

"Meditation/healing == sweat lodge. We need a space for tribal elders to be available to meet with our students and maintain continuity of the nominal resources we usually have access to back home."

-NAI Graduate Student

"This space should highlight our local tribes - Tohono O'odham Nation and Pascua Yaqui. Also, highlight some of UA's Native American inspirational leaders, alumni, professors of past and present."

-NAI Staff Member & 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."

-NAI Graduate Student & Staff Member

"The building should be circular and there should be a center fireplace to represent the sacredness of home, values and have a cultural significant to the center and the 4-directions. Hogan style or teepee style representing the universe."

-NAI Staff Member

"All designs should reflect a similarity of beliefs of all 22 tribes. All respected and a blessing should be done before the opening of the center."

-NAI Undergraduate Student, Tribal Leader, Tribal Education Dept

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

-NAI 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."

-NAI Graduate Student & Alumni

"Close to areas where a lot of students pass by so more people will be aware of the department."

-NAI Undergraduate Student & Staff

"I would like to see a home away from home for group gatherings. A place for social connections and spiritual nourishment."

-NAI Staff Member

"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

Prepared by:
Laura Carr + Sheyda Maadelat, School of Architecture
College of Architecture, Landscape Architecture + Planning
University of Arizona

University Land Acknowledgement 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.*

The Office of Native American Advancement & Tribal Engagement (NAATE)



The Office of Native American Advancement & Tribal Engagement (NAATE) was established in September 2020 with the goal to increase Native American awareness and the health and well-being of Native American students, faculty, staff, and Native Nations. With the support and charge of President Robbins, one of NAATE's goals is to share University assets with tribal communities.

In September 2018, the University of Arizona (UA) implemented the UA Strategic Plan, which was guided by the purpose and values of the institution. Pillar 3.1C3 of the Strategic Plan states that the University is committed to creating a physical space (Center) that will serve Native Nations. This physical space will serve as a central gathering point for UA Native American students, faculty, staff, and tribal communities. The Center will have elements of Indigenous design to recognize and promote the cultural distinctiveness, contributions, and significance of Native peoples.

We are grateful to our campus partners, including Laura Carr, Professor at the College of Architecture, Planning and Landscape Architecture, and the Native Peoples Technical Assistance Office for their support in taking the first steps toward making this Native state of the art facility a reality. We would like to acknowledge the students who took time to understand this scope, meet with tribal leaders and other tribal representatives, tour other facilities and then share their amazing ideas as they all want to work to help others through the design process because they are deeply connected to the Center and the positive impact it will have on many.

We have so much to be grateful for and we are looking forward to the next two years and seeing this project through.

Nathan L. Esquerra
Senior Vice President, Native American Advancement & Tribal Engagement



Native Peoples Technical Assistance Office (NPATO)

RESEARCH, INNOVATION, & IMPACT (RII) NATIVE PEOPLES TECHNICAL ASSISTANCE OFFICE

The University of Arizona RII Native Peoples Technical Assistance Office (NPTAO) provides university-wide research-based technical support for faculty, students, and staff who seek to collaborate in research and institutional engagement with Arizona's Native Nations. We identify this support as a component of our Land Grant mandate and special responsibilities to Arizona's sovereign Native Nations. As director, I have engaged in partnerships with tribal communities across the state with over 30 years of experience. These projects and programs were only possible by calling on the expertise of this university's diverse cadre of faculty, students, and academic professionals.

NPTAO's collaboration with the College of Architecture, Landscape Architecture, and Planning (CAPLA) and the college's Drachman Institute spans back to over 15 years of relevant and successful academic professional and student-centered collaborations with tribal communities in Arizona. This project, envisioning a new University of Arizona Native American/Alaska Native and Indigenous Peoples Academic Center, began in earnest in late 2021 as a collaboration between NPTAO, CAPLA under the leadership of Professor Laura Carr, and the Office of the Senior Vice President for Native Affairs and Tribal Engagement (NAATE), led by the Senior Vice President Levi Esquerra. Described in the 2018 UArizona Strategic Plan, the Center will recognize and promote the cultural distinctiveness, contributions, and significance of Native Americans, and serve as a cultural center, meeting place, hub of interdisciplinary research, advocacy, and community outreach for our Native and Indigenous students, staff, and tribal communities.

CAPLA studio students fully embraced this project and created the concept "BE THE VOICE - Imagine the Possibilities" and through several semesters of survey development and data gathering, site analysis and selection, constituent consultation, and other required elements developed an amazing portfolio of project designs found in the following pages. This program provided CAPLA students a unique and unprecedented opportunity to conduct preliminary ground floor research on an architectural project that will eventually become a state-of-the-art complex serving the needs of our Native American and Indigenous communities. Community feedback from professors, students, tribal leaders, and community members has been overwhelmingly positive! NPTAO has been a proud partner in this amazing collaboration.

Claudia Nelson, Director
Native Peoples Technical Assistance Office



College of Architecture, Planning and Landscape Architecture (CAPLA)



The School of Architecture and the College of Architecture, Planning and Landscape Architecture at the University of Arizona have long been dedicated to engagement with the communities of the state of Arizona and the region of the Southwest. Not only is our community outreach important as a way to support local communities and to bring them design services to which they might otherwise not have access, it is also critical to the formation of our students. They learn to observe different peoples and ways of life in ways that build empathy and good citizenship while also honing their design skills in contexts that give them real purpose. In the end, we want our students to be both professionals and good neighbors—protectors of the land that we inhabit together and stewards of our other precious resources.

In 2022-23, Senior Lecturer Laura Carr led a mixed group of participants to gather information that will inform planning for a University of Arizona Native American Institute. Participants included enthusiastic students, Native American community advisors, the University of Arizona's Office of Native American Advancement and Tribal Engagement (NAATE), and the Native Peoples Technical Assistance Office (NPTAO). The work focused on the study of Native American centers at other universities, identification of a site on the UA campus and a program for the building, and initial design conceptualization. The research and visioning of the group will provide design assistance to the kinds of engagement with Native communities that the UA seeks to enhance as part of Pillar III of the UA Strategic Plan.

The biggest contribution of Professor Carr's work is the training of future architects to work with Native Tribes, via hands-on, experiential engagement to build students' cultural awareness, social skills, and ability to situate design work within the specificities of communities with their distinct histories and values. That direct encounter is priceless. I have witnessed the seriousness and pleasure with which the students explained what they had learned through the work and the inventiveness and integrity with which they sought to address the problems of the design brief.

Laura Hollengreen
Associate Director, School of Architecture Associate Dean for Academic Affairs,
College of Architecture, Planning and Landscape Architecture



0.0

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"A fellowship for elders to be funded and granted to speak to UA Native Students of their story."

-NAI Undergraduate Student

"I also think space that can be used for both meetings and events. I don't think the space should feel too academic or too much like a university. It needs to reflect our communities and homelands. It should be comfortable for all and ADA accessible."

-NAI Staff Member & Alumni

"Mental health doesn't just mean crisis counseling. We're used to tribal elders and healers as a resource, too."

-NAI Graduate Student

"Including designs from a lot of different cultures so that tribes other than local ones don't feel unrepresented by the space."

-NAI Undergraduate Student & Staff Member

"It would be great to have to space be easily accessible to outside visitors."

-NAI Undergraduate Student

"Art Murals by local Tribal Members (Luck Salway, Tohono O'odham/Ogallala Artist)."

-NAI Staff Member

"Cultural symbols like "step of life" but modernized structure."

-NAI Undergraduate Student

"Is there a way to engage the students' families? I wonder if this would help create a wider support system for students that are not able to live on campus, foster a sense of belonging and help with retention."

-UArizona employee who works with Native students, faculty, and/or staff

"All indigenous cultures represented on campus might be difficult. The center should show a lot of T.O. and Yaqui expression since the institution is on their homelands & incorporate symbolism that integrates cultural representation from US regional tribes."

-NAI Staff Member & Alumni

1.0

Project Team: Native Peoples Design Coalition



Levi Esquerra
Senior Vice President
Native American Advancement &
Tribal Engagement (NAATE)
University of Arizona



Claudia Nelson
Director
Native Peoples Technical
Assistance Office (NPTAO)
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Kelly Smith
Research Associate
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Laura Carr
Senior Lecturer
School of Architecture, College of
Architecture, Landscape
Architecture & Planning (CAPLA)
University of Arizona

Design Concepts by the 2023 Master of Architecture 510E Studio

Christopher Doidge	Nathaniel Kraus	Bradley Nelson
Thomas Godinez	Kathy Le	Christian Walker
Gorvee Karnany	Sheyda Maadelat	Daniel Vega



*Chairman Timothy L. Nuvangyaoma and
SVP Levi Esquerra visiting the studio in April*



*2023 510E Studio visiting sites in
Northern Arizona*

A special thank you to the following project mentors, studio guests, project reviewers and cultural advisors:

Richard Begay, Architect, SPS+, Diné (Navajo)
LT Charlene Caddo, United States Public Health Service Commissioned Officer, Diné (Navajo)
Felisia Janice Tagaban Gaskin, Director, Native SOAR, Diné (Navajo) and Tlingit
Connie Greenberg, UArizona Native American Advisory Council, Cherokee Nation
Eric Hardy, Sr., Program Coordinator, Labriola National American Indian Data Center, Arizona State University Library, Diné (Navajo)
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 and Jicarilla), Pueblo (Taos and Isleta) and Yaqui
Roman Orona, Performer and Artist, Apache (Chiricahua, Lipan and Jicarilla), Pueblo (Taos and Isleta) and 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 and Kootenai Tribes of the Flathead Indian Reservation Montana
Aaron Tsosie, Architect, SPS+, Diné (Navajo)
The Office of Poster Mirto McDonald (PMM), Architects and Planners

2.0

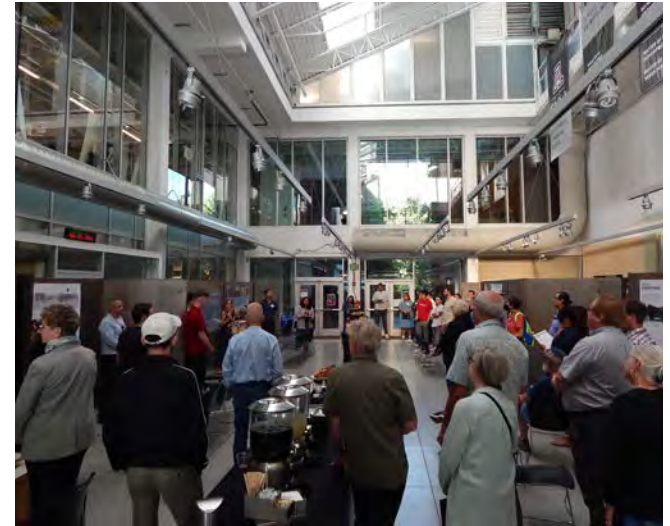
UANAI Project Overview

The University of Arizona holds the unique designation of being a land-grant institution, and part of fulfilling the land-grant mission of service includes actively building relationships with Arizona's Native Nations and tribal communities through education offerings, partnerships, and community service. The University takes a proactive, innovative, and transformational approach to all relationships with Native students, faculty, graduates, as well as their communities and families in Arizona and beyond. A major cornerstone of the UArizona Strategic Plan includes the establishment of a physical home (referred to here generically as the "Center") for our Native American and Indigenous (NAI) students, faculty, and staff that will recognize and promote the cultural distinctiveness, contributions, and significance of Native Americans. The Center will fulfill a strategic mandate for Native American advancement, and will serve as a learning and cultural center, meeting place, hub of interdisciplinary research, and a place for advocacy and community outreach for Native American students, faculty, staff, and tribal communities.

To advance this initiative, two students from the School of Architecture, Kaya Orona (Chihene Nde Chiricahua Apache, BArch '23) and Daniel Vega (Pascua Yaqui Tribe, MArch '24), conducted research during the Spring and Fall 2022 semesters under the faculty advisement of Senior Lecturer Laura Carr. This work was completed with support from two partnering UArizona offices; the Office of Native American Advancement and Tribal Engagement under Senior Vice President Levi Esquerra, and the Native Peoples Technical Assistance Office, under Director Claudia Nelson.

During the course of this study, the students investigated how other institutions have approached similar centers, how Native American and Indigenous places are expressed in contemporary architecture, and what combination of spaces, exhibits, programs, and amenities could be housed in the Center. Precedent projects were identified from across the United States and Canada and examined in terms of their process of design, community engagement, and approach to programming and the amenities provided to ensure the success and long-term resilience of the community served. Interviews were conducted with UArizona's Native American and Indigenous (UANAI) community to determine local preferences regarding programming, style, and location for the center. A survey was administered in Fall 2022, and the results were presented in an open house event at Old Main on December 7, 2022.

All work, including the survey results and project precedent book, can be found on the UArizona Native American Advancement, Initiatives and Research website <naair.arizona.edu>.



Be the Voice , Imagine the Possibilities

The project campaign was branded "Be the Voice, Imagine the Possibilities", including event fliers, post cards, and a dedicated web presence on the NAAIR website. Activities included a fall 2022 survey gathering more than 400 responses, an open house event to share survey results and precedent research, and a spring 2023 presentation of student concept work to a focus group of NAI students, faculty, staff and community members.

3.0

Survey Highlights: Program, Use, Location

The following tables, statistics and graphs summarize results from the survey conducted in Fall 2022. The survey was administered to any student, graduate student, faculty, staff and/or alumni with a UArizona email address that self-identifies as Native American / Indigenous. Quotes from the open comment section of the survey are provided throughout the document.

Survey Respondents (440 respondents)

Native/Indigenous UArizona Undergraduate Student	48.6%
Native/Indigenous UArizona Staff	22%
Native/Indigenous UArizona Graduate Student	19.8%
UArizona employee who works with Native students, faculty, and/or staff, or other stakeholder interest in the Center	10.9%
Native/Indigenous UArizona Alumni	9.5%
Native/Indigenous UArizona Faculty	8.2%
Other	6.4%
Tribal Education Department	1.6%
Tribal Leader	1.4%
Native/Indigenous UArizona Adjunct Faculty	1.1%
Native/Indigenous UArizona Administration	0.9%
Tribal Elder	0.7%

"The design of this space needs to be explicitly for including all Indigenous students on campus -- and what better design than to plan an inclusive space integrating food and as a 'recharge station' for learning among Indigenous scholars and having access to a living library of trailblazers like Deloria, Harjo, Tapahonso, Zepeda, etc. Literature from Indigenous authors have always been limited to "special collections" in the library and the students need ACCESS to Indigenous scholarship, especially as students come to the academy and seek a sense of community that encompasses all Indigenous peoples regardless of club affiliation and on/off campus status."

-NAI Faculty Member

"I think all these spaces should all highlight similar attributes along all 22 tribes within the state of Arizona. There should also be an area devoted to voting for the American Indian people. Resource area where individuals can obtain assistance to register to vote and available resources for their communities."

-NAI Undergraduate Student, Tribal Leader, & Tribal Education Department

"This space should highlight our local tribes - Tohono O'odham Nation and Pascua Yaqui. Also, highlight some of UA's Native American inspirational leaders, alumni, professors of past and present."

-NAI Staff Member & Alumni

"Dedicated FREE parking should be a priority if at all possible. Biking distance from main campus is also a high priority to encourage student use. It is alienating to be an indigenous student and creating resources that are far away from "normal" students' lives can contribute to the feeling of isolation and otherness."

-NAI Graduate Student

3.1

Cultural, Academic, Social + Support Spaces

Cultural Space Survey Options:

- Native and Indigenous resource library
- Resource pantry
- Meditation healing and/or prayer space
- Community kitchen and dining
- Indoor space for dances, celebrations, and music
- Outdoor space for dances, celebrations, and music

Academic + Social Space Survey Options:

- Study rooms
- Spaces for clubs and student organizations
- Lounge areas
- Recreation / gym
- Maker spaces for arts / crafts
- Conference / meeting rooms
- Lecture / event hall
- Faculty offices
- Classrooms

Student Support Space Survey Options:

- Mental health / wellness counseling services
- Financial aid and scholarship advancement
- Tutoring
- Academic success workshops
- Internship advisement and placement
- Student mentorship
- Academic advising
- Career advisement

Cultural Space Ranking:

Both undergraduate and graduate students selected:

- NAI resource library ranked number one, followed by:
- Resource pantry
- Meditation, healing and/or prayer space

In contrast, faculty (all ranks) selected:

- Community kitchen / dining space, followed by:
- Meditation, healing, and/or prayer space

Academic + Social Space Ranking:

All three groups (students, faculty, and staff) prioritized:

- Study rooms
- Spaces for clubs and student organizations

As another top choice, students and staff chose:

- Digital technology / computer labs
- Business center

While faculty chose:

- Conference / meeting rooms

Student Support Space Ranking:

All three groups (students, faculty, and staff) prioritized:

- Mental Health / Wellness Counseling Services
- Financial Aid / Scholarship Advisement

"I'm a member of The Tohono O'odham Nation, it would be amazing to have a place to hold Pow-Wows, Arts and Crafts Expos, Storytelling, etc."

-NAI Staff Member

"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

"This should be a space that benefits students. Do not design this space for conferences and offices -- thus falling into the pit of exclusivity and spaces that do not support building community among students."

-NAI Faculty Member

"More academic support and not duplicate too much other campus services. It should be unique in catering to students and faculty, but also welcome staff and the community."

-NAI Staff Member & Alumni

"I like the idea of a library for Native scholastic resources. This would help those who are AIS majors/minors as well as those who choose to work on their theses within this area of study."

-NAI Undergraduate Student

"Mental health services should be prioritized especially for the nature of students coming from rural communities where access is limited."

-NAI Post-Doctoral Scholar

3.2

Center Utilization + Location

Percentage of Participants That Would Utilize the Following:

Opportunities for socialization with other Native and Indigenous UArizona students, faculty, and staff (lounge areas, gatherings, etc.)	77%
Classes and workshops with cultural offerings (for example Indigenous and Native languages and practices, traditional arts, etc.)	75%
Cultural celebrations and ceremonies	73%
Native and Indigenous resource library	69%
Opportunities to engage with tribal members visiting the UArizona campus	69%
Mental health counseling / wellness services	63%
Tutoring / academic & career advising / student mentoring	62%
Opportunities to cook, learn about traditional foods, participate in the serving of traditional foods	61%
Financial aid and scholarship advising	59%
Student clubs / organizations	55%
Computer labs, study rooms, business center	55%
Opportunities to find private or personal refuge, to reconnect, meditate, or pray	50%
Storytelling	50%
Resource pantry (sharing food, clothing, academic supplies)	48%
Internship advising & placement	45%
Recreation area / gym	41%
Maker space for arts / crafts	39%
Conference/meeting rooms	38%
Childcare	26%
Faculty offices	21%
Other(s) not listed	3%
Total:	440

Other Suggestions not Listed:

- Native language study space
- Native plant garden with pollinators and water fountains
- Display Native student awards & recognition
- Gallery / exhibition space
- Museum for sharing representation or art from individual tribes
- Conference rooms could double as multipurpose rooms
- Rooms could be themed for community, learning, art/expression, recreation
- Space for visiting faculty or spotlight Indigenous faculty
- Presentation space, talking circle with projection, audio and seating
- "Zoom rooms" where students can have a space to connect with people from their tribal communities.
- Cultural and self-care workshops
- Disability Support Services for Native Students
- Childcare, activities for children, and Native SOAR

Center Location:

Majority vote of all three groups (students, faculty, and staff):

- #1 The center must be visibly accessible and ideally within walking/biking distance from Old Main
- #2 The center must be easily accessible to visitors and tribal community members, located where parking is convenient and affordable
- #3 The center must have ample outdoor space for dances, celebrations, and gatherings

3.3

Project Design Goals

The UANAI Center will provide educational and student support amenities, and places for socialization, connection, and cultural practice for Native American and Indigenous People on the UArizona campus. The building, programs, and exhibits will acknowledge, recognize and promote the cultural distinctiveness, contributions, and significance of Native Americans. To guide the design process, the following design goals have been proposed:



Identity

- Recognizable, distinct from other campus buildings
- Expresses the unique cultural distinctiveness 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



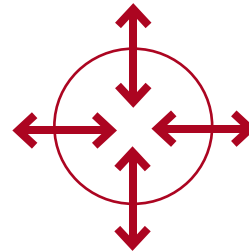
Home

- 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



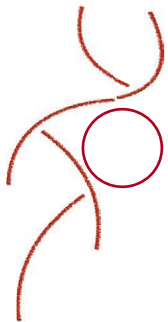
Community

- Is accessible to the broader community: target of 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 Peoples (e.g. sustainability)



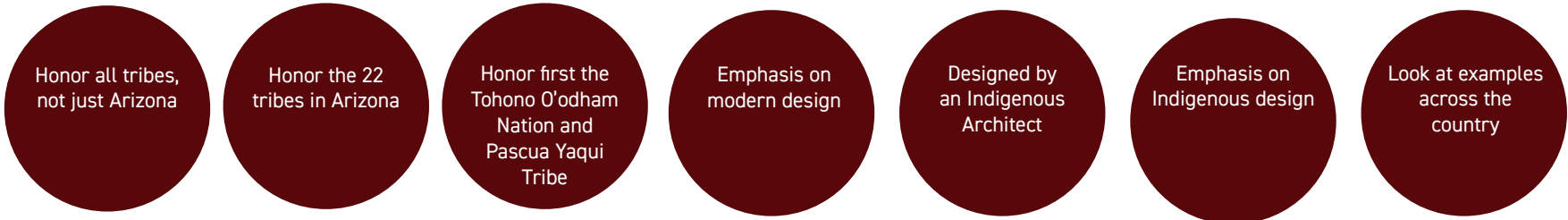
Land

- Restores Indigenous landscapes and 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 and 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

3.4 Architectural Expression



"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."

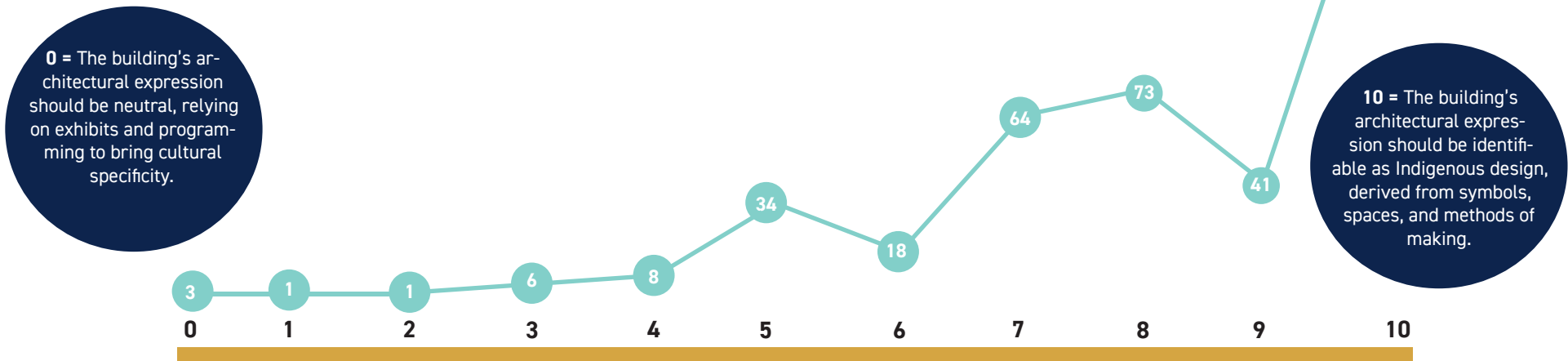
-Native/Indigenous Graduate Student & Alumni

"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



4.0 Program + Site

From the survey, precedent studies, interviews, and engagement activities, we compiled an extensive list of spaces, exhibits, programs, and amenities needed at the UArizona NAI Center. Additionally, location preferences were cross-referenced with available sites on campus as identified by the UArizona Land Use and Planning team. Ultimately, two sites were chosen: one at the east entrance to campus on the mall, and the second in the heart of campus in a residential area within close proximity to the Student Success District.

During the Spring 2023 semester, students enrolled in the Master of Architecture program in the School of Architecture underwent a studio exercise to study the programming for the center and test fit to one of the two sites. Additionally, students were asked to generate concepts for the designs of the Center. The student work, which is documented here, was reviewed throughout the semester by architects, tribal community members, Native American and Indigenous faculty members, educators, leaders, and students. Students also traveled to places and landscapes of significance and interest including: the gardens of Tohono Chul, the Pascua Yaqui Community in Guadalupe, the Labriola National American Indian Data Center at Arizona State University, the Scottsdale Community College Indigenous Cultural Center, Montezuma's Castle, Tuzigoot National Monument, Northern Arizona University's Native American Cultural Center, Homolovi State Park, Fort Apache on the White Mountain Apache Reservation, and an inter-tribal Pow Wow on the San Carlos Apache Reservation. On May 8th, students presented their work to a focus group. The feedback from that event and future events will be used to further the discussions around the possibilities for this Center.

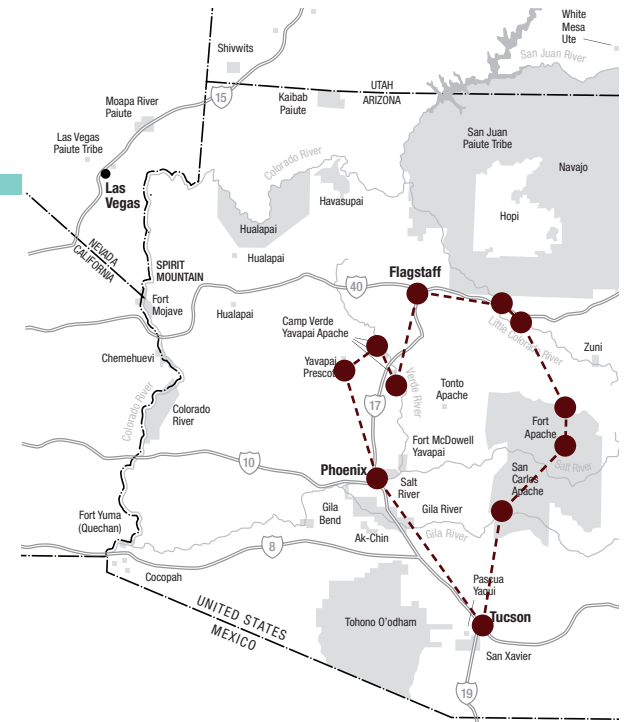
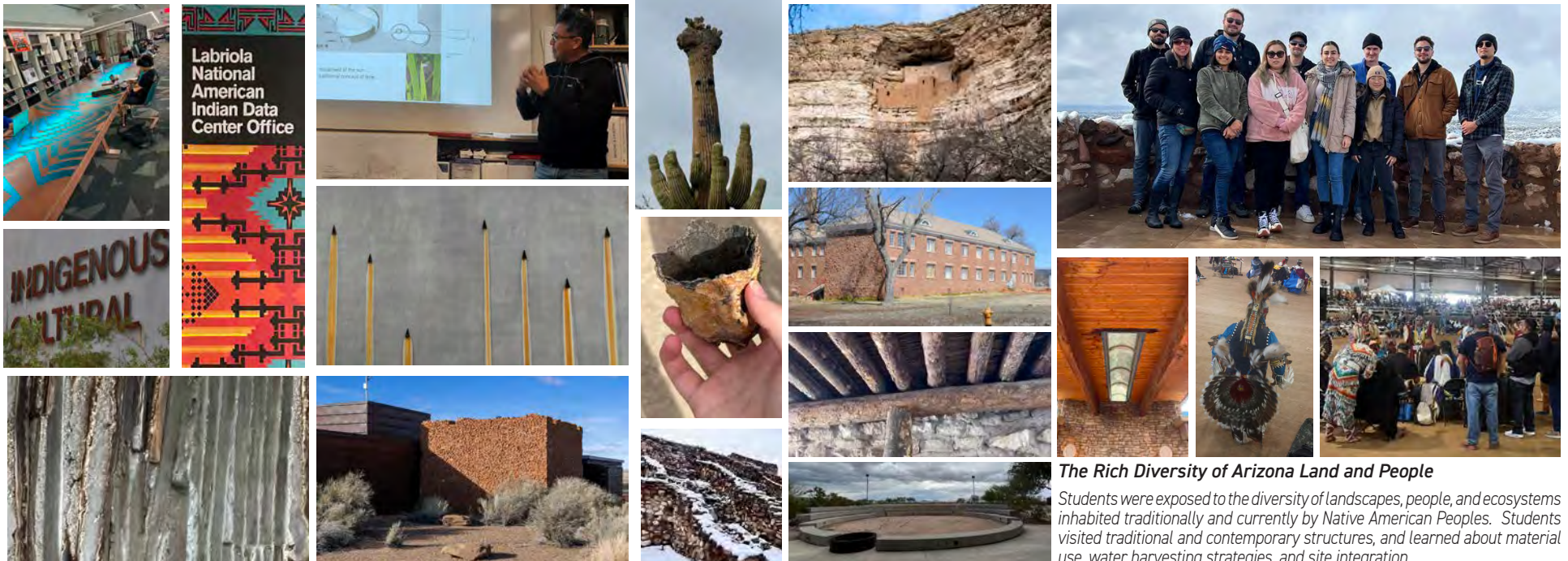
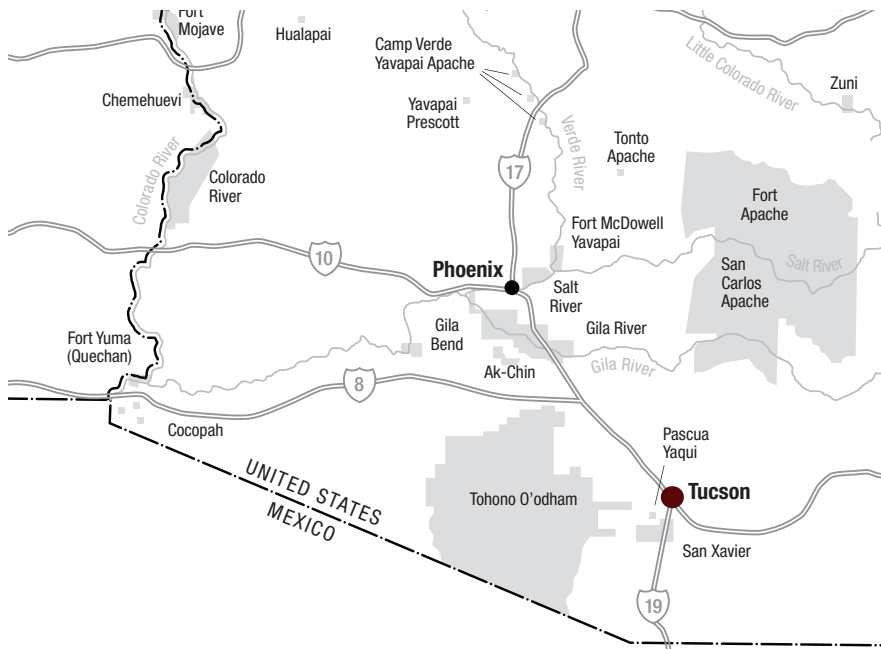


Image credit: Trudy. The Columbia Guide to American Indians of the Southwest, Columbia University Press, 2010. ProQuest
Map of Reservations of the Southwest, overlaid with the travel route of the studio

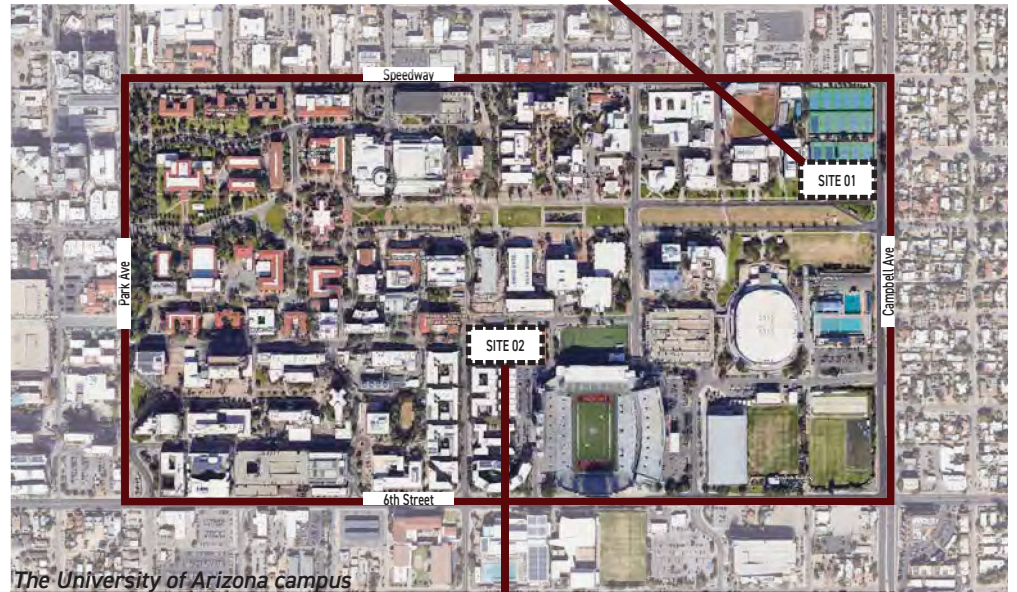


The Rich Diversity of Arizona Land and People
 Students were exposed to the diversity of landscapes, people, and ecosystems inhabited traditionally and currently by Native American Peoples. Students visited traditional and contemporary structures, and learned about material use, water harvesting strategies, and site integration.

4.1 Site



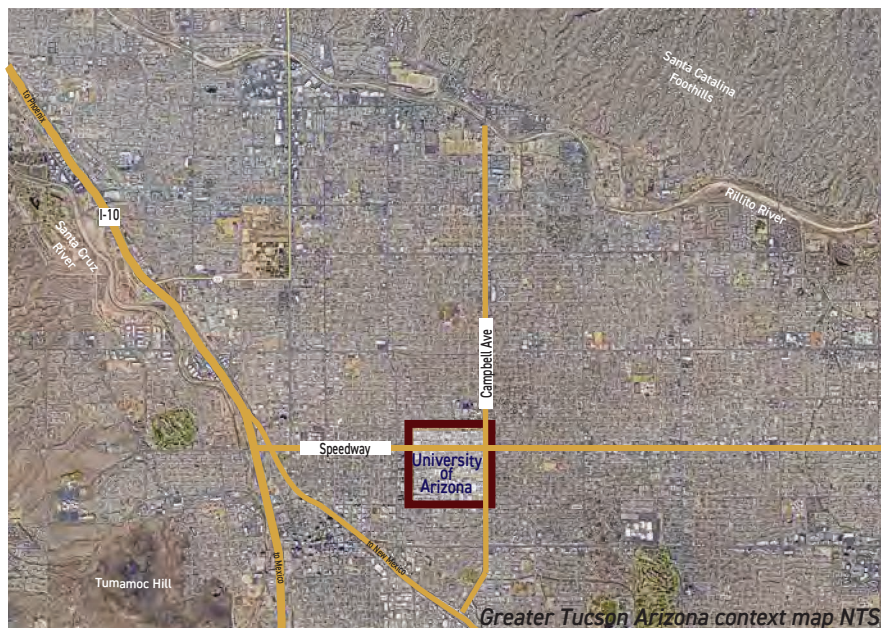
View looking west towards Site 01



The University of Arizona campus

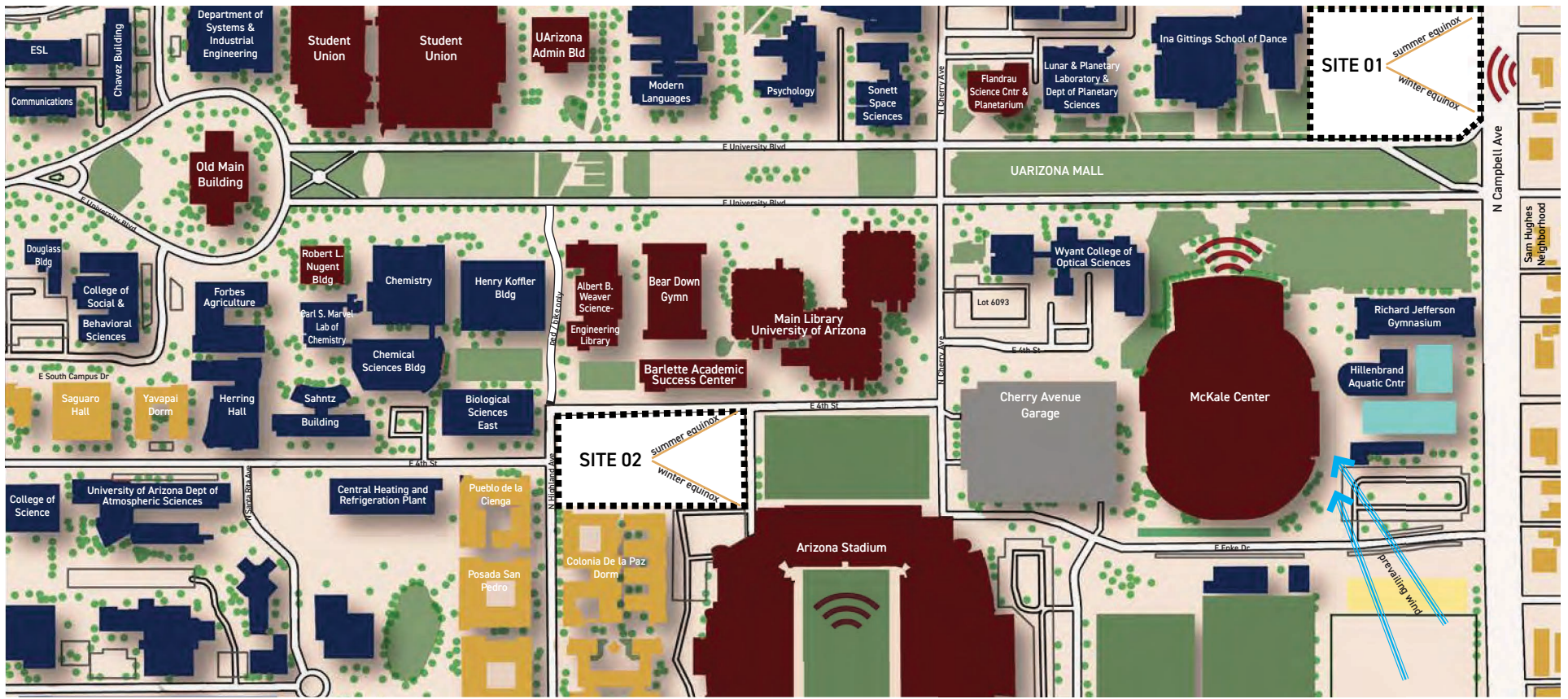


View looking east towards Site 02



SITE

Survey respondents prioritized that the site must: 1) be visibly prominent and ideally within walking/biking distance from Old Main 2) be easily accessible to visitors and tribal community members 3) be located where parking is convenient and 4) have ample outdoor space for dances, celebrations, and gatherings. Of the available sites on campus, two met these criteria, and are indicated as Site 01 and Site 02.



Green Space and/or Outdoor Recreation Academic Department / School Student Service and/or Campus Amenity Residential

PROJECT SITE 01

Project Site 01 is located on the UArizona Mall at the eastern entrance to campus. This entrance is off Campbell Ave, a major north/south route through Tucson. The site is adjacent to the School of Dance and directly across from McKale Center, the Wildcat basketball arena. The site is highly visible, and has ample outdoor space suitable for large gatherings that could include Pow-Wow dances or music festivals. The proximity to the School of Dance also offers opportunity for shared performance programs. The site is directly across from the historic Sam Hughes neighborhood, and connected with a bike boulevard. Drop-off for visitors is easily accommodated on this site; this, along with it's highly visible nature, makes it ideal in terms of reaching a high public utilization rate.

PROJECT SITE 02

Project Site 02 is an existing dorm, the Graham-Greenlee dorm, which has been identified for replacement due to its age and low density. Additionally, this dorm was the site of a tragedy involving two Navajo women, and therefore, this site is no longer occupied by Native students. Use of this site is extremely sensitive and must be respected; to appropriately commemorate and honor the site and those involved, Elders and Healers must be consulted and engaged in the design process and in the site preparation. The site is worth exploring as an option for the Center because of its location within walking distance of many student amenities, including the library, Student Success District, and the Nugent building where NASA is currently housed. The site may not be suitable for the large scale gatherings mentioned for Site 01, however, the site is large enough to accommodate moderately-sized gatherings. The site is ideally situated for housing, including gardens and private refuge for students to live, practice cultural activities, and socialize.

"Close to areas where a lot of students pass by so more people will be aware of the department."
 -Native/Indigenous Undergraduate Student & Staff

"Since this is a "New" era in the UofA, I think it would be a nice idea to try to know that something new was done to mark this historic event. Re-using historical and already implemented assets is nice, however, many times in Native American History, the Peoples' have not been given the "best" of assets of their times, much like other ethnic minority groups. Just something to consider."
 -Native/Indigenous Undergraduate Student

4.2

Program

From the survey, precedent study, and a comparative study of spaces existing on campus, a program was generated and associated with target square footages for each space. From this list, students adjusted scope and size to fit their site and program goals.

STUDENT SERVICES

- Wellness and Counseling Center
- Financial Aid and Scholarship Office
- Career Advisement and Internship Office
- NASA Staff and Director's Office

TRIBAL LEADERSHIP + ADMINISTRATION

- Reservable Offices
- Open Work Area
- Small Conference Rooms
- Large Conference Rooms
- Administrative and Staff Offices
- Reception (work area, storage, printing, waiting)

CENTER AMENITIES

NA/I Resource Library

- Staff Offices
- Check Out Desk and Reference Work Area
- Archive
- Collections
- Small Study Rooms
- Large Study Rooms

Business Center

- Printing, Binding, Fax, Mailing, Open Computers

Tutoring center

- Open Tables

Multimedia lab

- Computers, Video / Audio
- Computer Server Room
- IT Office

Maker space / studio

- Interior and Exterior: Ceramics, Wood, Metal, Textile, Mixed Media
- Storage



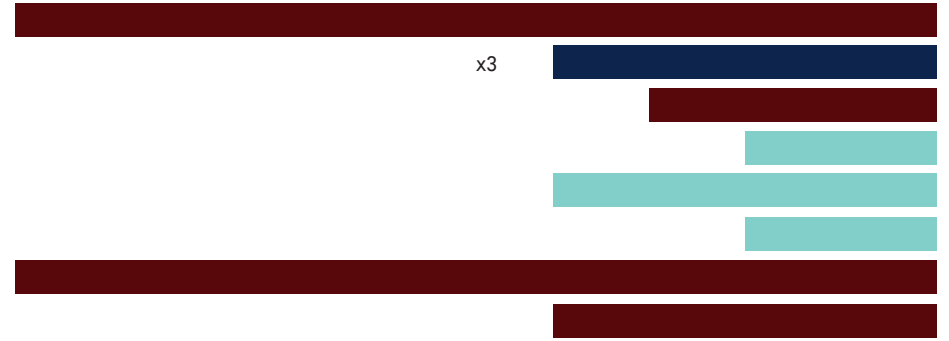
STUDENT CLUB + ORGANIZATIONS

Reservable Club Rooms
 Student Resource Pantry
 Reservable Meeting Room
 Open work and social area
 Storage



SOCIAL + CULTURAL

Auditorium
 Lecture Rooms (language, music, culture)
 Collaborative Living Room
 Indoor Ceremonial Rooms, Small - 6sf / person
 Indoor Ceremonial Rooms, Large - 6sf / person
 Indoor Meditation Rooms
 Outdoor Event - music, dances, etc - 6sf / person
 Gallery / Exhibit (dedicated or dispersed throughout)



FOOD

Demonstration Kitchen - Prep and Seating Area
 Cafe - Outdoor Dining
 Cafe - Indoor Dining
 Cafe - Kitchen and Storage



HOUSING (Site 2 Only)

Elders, Visiting Tribal Members, Scholars, Artists, etc.
 Student Housing (capacity to match existing)



"The building should be circular and there should be a center fireplace to represent the sacredness of home, value and have a cultural significant to the center and the 4- directions. Hogan style or teepee style representing the universe."

-Native/Indigenous Staff Member

"I would combine both career and academic advisement. I also do think mental health and wellness services are truly the most needed specially right now as many of us come to college with a lot of childhood trauma and adverse experiences."

-Native/Indigenous Graduate Student & Alumni

"The design of this space needs to be explicitly for including all Indigenous students on campus -- and what better design than to plan an inclusive space integrating food and as a 'recharge station' for learning among Indigenous scholars and having access to a living library of trailblazers like Deloria, Harjo, Tapahonso, Zepeda, etc. Literature from Indigenous authors have always been limited to "special collections" in the library and the students need ACCESS to Indigenous scholarship, especially as students come to the academy and seek a sense of community that encompasses all Indigenous peoples regardless of club affiliation and on/off campus status."

-Native/Indigenous Faculty Member

"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."

-Native/Indigenous Graduate Student & Alumni

5.0

510E Master of Architecture Concept Designs

SITE 01 PROPOSALS

5.1

PEOPLE CONNECTED BY PLACE | THOMAS GODINEZ

5.2

EMERGING CONNECTIONS | KATHY LE

5.3

THE CANYON | BRADLEY NELSON

5.4

SEWAM AUKAPO | DANIEL VEGA

5.5

THE JOURNEY | GORVEE KARNANY

5.6

SOVEREIGNTY CENTER | NATHANIEL KRAUS

SITE 02 PROPOSALS

5.7

NAI HOUSE OF TRADITIONS | CHRISTOPHER DOIDGE

5.8

UARIZONA OASIS | SHEYDA MADELAT

5.9

CULTURAL CULTIVATION | CHRISTIAN WALKER

5.1

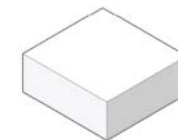
People Connected by Place

Thomas Jacob Godinez | Chicago, Illinois

The UANAI Center is designed to support NAI students and celebrate the rich cultural heritage of the Native American Tribes of Arizona. The Center includes classrooms for language, cultural practices, and education, a maker space, and spaces for hosting community events. The design of the center pays homage to the region's Native and Indigenous Peoples by incorporating elements inspired by traditional structures and natural materials like terracotta clay and mud plaster. The building's form is influenced by the land and its resources, featuring three distinct masses carved by a river, framed by mountains, and connected to the sky. The form also responds to the movement of the sun, using a louvered rainscreen that blocks direct radiation to the interior while allowing for air and light to enter. This is accentuated by a two-tone treatment that makes the facade appear to change color as you move in a clockwise direction around the site.



CONCEPT DIAGRAMS:



Base Form

Massing

Massing representing total enclosed volume needed for programs and amenities



Orientation

Orientation

Location of Southern Arizona Tribes pull and shape the building's mass:

1. Pascua Yaqui Tribe
2. Tohono O'odham Nation
3. Ak-Chin Indian Community
4. Gila River Indian Community
5. San Carlos Apache Tribe

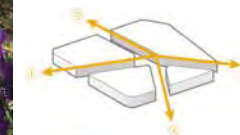


LVL 01

Canyon

Dividing the ground floor with the elements that helped sustain life in the desert:

1. The Santa Cruz River
2. The Gila River

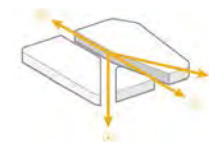


LVL 02

Mountain

Sacred surrounding landmarks frame building openings:

1. The Sierrita Mountains
2. The Tucson Mountains
3. The Santa Catalina Mountains
4. The Rincon Mountains



LVL 03

Stars

Celestial alignments indicate the seasonal changes:

1. Spring Planting: Orion
2. Summer/Monsoon: Pleiades
3. Fall/Harvest: Orion
4. Winter/Reflection: Orion



SITE PLAN

Transitioning from the formality of the UArizona Mall into a lush Indigenous desert landscape, one can find refuge from University life.



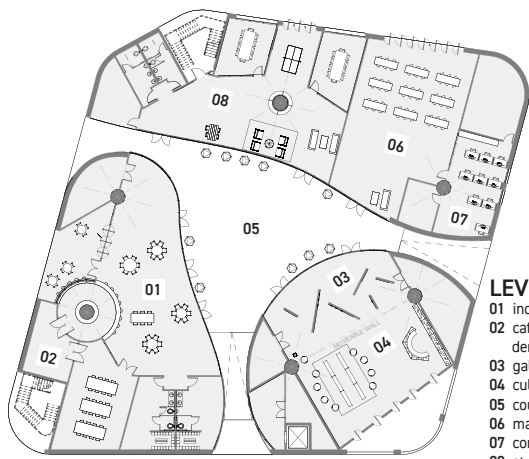
view approaching outdoor ceremonial space



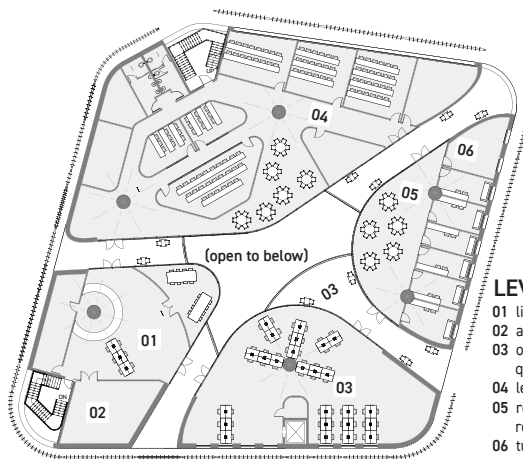
outdoor meditation cove



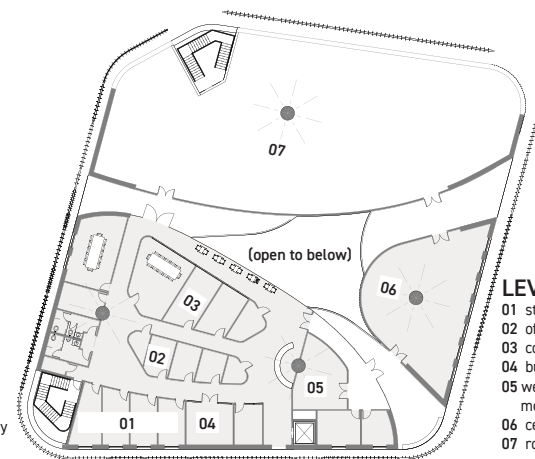
the interior courtyard



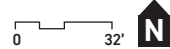
- LEVEL 01**
- 01 indoor dining
 - 02 cafe prep & demonstration kitchen
 - 03 gallery + exhibit
 - 04 cultural event space
 - 05 courtyard
 - 06 maker space
 - 07 computer lab
 - 08 student lounge + clubs



- LEVEL 02**
- 01 library reception
 - 02 archive
 - 03 open stacks + quiet study
 - 04 lecture rooms
 - 05 reservable study rooms + open study
 - 06 tutoring center



- LEVEL 03**
- 01 student services
 - 02 offices
 - 03 conference rooms
 - 04 business center
 - 05 wellness center + meditation rooms
 - 06 ceremonial room
 - 07 roof terrace



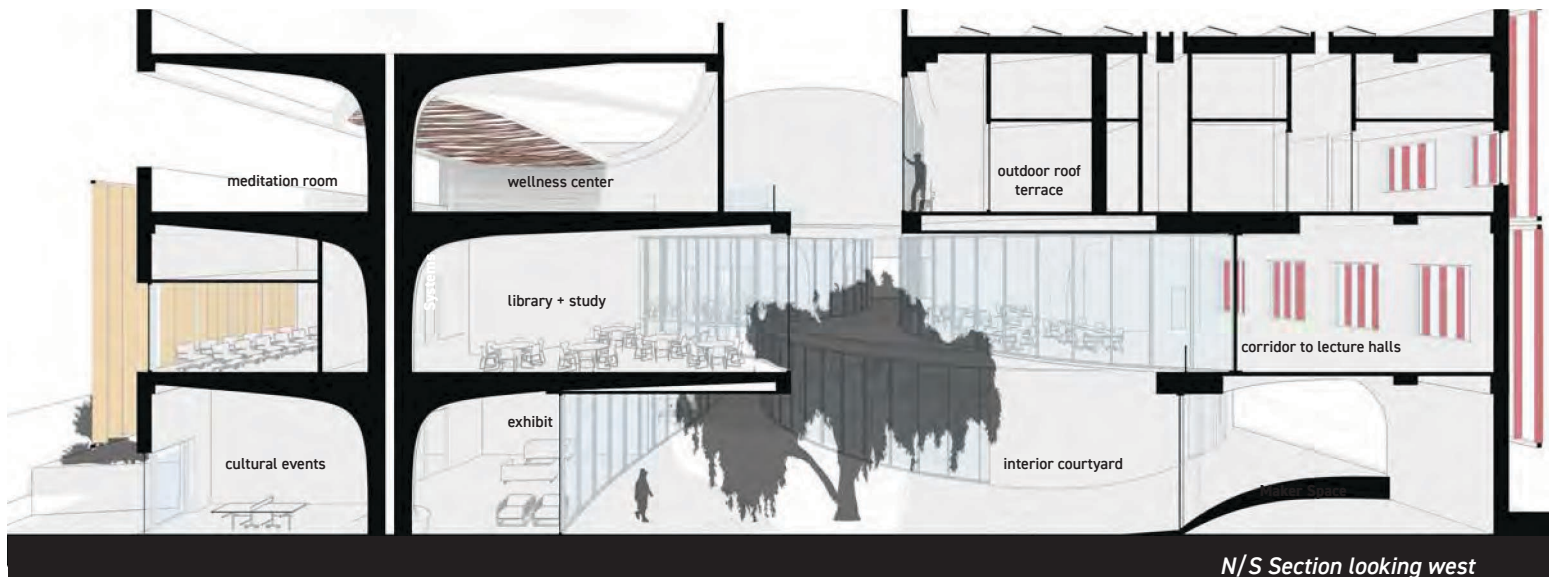
cultural event lobby / gallery



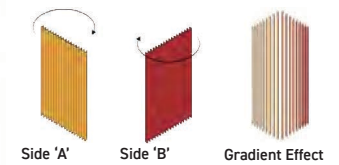
student club and lounge area



balcony overlook



Responding to Movement
 The two tone louvers create a color change effect on the facade as ones moves around the building.



Inspired by Nature
 The structural system is derived from organic forms, distributing material in response to force and load conditions. Systems are routed vertically through the center of the columns, and distributed horizontally through wood slat drop ceilings.

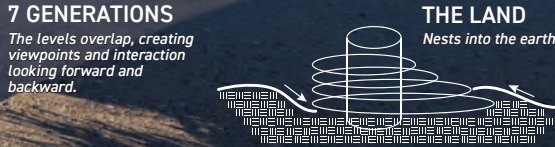
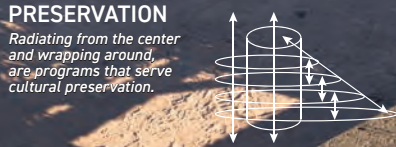
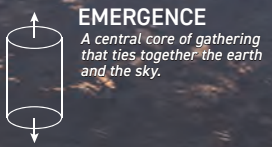
N/S Section looking west

5.2

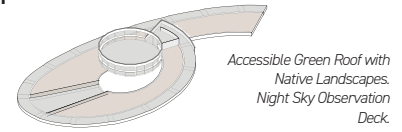
Emerging Connections

Kathy Le | San Diego, California

As People of the Desert, many Native American tribes in Arizona journeyed to and from the Sea of Cortez to collect seashells. The journey carries great cultural and spiritual weight for Southwest Tribes, including the Tohono O'odham and Yaqui, as seashells are blessings from the ocean, holding the spirit of and connection to the water, the life force that has flowed through every generation. Once collected, seashells were crafted and transformed to make art, jewelry, and ceremonial artifacts, then traded throughout the entire Southwest region, cultivating relationships between the many tribes. Cultural and spiritual practices involving seashells continue today in many Native American cultures, connecting Native American Peoples to the earth and their ancestors. The architecture for the Center is inspired by the form and guiding principles of the seashell. The building is formed around the needs of the occupants, similar in the way a shell forms to house the animal living inside it. This is expressed through a design in which the spaces are wrapped around a central space for gathering and ceremony, the heart of the exchanges taking place in the building.



ROOF



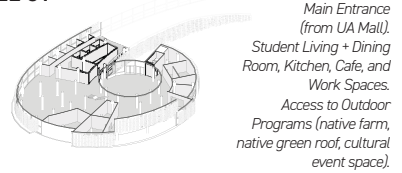
LEVEL 03



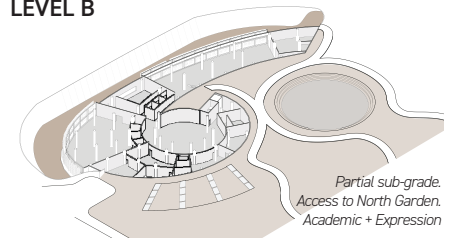
LEVEL 02

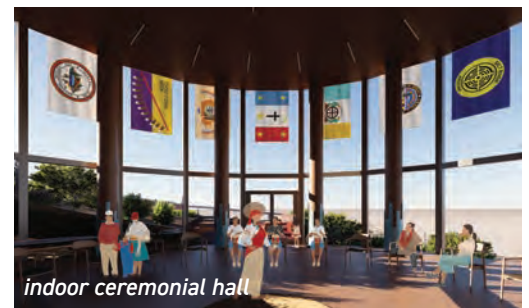
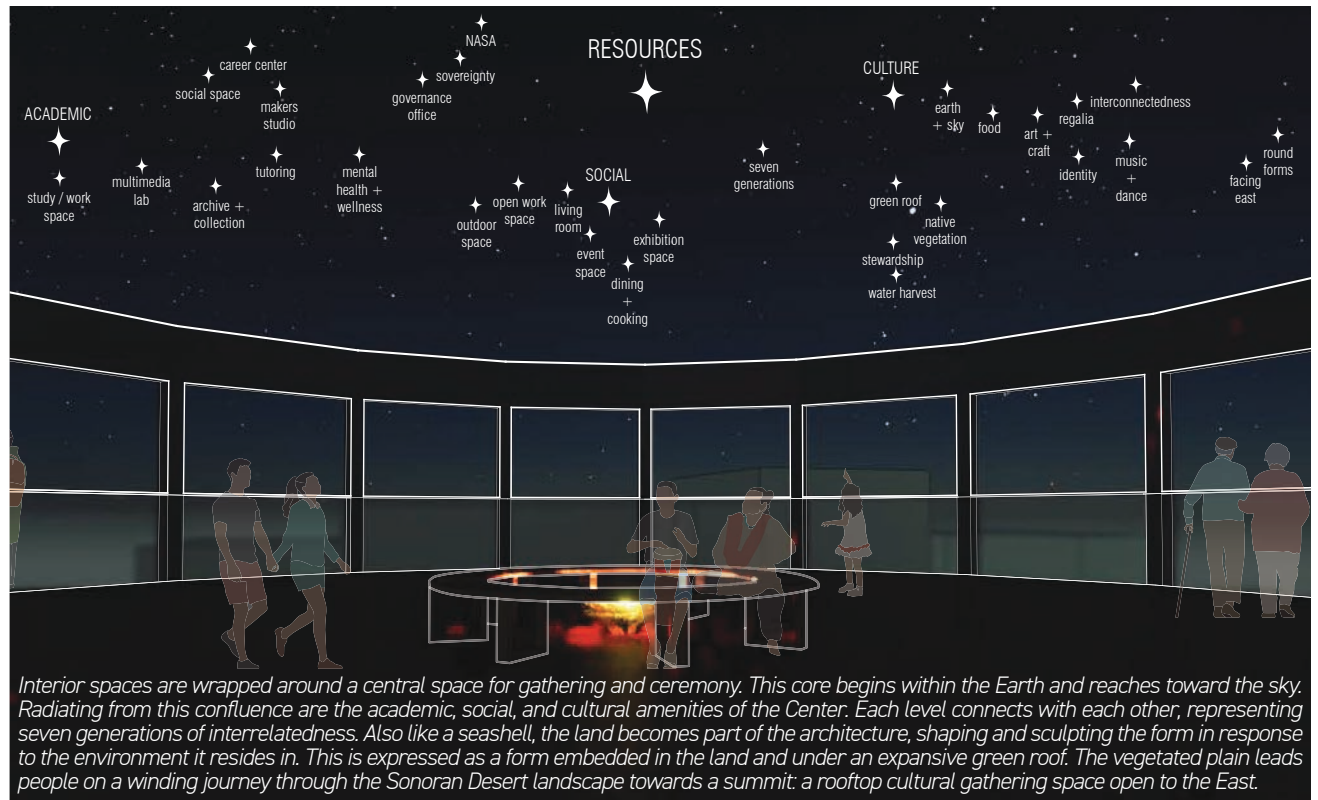
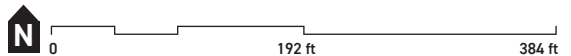
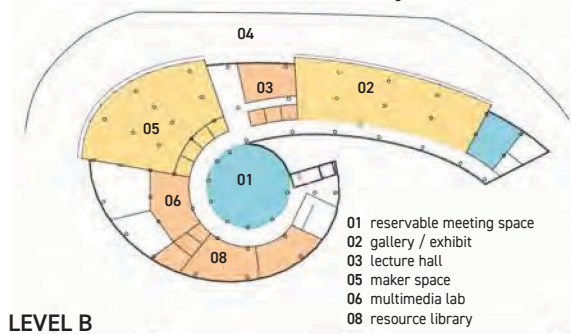
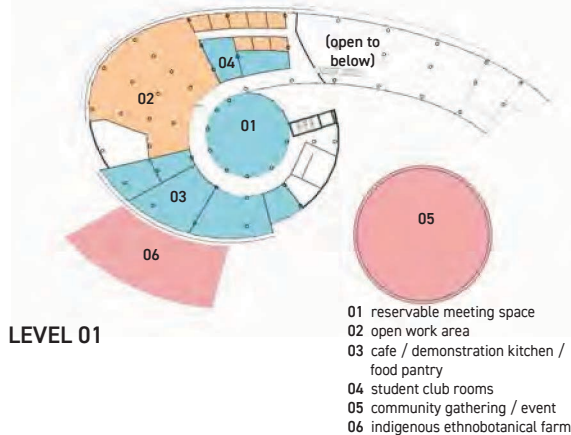
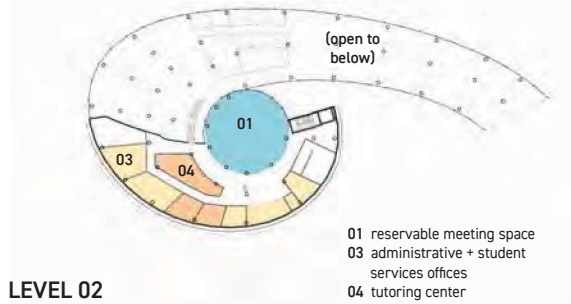
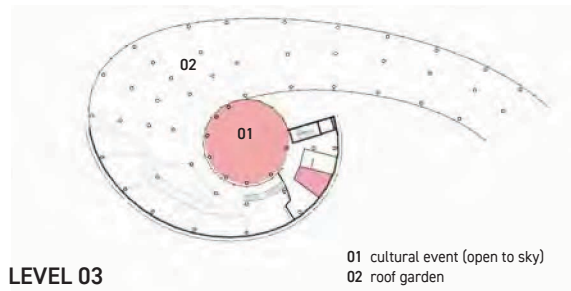


LEVEL 01



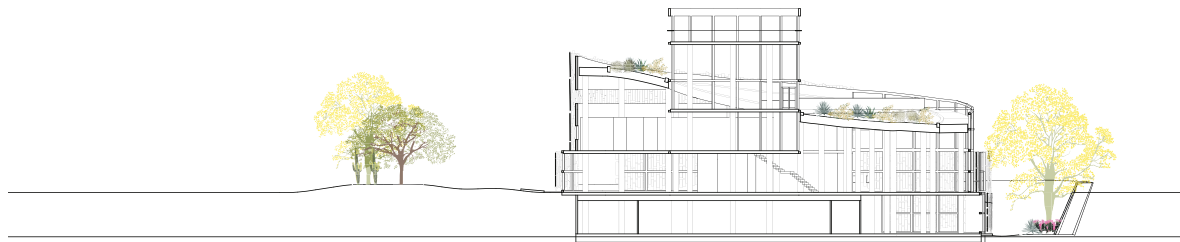
LEVEL B







SITE PLAN



SECTION A



SECTION B



For many Native American tribes, the seashell represents birth, resilience, and interconnection. The seashell, emerging from the sand and water, connects Native American Peoples to the land, ocean, and their ancestors. The seashell forms and grows through the collection and synthesis of its environment. And, the seashell ultimately provides protection and a home for the living being inside.

Openness and access to the outdoors can be found throughout, giving the Native and Indigenous communities autonomy over how they wish to use the architecture, spaces, and site. The architecture connects Earth to Sky. Situated prominently at the entrance to campus, the architecture stands as a symbol of Native and Indigenous presence, resilience, and success at the University of Arizona.

5.3

The Canyon

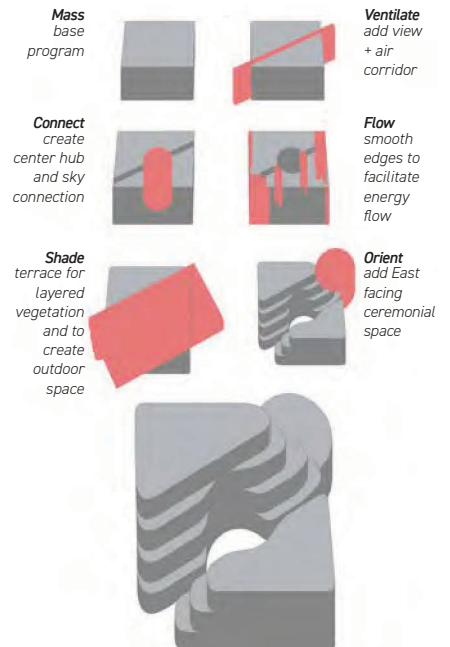
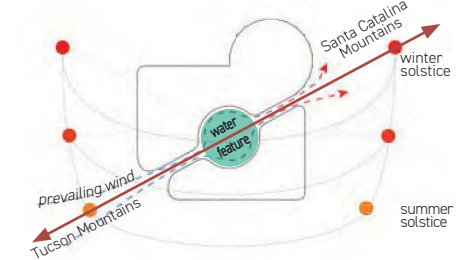
Bradley Nelson | Alberta, Canada

The Native American Tribes in Arizona consider their lands to be sacred, valuing land as an essential component of cultural sustainability and tribal sovereignty. The Center aims to honor this by designing a space inspired by traditional migration routes, aligning with culturally significant landmarks and responding to the desert climate. The Center's form speaks outwardly of the conceptual ambitions of the Center, housing inside the social, cultural, academic, and support services needed to holistically support Native American and Indigenous students, faculty, staff and Tribal community members on the UArizona campus. The center is designed to create a welcoming environment that evokes feelings of home and familiarity, fostering cultural interaction among Native and non-Native students. The Center's prominent location communicates these values to the campus community and all visitors to the university.



aerial view of Center on the UArizona Mall

CONCEPT DIAGRAM:





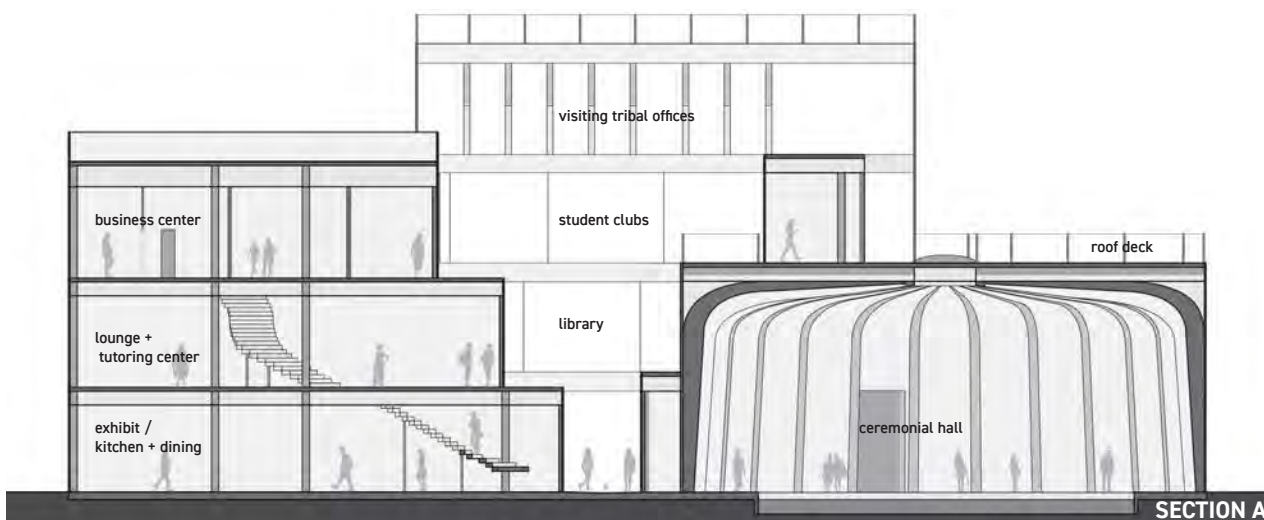
approach from west looking east



center hub water feature

Indigenous Wisdom

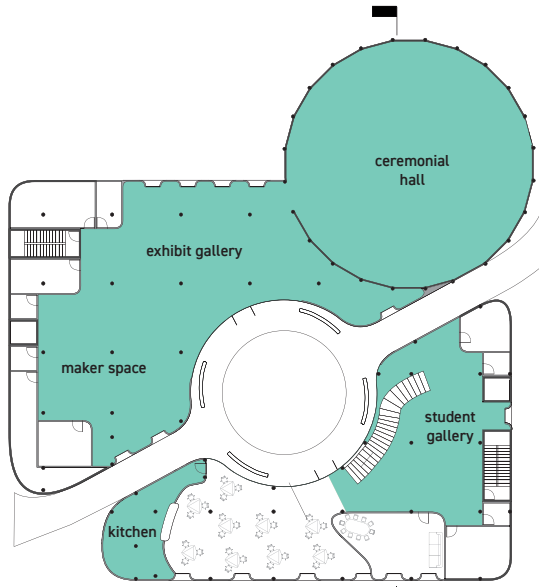
The center hub includes a water feature inspired by the *Man in the Maze*, a symbol found in Tohono O'odham culture, provided here for the wisdom it imparts to students beginning their UArizona journey. A water feature here also serves as part of a passive cooling strategy, combining with the shade and natural ventilation provided between the two building masses.



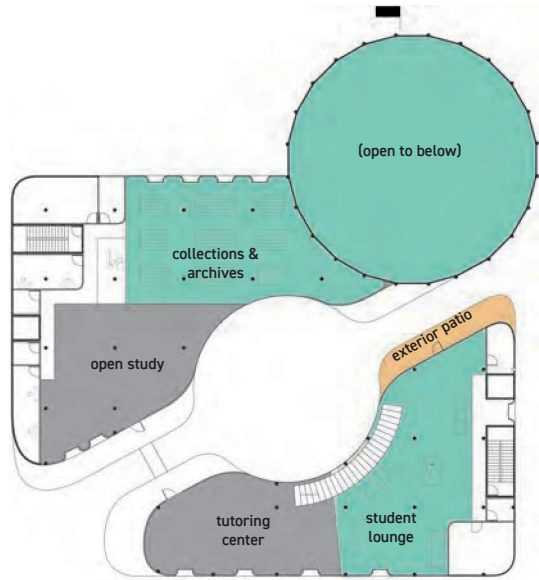
SECTION A



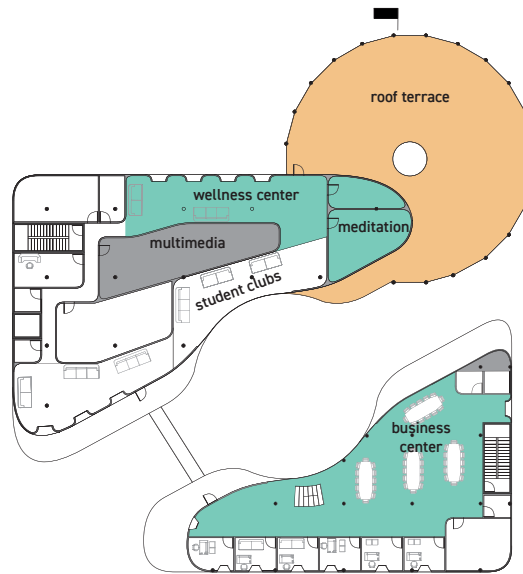
view to the Catalina Mountains from the roof deck
2023 UANAI Center | 28



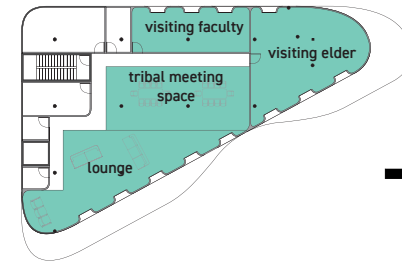
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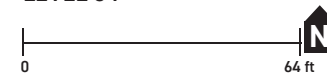
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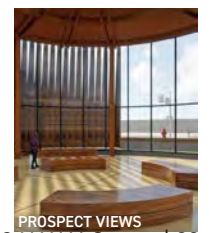
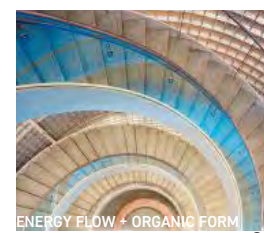
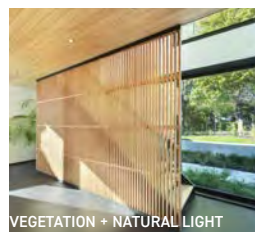
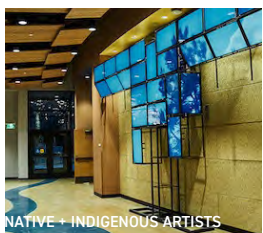
LEVEL 03



LEVEL 04



- PROGRAM DISTRIBUTION
- Exterior
 - Service
 - Education
 - Community



5.4

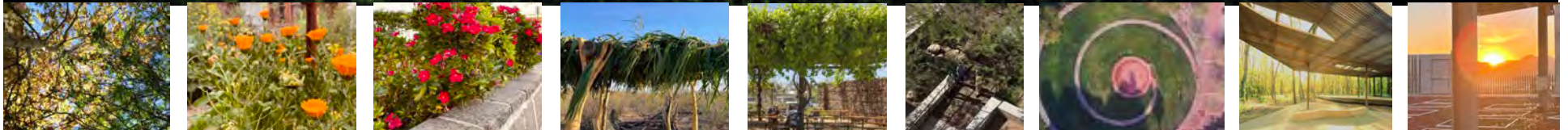
Sewam Aukapo: The Place of Flowers

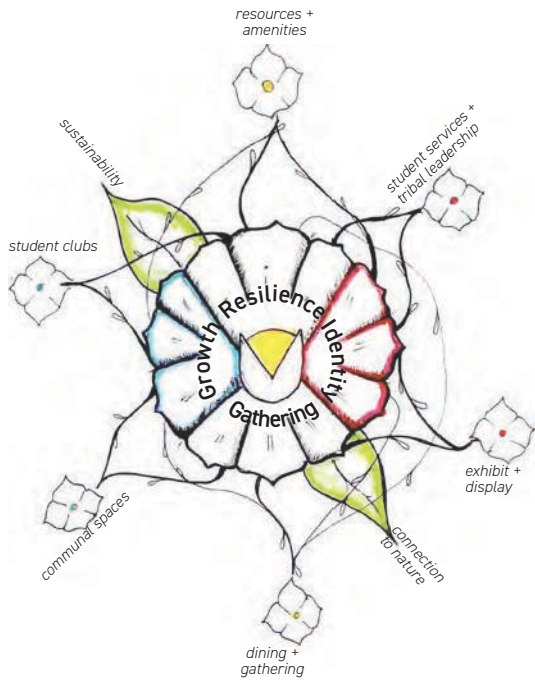
Daniel Reymundo Alvarez Vega | Tucson , Arizona

The UArizona campus is located on Native American Tribal lands, including the Tohono O'odham and the Yaqui Peoples. Land acknowledgment and recognition of the contributions and significance of the Native American and Indigenous peoples on the UArizona campus is imperative and should be vibrantly reflected across the campus. The expression of this building should reflect a culturally unique space of identity, resilience, gathering, and growth, layering components of heritage, education, and betterment to the benefit of all Native American and Indigenous members of the UArizona community. The concept for this particular design is derived from the Yaqui belief and symbolism of the flower, which represents the beauty of the desert and exists as a companion to the people, the earth, and the environment. Like the flower, this Center serves as a companion and resource for Native American and Indigenous students, uniquely supporting them in their academic journey and as they successfully meet their professional goals and life endeavors. The name of this Center is "Sewam Aukapo," the place of flowers.

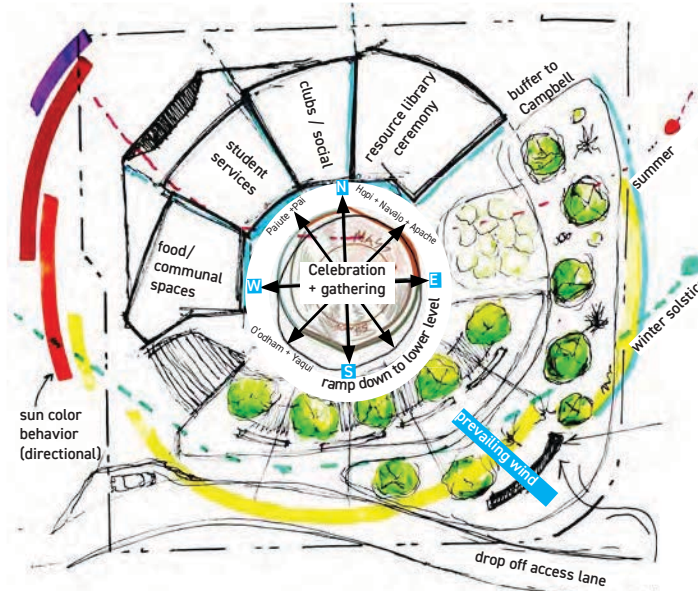


view looking north from UArizona Mall at sunrise

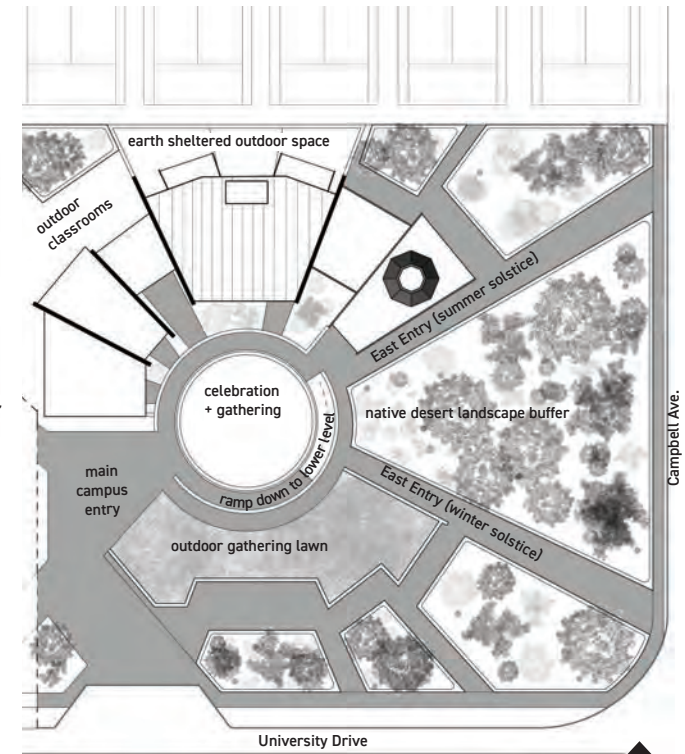




PROGRAM CONCEPT

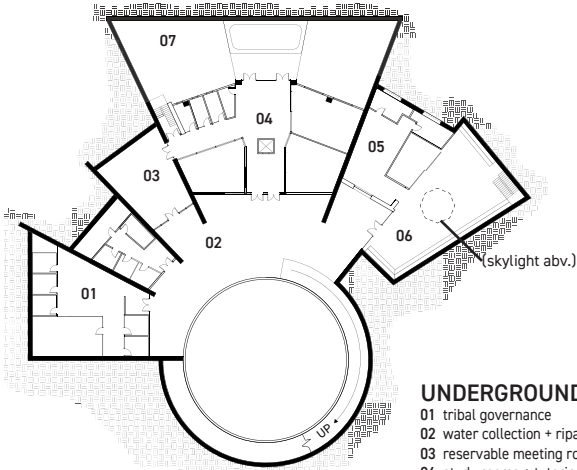


SITE CONCEPT



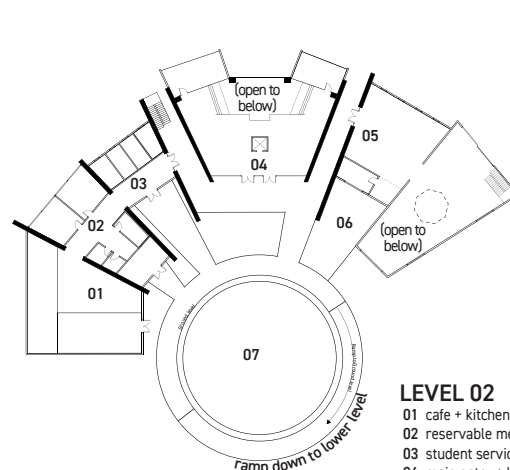
SITE PLAN

0 50 ft



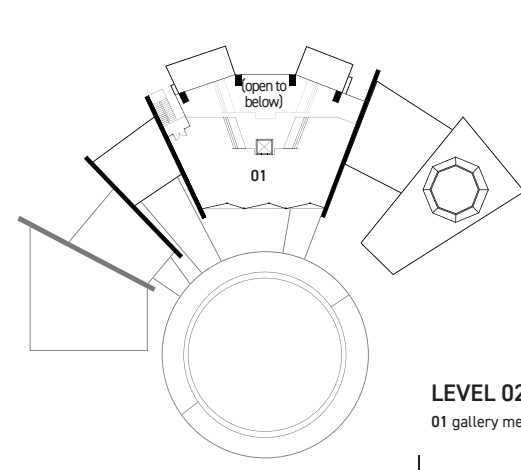
UNDERGROUND

- 01 tribal governance
- 02 water collection + riparian garden
- 03 reservable meeting room
- 04 study rooms + tutoring
- 05 meditation room
- 06 indoor ceremony
- 07 earth sheltered outdoor area



LEVEL 02

- 01 cafe + kitchen
- 02 reservable meeting rooms
- 03 student services
- 04 main entry + lounge
- 05 resource library
- 06 maker space + digital lab
- 07 community gathering + celebration



LEVEL 02

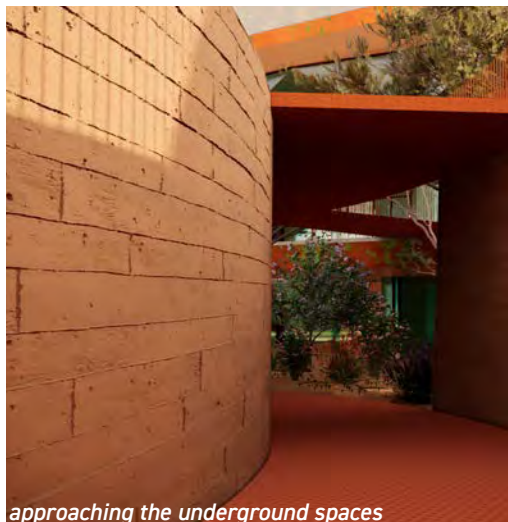
- 01 gallery mezzanine

0 50 ft



Earth to Sky

Entering the site from the UArizona Mall, visitors are met by a large outdoor celebration and gathering area, encircled by a ramp that takes you to the subterranean level of the center. Along the curving downward descent, a wall which retains the earth is inscribed with messages written in Native languages. Passing under bridge, one finds an oasis: a cool and lush riparian landscape growing from the lower level with canopies popping up to shade the south facade. Here, cool air sinks and works in combination with the stack ventilation system on the interior that pulls in cool humidified air. This provides for an indoor-outdoor space, thermally regulated by the earth, oxygenated by plants, and passively cooled most of the year. The lower level is also where one finds the most private and grounding spaces of the Center: the meditation rooms and a two-story ceremonial room with a skylight facing east.



approaching the underground spaces



mezzanine above the main gathering space



view onto the outdoor celebration + gathering area

5.5

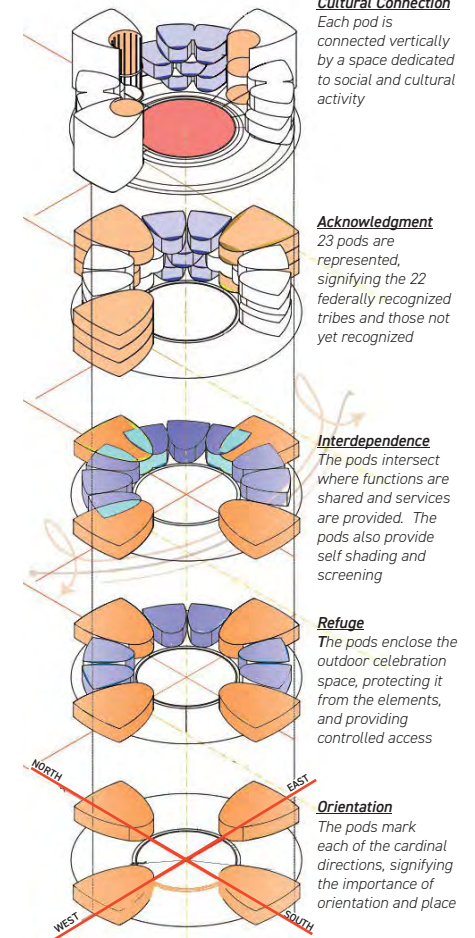
The Journey

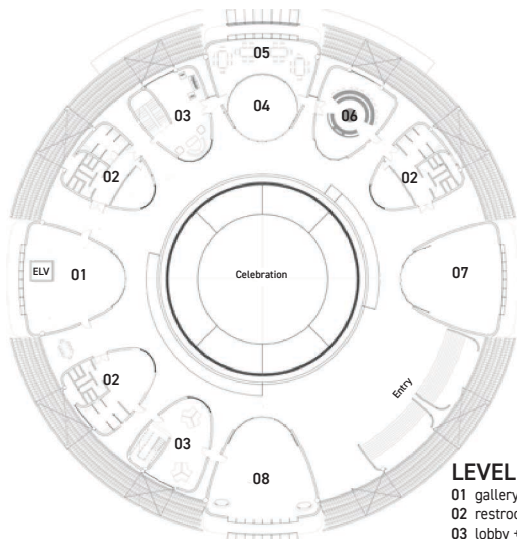
Gorvee Karnany | Jaipur, Rajasthan, India

The Journey is a place for Native and Indigenous Peoples, drawing connections between human life cycles, including that of a student entering university life and nature. Indigenous Peoples consider land sacred, and each Tribe's expression of their response to nature increases moments of shared wisdom that weaves them together. The center aligns with the cardinal directions, surrounded by mountains, creating a distinct identity. It embodies aspects of Indigenous architecture, featuring terracotta panels resembling corn-related basketry. Interconnected spaces symbolize the interdependence of people and resources. The design responds to the environment and occupants' needs, utilizing self-shading and natural ventilation, and harvested water to nourish planting areas and enhance outdoor spaces. The center supports Native and Indigenous students holistically, fostering their cultural, spiritual, academic, and social journeys at the University of Arizona.



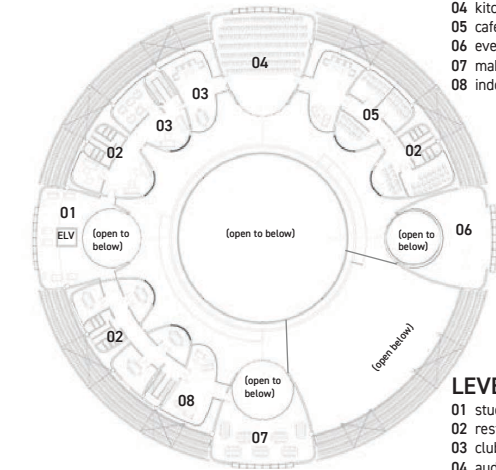
aerial view of Center on the UArizona Mall





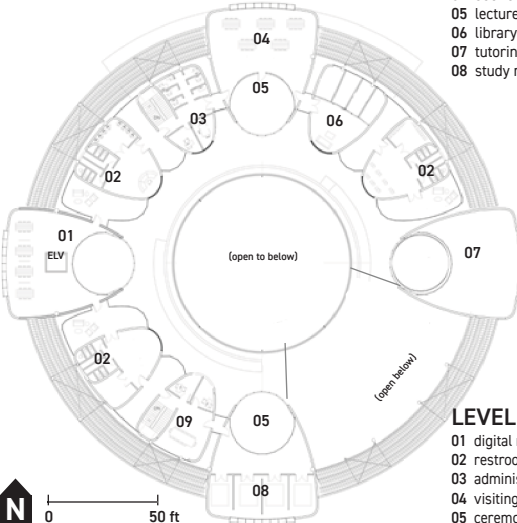
LEVEL 01

- 01 gallery
- 02 restroom / service
- 03 lobby + reception
- 04 kitchen
- 05 cafe
- 06 event dining
- 07 maker space
- 08 indoor event



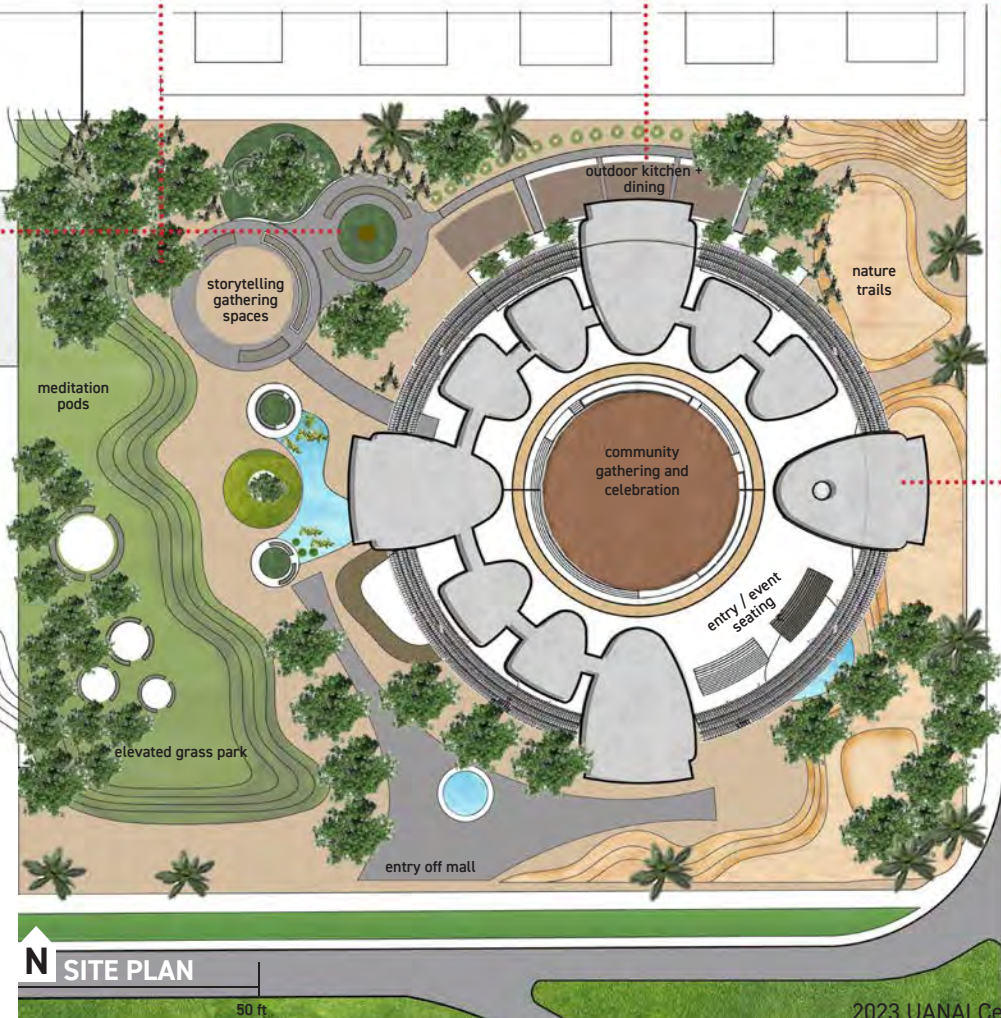
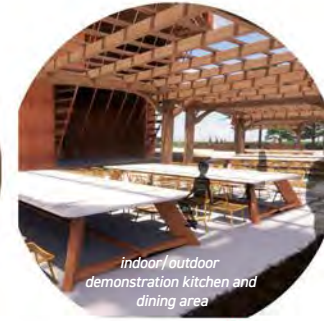
LEVEL 02

- 01 student living room
- 02 restroom / service
- 03 club rooms
- 04 auditorium
- 05 lecture rooms
- 06 library
- 07 tutoring center
- 08 study rooms



LEVEL 03

- 01 digital media
- 02 restroom / service
- 03 administration
- 04 visiting leadership
- 05 ceremonial space
- 06 student services
- 07 library + collections
- 08 meditation rooms
- 09 wellness center



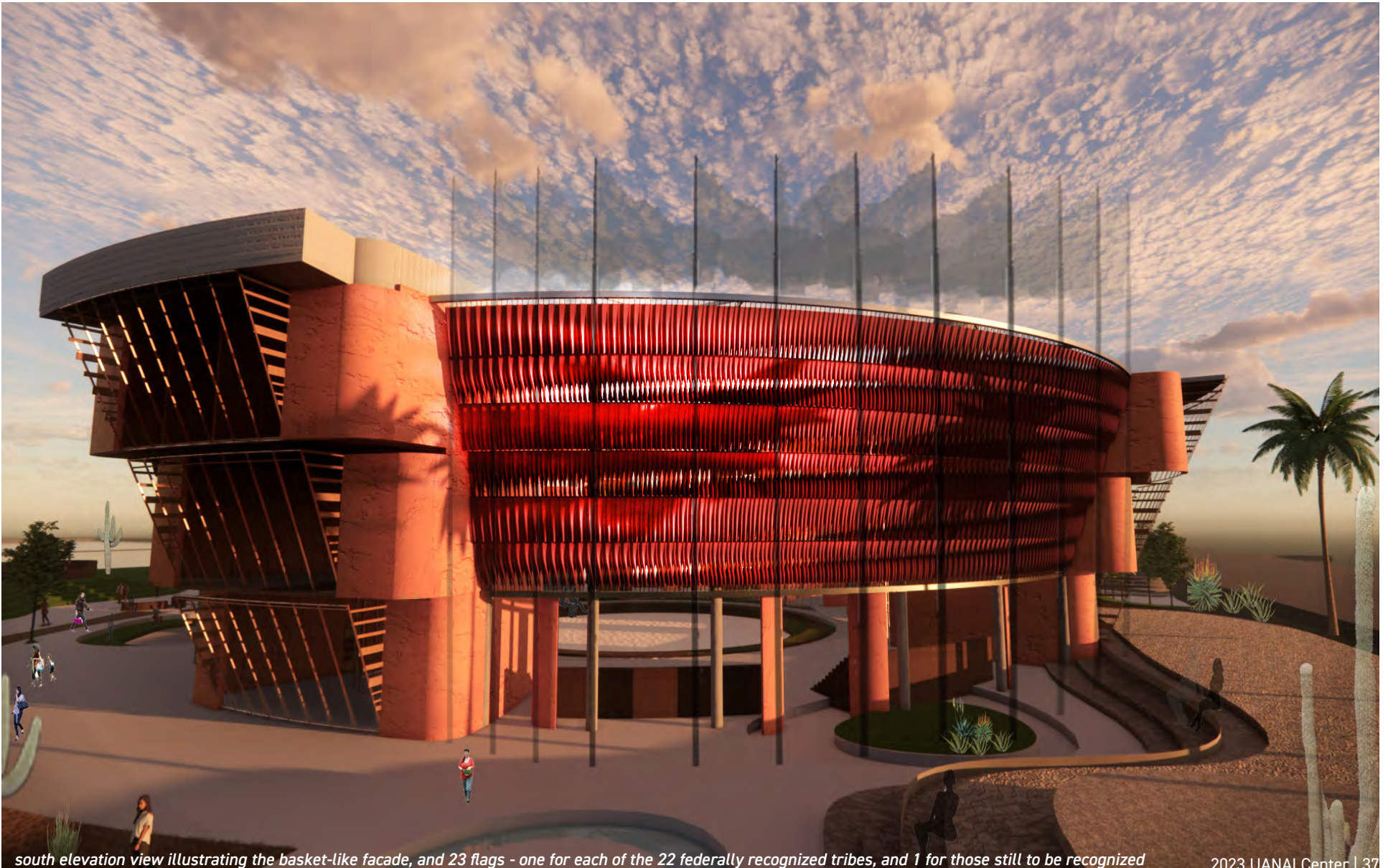
N SITE PLAN

50 ft

Methods of Making

Basketry — materials, methods, patterns, stories — is unique to every culture, and the practice of creating baskets holds deep cultural and functional meaning. A basket is like a fingerprint, unique to the person who created it, embedded with their knowledge, wisdom, and expression. The facade of the UANAI Center resembles a basket in its woven form, and in its ability to shelter the contents of the building — namely, the people who will visit this place — from the harsh desert sun. The design shown here is meant to be a placeholder; the final design presents an opportunity to invite an Indigenous person with expertise in basket design to create something unique for the UArizona campus community.

partial section viewing north into the Center



south elevation view illustrating the basket-like facade, and 23 flags - one for each of the 22 federally recognized tribes, and 1 for those still to be recognized

5.6

Sovereignty Center

Nathaniel Jameson Kraus | Hesperia, California

The recognition of Native American sovereignty on the University of Arizona campus starts with an acknowledgment of Place. The concept for the UArizona Sovereignty Center took shape with a single provocation: what does it mean to restore Indigenous space in a colonized environment, and how does this expression communicate a future of shared knowledge between the University and Native Nations? Inspired by a journey of learning from Tribal people over many months and hundreds of miles across the state of Arizona, five concrete goals emerged as the form work for the Center's design: to reclaim a landscape, to revive a practice of stewardship, to bring acknowledgment to the UANAI community, to welcome students and the NAI community at large, and to assert Native sovereignty. At their core are the dreams and desires of Native students, faculty, staff, and alumni, Arizona's extended Native community, and the University.



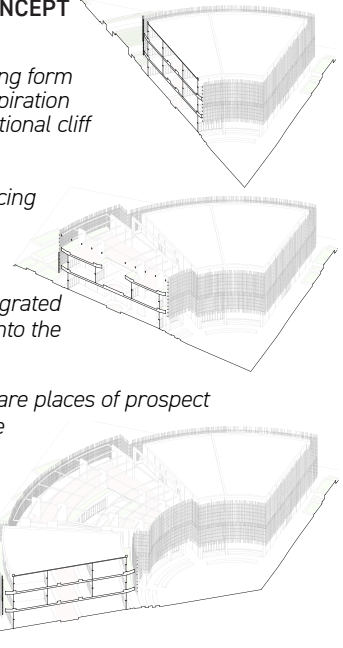
approach from the UArizona Mall

FORM CONCEPT

The building form draws inspiration from traditional cliff dwellings.

A south facing entry with grounding mass to north, integrated perfectly into the landscape

Resulting are places of prospect and refuge perfectly attuned to dwelling in the desert.



view into the outdoor event space

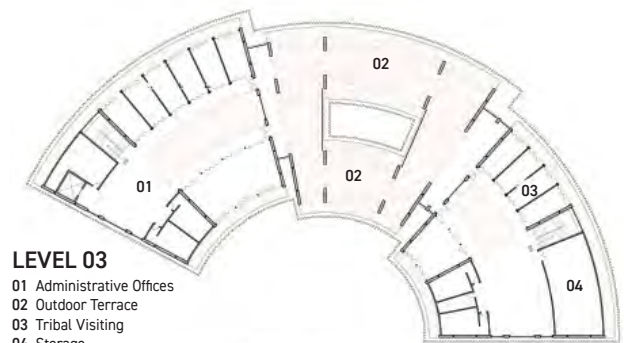
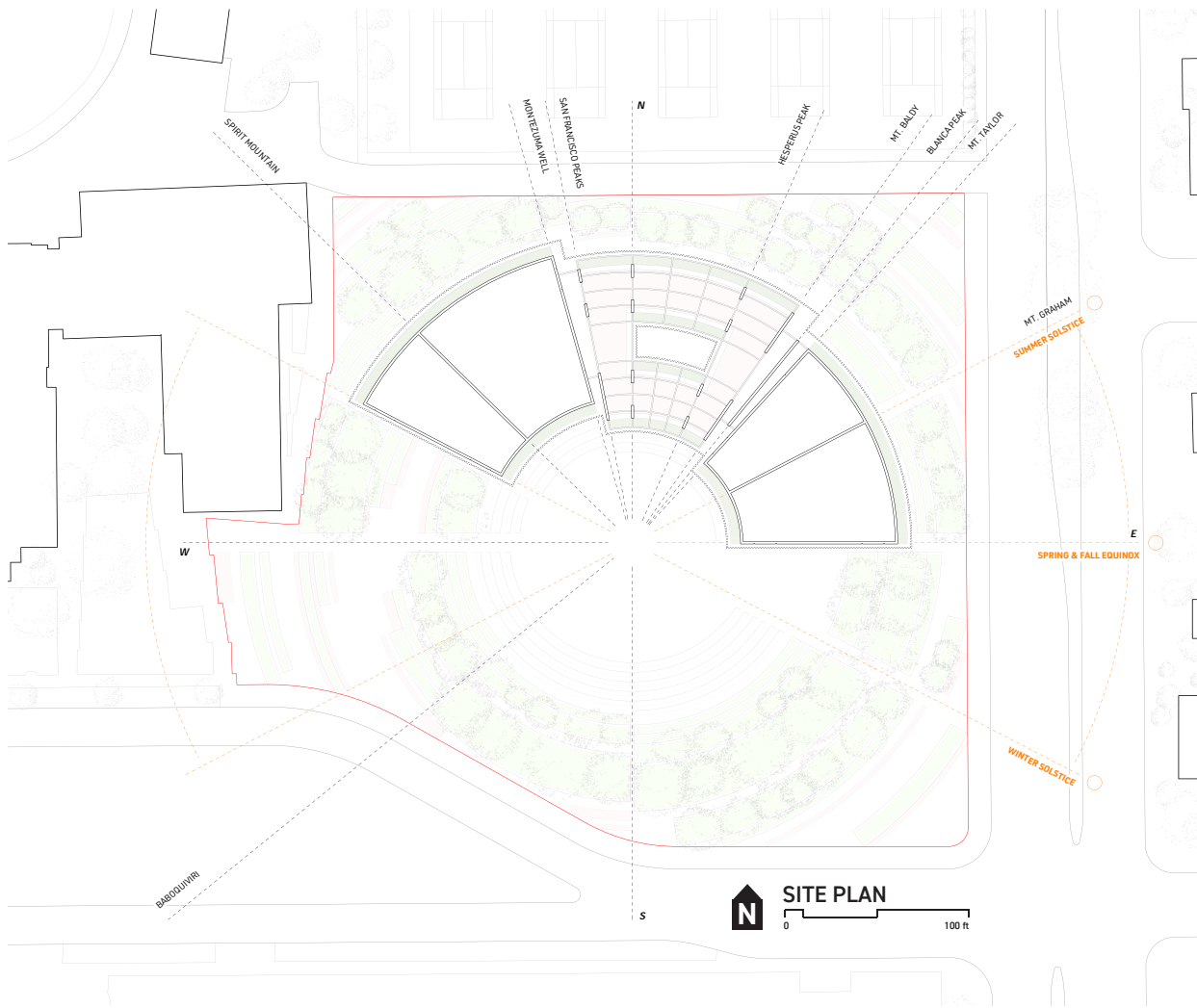


view entering the building



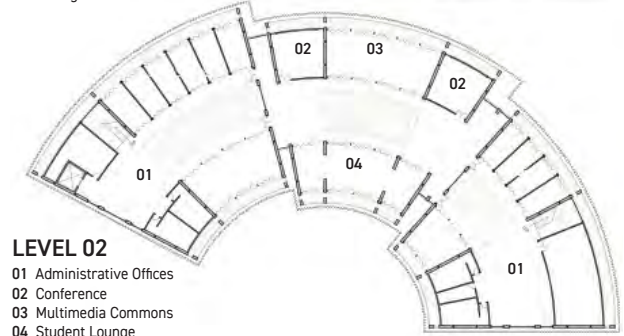
view of the interior courtyard

Receive Native students with a place of belonging Revive Native Land on the UA campus Reclaim an Indigenous cultural landscape Reassert Native sovereignty with a proud, prominent design



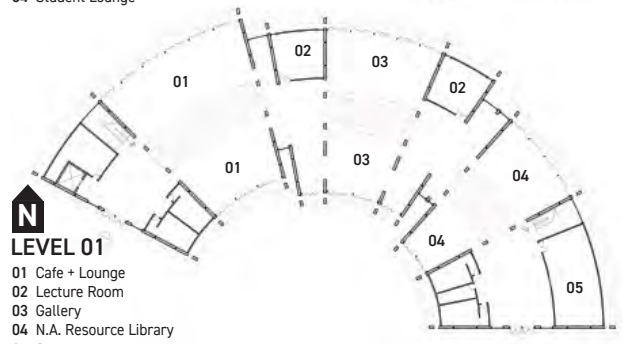
LEVEL 03

- 01 Administrative Offices
- 02 Outdoor Terrace
- 03 Tribal Visiting
- 04 Storage



LEVEL 02

- 01 Administrative Offices
- 02 Conference
- 03 Multimedia Commons
- 04 Student Lounge



LEVEL 01

- 01 Cafe + Lounge
- 02 Lecture Room
- 03 Gallery
- 04 N.A. Resource Library
- 05 Storage



Cultivating a Cultural Landscape

The Center forms a microcosm of Arizona's ancestral Native landscapes. It offers a restorative natural experience, renews one's sense of rootedness to the earth, honors Indigenous ways of building in arid climates, and aligns space, structure, and ceremony to sacred landmarks and seasonal solar events.

A Place of Refuge

The Center provides shelter, safety, and comfortable familiarity. It combines intimate spaces for healing and meditation with casual spaces for retreat and relaxation, creating a "second home" for Native People on the UA campus.

Patterns of Concentricity

The Center is defined by circles of social intensity. Spiraling arms embrace a central ceremonial space, creating a social heart that strengthens solidarity between Arizona's Tribal communities.

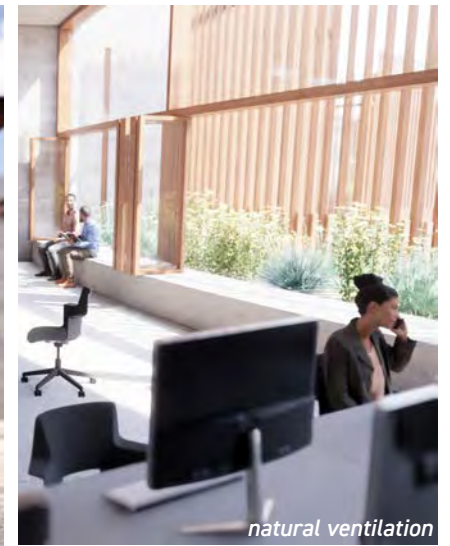




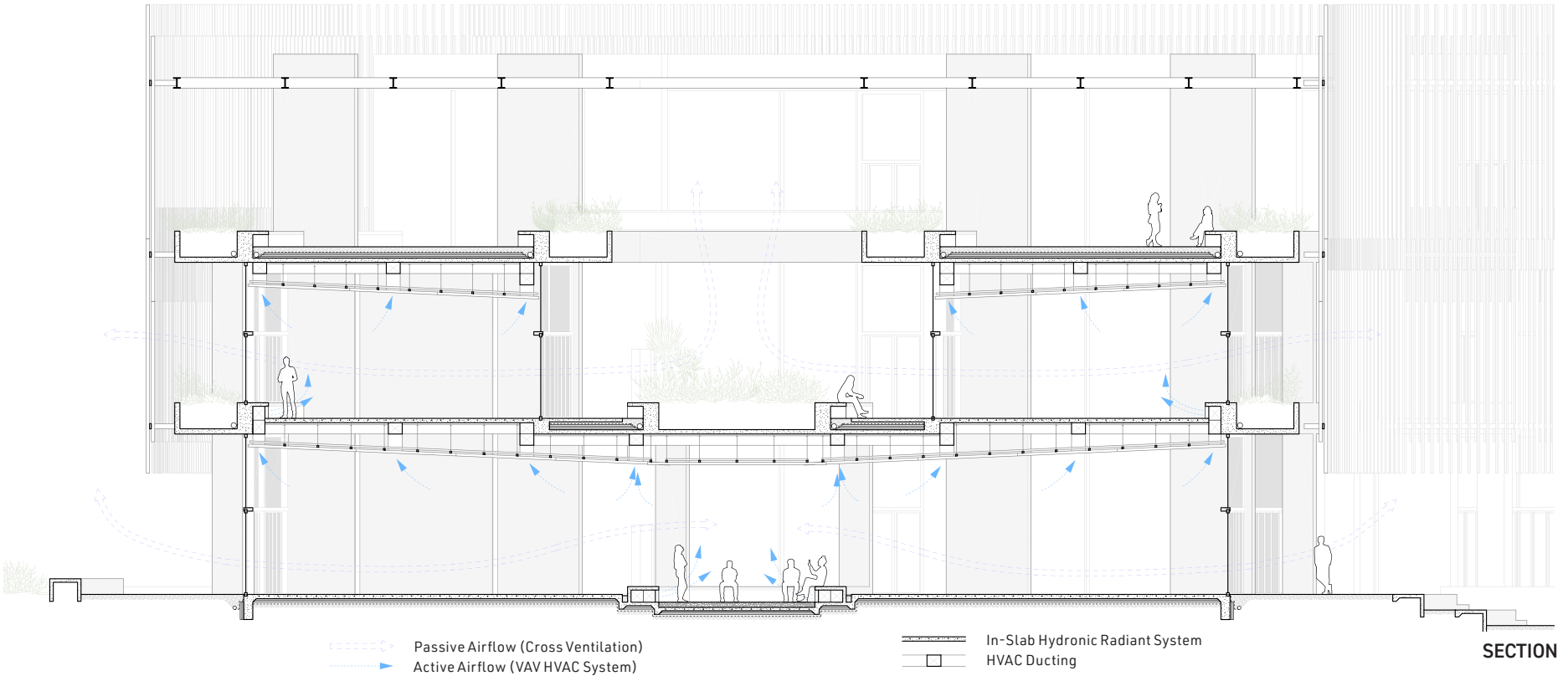
daylit interiors



comfortable outdoor spaces



natural ventilation



Living in Harmony with the Desert

The building is designed to work with natural ventilation during cooler months to minimize energy loads and maximize the connection to the outdoors. The building is flooded with natural daylight, and provides spaces for people to work and gather where there are views to the outdoors. The building is integrated with the landscape, incorporating landscape elements inside and out.

5.7

NAI House of Traditions

Christopher Robin Doidge | Tucson, Arizona

The NAI House is designed to honor the past, celebrate values, and provide a nurturing home for NAI students to connect and practice their traditions. The design welcomes Native American communities by recalling the traditional structures, symbols, methods of making, as well as textural and sensory qualities found on traditional homelands. Here one will experience the movement of the sun and the display of natural elements, highlighting the connections between place, people, and environment. The design features a recessed courtyard, inspired by the refuge one can find in a canyon. Water flows seasonally, as harvested from adjacent areas. Inside, the voluminous space of the entrance emulates the vast and powerful open spaces of Arizona, and filters light as one might experience within a Wickiup or under a Ramada. Interior spaces are arranged into pods, clustered together to create a village-like atmosphere. Rooftop gardens provide meditative spaces and a connection back to the land with views of nearby peaks.

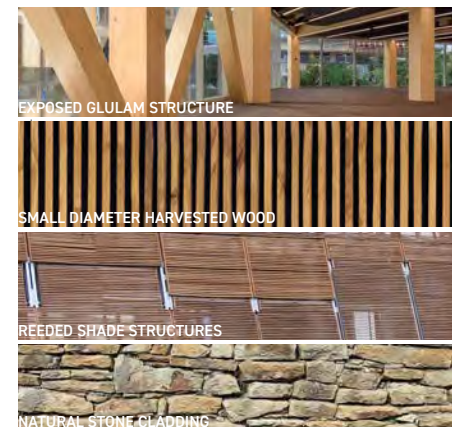


view looking west along 4th towards the entry



Expressing Traditional Forms in Contemporary Ways

The rendering above shows the Wickiup-inspired atrium at the entry. This three story volume is made of wood, steel and glass, patterned to minimize direct solar radiation and mimic the organic nature of traditional structures.

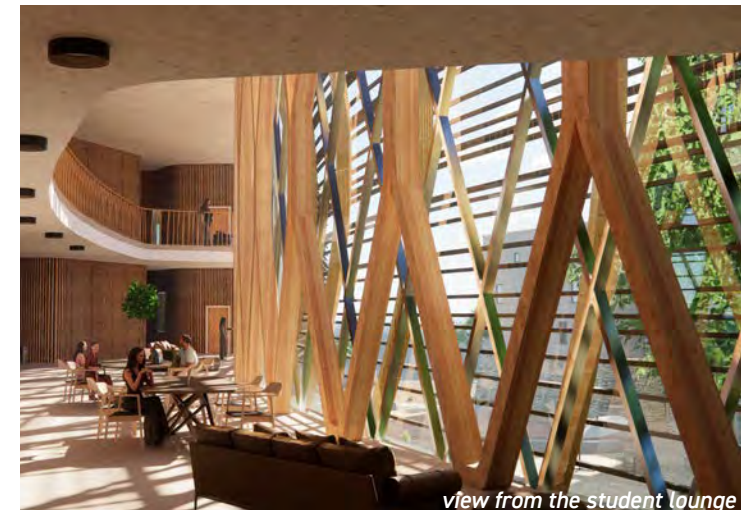
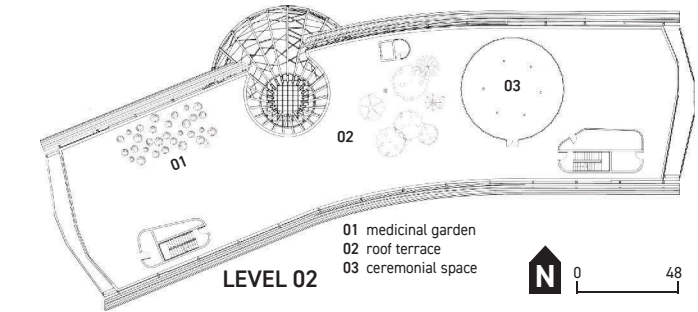
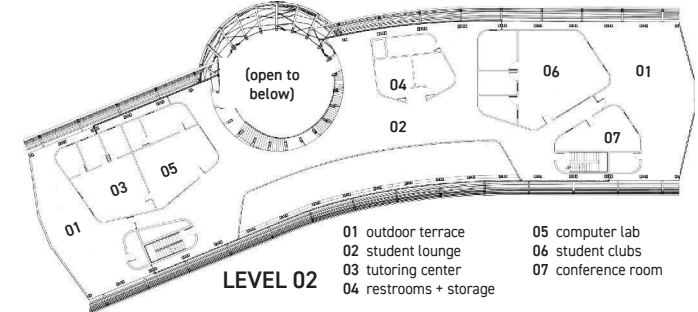
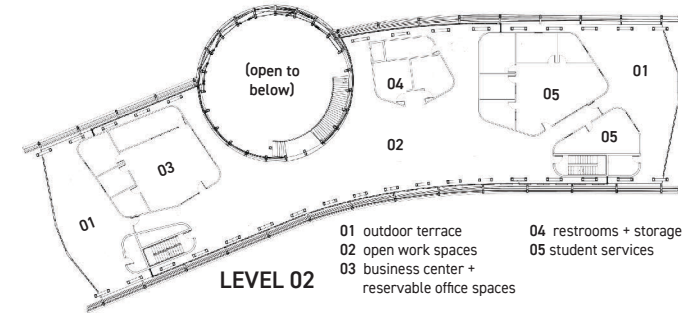
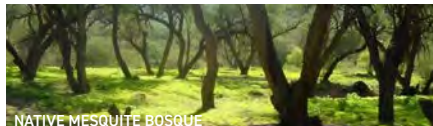


EXPOSED GLULAM STRUCTURE

SMALL DIAMETER HARVESTED WOOD

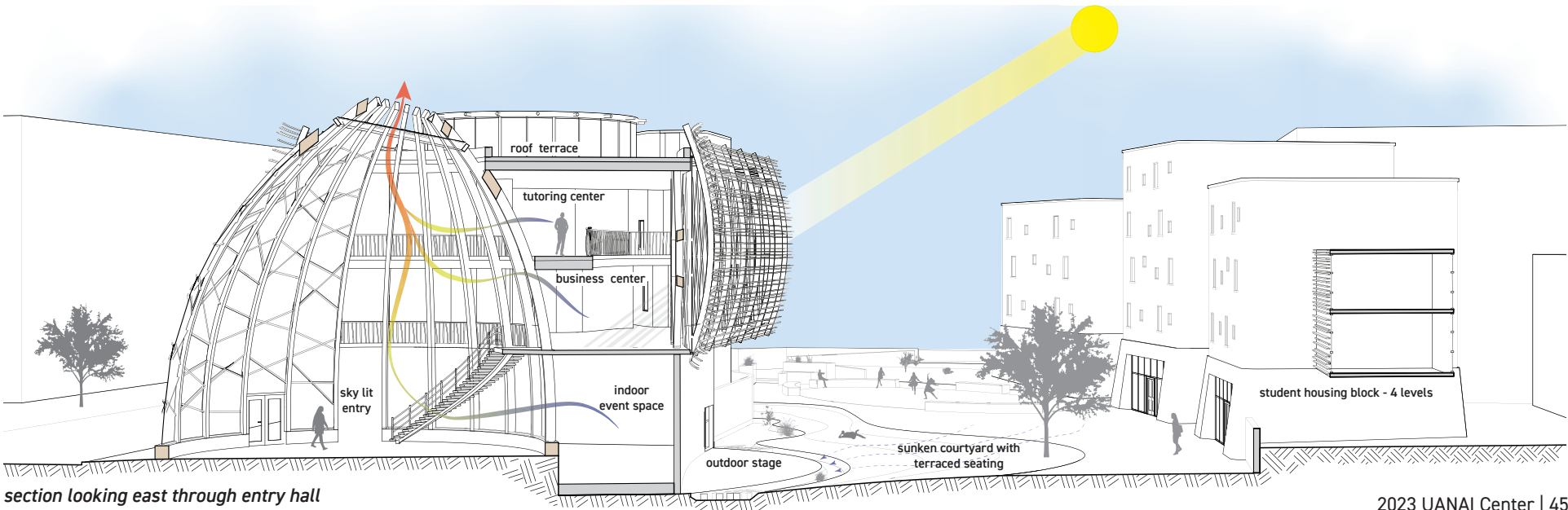
REEDED SHADE STRUCTURES

NATURAL STONE CLADDING





View looking west into the inner courtyard



section looking east through entry hall

5.8

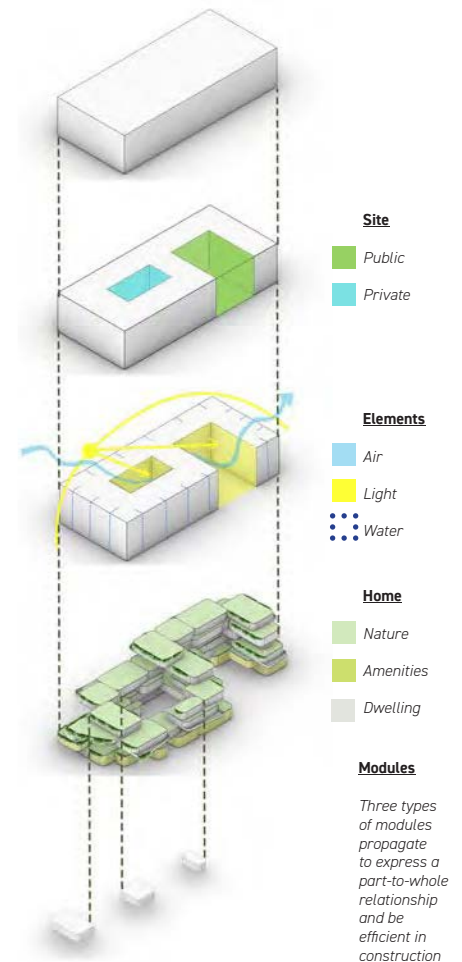
UArizona Oasis

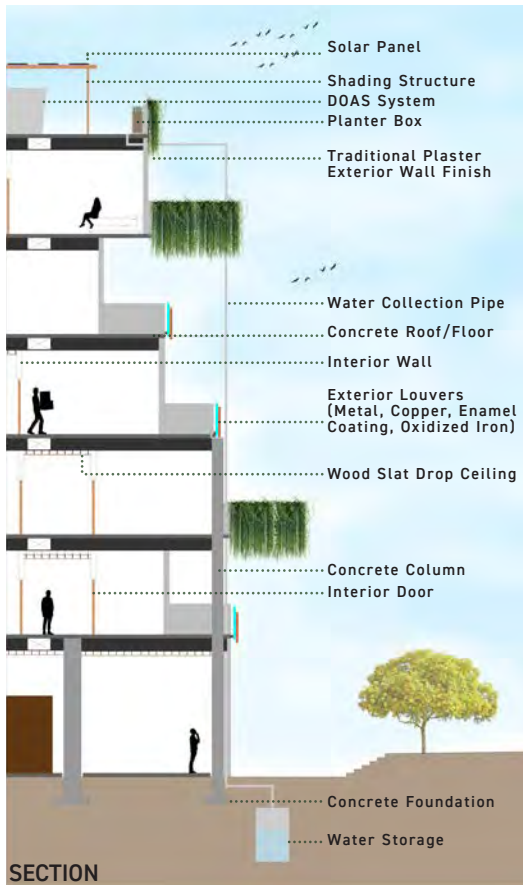
Sheyda Maadelat | Tehran , Iran

An oasis is a place in a desert that's fertile and has life-sustaining water, often due to a spring. For desert people, it serves as a place of refuge and relief from the surrounding harsh and barren landscape. Figuratively, the term "oasis" can also be used to describe a place or situation that provides a refreshing, peaceful, or enjoyable contrast to an otherwise challenging or difficult environment. The UArizona Oasis is a home-away-from-home for students seeking a safe and restorative environment to practice their culture and celebrate their heritage. The design is uniquely Native and Indigenous in concept, acknowledging the needs of both the individual and the community, and recognizing the importance of connection to the natural world in all things. This is expressed through the interconnections of modular pods that assemble in a careful balance of public and private spaces, indoor and outdoor areas, and environmental responsiveness.

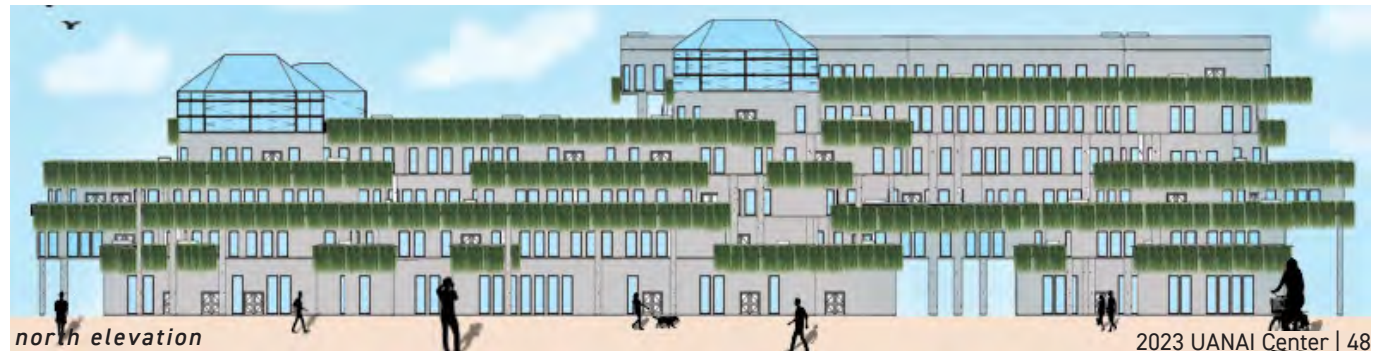
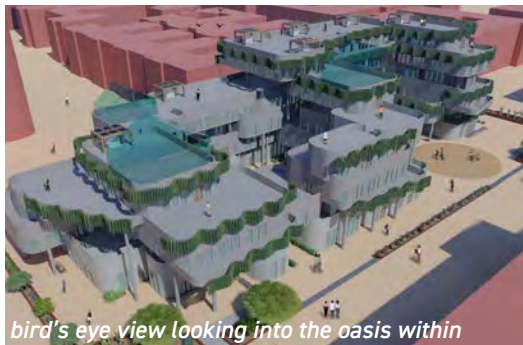


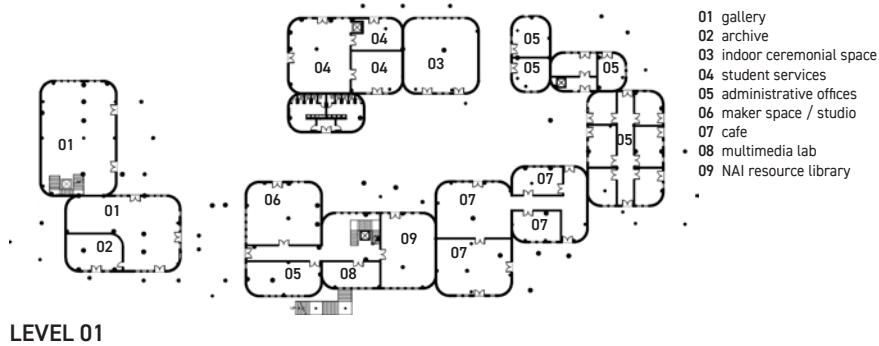
FORM DIAGRAM



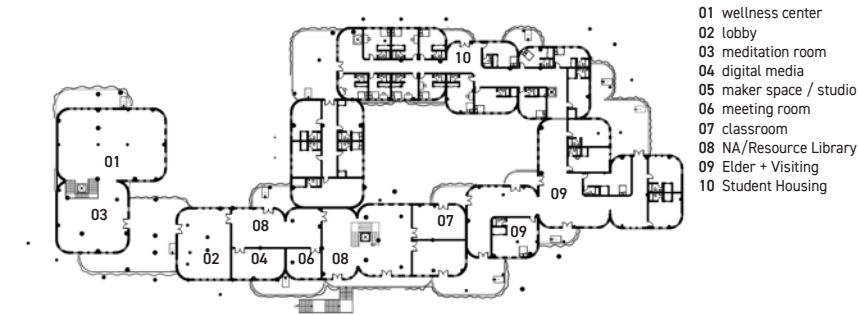


SECTION

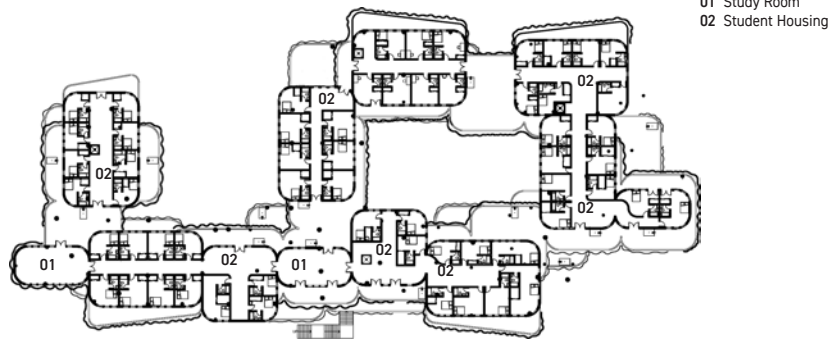




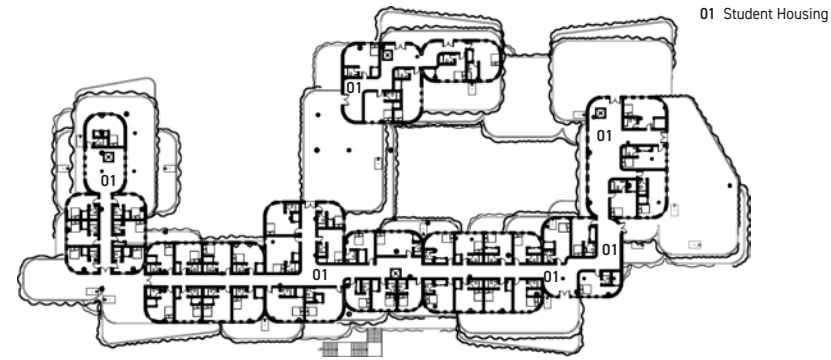
LEVEL 01



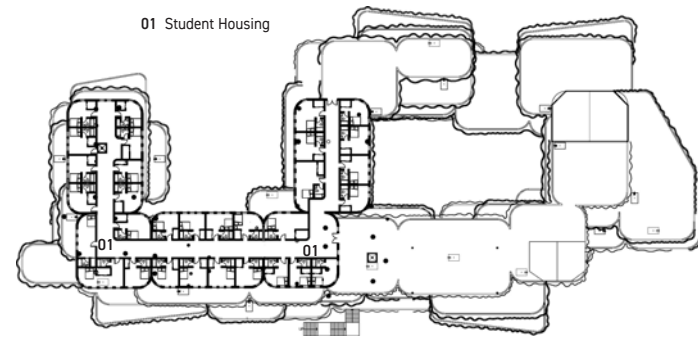
LEVEL 02



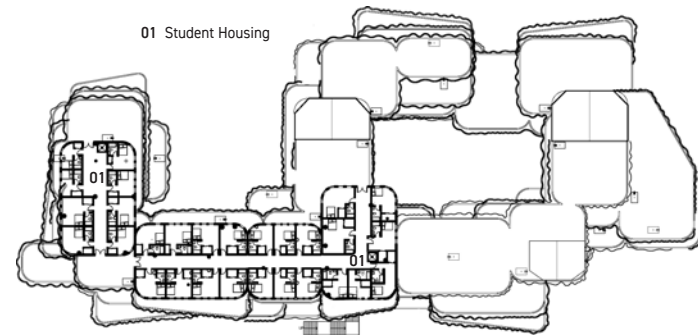
LEVEL 03



LEVEL 04



LEVEL 05



LEVEL 06

Investing in the Future

The building's design honors the sacred importance of water to Native and Indigenous Peoples by incorporating a water storage system on site. The design also leverages traditional wisdom of desert living through the incorporation of passive heating and cooling strategies for both indoor and outdoor spaces. In this way, the design demonstrates stewardship of natural resources and future generations. The Oasis presents as a unique appearance while fitting into the campus whole, therefore expressing itself as an integral part of university life.



5.9

Cultural Cultivation

Christian Taylor Walker | Mojave Desert, California

The project focuses on cultivating autonomy and resiliency for Native and Indigenous students at the University of Arizona. It emphasizes social engagement through integrated social spaces and offers opportunities for personalization, modification, and adaptation. The design also aspires to raise public awareness of the unique contributions of Arizona's Tribal communities, showcasing their crafts, music, and achievements. Ephemeral experiences highlight traditional Native and Indigenous connections to natural systems and the importance of place and moment. The design incorporates Native American languages, symbols, and building forms, celebrating the traditional wisdom Native and Indigenous Peoples practice for living in a desert environment. In this way, the project prioritizes sustainability, creating a habitable and regionally-appropriate environment, showcasing Native and Indigenous land practices as strategies for addressing contemporary environmental concerns.



View looking into the inner courtyard

CONCEPT DIAGRAM

Light and Air

Vertical cores connect the ground to the sky, allowing for stack ventilation and daylighting at each level

View

The program is organized so that every space has a view

Solar Control

The louvered terra cotta facade protects the interior from excessive heat gain

East Orientation

The residential floors feature a communal space facing east for sunrise ceremony

Identity

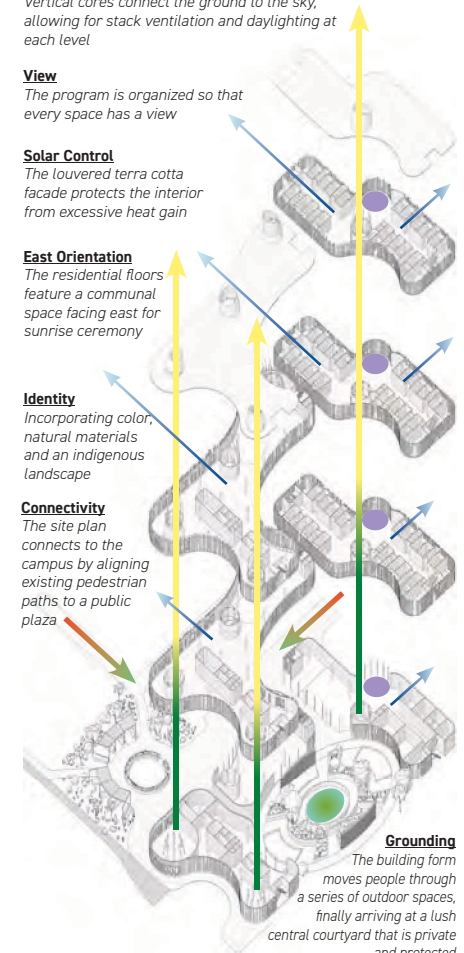
Incorporating color, natural materials and an indigenous landscape

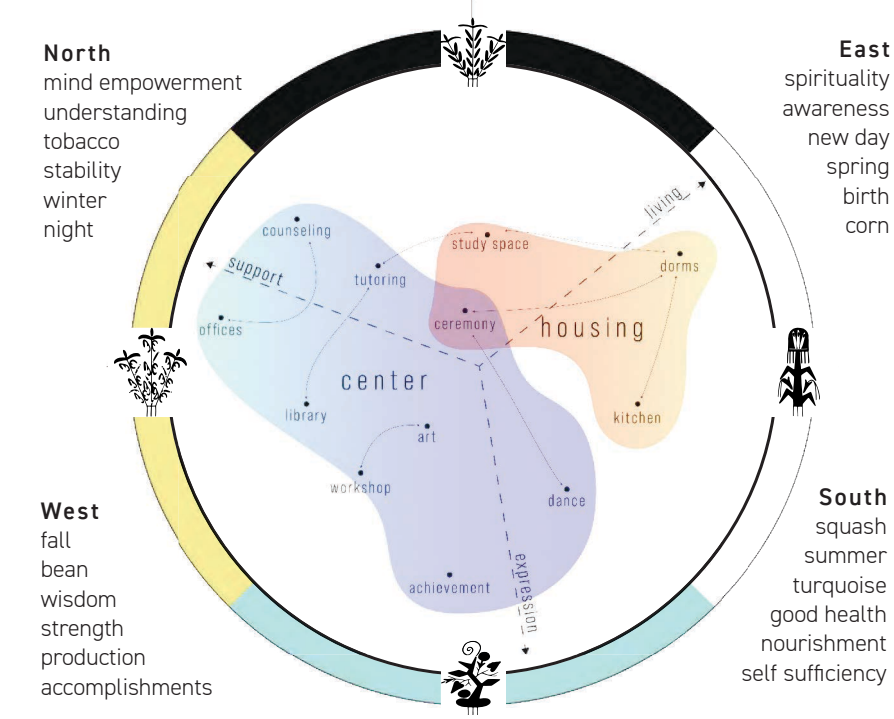
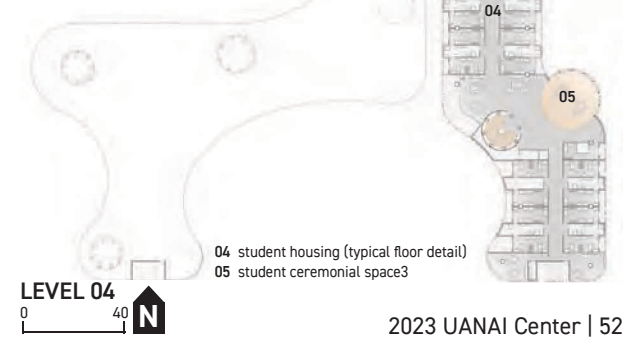
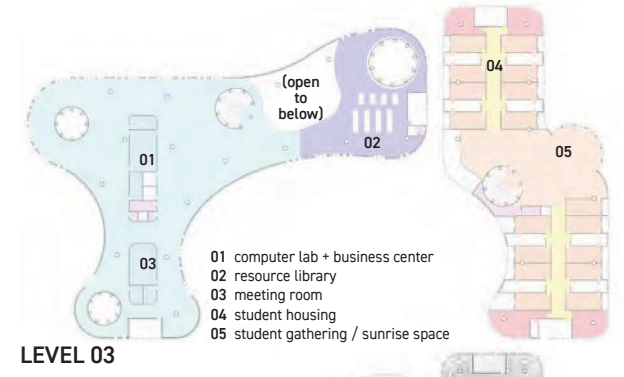
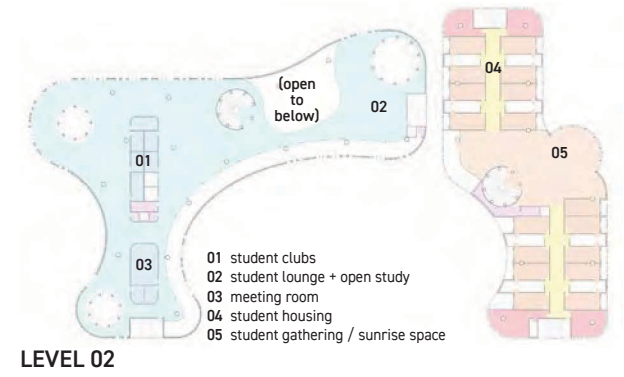
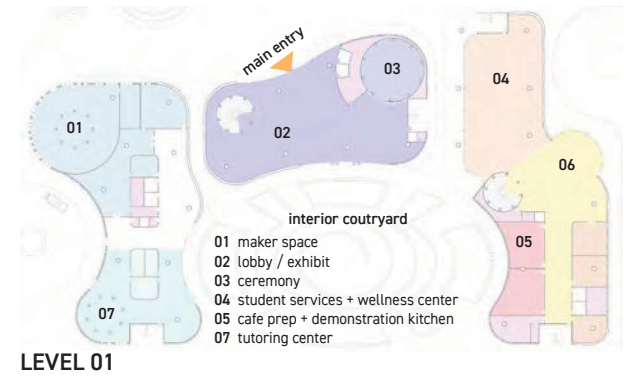
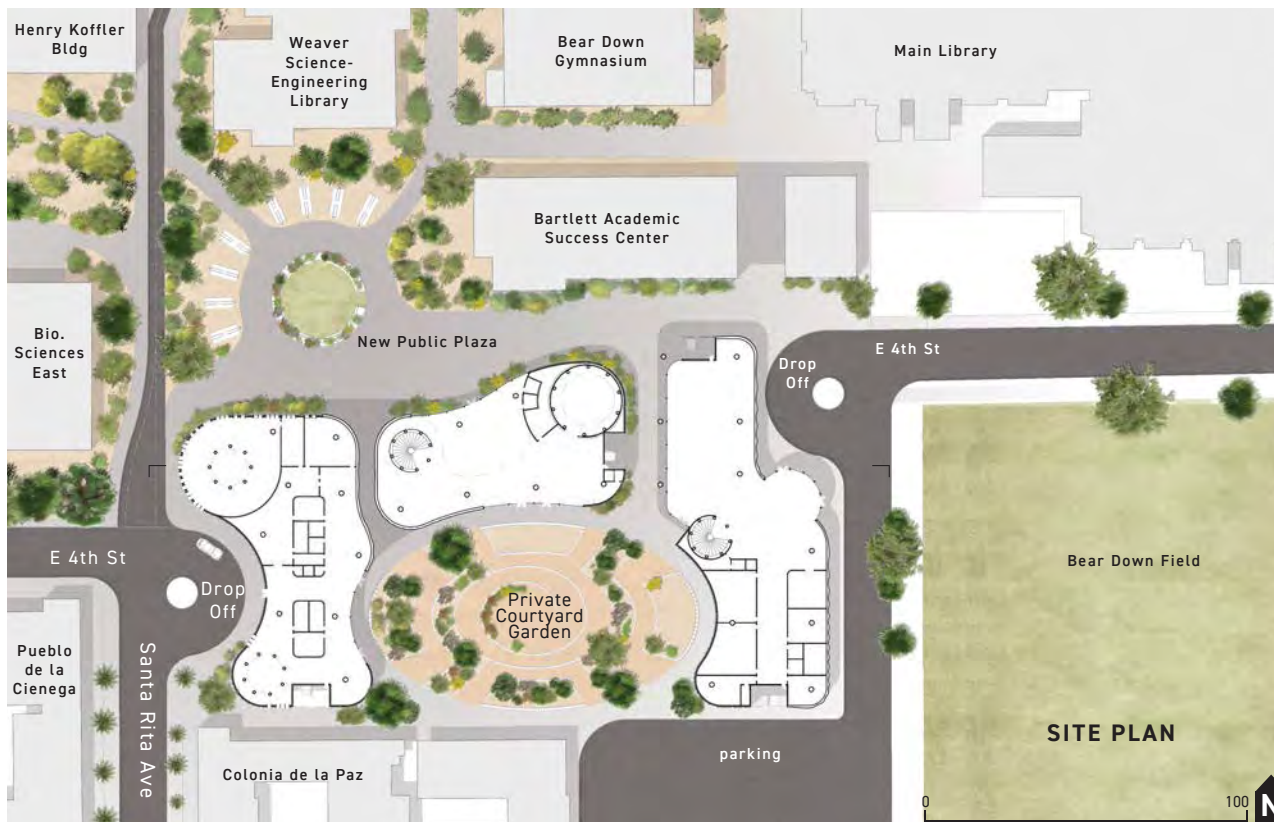
Connectivity

The site plan connects to the campus by aligning existing pedestrian paths to a public plaza

Grounding

The building form moves people through a series of outdoor spaces, finally arriving at a lush central courtyard that is private and protected



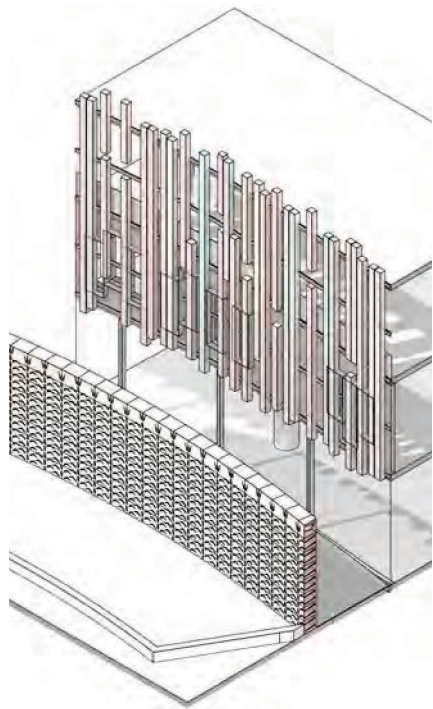


Connection to Campus
One of the earliest decisions in planning the site was to connect to existing pathways and amenities near the site. By removing thru traffic along 4th street, a pedestrian zone was established, and a community plaza was formed. Here, outdoor craft fairs, music festivals and dances can take place.

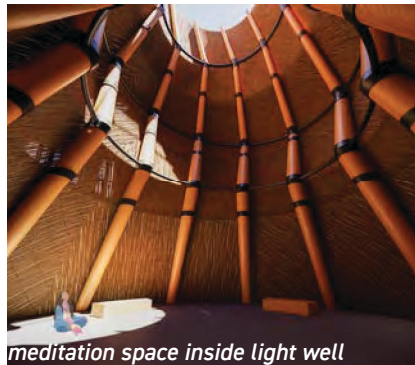
Directional Programming
Program spaces are arranged according to the Navajo sacred directions, placing spaces in alignment with directional attributes, colors and seasons.



View looking into the entry from the public plaza



student lounge area



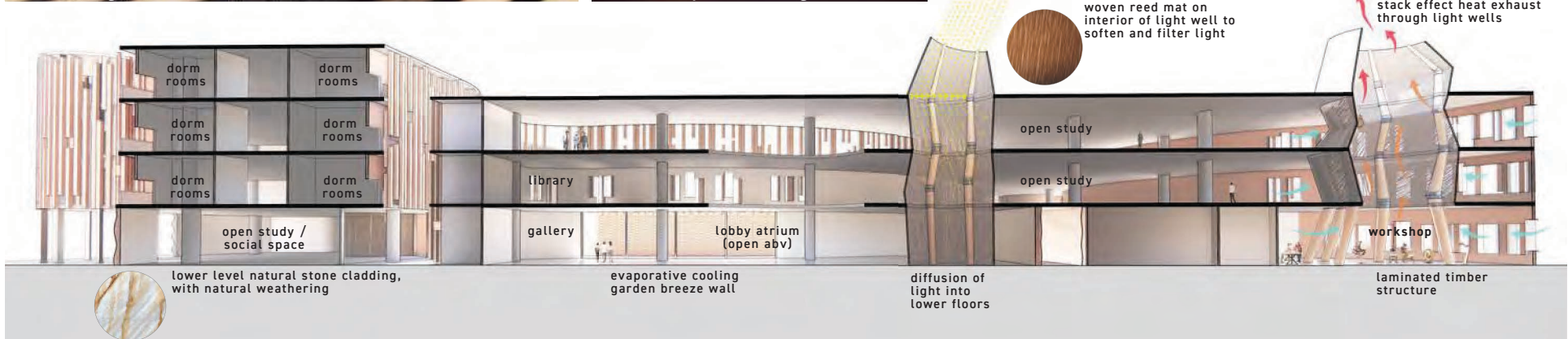
meditation space inside light well

Light as Language

The sun as it moves through the sky by day and by season can be read as a language. We know where we are, what needs to be done, and what to prepare for. This language is universal to all people who live in harmony with the earth. This point of connection is used to bring a sense of peace to the meditation and ceremony spaces.

A Desert Place

Inspired by regional building forms, artwork, and passive design strategies, a colorful terracotta screen covers the exterior. The panels stagger in and out, creating a shadow play and protecting the building from direct solar gains while allowing light to pass to the interior. At lower levels, screening is built up using vegetation buffers and an evaporative cooling breeze wall. The terracotta block of the wall is saturated with water; as air passes through, it creates a cooling effect.



section perspective facing south