

Native American Sustainable Design Symposium

Grant Type

Mini Grant

Application Type

Final Application

Project Manager 1 Name

Lescilia Panzarella

Project Manager 1 Status

Student

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College of Architecture, Planning and Landscape Architecture

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Project Manager 2 Role

Co-lead

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Requested Funding Amount

Only enter this number after completing the budget sheet, as the budget template will round up your request. Mini Grants may request \$500 up to \$10,000.

Year 1:

\$10,000

Project Name

Native American Sustainable Design Symposium

Primary Project Category

Built Environment

Secondary Project Category

Social Sustainability (including Social/Environmental Justice)

Background and Context

Please provide relevant background information about your organization/team, including your mission and/or expertise. Lay out the rationale for the proposed project, focusing on the issue that your project would address. You may also share how the project is new or how it complements, builds upon, or scales existing initiatives. This section is meant to give us more information about you and the context for the project, while the questions below provide space to go into detail about your proposal's plan and specifics.

Response:

Presentations of sustainability theories on our campus often lack a Native and American and Indigenous (NAI) lens. While the Western sustainability framework of the Triple Bottom Line (people, profits, planet) is more widely accepted, , NAI communities, as the original stewards of our lands, view sustainability through the philosophical lenses of 'personhood' and kinship, providing novel models of understanding how humans and their environments can coexist in equitable and sustainable ways far into the future.

The proposed project is a two-day event with three components: short lectures by four (4) notable NAI built environment professionals presenting their innovative work through the lens of NAI sustainable design philosophies; a panel discussion moderated by two (2) local NAI built environment professionals; and a workshop between ISAPD members, CAPLA students, and two (2) local NAI built environment professionals. NAI strategies of planning and design embed philosophies such as Seven Generations Thinking, which states that development decisions today are required to consider the impacts on our descendants at least 200 years in the future. These philosophies are applicable to all communities, and we aim to use this event to cross-pollinate Western and NAI sustainability models as lessons to be learned by our entire campus community. This event will be held on or close to Earth Day (April 22, 2026) to honor the earth itself as a stakeholder in Earth Day narratives.

Our team consists of the faculty and staff in the College of Architecture, Planning and Landscape Architecture (CAPLA), and student members of the UA student chapter of the Indigenous Society of Architecture, Planning, & Design (ISAPD), an organization “focused on increasing international knowledge, consciousness, and appreciation of Indigenous architecture, planning, and design, inclusive of landscape architecture and environmental design, in academia and the professional realm”

([Our CAPLA faculty and staff team consists of Laura Carr and Greg Veitch, co-founding members of the Native Peoples Design Coalition \(NPDC\) at CAPLA, and Nataliya Apanovich, lecture series coordinator for the School of Landscape Architecture and Planning. The UA student chapter of ISAPD is advised by Laura Carr, and through this initiative seeks to bring Indigenous built environment professionals to our campus. CAPLA has hosted successful lecture series in both the School of Architecture and the School of Landscape Architecture and Planning; Nataliya Apanovich currently coordinates one of these lecture series. Our team has the experience to successfully host this event and disseminate knowledge of Indigenous views on sustainability to our University community.](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fisapd.org%2F&data=05%7C02%7CSBLY-CSF-ServiceAccount%40arizona.edu%7Ca4da434a517a48d0a9d008de1e5a1078%7C5ee35505eb8e4929937d645df5013288%7C1%7C0%7C638981569669534515%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiilwLjAuMDAwMCIslIAiOiJXaW4zMilslkFOljoiTWFpbCIsIldUljoyfQ%3D%3D%7C0%7C%7C%7C&sdata=sZtKHw3ZHgGX8DlyRPJ8YErrgw%2Fcb8ul7Oa0Kp2pEE8%3D&reserved=0).”</p></div><div data-bbox=)

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Project Description

Please provide a thorough description and explanation of your project. Be explicit in what your team is proposing. What will your project’s outcomes be and how will you achieve them? Outcomes should be specific, measurable, achievable, realistic, and timely.

Response:

A two day symposium, consisting of four lectures, a panel discussion and CAPLA student studio workshop, will be held on both Zoom and at the UA Center for Creative Photography auditorium to

facilitate the maximum amount of UA community and NAI community involvement. The ISAPD UA student club will be involved throughout the event, from procuring the built environment professionals, engaging in research and interviewing to develop the discussion topics, to facilitating the in-person workshop. Nicolette (Niko) Gomez, Pascua Yaqui, a 2025 Arizona Arts JustArts Fellow and NAATE student ambassador, will be managing event media, including videography, photography, social media and print media throughout the entire process.

Our anticipated Native American and Indigenous speakers include:

- Daniel Glenn, founder of Seven Directions Architects and Planners
- Wanda de la Costa, founder of Tawaw Architecture Collective and Director of the Indigenous Design Collaborative at ASU
- Tammy Eagle Bull, founder of Encompass Architects and Professor of Practice at ASU
- Danny Desjarlais, Industrial Hemp Construction Project Manger Lower Sioux Indian Community

Our anticipated Native American and Indigenous panel moderators include:

- Richard Begay Jr, CAPLA Futures Council member and partner at SPS+ Architects
- Aaron Tsosie, project manager at SPS+ Architects

Based on similar previous events, the primary attendees are anticipated to be students, faculty and staff within CAPLA, the School of Art, and other UA units that host programs associated with the built environment including engineering, agriculture, and arid land studies. We seek to elevate Native voices on this topic by promoting the event to NAI members of the UA community through our affiliations with Native American Student Affairs, the Native Circle, American Indian Business Leaders, IRes, the Office of NAATE and Native American Initiatives. CAPLA lectures historically have high attendance, and online lectures typically average the highest attendance due to an increased ability for diverse audience participation particularly from professionals practicing in the fields of architecture, planning, landscape architecture, real estate development, and community development. With the support of our project partners at NAATE, Native American Initiatives and IRes, our off-campus community will have increased ability to participate as well.

Event media work completed by Niko Gomez will help us create and distribute professional quality content post-event. We aim to have at least one hundred audience members online or in-person; we aim to involve all current ISAPD student club members in the event through the activities described above including 4 paid positions; we aim to have recordings of the symposium available within two weeks of the event available on the NPDC website; we aim to lean on our campus partner communities to distribute symposium recordings to their wide newsletter audiences.

Timeline

Please provide a timeline breakdown for the key steps in your project. The timeline can be basic, but please include anticipated timeframes for each major step, including any key dates for when certain elements must start or be completed. The timeline can be in list format.

Response:

January 2026:

- ISAPD, NPDC, Laura, Nataliya, and Greg confirm NAI built professionals and send communication to request their participation in the symposium
- ISAPD and NPDC develop and refine questions and discussion topics

February 2026:

- ISAPD and NPDC determine schedule and CAPLA faculty/courses for the in-person workshop
- NAI built environment professionals speakers and moderators confirmed
- Center for Creative Photography auditorium booked

March 2026:

- event catering confirmed
- panelist lodging booked and confirmed
- on-campus fliers and email newsletter event postings for symposium

April 2026:

- on-campus fliers and email newsletter event postings for symposium
- event (all tasks included in Background and Context / Project Description)
- event media proofed by ISAPD and NPDC

Early May 2026:

- symposium media distributed through IRes, NAATE, CAPLA, and other campus partners

Budget Narrative

Use this section to provide supplemental justification for the items you are requesting on your budget sheet. Please break down your justifications into the budget categories: Personnel or operating budget. Do not list out each expense or repeat notes made in the budget template, but instead address why the line items are being requested and the purpose they will serve, providing elaboration when necessary.

If you are requesting funding for personnel, use this section to elaborate on the position you are creating and how the budget and timeline was established for it. If you plan to hire students, describe in what capacity. Describe relevant details thoroughly (wages, responsibilities, duration of job, extent of involvement, how you will solicit/ market these opportunities etc.).

Ensure the descriptions match the line items in the budget sheet.

If matching or supporting funds are secured for the project, identify the source and amount in this section, and detail the impact of the matching funds on your overall budget.

Response:

Two Indigenous Society of Architects, Planners, and Designers (ISAPD) student worker wages are included in the budget for the Spring semester (14 weeks from mid-January through mid-April). These students will carry out critical project tasks before, during, and after the symposium. Paid tasks include: identifying and soliciting NAI built environment innovators, coordinating moderator travel, identifying and coordinating CAPLA studio workshops, marketing, social media engagement, cross campus communication, office purchases, and p-card submissions. These students will work 14

weeks for 5 hours each week (140 hours total). Two more ISAPD student workers, in addition to the aforementioned two workers (4 workers total), will coordinate the symposium in late April 2026. Paid tasks include: event attendee registration/attendance, audience participation management, event media coordination. These students will be paid for 10 hours of work each for this event (40 hours total). Total student paid hours: 180 hours.

Four speakers will be paid \$500 each for a short lecture given virtually over Zoom. This fee supports the preparation time and speaking time for each of these speakers. In our experience coordinating lecture series at CAPLA, this is an average rate for this type of virtual speaking engagement from this level of professional.

Two NAI built environment professionals will be paid \$500 for their time preparing and moderating a panel discussion, and for working with CAPLA students and ISAPD on a studio visit. Their per diem lodging, meal, and travel costs per State of Arizona Accounting Manual are included as well, as they will be traveling to Tucson from Phoenix.

Nicolette Gomez, a 2025 Just Arts Fellow, Yaqui tribal member, NAATE student ambassador, and current UA student, will be paid \$1200 for up to 40 hours of their time for recording, editing, marketing, and distributing the symposium. We aim to reach as many UA and off-campus NAI individuals as possible with the symposium content regarding sustainable design practices, and this is a critical expenditure to ensure that this is accomplished.

Food will be provided at the student workshop to attract more participants. In our experience, significantly more students will attend an event if pizza is provided. Food costs will supply 6 to 7 large pizzas from a local restaurant.

Physical media is a critical part of successful marketing on campus events. We will make fliers and notecards to distribute before the event, stickers to distribute during the event, and booklets of symposium summaries and highlights to disseminate after the event. We will purchase these items from Reproductions, a local print shop, as much as possible.

Project Feasibility and Logistics

The Campus Sustainability Fund will only fund projects that have completed the necessary work to ensure they can succeed, be completed in the grant's timeline, or have an accurate budget.

Please provide a description of the work that has been completed so far to make this project feasible. Please provide a description of the work that has been completed so far to make this project feasible. If relevant partners have been contacted/coordinated with, please identify them in your response.

For example, have you received consent or authorization to complete your project (such as from Housing and Residence Life, Facilities Management, Parking and Transportation, etc.)? If you are making modifications to campus, do you have written authorization or official quotes from Facilities Management to accurately identify the cost of labor and supplies?

Response:

Currently, we have received formal support from NAATE, IRes and The Office of Native American

Initiatives to promote and distribute pre-event symposium details and post-event media recordings. We have received formal support from CAPLA leadership, including the Dean, the two School Directors, and the Director of the Drachman Institute. CAPLA lecture series coordinators have previously rented the Center for Creative Photography auditorium, as well as live broadcast and recorded the lectures via Zoom for multiple events; we have the knowledge and experience to do so for this symposium as well. ISAPD and NPDC have long-standing professional relationships with many NAI built environment professionals with novel and transformative sustainable design practices and philosophies. Some of these built environment leaders are included in our list of potential symposium guests. This event builds upon the multi-year long partnership between NPDC, CAPLA, and the Drachman Institute to bring authentic Indigenous voices into built environment pedagogy and outreach at our University.

Environmental Sustainability Outcomes

Please provide a description of how you expect your project to advance environmental sustainability on campus. A definition of environmental sustainability is provided on our Guides and Tips page.

Response:

Highlighting non-Western voices that successfully bridge between sustainable built environment research and practice is critical to CAPLA and UA innovation in sustainable built environments. Innovative development strategies are critical to our societies' current and future sustainability outcomes; construction, building operations, and materials transportation and manufacture are significant components of our environmental impact. Our campus community's current research and application of sustainable practices gains depth and potential novel approaches when UA faculty, staff, and students learn from off-campus NAI professionals, and vice versa. Native American and Indigenous designers, in general, use environmentally sustainable approaches as a default, from holistic systems thinking to co-design models, in ways that Western built environment professionals generally approach as a value-add service rather than a baseline requirement. Tribal communities with nation sovereignty can benefit from become empowered to address their development needs in ways uniquely aligned with their value systems, identity, and traditional practices. Additionally, students are engaged with non-Western ways of thinking, being, and designing.

Typical traditional and contemporary Native American and Indigenous world views respect natural resources, value the biological and resource diversity of local ecosystems, and respect all beings, both human and non-human. They also embed kinship beliefs that inherently focus on relationships, consensus building, inter-generational exchange, and other attributes of social sustainability vital to the implementation, practice and maintenance of sustainable interventions. At the core of NAI sustainability philosophies is a distinctly non-Western cultural attitude on resources: Tribal communities' language, ceremonies, daily life, philosophical and religious teachings are grounded in ecological stewardship. In NAI philosophy, ecological systems demonstrate the most efficient use of resources and Tribal communities hold knowledge of the systems and patterns that inform how we can work within these systems. Today, many Tribal members are living at the forefront of climate change; like Tucson and Southern Arizona, they face water scarcity & extreme heat more so than most communities in the US. As such, they are innovating solutions that combine contemporary

technology and traditional knowledge that together bring about sustainable solutions to the built environment. When we cross pollinate innovation, we can learn from each other to strengthen the ecological resilience of our communities both on- and off-campus.

Social Sustainability Outcomes

Please provide a description of how you expect your project to advance social sustainability on campus. A definition of social sustainability is provided on our Guides and Tips page.

Response:

The University's land grant mission supports collaboration with Native American and Indigenous (NAI) communities, including on the University campuses and on Tribal Nations. We aim to elevate the authentic voice of NAI innovators that historically have been marginalized in the academic and built environment spheres, both in our region and nationwide. The event advances holistic solutions to built environment challenges by incorporating cultural perspectives often absent from Western design paradigms. It enables meaningful collaborations with Native Nations through the Native Peoples Design Coalition partnership, fostering co-creation of knowledge about sustainable, culturally responsive architecture. By bridging Indigenous wisdom and contemporary practice, we strengthen trans-disciplinary collaboration across typical barriers and address pressing challenges using the unique advantages of our region and institutional expertise. We aim to use this symposium as a way to start a re-positioning on our campus of Indigenous voices as leaders and innovators in the field of sustainable built environments.

There are fewer than 50 registered Native American architects in the US, according to the American Indian Council of Architects and Engineers (AICAE) (<https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Faicouncil.org%2F&data=05%7C02%7CSBLY-CSF-ServiceAccount%40arizona.edu%7Ca4da434a517a48d0a9d008de1e5a1078%7C5ee35505eb8e4929937d645df5013288%7C1%7C0%7C638981569669561141%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIYiOilwLjAuMDAwMCIslAIiOiJXaW4zMilslkFOljoiTWFpbCisldUljoyfQ%3D%3D%7C0%7C%7C%7C&sdata=2018Wjs2OMO2H1PHYvycOMdYXszXXW9fJVdALW6I8%3D&reserved=0>). This low number highlights a significant under-representation in the profession, although efforts are underway to address this through organizations like the AICAE. Because their numbers are few, it is challenging to recruit professionals into teaching positions, and bring their knowledge, experience and design perspective into the classroom. This makes engagement a crucial part of providing an authentic voice to young professionals developing their design ethic and best practices.

We believe it is critical to frame best practices for sustainable development in Tribal communities from an Indigenous world view, not a Western world view applied to Indigenous land. Intervention in the built environment touches almost every aspect of the implementation of community initiatives, including identification of community needs, identity and use, local capacity building and economic development, and the resource relationships between building and land. Indigenous world views of development, unlike typical Western models, are based on consensus-building through listening to all community members, rather than reliance on experts. This form of social equity can

also be applied to non-Native community engaged design processes, helping a diverse array of communities towards social sustainability.

Student Leadership & Involvement

Please provide a description of how your project will benefit students on campus regarding the creation of leadership opportunities or student engagement. What leadership opportunities exist within your proposal? If you plan to seek student involvement, include relevant details thoroughly and how you will solicit/ market these opportunities.

Response:

ISAPD students in our UA student organization will lead this event. These students are part of a national Indigenous and Indigenous-allied design organization that is mentored at UA by the Native Peoples Design Coalition in CAPLA. ISAPD will lead all parts of the event: they will identify and solicit the speakers and moderators for the event alongside Laura and Greg in NPDC and Nataliya in the School of Landscape Architecture and Planning; they will coordinate participation from the audience during the symposium. These students have already been working with NPDC to plan an event like the one proposed in this grant application and are highly interested in working; NPDC or CAPLA does not need to solicit or market these opportunities. However, student participation in the workshop and the symposium is critical to furthering our understanding of sustainable design practices at the University, so we will be marketing the event through all typical channels to students throughout the Spring 2026 semester (social media, newsletters, physical fliers, all-student email listservs).

Education, Outreach, and Behavior Change

What opportunities does this project provide for members of the campus/community to learn about sustainability? How will your project educate the campus community and/or incorporate outreach and behavior change, particularly those who are not currently engaged with sustainability or environmental work? Please provide a description of how you expect your project will communicate its impacts to the campus community.

Response:

The event will disseminate knowledge, awareness, and practical application of built environment innovation by Native American and Indigenous (NAI) professionals that are leaders in their field. It will offer students, faculty, staff, and community members an opportunity to interact with these innovators. NAI professionals are rare but growing in the built environment field; their achievements and innovations are rarely, if ever, taught in university pedagogy. These lectures and panel discussions will leverage the record of success that the Native Peoples Design Coalition (NPDC) has brought to the College of Architecture, Planning, and Landscape Architecture (CAPLA) to more publicly share the environmental and cultural specificity that these professionals bring to their work, and will share novel concepts of holistic planning and design. This event is intended to trigger future

NAI speakers and panel discussions, workshops, and events within CAPLA and accessible to the greater UA community.

NPDC integrates NAI design pedagogy into coursework, research, and outreach projects across CAPLA, but the involvement of NAI professionals as consultants, speakers, and mentors, has been limited to these ventures due to funding restrictions. This event will bring these knowledge resources beyond NPDC to the greater CAPLA and UA community, a much larger audience with greater potential impact. Part of NPDC's efforts to provide more representation in the profession includes training non-Natives to respectfully engage with Native American communities. This includes hearing from our colleagues working in this area best practices and lessons learned, and directly imparting this knowledge to our students who will be entering this profession and charting a career path that includes service to Native American communities.

Education on what architecture is and what it can do from an Indigenous perspective is critical for Tribal sovereignty and resilience: restoring community identity, supporting economic growth, health and well-being, education and shared governance. For these reasons, the symposium will be distributed to Indigenous-serving groups on- and off-campus through our partnerships with the Office of Native American Advancement and Tribal Engagement (NAATE), the Indigenous Resilience Center (IRes), The Office of Native American Initiatives, and through the Native Circle Community. Our goal is to distribute the symposium media to as many NAI and NAI-allied individuals and organizations as possible.