

# BE THE VOICE

## Imagine the Possibilities

Native and Indigenous Center Survey Results  
October 2022

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# PROJECT BACKGROUND

As mandated by the University of Arizona Strategic Plan, this year we are beginning the planning phase of a learning center, community meeting space, and cultural home for the University's Native and Indigenous students, staff, and faculty, and community tribal members. A collaborative effort between the Office of Native American Advancement and Tribal Engagement, the Native Peoples Technical Assistance Office, and the College of Architecture, Planning and Landscape Architecture, this fall we began data collection around the location and scope.

## TIMELINE

### Planning and Development Phase

Spring 2022 - Fall 2022

- Research and Case Studies compiled by Native students from the College of Architecture, Planning and Landscape Architecture (CAPLA)
- Interviews conducted with stakeholders across campus by Native students from CAPLA
- Native students from CAPLA visited the Indigenous Cultural Center at Scottsdale Community College and the Native American Cultural Center at Northern Arizona University
- Feedback from UArizona Native students, faculty, staff, and tribal communities collected via online survey.
- Feedback collected via Public Open House, December 7th, 10:00-2:00, Old Main (Silver and Sage Room)
- Site selected by the end of the year

Spring 2023

- Architecture students to begin site analysis
- Selection of a Native and Indigenous Architect/Firm to complete final design
- All background materials and research turned over to the Firm end of Spring 2023

## SURVEY REPORT

The following report presents the results of an online survey that was distributed to University of Arizona Native and Indigenous students, faculty, and staff, and Arizona Tribal Leaders, Tribal Elders, and Tribal Education Departments (2,099 in total). Respondents received multiple invitations and reminders to complete the survey between August 16 and September 14. In total, 440 individuals completed the survey.



for current information and updates, visit [NAAIR.arizona.edu](http://NAAIR.arizona.edu) or scan the QR code

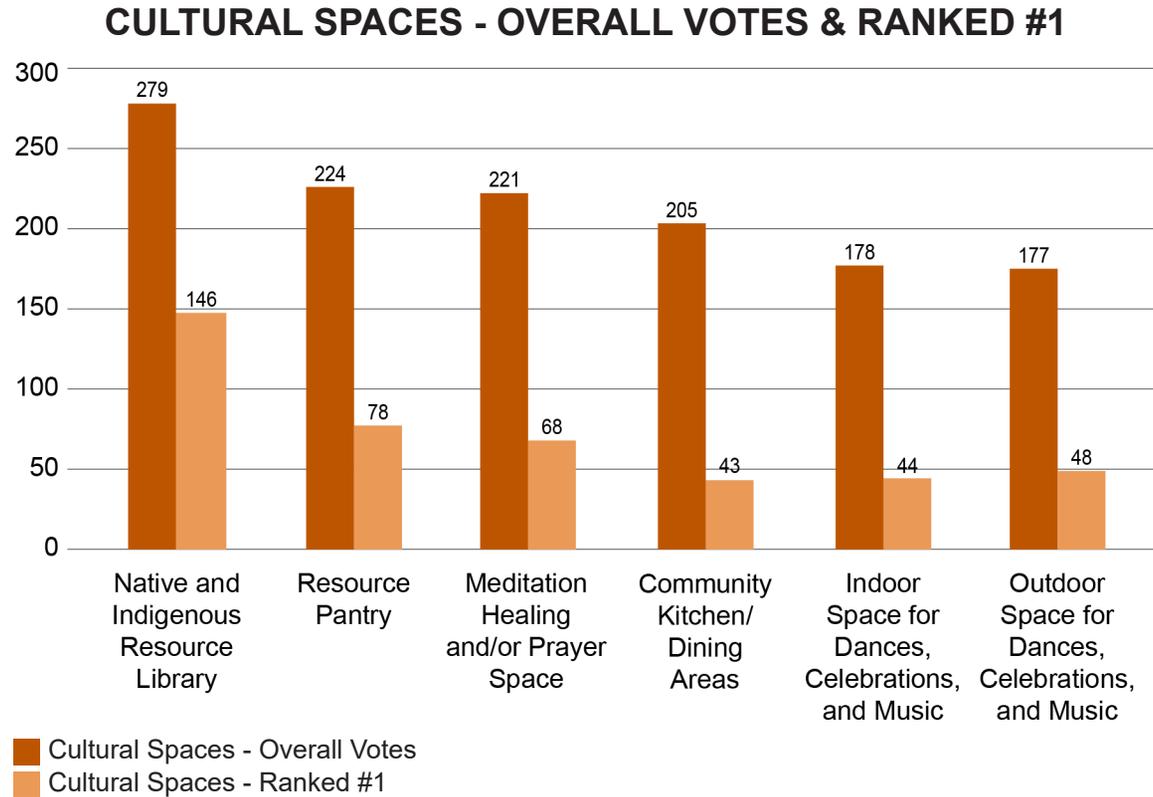
# SURVEY RESPONDENTS

COUNT*	SURVEY RESPONDENTS	PERCENTAGE
214	Native/Indigenous UArizona Undergraduate Student	48.6%
97	Native/Indigenous UArizona Staff	22%
87	Native/Indigenous UArizona Graduate Student	19.8%
48	UArizona employee who works with Native students, faculty, and/or staff, or other stakeholder interest in the Center	10.9%
42	Native/Indigenous UArizona Alumni	9.5%
36	Native/Indigenous UArizona Faculty	8.2%
28	Other	6.4%
7	Tribal Education Department	1.6%
6	Tribal Leader	1.4%
5	Native/Indigenous UArizona Adjunct Faculty	1.1%
4	Native/Indigenous UArizona Administration	0.9%
3	Tribal Elder	0.7%

\*Survey respondents may fall under multiple categories, so count totals exceed 440; Percentages calculated out of 440.

# CULTURAL SPACES

Respondents were asked to select the TOP 3 Cultural Spaces that they feel should be incorporated into the Center. The following figures show the overall number of votes for each item, and for the items ranked #1 by respondents.

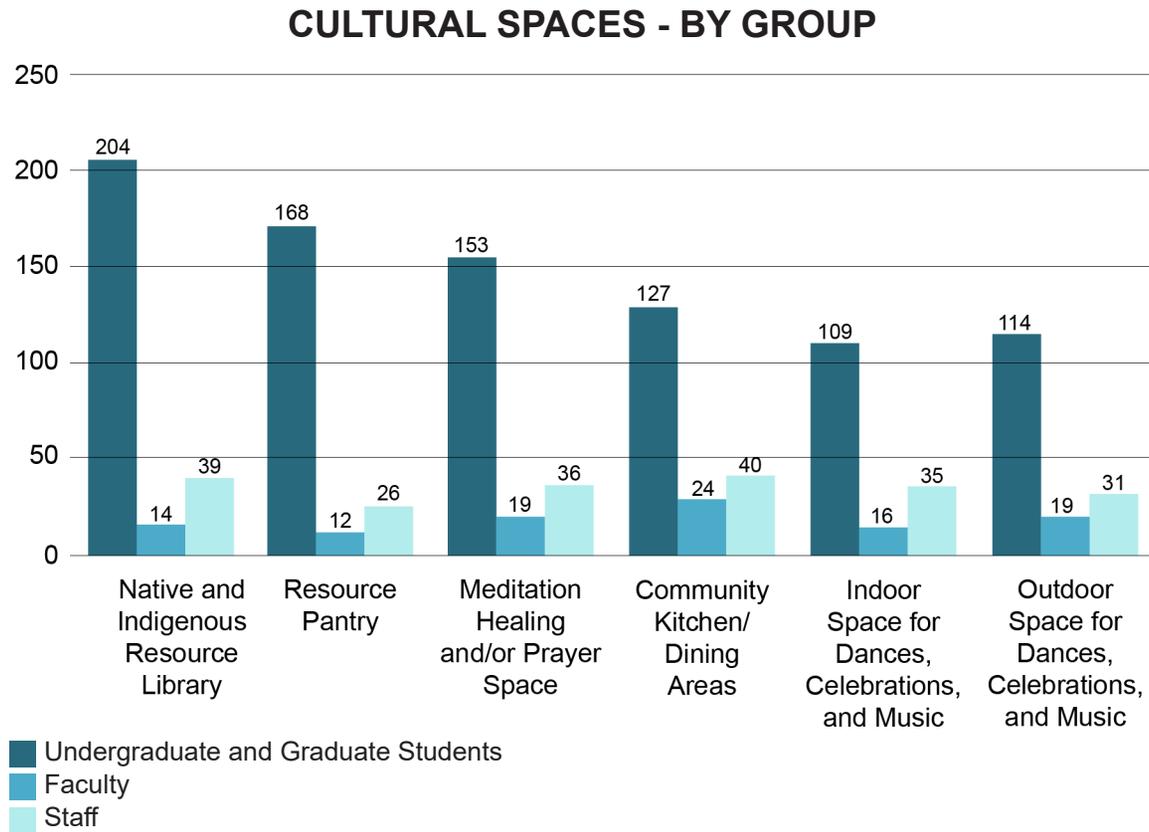


## Other suggestions not listed:

- Child Activities
- Native Language Study Time
- Native Plant Garden with Pollinators and Water Fountains
- Display Native Student Award & Recognition
- Gallery - Exhibition Space
- Museum for Sharing Representation or Art from Individual Tribes
- Sage, Cedar, Ash, Tea. Items to Smudge with.

# CULTURAL SPACES

Respondents were asked to select the TOP 3 Cultural Spaces that they feel should be incorporated into the Center. The following figures show the overall number of votes for each item from undergraduate and graduate students, faculty, and staff.



## Notes:

Both undergraduate and graduate students selected a Native and Indigenous resource library as their number one preference, followed by a resource pantry, and meditation, healing and/or prayer space. In contrast, faculty (all ranks) selected a community kitchen/dining space following by a meditation, healing and/or prayer space. Both faculty and staff placed higher priority on a community kitchen/dining space, while students favored a resource pantry.

# CULTURAL SPACES

Respondents were asked if they had any additional comments on Cultural Spaces. Open-ended responses fell into the following categories: Academic Resources, Art/Culture, Community/Inclusiveness, Wellness, Honoring Native and Indigenous Peoples, Necessities. Selected comments are as follows:

■ Undergraduate and Graduate Students  
■ Faculty  
■ Staff

## Art/Culture:

*"Art Murals by local Tribal Members (Luck Salway, Tohono O'odham/Ogallala Artist)."*  
–Native/Indigenous Staff Member

## Academic Resources:

*"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."*  
–Native/Indigenous Undergraduate Student

## Honoring Native and Indigenous Peoples:

*"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."* –Native/Indigenous Staff Member & Alumni

## Wellness:

*"Essentially a place where cedar can be burned for prayer or different cultural herbs can be used for blessing ourselves and others."* –Native/Indigenous Undergraduate Student & Staff Member

## Art/Culture:

*"Provide cultural foods such as blue corn meal, elk, lamb."* –Native Indigenous Tribal Elder, Staff Member, & Stakeholder

## Art/Culture:

*"Tucson is a UNESCO gastronomy site. The cultural area should be a place where Native Americans can share their cultural cuisine."*  
–Native/Indigenous Undergraduate Student

## Honoring Native and Indigenous Peoples:

*"Focus on the Federally recognized Tribes from Arizona. 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."*  
–Native/Indigenous Staff Member

## Academic Resources:

*"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, Tapahanso, 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

## Community/Inclusiveness:

*"I would like to see a home away from home for group gatherings. A place for social connections and spiritual nourishment."* – Native/Indigenous Staff Member

## Wellness:

*"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."* – Native/Indigenous Graduate Student

## Art/Culture:

*"I would love to have a space that promotes art and languages. I think we need more Native faculty and staff at UA campuses. NAU has a beautiful cultural center."* – Native/Indigenous Staff Member & Alumni

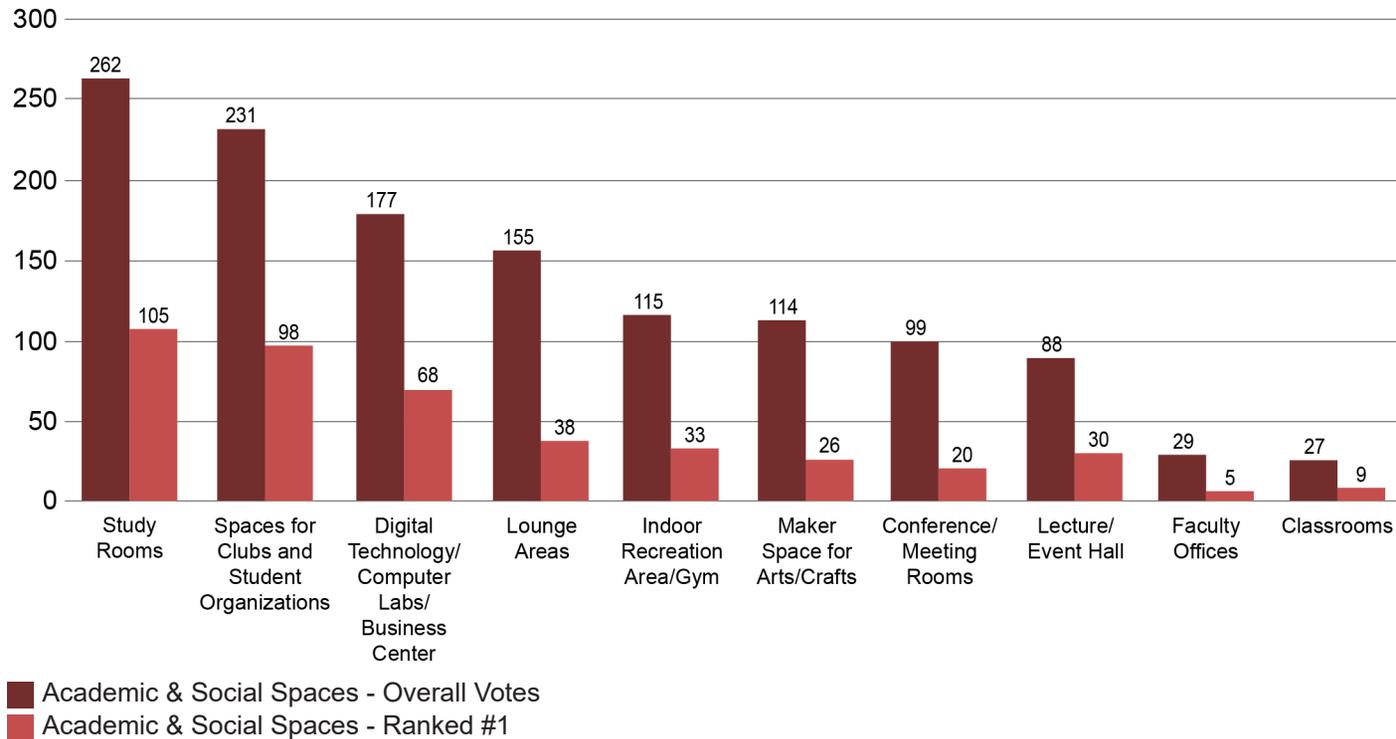
## Necessities:

*"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."* –Native/Indigenous Undergraduate Student, Tribal Leader, & Tribal Education Department

# ACADEMIC & SOCIAL SPACES

Respondents were asked to select the TOP 4 Academic & Social Spaces -already existing on campus- that they feel should also be housed in the Center. The following figure shows the number of votes for each item, and for the items ranked #1 by respondents.

**ACADEMIC & SOCIAL SPACES - OVERALL VOTES & RANKED #1**



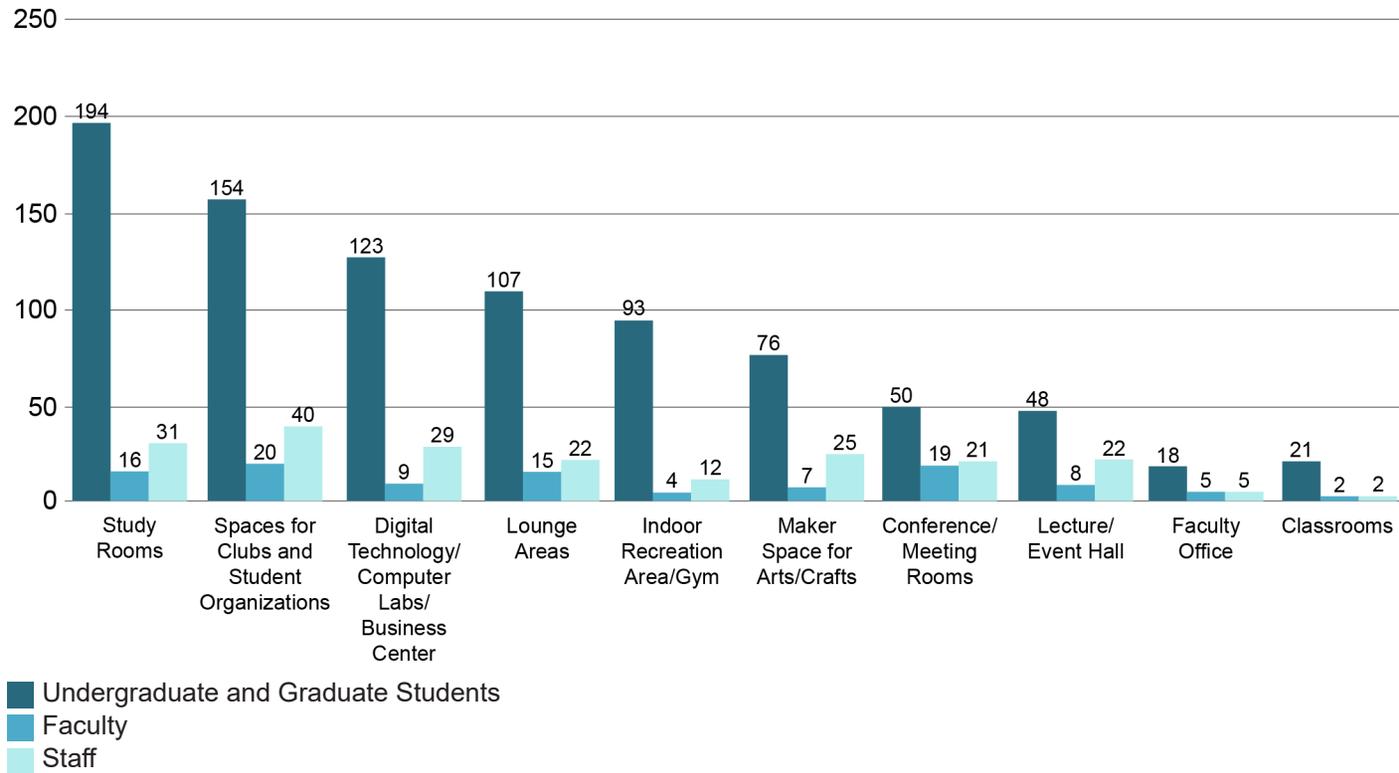
## Other suggestions not listed:

- Conference/meeting rooms could perhaps be themed/double as multi-purpose rooms (e.g. study rooms, maker space, event/classrooms, clubs/rec, etc.). Each room could be themed for possibly community, learning, art/expression, recreation)
- Something like Nugent, its old building or floor but that is only for Indigenous Students.
- Student Chatroom
- Espresso Machine
- Space for any visiting faculty or spotlight Indigenous faculty
- A pool
- Space to conduct presentations, talking circles with built in projector screen, audio and plenty of seating available.

# ACADEMIC & SOCIAL SPACES

Respondents were asked to select the TOP 4 Academic & Social Spaces - already existing on campus - that they feel should also be housed in the Center. The following figure shows the number of votes for each item from undergraduate and graduate students, faculty, and staff.

## ACADEMIC & SOCIAL SPACES - BY GROUP



### Notes:

Students, faculty, and staff had similar top preferences, with study rooms and spaces for clubs and student organizations ranking in the top three for all. As another top choice, students and staff chose digital technology/computer labs/business center, while faculty chose conference/meeting rooms.

# ACADEMIC & SOCIAL SPACES

Respondents were asked if they had any additional comments on Academic and Social Spaces. Open-ended responses fell into the following categories: Multi-Use Spaces, Technology, Community/Inclusiveness/Connection, A Place for Student Communication, Arts/Culture. Selected comments are as follows:

- Undergraduate and Graduate Students
- Faculty
- Staff

## Arts/Culture:

*"I think this space would also be great to host arts and crafts events similar to NASA."* – Native/Indigenous Undergraduate Student

## Community/Inclusiveness/Connection:

*"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."* –Native/Indigenous Faculty Member

## Technology:

*"Free printing with a station for stapling"* –Native/Indigenous Graduate Student

## Community/Inclusiveness/Connection:

*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."* –Native/Indigenous Staff Member & Alumni

## Arts/Culture:

*"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

## A Place for Student Communication:

*"Create a student chatroom on something like DISCORD where students can ask each other questions regarding classes, professors, or anything school or academic related, or say someone needs a ride back to the rez."* –Native/Indigenous Undergraduate Student

## Multi-Use Spaces:

*"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."* –Native/Indigenous Staff Member & Alumni

## Multi-Use Spaces:

*"The center should be large enough to house some academic departments (AIS in particular), and/or programs such as NNI, the new resilience center. Separating academics from social life is a mistake. Also, space for community contacts and for elders and other community members to have a place to meet students should be important. The university is in "silos" or similar separations which are difficult to bridge without a physical space to be helpful."* –Native/Indigenous Faculty Member

## A Place for Student Communication:

*"Scholarship/funding/campus jobs/GA position bulletin board."* –Native/Indigenous Graduate Student

## Community/Inclusiveness/Connection:

*"I like inclusivity. So I would see orgs like NASA being hosted here. Important not to compete for spaces."* –Native/Indigenous Staff Member

## Community/Inclusiveness/Connection:

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

## Technology:

*"I think it's important to have a computer lab and free printing available for students."* –Native/Indigenous Staff Member & Alumni

## Technology:

*"Conference/meeting could have large screen technology for virtual meetings (i.e., Zoom)"* –Native/Indigenous Faculty

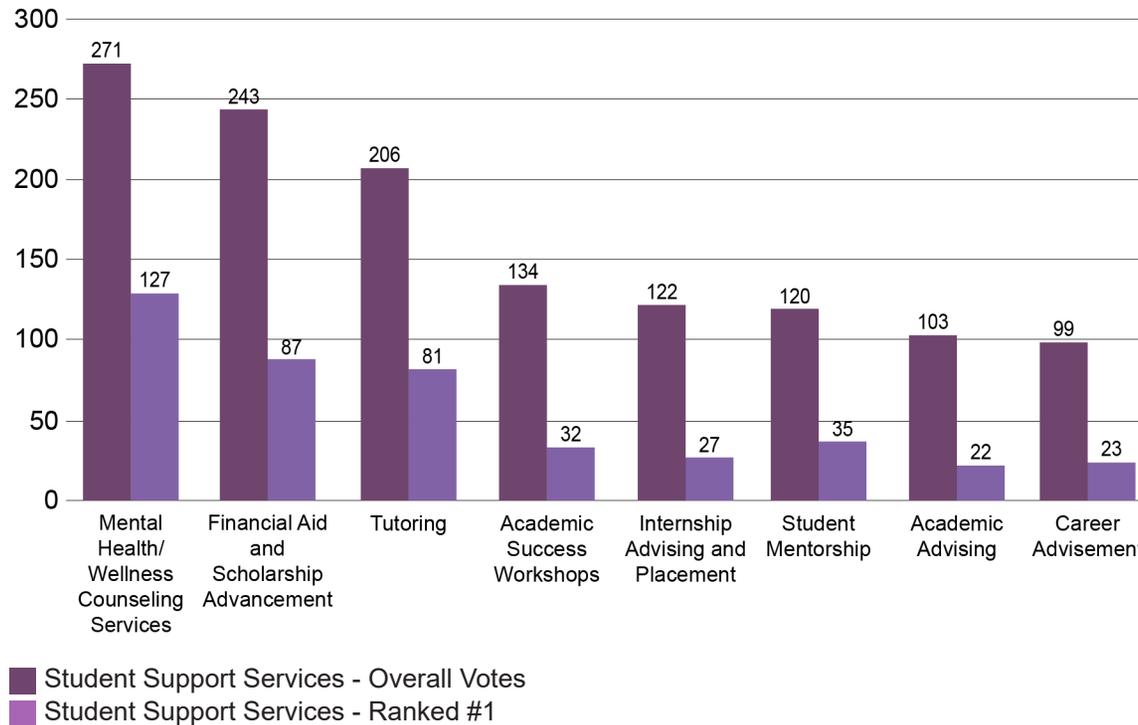
## Multi-Use Spaces:

*"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."* –Native/Indigenous Graduate Student, Alumni, and Staff Member

# STUDENT SUPPORT SERVICES

Respondents were asked to select the TOP 3 Student Support Services - already existing on campus- that they feel should also be housed in the Center. The following figure shows the number of votes for each item, and for the items ranked #1 by respondents.

**STUDENT SUPPORT SERVICES - OVERALL VOTES & RANKED #1**



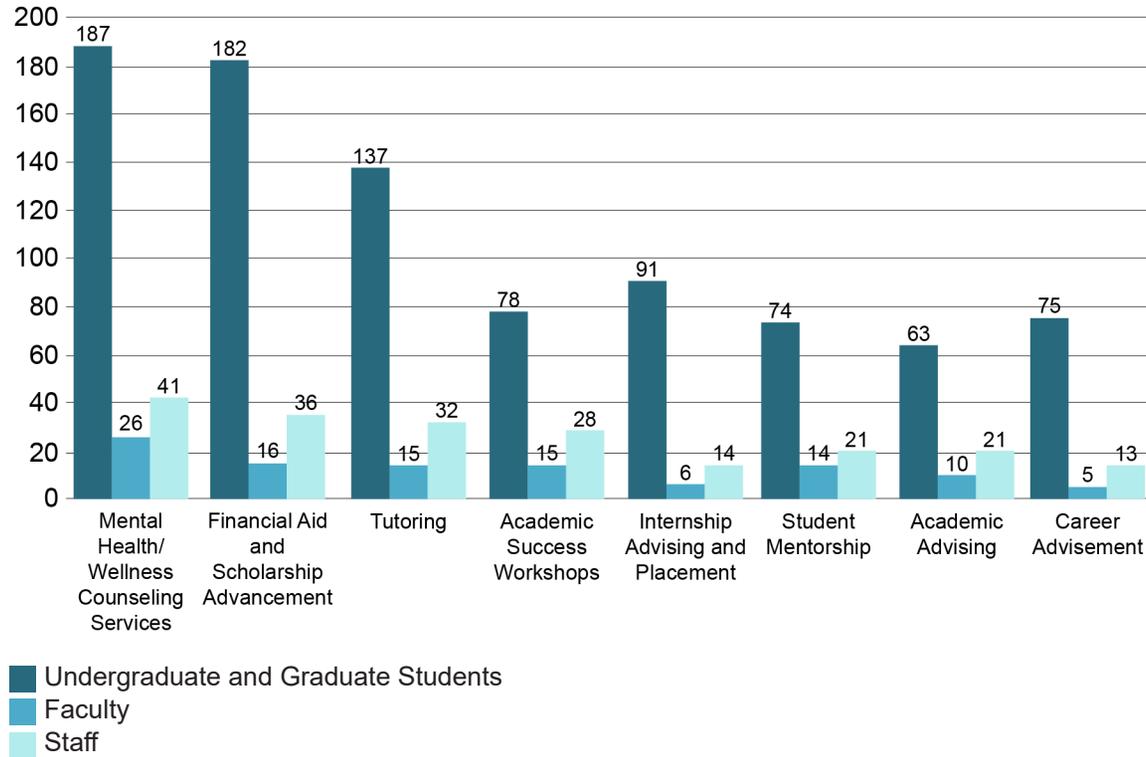
## Other suggestions not listed:

- Share ride
- Advising in general
- A space to connect to one's Tribe, "Zoom rooms" where students can have a space to connect with people from their tribal communities.
- Cultural and self-care workshops
- Indigenous Librarian
- Additional tutoring for gateway classes in STEM and other majors
- Rooms for tutors in the General Education courses (ENG, MAT, BIO, CHEM) to come in, according to their schedule
- Meeting space for a University Native Students Club
- Disability Support Services for Native Students
- Child Care and Native Soar

# STUDENT SUPPORT SERVICES

Respondents were asked to select the TOP 3 Student Support Services - already existing on campus- that they feel should also be housed in the Center. The following figure shows the number of votes for each item from undergraduate and graduate students, faculty, and staff.

## STUDENT SUPPORT SERVICES - BY GROUP



### Notes:

All three groups (students, faculty, and staff) prioritized Mental Health/Wellness Counseling Services and Financial Aid/Scholarship Advancement.

# STUDENT SUPPORT SERVICES

Respondents were asked if they had any additional comments on Student Support Services. Open-ended responses fell into the following categories: Wellness, Community Connections/Support, Advising. Selected comments are as follows:

- Undergraduate and Graduate Students
- Faculty
- Staff

## Wellness:

*"Mental health doesn't just mean crisis counseling. We're used to tribal elders and healers as a resource, too."* –Native/Indigenous Graduate Student

## Advising:

*"Tutoring is always needed. Help with finding more scholarships is scary to ask of but definitely needed. And getting together with a career advisor is not something I ever did, and thus got a degree that I do not use. I wish I had these services as a student."* –Native/Indigenous Staff Member & Alumni

## Wellness:

*"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."* –Native/Indigenous Undergraduate Student

## Wellness:

*"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

## Community Connections/Support:

*"A fellowship for elders to be funded and granted to speak to UA Native Students of their story."* –Native/Indigenous Undergraduate Student

## Community Connections/Support:

*"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."* –UA Arizona employee who works with Native students, faculty, and/or staff

## Advising:

*"Advising is always appreciated and taken more seriously when someone who looks like you is helping you to find opportunities and aid."* –Native/Indigenous Undergraduate Student & Staff Member

## Wellness:

*"Mental health services should be prioritized especially for the nature of students coming from rural communities where access is limited."* –Post-Doctoral Scholar

## Advising:

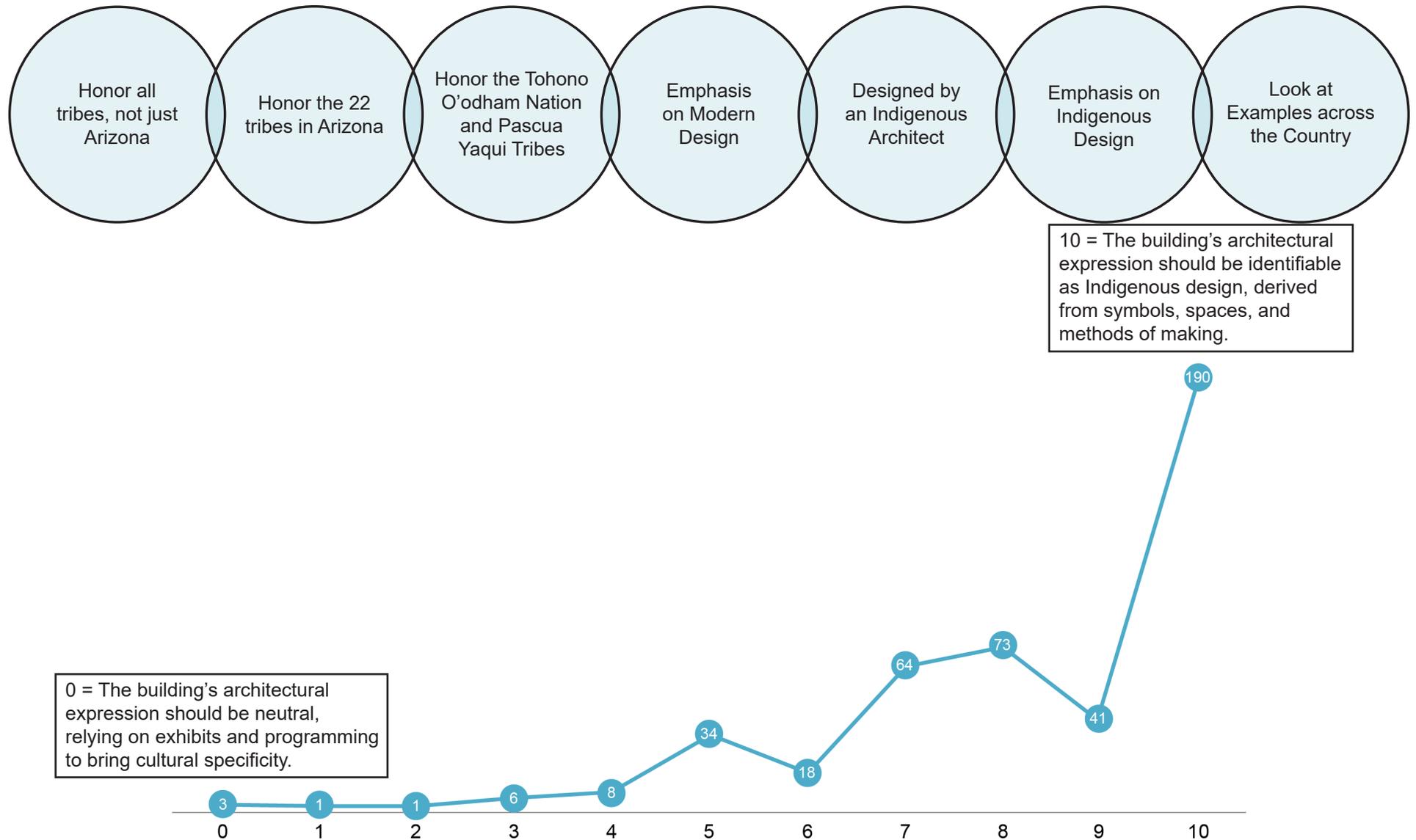
*"I think there is a need for more academic support and that the center should not duplicate too much from other campus services. It should be unique in catering to students and faculty, but also welcome staff and the community."* –Native/Indigenous Staff Member & Alumni

## Community Connections/Support:

*"Modern indigenous people come from a variety of backgrounds and sociocultural environments. However, for those who come from rural areas and reservations, sometimes the cultural adjustment can be very difficult. Additionally, like many other rural students, indigenous students often do not have family and friends who can provide helpful advice in the academic context. Offering accessible support and making it \*very\* clear how to access this support early on will make a difference for these students."* –Native/Indigenous Graduate Student

# ARCHITECTURAL EXPRESSION

Regarding the Architectural Expression of the Center, respondents were asked to select their preference on a scale from 0 “neutral, flexible design” to 10 “Native and Indigenous design.” The following figure shows the categories the open-ended comments fell into, and number of votes on the scale:



# ARCHITECTURAL EXPRESSION

Respondents were asked if they had any additional comments on Architectural Expression. Selected comments are as follows:

■ Undergraduate and Graduate Students  
■ Faculty  
■ Staff

## Honor the Tohono O’odham Nation & Pascua Yaqui Tribes:

*“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*

## Honor the 22 Tribes in Arizona:

*“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*

## Honor the Tohono O’odham Nation & Pascua Yaqui Tribes:

*“As much as I want to have all indigenous cultures represented on campus that might be difficult in this aspect. But the center should show a lot of T.O. and Yaqui expression since the institution is on their homelands but incorporate symbolism that integrates cultural representation from US regional tribes.” –Native/Indigenous Staff Member & Alumni*

## Emphasis on Modern Design:

*“More cultural related symbols like “step of life” but modernized structure.” –Native/Indigenous Undergraduate Student*

## Honor all Tribes, not just in Arizona:

*“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.” –Native/Indigenous Undergraduate Student*

## Honor all Tribes, not just in Arizona:

*“Neutral overall or including designs from a lot of different cultures so that tribes other than local ones don’t feel unrepresented by the space.” –Native/Indigenous Undergraduate Student & Staff Member*

## Honor the 22 Tribes in Arizona:

*“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.” –Native/Indigenous Undergraduate Student, Tribal Leader, Tribal Education Department*

## Emphasis on Indigenous Design:

*“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*

## Emphasis on Indigenous Design:

*“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*

## Designed by an Indigenous Architect:

*“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*

# ARCHITECTURAL EXPRESSION

Respondents were asked if they had any additional comments on Architectural Expression. Selected comments are as follows:

■ Undergraduate and Graduate Students  
■ Faculty  
■ Staff

## Emphasis on Modern Design:

*"I'm concerned about making the Center another 'generic Indigenous' building. The U of A has a broad diversity of tribes in addition to those in Arizona. A modern design structure, state of the art, would be a nice contrast to those offered by other institutions."* –Native/Indigenous Staff Member, Faculty Member, & Alumni

## Emphasis on Indigenous Design:

*"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.). I'm really imaging Santa Fe vibes here."* – Native/Indigenous Graduate Student

## Emphasis on Indigenous Design:

*"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

## Look at Examples Across the Country:

*"The National Museum of the American Indian in D.C. demonstrated that incorporating native values into the aesthetic decisions can result in award winning architecture. Let's win some awards with a great building!"* –Native/Indigenous Staff Member & Alumni

## Look at Examples Across the Country:

*"The University of Montana Native center has a cool way of recognizing all the tribes in Montana, which is something to consider."* –Native/Indigenous Staff Member

## Look at Examples Across the Country:

*"I have been impressed during each visit to the Museum of the American Indians in DC for the innovative way it conceives of space."* –Native/Indigenous Faculty Member

## Emphasis on Indigenous Design:

*"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."* –Native/Indigenous Graduate Student

## Designed by an Indigenous Architect:

*"Anyone designing and/or building it should be native."* –Native/Indigenous Graduate Student

## Designed by an Indigenous Architect:

*"It is not enough that the design is identifiable as Indigenous. Please reach out to Indigenous architects and designers."* –Native/Indigenous Staff Member

## Honor the Tohono O'odham Nation & Pascua Yaqui Tribes:

*"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

## Honor all Tribes, not just in Arizona:

*"Don't use only designs from one culture or the southwest region to avoid making people from other tribes feel like they won't be served by the building."* –Native/Indigenous Undergraduate Student & Staff Member

# CENTER UTILIZATION

Respondents were asked to select which of the following services/ activities/ amenities they would be likely to utilize at the Center.

## CENTER UTILIZATION - OVERALL PERCENT

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

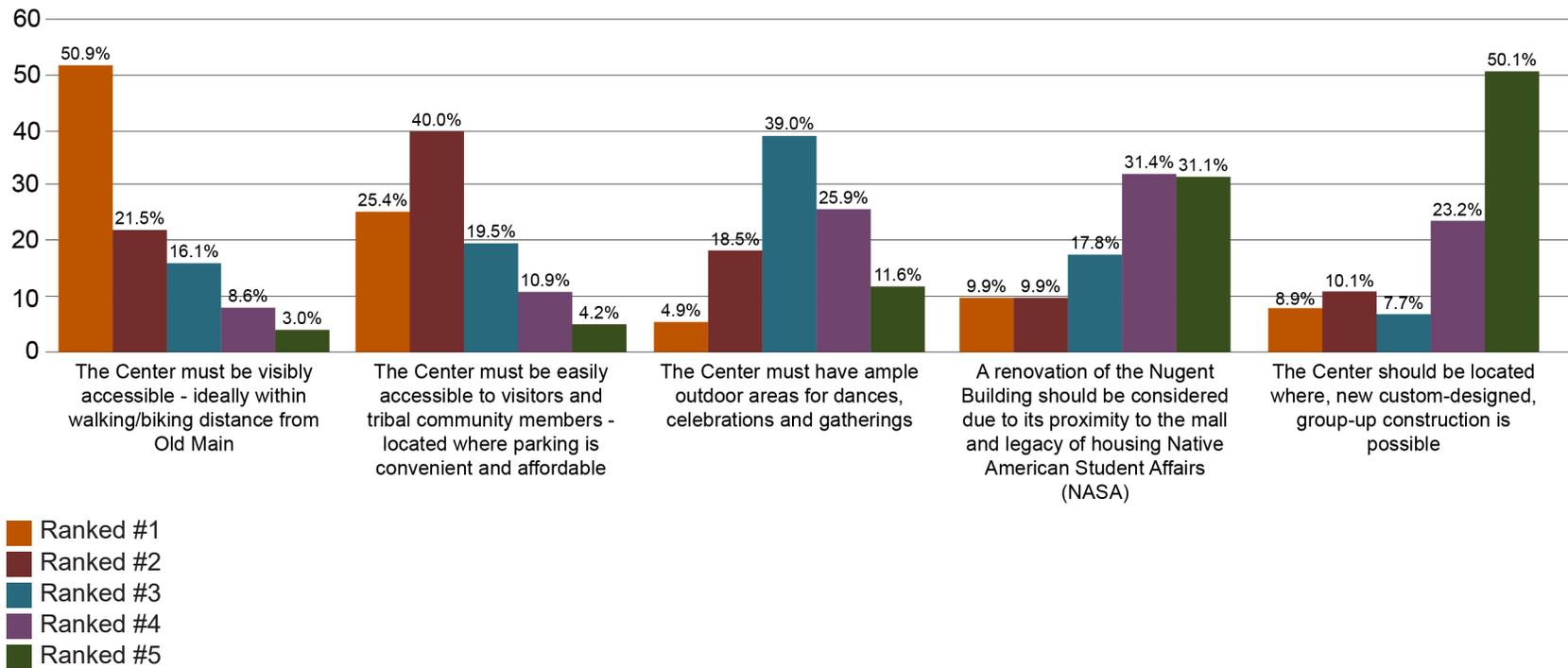
### Other suggestions not listed:

- Classes to learn native languages and include those relatives who are not enrolled in a tribe.
- Mental health would be a big part of this program.
- Just a note about mental health counseling, as much as it is offered by qualified professionals at the UA, I feel that having a cultural connection with your therapist or advisor goes a long way in maintaining your mental health when you're in school.
- An artist in residence office and space
- An apartment housing living area with a pool.
- Traditional Healing Services
- I think a place to bring some of the cultural and traditional ceremonies to the University during the academic year would be very great for students who have been away from their cultural homes or who feel severed from that aspect of their lives.
- Space for graduate, professional Native students
- Disability community for Native students

# LOCATION

Respondents were asked to think about the location of the center, and rank in terms of location decision-making priority. Selection was made using a “drag and drop” in order from 1= top priority to 5= lowest priority). Number of respondents = 405.

## LOCATION PREFERENCE



# LOCATION

Respondents were asked if they had any additional comments on the Center's location. Selected comments are as follows:

- Undergraduate and Graduate Students
- Faculty
- Staff

## Nugent Building:

*"This is going to last for a long time. It would be nice to re-do Nugent with a more up to date and indigenous design"* –Native/Indigenous Graduate Student

## New Building:

*"I like the idea of a new or completely renovated building."*  
–Native/Indigenous Staff Member

## Nugent Building:

*"Please do not renovate the Nugent Building, move on and up!"* –Native/Indigenous Graduate Student

## Parking/Accessibility to Off-Campus Visitors:

*"It would be great to have to space be easily accessible to outside visitors."* –Native/Indigenous Undergraduate Student

## Nugent Building:

*"Should stay at Nugent building."* –Native/Indigenous Undergraduate Student

## North of Speedway:

*"I am not too sure if it is possible but perhaps a space where it be close to the Honors Village as well but being in an open area is also convenient."*  
–Native/Indigenous Undergraduate Student

## Visibility/Central Campus Location:

*"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."*  
–Native/Indigenous Graduate Students

## Nugent Building:

*"To accommodate all that this space needs to house, renovating the Nugent Building does not seem sufficient, especially since there are others who find Nugent home."*  
–Native/Indigenous Undergraduate Student

## New Building:

*"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

## Visibility/Central Campus Location:

*"It would be key to have a location near the mall and student union, or also near the light rail on campus."* –Native/Indigenous Graduate Student & Staff

## New Building:

*"The ground up construction will provide a modern look on Native Evolvement to society."* –Native/Indigenous Undergraduate Student

## Visibility/Central Campus Location:

*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."* –Native/Indigenous Graduate Student

## Visibility/Central Campus Location:

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

## North of Speedway:

*"If not on the mall, a growing area of campus would be best--like near the Honors Village."*  
–Native/Indigenous Undergraduate Student

## Parking/Accessibility to Off-Campus Visitors:

*"Free parking and somewhere central to the mall and campus."* –Native/Indigenous Staff Member & Alumni

# NAME

Respondents were asked if they had any suggestions on what to name the Center.

## 4 people suggested naming it after a specific person:

- “The center should be named for Dr. Carlos González or other significant Indigenous alumnus, or should be named in a local indigenous language. It should NOT include settler names.”
- “The Jim Thorpe Center”
- “The Ofelia Zepeda Native & Indigenous Cultural Center”
- “The Vine Deloria Jr. Center”

## 5 people had suggestions about who should name it:

- “Ask the Native Nations that inherently belong to this land.”
- “Can NAS students and the local Native and Indigenous be asked what they would like a center for them should be called?”
- “I think the naming should be made by tribal chiefs in the Southern Arizona area to show respect to all tribes.”
- “Perhaps have a building naming contest.”
- “The current student body should have the honor of naming the center.”

## 11 people suggested names that include “Culture” (select comments):

- Native American Cultural Center
- Native American Student Cultural and Healing Center
- Indigenous Culture and Arts Center
- U of A Native Heritage and Cultural Center

## 2 people suggested a name reflective of all 22 Tribes in Arizona:

- 22 Tribes of Arizona Cultural Center
- Arizona Tribal Nations Center

## Other:

- The Inter-Tribal Center
- Inter-Tribal Student Empowerment Center
- First Nations Student Resource Center
- Tribal Nations at the University of Arizona
- Arrow Center
- People of All Nations

## 12 people suggested using a name that reflects the lands where the university resides (select comments):

- “Because the Center would be located on TON and PYT lands, we should give preference to a name in their languages. But it would be nice if we could have words that translate as connecting and/or gathering in that name. Like The People’s Gathering Place. But in Yaqui or O’odham.”
- “Himdag means hardworking”
- “Tohono O’odham Name for house-gathering space”
- “Maşcamdam ha Gewkdagkam Ki (translation, Student Strengthening house)”

## 38 people suggested names that include “Indigenous”:

- Arizona Indigenous Wildcats Center
- Center for Indigenous Affairs
- Indigenous Community Resource Center
- Indigenous Peoples’ Center
- Indigenous Scholars Center
- Wildcat Indigenous Resilience Center (WIRC)

# FINAL COMMENTS

Respondents were asked if they had any final comments on the Center. Selected comments are as follows:

- Undergraduate and Graduate Students
- Faculty
- Staff

## The Need for the Project:

*"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 frybread 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 would hope UA could create a home for students like that too."* –Native/Indigenous Graduate Student

## Overall Positive Feedback on Project:

*"This is so wonderful. I would love to see a place for elders there."* –Native/Indigenous Staff

## The Need for the Project:

*"I firmly believe that the mental health of Natives on campus is of high priority and this center has the potential to make an important impact on our overall well-being, no matter which tribe one is from, or whether staff, student, or alumnus. The sooner we can create this space, the better. Thank you."* –Native/Indigenous Undergraduate Student

## The Need for the Project:

*"I want it to be a place for which indigenous Natives like myself and many others can feel at home and or comfortable with the university of Arizona's center."* –Native/Indigenous Undergraduate Student

## Overall Positive Feedback on Project:

*"The center is the reclaiming center where we seek hope in Indigenous youth to become equipped to be successful. The center should have modern building structures unique to Native symbols in state-of-the-art buildings."* –Native/Indigenous Undergraduate Student

## The Need for the Project:

*"This is a long time coming. But let's make sure there are also FULL-TIME positions offered to create these spaces."* –Native/Indigenous Graduate Student & Staff

## Overall Positive Feedback on Project:

*"This is a great opportunity and marks a big historical change in the University, this whole issue should be seen and respected as such."* –Native/Indigenous Undergraduate Student

## Overall Positive Feedback on Project:

*"This is beautiful. I can't wait to see it!"* –Native/Indigenous Staff & Alumni

## The Need for the Project:

*"A much-needed space that must be built as soon as possible."* –UA Arizona employee who works with Native students, faculty, and/or staff, or other stakeholder interest in the Center

## Other:

*"Many of us in the Latino community, such as myself are part Native American and part Mexican - would we be welcomed into this center to learn more about our Native American culture and heritage?"* –Native/Indigenous Graduate Student

## Other:

*"A lot of these resources are replicating those offered through other spaces. I would focus on remaining need for students (i.e. a space for cultural celebrations, an industrial kitchen where students and student organizations can host cooking demos, prep for fundraisers etc., meeting/conference rooms where students/student orgs don't have to pay, a recreation area/gym, lecture/event hall)."* –Native/Indigenous Staff Member