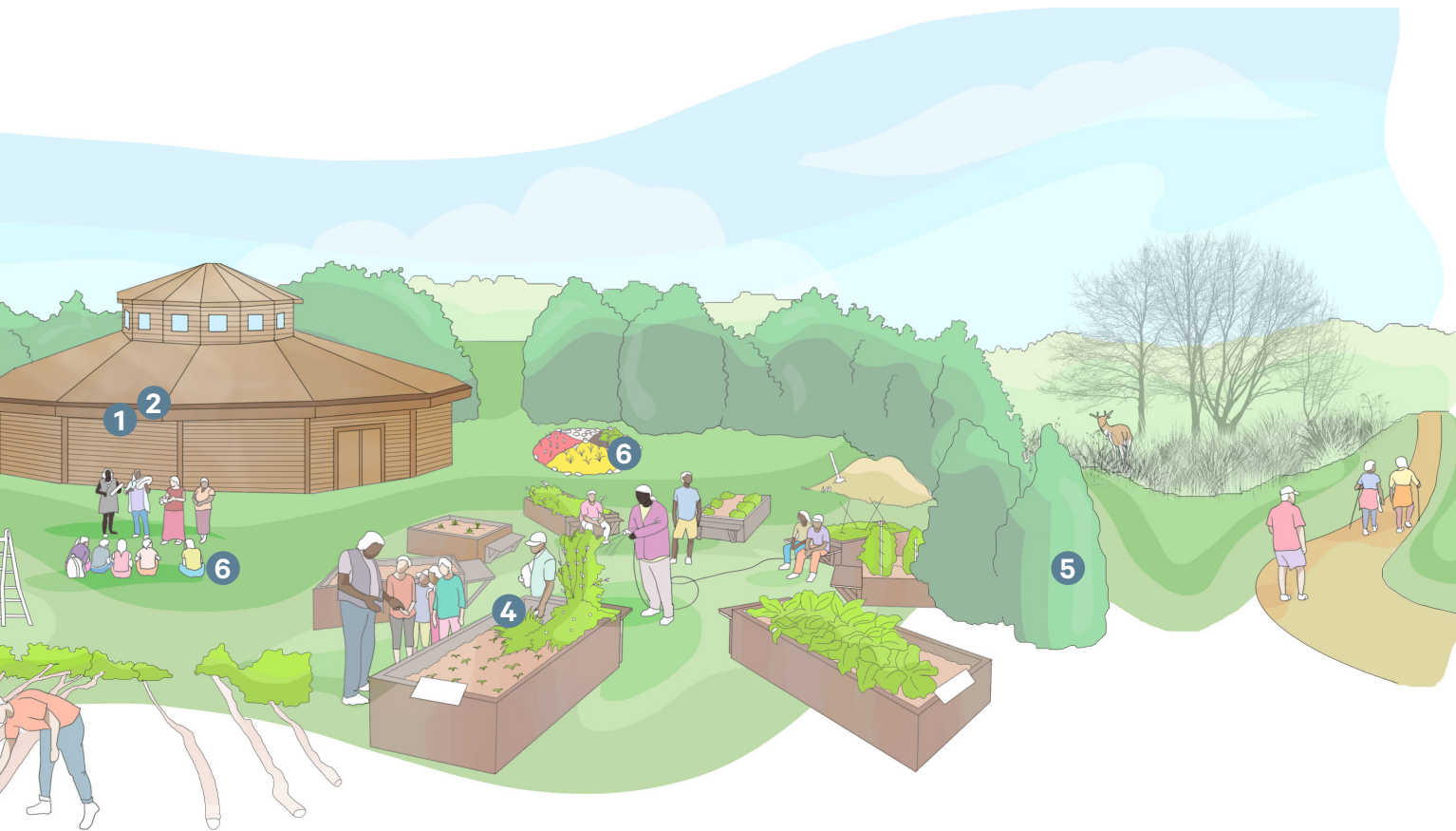


Figure 18: Opportunities for Indigenous Placemaking on Campus

2 Contemporary Indigenous house



Source: Formline Architecture

3 Traditional teaching lodge



Source: Nimkee NupiGawagan Healing Centre

5 Cedar screening and access to nature



Source: Nurserymen

6 Places of ceremony and gathering

