

*As a land-grant institution, the University of Arizona makes significant investments in research and education to improve the lives of Arizona's communities. Tribal communities, consisting of more than 30 percent of Arizona's land base, can benefit from these scholarly efforts as architects transform research into the built environment.*

*Currently, Native American students make up just 3.5 percent of all students at UArizona, and just 1.1 percent of students in the College of Architecture, Planning and Landscape Architecture (CAPLA). The American Indian Council of Architects and Engineers estimates that the number of licensed architects that are enrolled members of a Tribe is less than 50 nationwide.*

**The Native Peoples Design Coalition (NPDC) is a collaborative partnership** between the College of Architecture, Planning and Landscape Architecture (CAPLA), the Native Peoples Technical Assistance Office (NPTAO), the office of the Senior Vice President for Native American Advancement and Tribal Engagement (NAATE), and Cooperative Extensions Tribal Extension Programs at the University of Arizona.

**NPDC was formed around a collective vision** to see planning and design of the built environment done in ways that support Native American and Indigenous sovereignty by increasing local design and planning capacity in these communities. Our design pedagogy is founded on attentive listening and respectful engagement, honoring Native American and Indigenous cultures, land, people and communities. NPDC supports studio courses and paid internship programs that bring Native and non-Native future architects and designers together with Tribal communities in Arizona in community-based participatory planning and design processes.

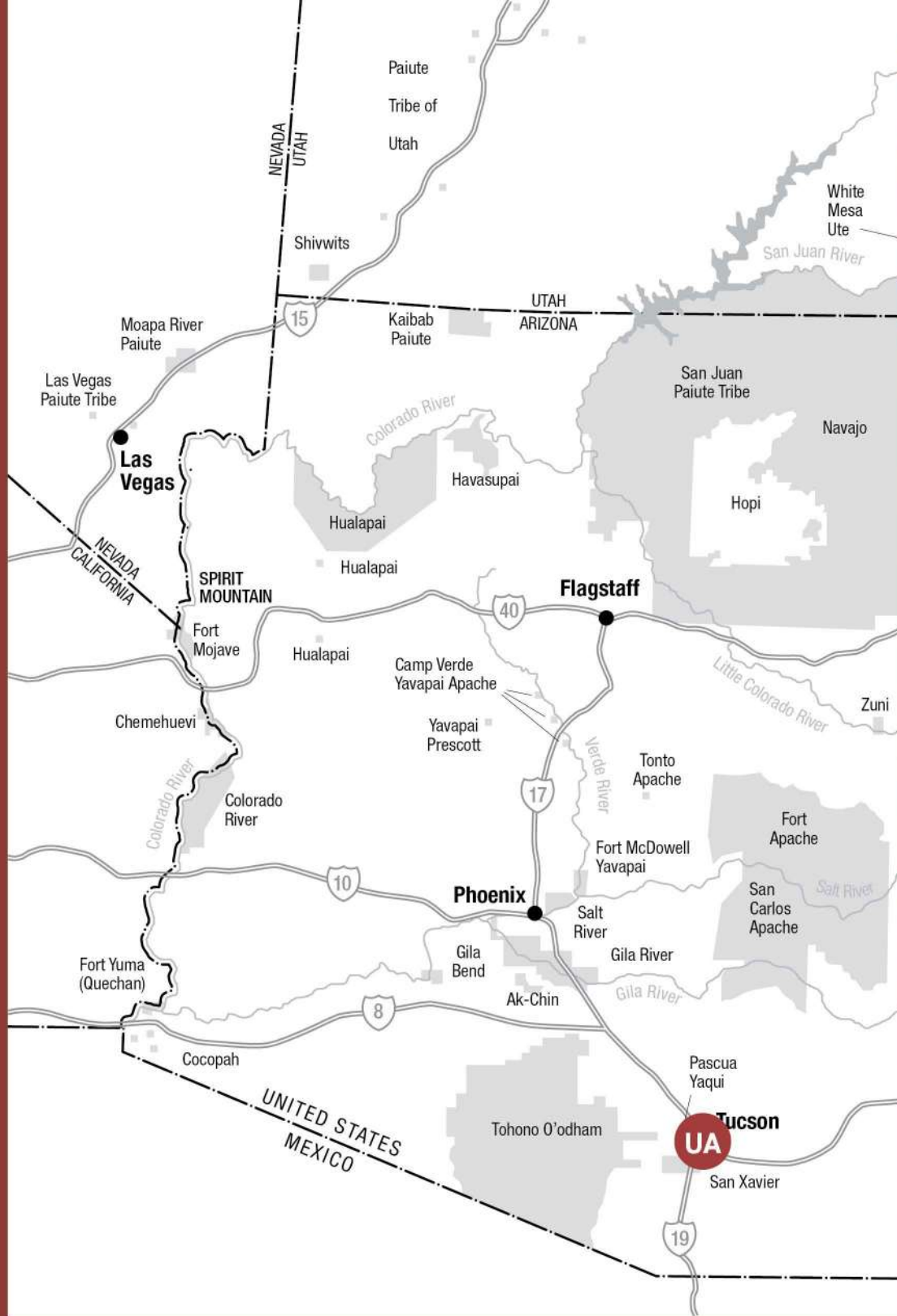
# NPDC

**THE NATIVE PEOPLES DESIGN COALITION**



# UNIVERSITY OF ARIZONA LAND ACKNOWLEDGMENT STATEMENT

*We respectfully acknowledge the University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally recognized tribes, with Tucson being home to the O'odham and the Yaqui. Committed to diversity and inclusion, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.*



**OUR MISSION**

**Graduate culturally adept and literate future design professionals** prepared to work with diverse clients and communities.

**Increase Native American and Indigenous student representation, retention and graduation rates** across CAPLA's degree programs.

**Carry out the Land Grant Mission of the University** by providing Native American and Indigenous communities technical assistance in planning and designing the built environment **in ways that respect and honor Indigenous cultures, people and the places they inhabit.**

Inform design with research **that conserves resources, restores land and builds local capacity.**

**Support Native American Sovereignty** to control their resources and decision-making processes.



## NATIVE PEOPLES DESIGN COALITION CORE STAFF AND UNIVERSITY OF ARIZONA PARTNERS

					
Levi Esquerra, Senior Vice President	Claudia Nelson, Director	Kelly Smith, Research Associate	Trent Teegerstrom, Associate Director	Greg Veitch, NPDC Project Manager	Laura Carr, NPDC Coordinator Senior Lecturer
Native American Advancement & Tribal Engagement (NAATE)	Native Peoples Technical Assistance Office (NPTAO)	Native Peoples Technical Assistance Office (NPTAO)	Tribal Extensions Program College of Agriculture	Drachman Institute   CAPLA School of Architecture	Drachman Institute   CAPLA School of Architecture





## How We Accomplish Our Mission

- **Using studio courses in CAPLA and paid internships**

to engage students in community-driven participatory design processes. Students are taught how to plan and design through the understanding of client needs and goals and learn how to ideate solutions that grow directly from the outcomes of this process.

- **Working with faculty and leadership throughout the college**

to embed in the curriculum and college culture acknowledgment of the vital contributions made by Native American and Indigenous Peoples in design and planning, and build on practices of sustainability, authenticity and meaning in the built environment.

- **Hosting the UArizona Student Chapter of the Indigenous Society of Architects, Planners and Designers (ISAPD),**

a national Native student-led organization and professional network.

- **Networking and engaging with Native American and Indigenous community members**

to counsel us and inform our work, with the goals of achieving integrity in our process and ensure Tribal benefit from our outcomes.

- **Utilizing the vast knowledge and resources across the university**

and within our professional network to enhance planning and design projects, helping us improve the lives of our Native and Indigenous students, their families, and their communities.



## ARC 510E The Native Peoples Design Coalition Studio

Masters of Architecture, Spring Semester, Second Year

Offered 2020 - present

### NAAB Criteria

**PC.2 - Design** - How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

**PC.8 - Social Equity and Inclusion**—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

**SC.5 - Design Synthesis**—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

**SC.6 - Building Integration**—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance

### Learning Outcomes

- **Document** using techniques of mapping, diagramming, and illustration, the physical, regulatory, environmental, functional, contextual, social, cultural and experiential forces that impact the project site to gain understanding of how the design process shapes the built environment, and the ways that design can integrate multiple factors in different settings and scales of development, from buildings to cities.
- **Gather, Interpret and Test** information obtained through literature review, community engaged actives with project stakeholders and design professionals to develop client goals and formulate corresponding design strategies.
- **Analyze** programming needs, inform spatial configurations, reduce spatial redundancies, clarify the architectural ordering, strengthen functional adjacencies, to promote occupant well-being, minimize energy intensity and enhance human thermal comfort, from the analysis of existing facilities, client interviews and a functional understanding of the diverse range of systems that buildings require: heating and cooling, lighting and electrical power, water use and distribution, envelope enclosure and shading, egress and life safety.
- **Formulate** a working thesis for incorporating cultural symbols, beliefs, values, traditions and customs into contemporary architecture that is specific to people and place.
- **Demonstrate** that building code criteria for life safety and accessibility has been met in the design proposal.
- **Select** a building structural system with a building envelope system in support of conceptual, environmental, and communal goals for sustainability, resiliency, economic feasibility, occupant well-being.
- **Develop** performance criteria for iteratively evaluating the spatial, structural, social, cultural, environmental, economical and operational goals developed for the design and proposed as an architectural and site solution.
- **Demonstrate** through the use of architectural drawings, renderings, performance diagrams, and an iterative design review process that the proposed design is based in understanding of the place, client and project goals.
- **Design** a complex architectural project that demonstrates a broad integration of contextual, social, cultural and technical considerations, including client and community needs, values and aspirations, environmental stewardship, feasibility, life safety, building envelope, systems, and assemblies.

### Evaluation

Students are evaluated using a matrix, similar to the example provided here. Each project presents unique conditions and outcomes, and students are involved in discussions to identify standards of design, design principles and performance criteria, and necessary content needed to complete each phase of design and communicate effectively with our client(s).



Based on project needs, we convene a cross-disciplinary team, implement a community-driven planning and/or design process, and enable Native and non-Native students to practice together in studio and through various outreach initiatives.

For our projects with Ganado High School and Mochik Ranch, we partnered with Cooperative Extension's Tribal Extension office who were able to provide invaluable research and expertise for these agriculturally-based projects involving both farming and animal care. Through meetings with our clients, we became aware of site issues resulting from severe climate change conditions, including seasonal flash flooding, drought, and unseasonable temperature changes. To address this, we partnered with Professor Bo Yang and combined efforts with his capstone Landscape Architecture studio. We used our collaborative model to apply for a small grant from CAPLA that was used to pay expert advisors throughout the project to work with our students in studio, and facilitate travel for the students to the project sites. Since completion of this project, Mochik Ranch has successfully built their learning center, a key architectural component of this project.

# ARC510E NPDC Studio Examples

## Ganado High School Career Technical Education

6 credit studio Spring 2020, 8 students | Ganado, AZ | Navajo Nation

## Mochik Ranch Horses that Heal

6 credit studio Spring 2022, 10 students | Tucson, AZ | Pascua Yaqui Tribe



The new CTE facility is projected to enroll **125** students in the Vet Tech program and over **400** students in other CTE courses

**90%** of CTE students will earn at least 8 college credits

**95%** or better CTE student attendance will be demonstrated

**90%** of CTE students will graduate high school

**90%** of CTE GUSD students will earn 2 or more industry-required certifications

**90%** of GUSD CTE students will participate in 1 or more of the following career exploration activities: mentor program, job shadow experience, paid/unpaid internships

**100%** of GUSD CTE students will develop employability skills, such as career searches, resume writing, mock interviews, public speaking, that are documented in a work portfolio



### VET TECH STUDENT

Students in the veterinary technician program spend 1-2 periods of their school day at the facility. Typical tasks would be working at the reception desk, treating small and large animals, tending to the animals in outdoor pens, learning in a classroom or testing for workplace certifications. Skills that students gain from this program are the ability to schedule and treat animals, quality animal husbandry practices, credits towards dual enrollment and certifications that improve their chances of employment and admission to veterinary schools.



### CULINARY STUDENT

Students in the culinary program spend 1-2 periods of their school day at the facility. Typical tasks would be working within the cafe, learning recipes and techniques in the kitchen, learning in a classroom and testing for workplace certifications. Skills that students gain from this program are industry standard training, knowledge of how to run a restaurant, the ability to prepare and serve large banquet or catering events and certifications that improve their chances of employment.



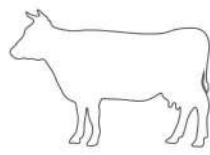
### MEAT FAB STUDENT

Students in the meat fabrication program spend 1-2 periods of their school day at the facility. Typical tasks would be working within the meat market, working on the kill floor, tending to the animal pens, learning fabrication techniques, learning in a classroom and testing for workplace certifications. Skills that students gain from this program are industry standard training, knowledge of how to butcher and fabricate large animals and certifications that improve their chances of employment.



### PUBLIC

Integration of the public into the CTE program operations is vital to achieving economic sovereignty. Animal examination fees, meat product sales and cafe goods represent revenue-generating opportunities for each CTE program. Events, workshops and public access to the CTE commercial kitchen encourage entrepreneurship, provide resources and skills to the community and reinvestment in the Navajo Nation.



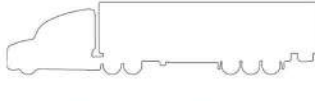
### LARGE ANIMALS

Large animals such as cows, sheep, pigs and horses are able to be treated and maintained through the vet tech program or be processed through the meat processing program. There is an immediate need for large animal processing equipment at Ganado as many families keep cattle as an investment but are forced to sell to outsiders as there is no way to capitalize on the processing of these animals. Animal husbandry is a cornerstone of the Diné way of life and there needs to be convenient and quality access to services and resources in Ganado.



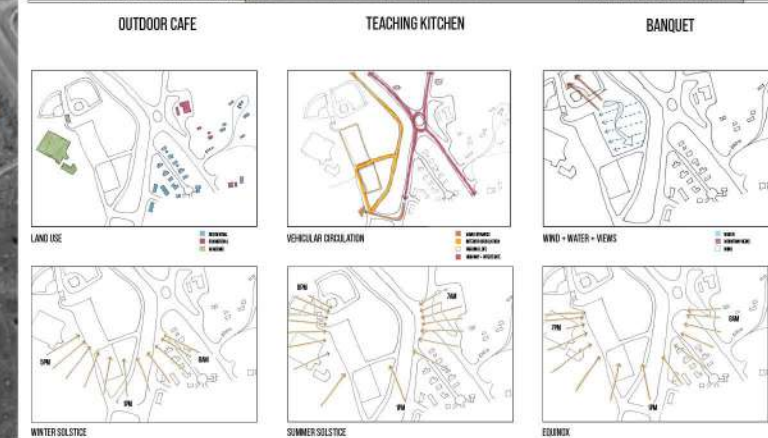
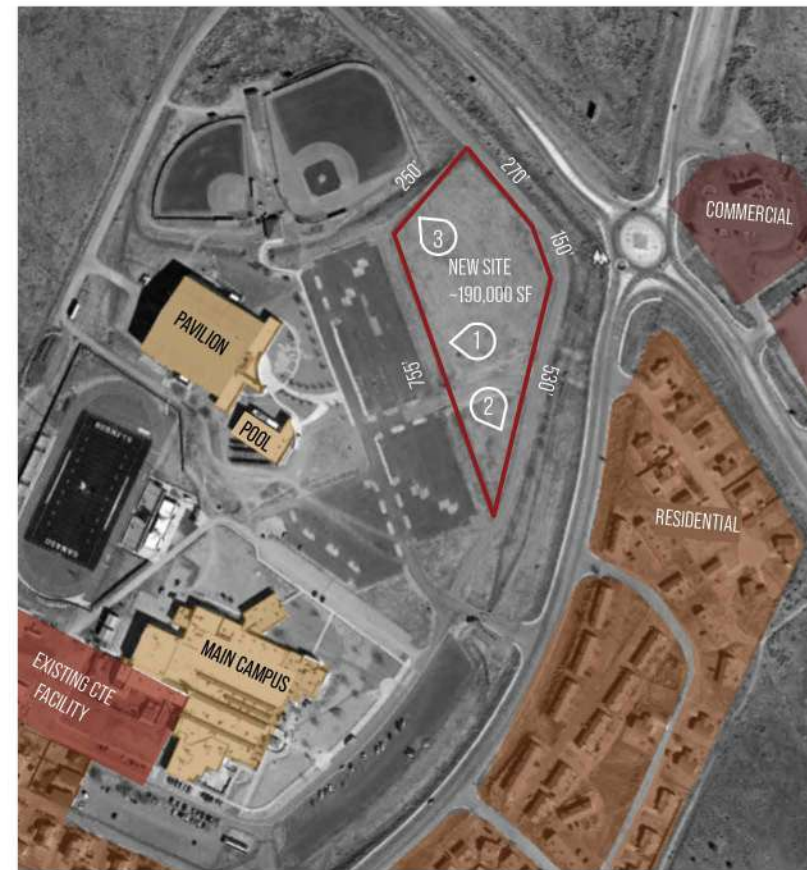
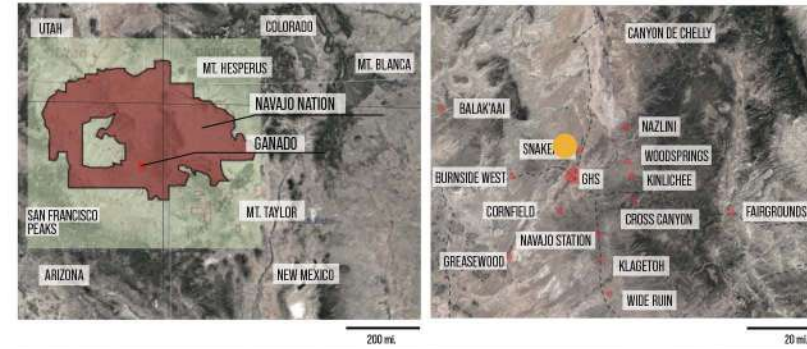
### SMALL ANIMALS

On the Navajo Nation there are many small animals such as dogs and cats that roam the landscape. Many households have numerous pets and look after many more that they do not directly own. There exists an urgent need for a facility to provide affordable, reliable veterinary care for these animals.



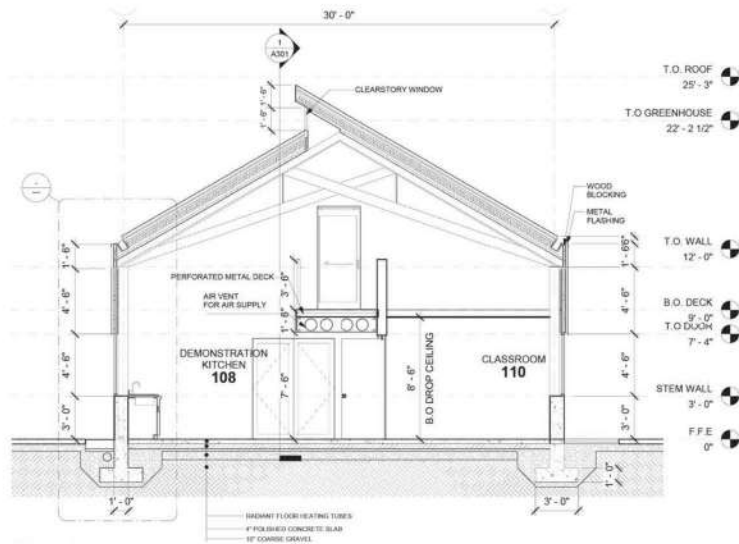
### SERVICE + MAINTENANCE

All of the CTE programs are heavily resource dependent. Tools and equipment, food products, cleaning supplies, etc. are key to the success of the facilities. Adequate space needs to be allocated to relieve them, including capacity for large animals and associated equipment. If the revenue generating programs expand and potentially include distribution, space and infrastructure will need to be put into place in anticipation.



PASTURE | PREP | KITCHEN | CLASSRM | FREEZER | HOT BOX | KILL FLOOR | CHUTE | OUTDOOR ANIMAL HOLDING / RECOVERY | SM. ANIMAL EXAM | LRG. ANIMAL EXAM / ARENA | LRG. ANIMAL DROP-OFF

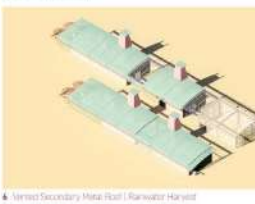
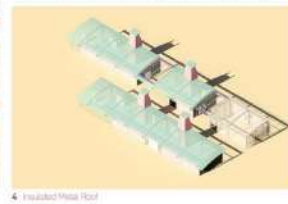
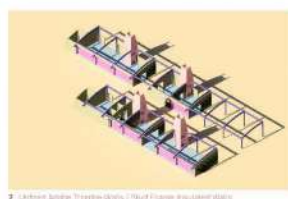
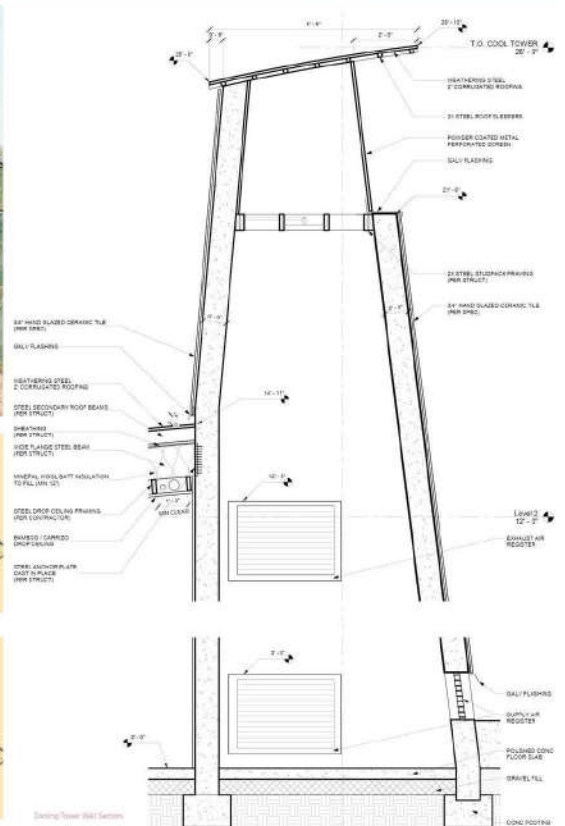
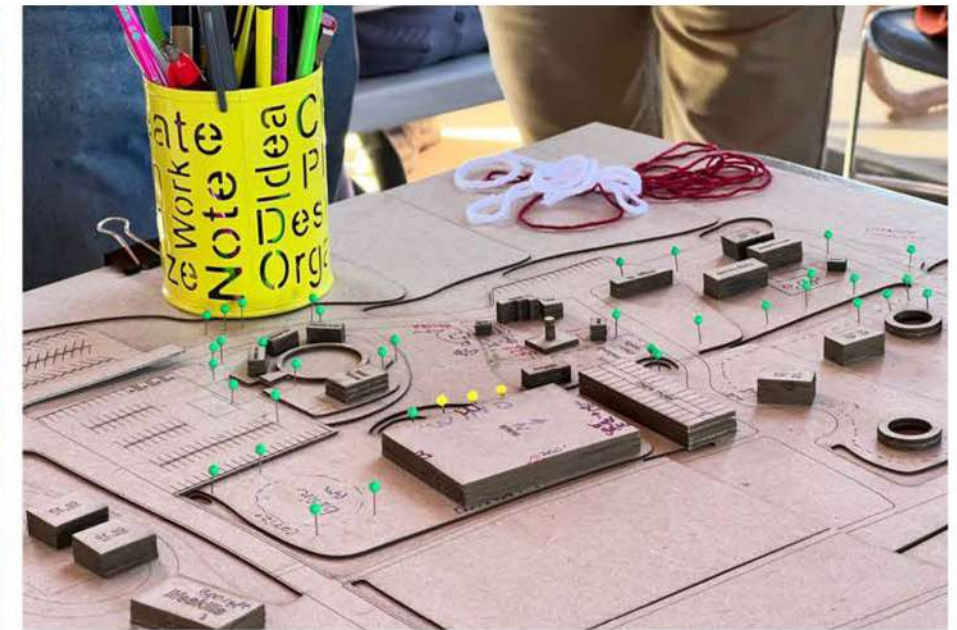




Section Facing West | Winter Solstice



Section Facing West | Summer Solstice



1 Insulated Main Roof 2 Secondary Roof Structure 3 Inverted Secondary Main Roof | Rainwater Harvest



As a Land Grant Institution, the UA has committed to a variety of initiatives that support Native American and Indigenous students, including a new center dedicated specifically to their success.

Our relationship with NAATE, who provided funding to NPDC to do the pre-design studies for the Center, began with UANAI. Our work began in Spring of 2022, conducting interviews across campus, researching case studies from other universities, and doing site visits and interviews at centers in Arizona and Washington. From our findings, we developed a survey distributed to all UA faculty, staff, alumni and students identifying as Native American and/or Indigenous about our center, and collected over 440 responses. In Fall 2022 we held an open house to present our findings to the UA community and leadership, and in Spring 2023 our studio began working on conceptual designs. The designs were presented to a focus group throughout the semester, and an exhibit of the final work was held at CAPLA at the end of the semester. This fall, the UA has begun feasibility studies for the Center, and NPDC will continue to be part of the advisory group and facilitate engagement with the UANAI community through completion.

## ARC510E NPDC Studio Examples

# University of Arizona Native American & Indigenous Student Center [UANAI]

6 credit studio Spring 2023, 12 students | Tucson, AZ | UA Campus

1 paid student intern, funding provided by NAATE

BE THE VOICE  
Imagine the Possibilities  
OPEN HOUSE EVENT

Dec. 7th, 11:00AM -1:00PM | Old Main, Silver & Sage Room



Please stop in and view examples of Indigenous Centers from across the country, provide your valuable feedback on A NEW HOME for UA's Native + Indigenous Community in the UA campus! Enjoy refreshments, and learn about another exciting project happening on campus: Unity Plaza!

For updates + further information scan the QR code or visit <https://naair.arizona.edu>



"Advising is always appreciated and taken more seriously when someone who looks like you is helping you to find opportunities and aid."  
-NAI Undergraduate Student & Staff Member

"It would be key to have a location near the mall and student union, or also near the light rail on campus."  
-NAI Graduate Student & Staff

"The center needs to be accessible by students who live on campus. Right now, there isn't enough spaces for native students to go and relax at."  
-NAI Graduate Students

"There is a long, rich history of natural building by Indigenous people in the American Southwest. To include this tradition in the design of the Center seems prudent and appropriate."  
-NAI Graduate Student

"I think a good balance of all the Tribes/Nations should be considered and not have one more than another even if some groups have more to pull from. I think in most Native American traditions "4" things is the traditionally sacred number, 4 sacred mountains, clans, directions etc."  
-NAI Undergraduate Student

"Tucson is a UNESCO gastronomy site. The cultural area should be a place where Native Americans can share their cultural cuisine."  
-NAI Undergraduate Student

"Sense of community is important for Native students and seeing Native faculty can help create that connection but also serve as role models."  
-NAI Graduate Student

"Tutoring and help finding scholarships is scary to ask of but definitely needed. Getting together with a career advisor is not something I never did, and thus got a degree that I do not use. I wish I had these services as a student."  
-NAI Staff Member & Alumni

"Mental health is extremely important. There should be more opportunities for awareness and sessions to aid students' health, such as outdoor or community activities that involve nature or support groups. Especially for queer natives."  
-NAI Undergraduate Student

"I would love to have a space that promotes art and languages."  
-NAI Staff Member & Alumni

"I think this space would also be great to host arts and crafts events similar to NASA."  
-NAI Undergraduate Student

"It would be great for Native Students, alumni, faculty and visitors to have a building structure solely dedicated to them on campus where they could go anytime and that does not only have high tech gathering space, but also outdoor space for a traditional garden/ prayer/ meditation."  
-NAI Graduate Student, Alumni, & Staff Member

"I imagine that when this place is built, we'll be hosting our students as well as other extraordinary people (Indigenous scholars, tribal presidents, delegates, and other important people). I think the architecture and rooms should reflect a space that is ready for the meeting of these people (Indigenous art, Indigenous print, wood type of aesthetics, circular meeting rooms, etc.)."

-NAI Graduate Student

# UANAI CENTER A UARIZONA HOME for the Native American + Indigenous Community 2023 student design concepts for the University of Arizona campus

"I believe that having a maker space would allow students and faculty to express themselves, and take a break from (school) work. The items made could be displayed throughout the facility to represent the past and current indigenous population of the university."  
-NAI Graduate Student & Alumni

"There are lots of different arts and crafts in the Navajo culture, having a maker's space would be really cool! Perhaps with either video or printed tutorials on how to do different projects, would definitely be used by me and my family. Outside of that, a computer lab is necessary for those that do not have a laptop to use for school. Getting lecture halls in this space would ensure more foot traffic and exposure to all the other parts of the Center that you want UA folks to know about."  
-NAI Staff Member & Alumni

"Look into traditional structures and find architects from the native community who would want to be a part of it! I also advocate a community garden with traditional native plants (like the 3 sisters) which could be given to students or used to have an event during harvest/teach about traditional native food sources."  
-NAI Graduate Student

"Essentially a place where cedar can be burned for prayer or different cultural herbs can be used for blessing ourselves and others."  
-NAI Undergraduate Student & Staff Member

"Provide cultural foods such as blue corn meal, elk, lamb."  
-NAI Tribal Elder, Staff Member, & Stakeholder



"While exterior Indigenous design is desirable, the building also has to fit the campus architecture, thus efforts to ensure the interior reflects Indigenous design will be critical."

-Native/Indigenous Staff Member

"The ground up construction will provide a modern look on Native Involvement to society."

-Native/Indigenous Undergraduate Student

"I would look into traditional structures and find architects from the native community who would want to be a part of building it! I also advocate a community garden with traditional native plants (like the 3 sisters) which could be given to students or used to have an event during harvest/teach about traditional native food sources."

-Native/Indigenous Graduate Student

"The building should have some Native American architecture. But hanging up pictures, statues and other small pieces of art is not enough. It should be immediately identifiable as Native American and not just little decals paste it on to a generic wall."

-Native/Indigenous Undergraduate Student

"The space should be expressive to all students, but also identify more with the local prominent tribes since we are on their lands. Strongest relations locally, then regionally, and then spread out from there."

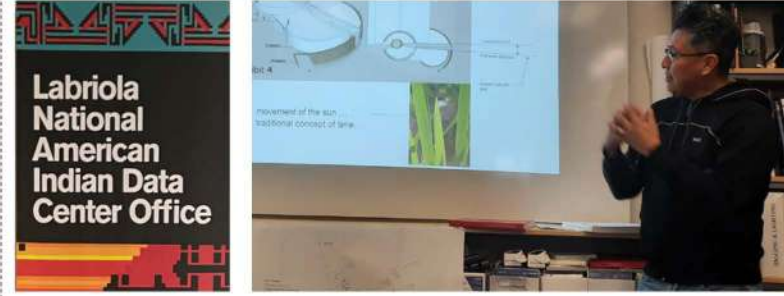
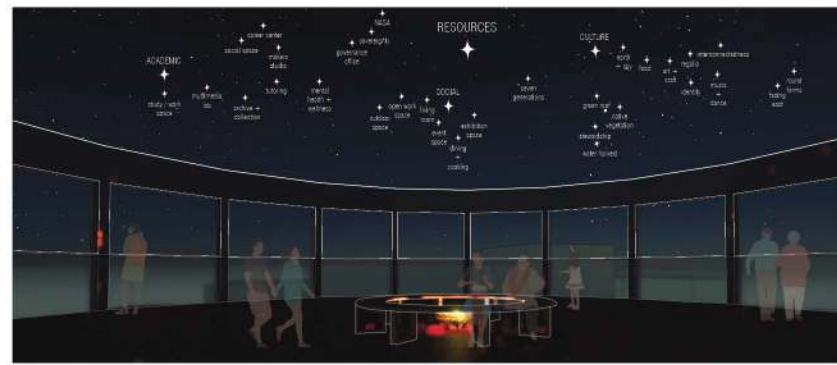
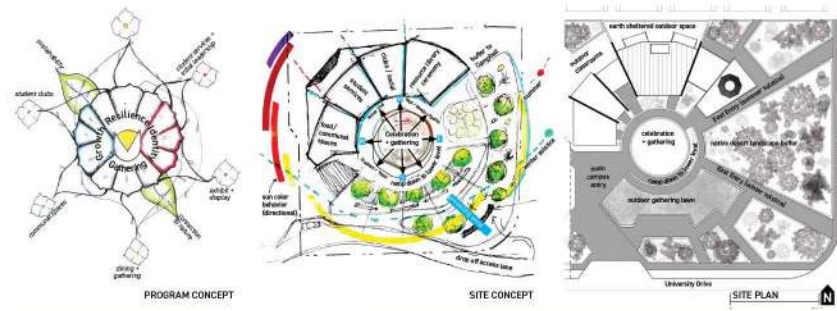
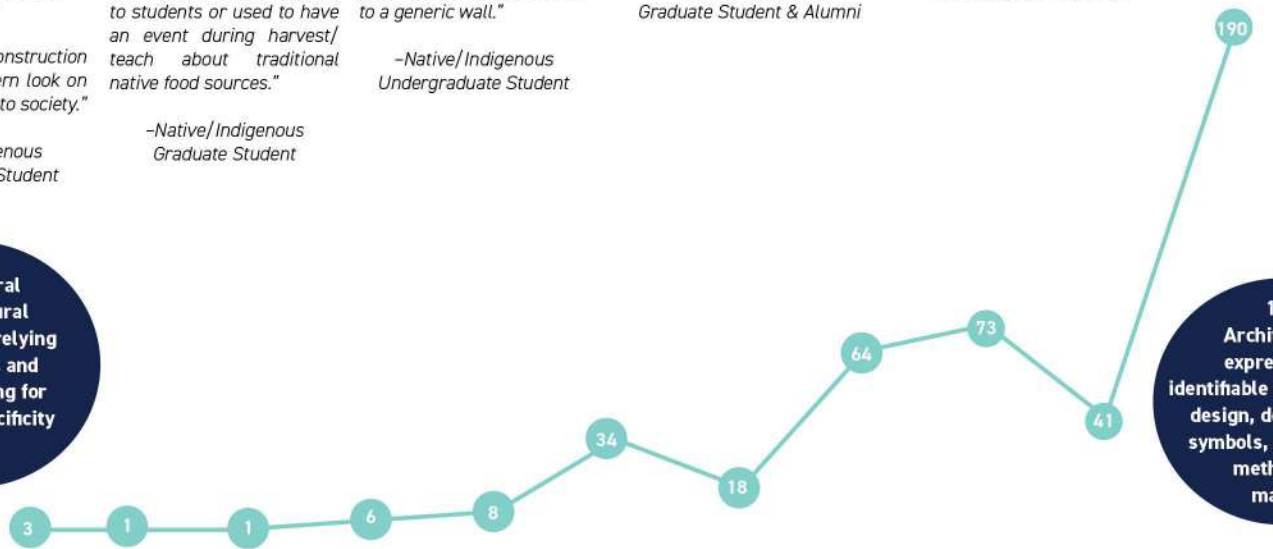
-Native/Indigenous Graduate Student & Alumni

"Should be culturally specific to the tribal nations in which the school resides on and occupies. It should also be identified by a name that represents the nations."

-Native/Indigenous Graduate Student & Staff Member

"Anticipate that a work-group will work with the various artists from the 22 tribes to provide input on the Center's Architectural Expression"

-Native/Indigenous Faculty Member & Alumni



- Identity**
- Recognizable, distinct from other campus buildings
  - Expresses the unique cultural distinctions of Native and Indigenous Peoples
  - Employs traditional methods of making and forms, uses regional and natural materials, incorporates significant colors & symbols
  - Honors Tribal sovereignty
  - Provides space to practice and engage in cultural activities as part of campus life

- Home**
- Provides a sense of belonging and comfort
  - Is a personalized and adaptable space
  - Includes the amenities associated with home - kitchen, lounge, gathering, healing, resources (food, clothing, supplies)
  - Provides a balance of public and private access to the rest of campus

- Community**
- Is accessible to the broader community - 75% public utilization
  - Provides extended stay options (Elders, Healers, scholars, artists, family)
  - Offers community outreach opportunities

- 7 Generations**
- Primary focus is on student success
  - Resources - academic, financial, well being
  - Education - tutoring, mentorship, amenities
  - Acknowledgment - past, present and future
  - Cultural, physical, mental and spiritual nourishment
  - Design and operational practices reflect the values of Native and Indigenous People (sustainable, for example)

- Land**
- Restores Indigenous landscapes + ecosystems
  - Provides traditional and medicinal plants
  - Honors the presence of water in the desert
  - Offers space for outdoor celebration, practice, meditation
  - Connects to the natural world is part of wellbeing - visual, physical, sensory access.

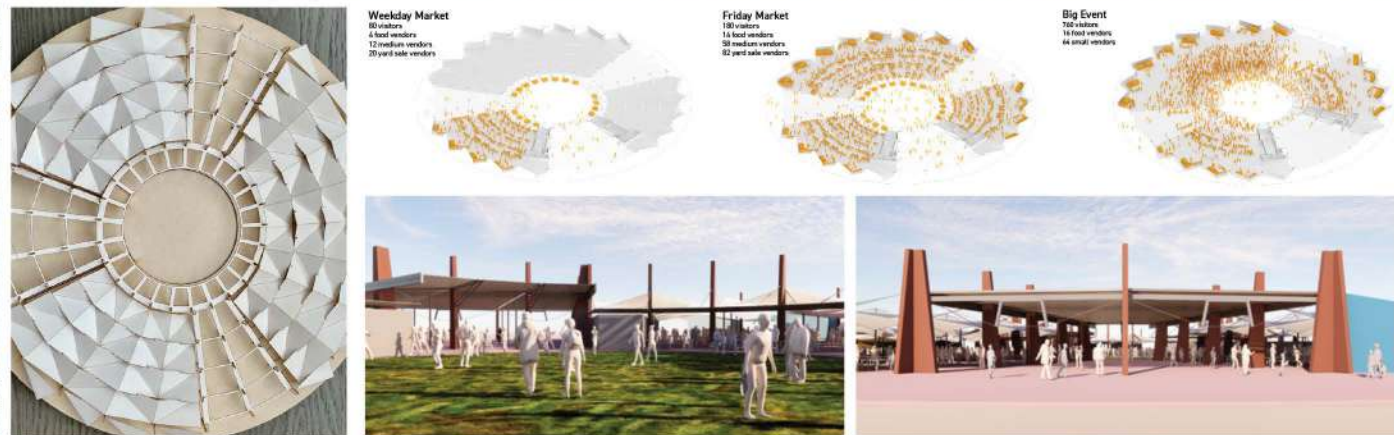
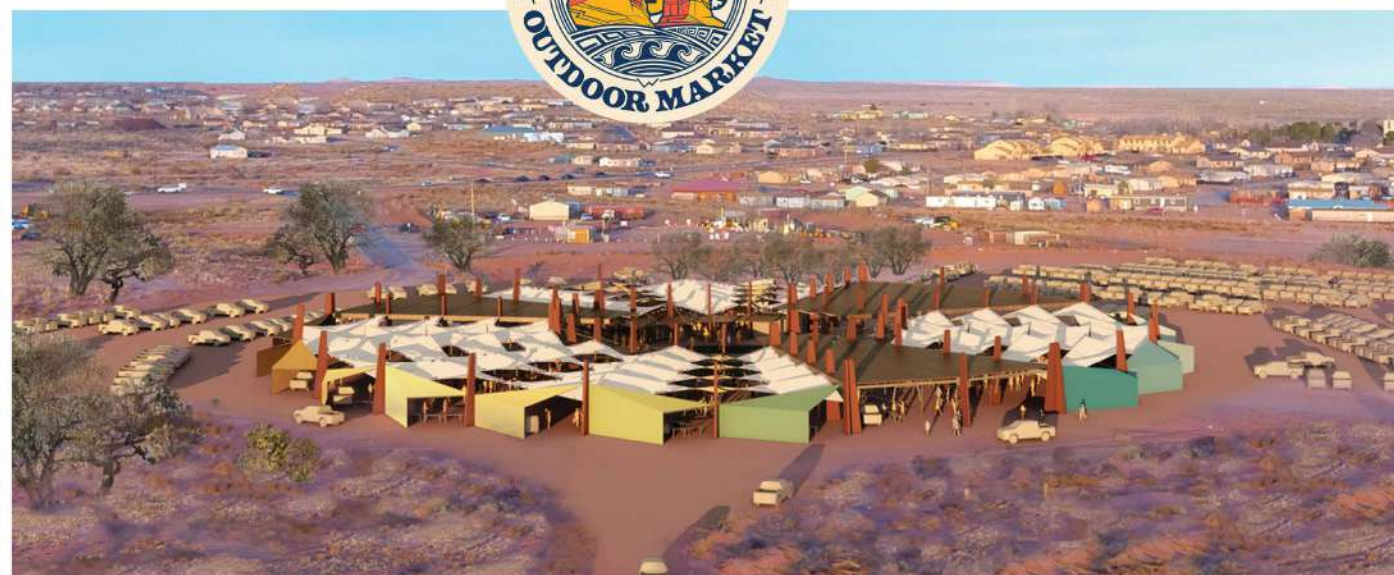
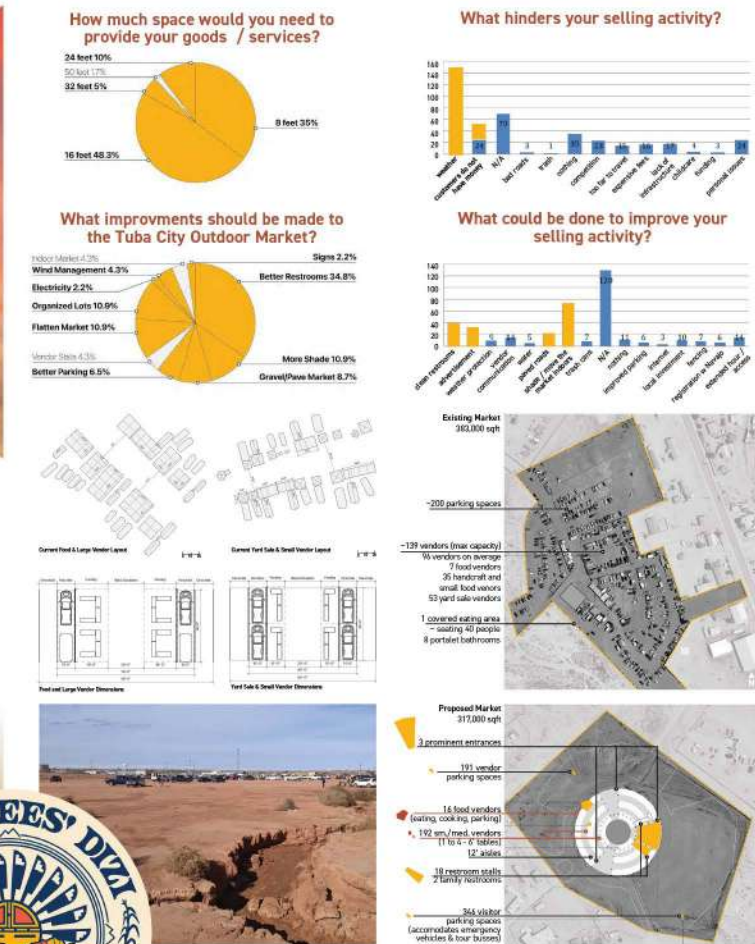
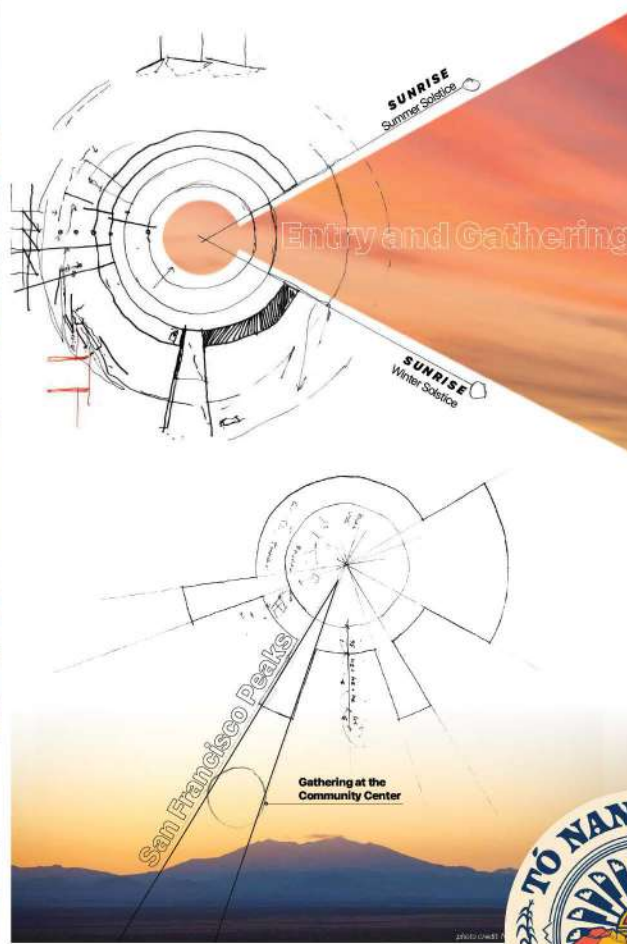
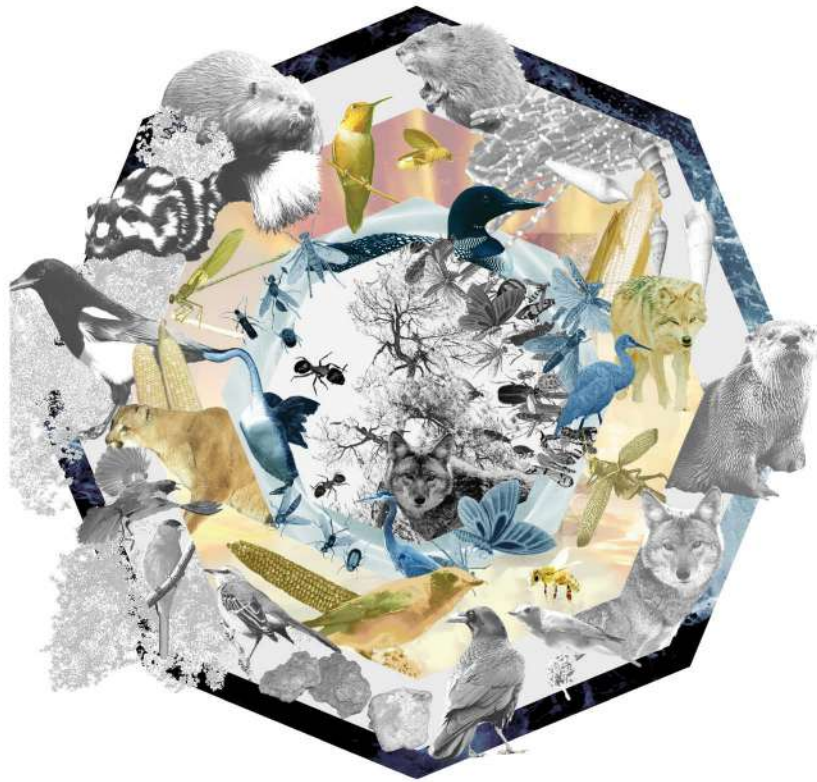
"In undergrad, I went to a college where we had a designated space. It was my home away from home. I felt so connected with all who came by. There were big comfy couches and tables for those who needed to work. There were also smaller work rooms for study groups and computers for those who needed them. It wasn't a formal space, but it was an open and welcoming place. We always had fry bread Fridays or speaker luncheons. We'd even have sleepovers or movie watching parties. There was always space for celebration. There was also a place for wellness and spirituality and connecting via storytelling or sharing circles. I had always wished for another place for other Indigenous students at other campuses. I hope UA could create a home for students like that too."

-Native/Indigenous Graduate Student











*Unlike previous internship opportunities, working with the NPDC was my first opportunity to design for a community and to do so collaboratively. I was pushed yet supported and trusted to perform. Furthermore, I was able to engage with experts in the industry, and the representative of the community for which we were designing - all along the way to ultimately engaging the community in a manner that both celebrated the design, the clients, and act of communing over a shared desire to benefit Native communities. - Xander Jacobs, 5th year undergraduate architecture student*

**GANADO Collaborators**

RICHARD BEGAY | AIA, Associate, SPS+  
 ERIC DESCHEENIE | Chinle Resident  
 DENNIS DOXTATER | Professor Emeritus SOA  
 LAURA HOLLENGREEN | Associate Professor / Associate Director SOA  
 GWEN JERRICK | AIA, Senior Design Manager, Marriott  
 DAN MAHER | Lecturer, SOA  
 MARILYN ROBINSON | Consultant, Community Development & Planning  
 TERESA ROSANO | AIA, Professor of Practice, SOA  
 MARIA SALENGER | AIA, Senior Associate, Jones Studio  
 CHRIS TRUMBLE | Assistant Professor, SOA  
 BILL CARNELL | Architect, James L. Merry & Associates GREY FARRELL  
 | Extension Program Coordinator  
 SAMUEL GARCIA | PH.D. Meat Science, Manager Food Product and Safety Lab, University of Arizona  
 BETSY GREENE, PHD | Extension Equine Specialist, University of Arizona  
 CLYDE MCBRIDE | Agriculture teacher and CTE Director at Kayenta Unified School District  
 ROB THOMPSON | Principal Mechanical Engineer, Smith Group

**MOCHIK RANCH Collaborators**

Ruban Howard | Executive Director of Health, Pascua Yaqui Tribe  
 Dennis Noonan | Director, Sewa U'uism Community Partnership

**MOCHIK RANCH Collaborators continued**

Tkay Estes | Clinical Director, Sewa U'uism Community Partnership  
 The Equine Therapists and Agriculture Staff | Sewa U'uism Community Partnership  
 Daniel Vega | MArch Candidate, PY Tribal Member, Cultural Consultant  
 Louis David Valenzuela | Yaqui/Yoeme Artist, PY Tribal Elder, Cultural Consultant  
 Rob Bass | Architect, SPS+  
 Claudia Nelsen | Director, Native Peoples Technical Assistance Office  
 Kelly Eitzen Smith, Ph.D | Native Peoples Technical Assistance Office  
 Trent Teegerstrom | Associate Director, CALS  
 Bo Yang | Professor and Associate Dean for Research, CAPLA

**TUBA CITY Collaborators**

Gerald Keetso | Chapter President  
 Helen Webster | Chapter Secretary  
 Angie Williams | Council of Naat'aanii Member  
 Durann Begay | Chapter Executive Manager  
 Nelson Cody | Chapter Community Development Manager  
 Kaya Orona | Architectural Designer, SPS+  
 Rob Bass | Architect, SPS+  
 Jamie Maslyn Larson | FASLA  
 Eric Scharf | Landscape Architect  
 Jerrick Tsosie | Architectural Designer, DUST  
 Dyron Murphy | Dyron Murphy Architects  
 Jerry Carlyle | former Vice Chairman, San Xavier District, Tohono O'odham Nation

**UANAI Collaborators**

Richard Begay, Architect | SPS+, Diné  
 LT Charlene Caddo | United States Public Health Service Commissioned Officer, Diné  
 Felisia Janice Tagaban Gaskin | Director, Native SOAR, Diné and Tlingit  
 Connie Greenburg | UArizona Native American Advisory Council  
 Eric Hardy, Sr., Program Coordinator | Labriola National American Indian Data Center, Arizona State University, Diné  
 Theodore Jojola | Director Indigenous Design + Planning Institute, University of New Mexico  
 Governor Stephen Roe Lewis | Gila River Indian Community  
 Mark Novak, Landscape Architect | UArizona Planning and Development  
 Chairman Timothy L. Nuvangyaoma and the Hopi Delegates  
 Kaya Orona | Project Intern, School of Architecture, CAPLA, (Chiricahua, Lipan & Jicarilla), Pueblo (Taos & Isleta) & Yaqui  
 Roman Orona | Performer and Artist, Apache (Chiricahua, Lipan & Jicarilla), Pueblo (Taos & Isleta) & Yaqui  
 Alexander Soto | Director, Labriola National American Indian Data Center, Arizona State University Library, Tohono O'odham  
 Ron Trosper | Professor, American Indian Studies, Confederated Salish & Kootenai Tribes of the Flathead Indian Reservation  
 Aaron Tsosie | Architect | SPS+, Diné (Navajo)  
 The Office of Poster Mirto McDonald (PMM) Architects and Planners

**AWARDS (since 2022)**

**2024 MIT Solve, Grand Prize Semi-Finalist:** Geospatial Databases Designed for Indigenous Knowledge Systems (Laura Carr & Garrett Smith, PhD.)  
**2024 Darryl B. Dobras Award for Excellence in Community Service** (Laura Carr)  
**2024 School of Architecture Award in Community Outreach** (Laura Carr)  
**2024 Solar Decathlon, Tawa'ovi, Hopi Tribe** (410E studio, grand prize in housing, second place in multi-family housing, NPDC collaboration with Lecturer David Brubaker)  
**2024 AIA Design Excellence, Tuba City Chapter Tract, Navajo Tribe** (510E studio)  
**2024 Friends of Planning Excellence in Planning Award Tuba City, Navajo Tribe** (Masters of Science Urban Planning Capstone studio, NPDC collaboration with Professor Kristina Currans)  
**2033 AIA Community Design Award, University of Arizona's Native American and Indigenous Student Center | UANAI** (510E studio)  
**2022 AIA Community Design Award, Mochik Ranch, Pascua Yaqui Tribe** (510E studio)  
**2022 ASLA Student Collaboration Award of Excellence Tortuga Ranch, Pascua Yaqui Tribe** (ARC510E and LAR511 collaboration)  
**2024 USDA Rural Business Development Grant** (\$500,000 NPDC technical assistance partnership with the Tuba City Chapter Local Governance, construction of the Tangled Water Master Plan)  
**2023 Provost Investment Fund Grant, Native Peoples Design Coalition** (2 years, funded at 100K / year)

**2020 - 2024 ARC510E students + Native Peoples Design Coalition Interns**



*Over the past semester, working with NPDC has been one of the most fulfilling experiences I've had. In architecture school, we get the opportunity to create such creative projects and delve into design, but we have never gotten to engage directly with a real community who will be impacted by our work. My experience with NPDC was a reminder that as an architect, we serve the people and the community, and therefore the work we create should reflect that commitment. One of the most touching moments for me was our final community meeting in Patagonia, where we had the chance to speak with potential residents of the homes we designed. Listening to their experiences and concerns highlighted the importance of detailed and thoughtful design, especially for those with disabilities or the elderly. If I can contribute in any way to improving someone's life through design, that is what I would like to do. This semester has not only expanded my perspective by teaching me to design with compassion, but it has also taught me a lot about balancing creativity with practical affordability. The collaborative environment has been both enriching and inspiring, and I look forward to seeing how this program will continue to grow and benefit more communities. - Souhayla Farag, 4th year undergraduate architecture student*

**Thank you to our many partners, collaborators, supporters, students, colleagues and friends who have graciously contributed their time, mentorship and expertise to the evolution of our work and the establishment of NPDC. ❤️**

*NPDC has deeply inspired and uplifted my passion for Architecture, along with the gain of self-confidence as a young native architect student. NPDC has given me the opportunity to work and collaborate with my community back on tribal land. It was heartening to welcome and spread awareness of the native and tribal projects led by NPDC. NPDC helped expand my network with more diversity among professionals, designers, professors, and clients. The major student support and mentorship with the amazing team has positively impacted my way of designing and representing myself as a Native American individual. - Robyn Nelson, 5th year undergraduate architecture student*

*Working with indigenous communities has significantly deepened my understanding of intentional design. Establishing purpose, revitalizing tradition, and celebrating culture all contribute to creating meaningful environments for these communities. These spaces not only create a sense of place but also serve as a space where values and heritage are nurtured and passed down through generations. I feel fortunate to have experienced the impact of thoughtful, culturally sensitive design, a lesson that continues to resonate with me beyond graduation. - Erika Schmidt, 2nd year masters architecture student*

