

1 COLLEGE OF LIBERAL ARTS
2 AMERICAN INDIAN STUDIES

3 Policy on Reappointment, Tenure, and Promotion Policy Effective Fall 2025
4

5 **Land Acknowledgement**

6 American Indian Studies in the College of Liberal Arts at California State University Long
7 Beach recognizes that it occupies the Tongva (Gabrieleño) and Acjachemen (Juañeno) sacred
8 site of Puvungna, “the gathering place.” Puvungna is central to Southern California American
9 Indian stories of emergence and relationality. AIS acknowledges the campus location to make
10 visible the historically erased presence, land tenure, stewardship, cultural meaning and
11 relationship of the Tongva to Puvungna, now known as “Long Beach “the second largest city in
12 Los Angeles County. AIS faculty recognize, respect, and are responsible for cultivating teaching
13 effectiveness, developing instructional activities, and meaningful knowledge production that
14 upholds the Indigenous values, knowledge systems, and cultural identity that the Tongva,
15 Acjachemen, Tataviam, Chumash, and other Southern California Tribal Nations promote as
16 paramount to maintaining healthy and balanced human relations in the world.
17

18 **Disciplinary History**

19 American Indian Studies at CSULB is the oldest American Indian Studies Program west of the
20 Mississippi; it was founded in 1968-69, during a time of great social awareness and change, at a
21 time when American Indian students and academics were the smallest minority of any ethnic
22 group within institutions of higher learning, even though Los Angeles County is home to the
23 largest population of American Indian and Alaskan Natives in the US. Because of these
24 disparities, the AIS founders at CSULB felt a moral responsibility to be “a voice for the
25 voiceless.” Then and now, AIS at CSULB values and fosters the professional development of
26 faculty members, both intellectually and pedagogically, who are committed to Native Ways of
27 Knowing, Traditional/Indigenous Knowledge, Creative Practices and Scholarship of Engagement
28 in Tribal Resurgence, Revitalization, Respect, Responsibility, and Reciprocity that support
29 Sovereignty, Survivance, and Service to American Indian, Alaska Native, Native Hawaiian, and
30 Pacific Islander people, communities, and students.
31

32 **1.0 Purpose**

33 The American Indian Studies policy on Reappointment, Tenure, and Promotion (RTP) adheres to
34 the College of Liberal Arts (CLA) RTP policy, with the following additional specifications. The
35 relevant general sections of the CLA RTP policy are referred to by corresponding numbers in
36 brackets. The following amendments establish the expectations and standards for faculty seeking
37 reappointment, tenure, and promotion (RTP) in American Indian Studies (AIS).¹ This document
38 supplements the University and College of Liberal Arts (CLA) RTP policies to account for the
39 specific mission of AIS and its unique approach to teaching, research, and service to ensure
40 alignment with American Indian knowledge systems, methodologies, and the discipline’s unique

responsibilities to Native American, Alaska Native, Native Hawaiian and Pacific Islander communities. Successful candidates for tenure and promotion must meet the minimum requirements for all three of the categories: instructional activities; research, scholarly, and creative activities (RSCA); and university, professional, and community service. [2.0] The AIS department RTP committee should follow the guidance offered by the University and College RTP Policies in carefully evaluating the inequities created by cultural and identity taxation, as discussed by a candidate. [1.3.1] In evaluating candidates who have joint appointments, department members of the candidate's RTP committee should refer to Academic Senate Policy Statement on Joint Appointments for Faculty Personnel Policy and Procedures. [3.2]

2.0 Departmental Mission

The mission of the American Indian Studies (AIS) department is to advance Indigenous knowledge production, Tribal sovereignty, and self-determination through culturally responsive pedagogy, interdisciplinary and community-driven research, scholarly, and creative activities, and meaningful service to Native communities. AIS is committed to fostering an academic environment that prioritizes Indigenous ways of knowing, being, having, and doing, recognizing the historical and contemporary impacts of settler colonialism, and actively working towards liberation, resilience, and Indigenous thriving. The department accomplishes this mission by pursuing the following goals:

- 1) Address historical and contemporary settler colonialism in teaching, scholarship, and creative activities, critically analyzing its impact on Native Americans while centering Indigenous resistance, agency, and survivance.
- 2) Prioritize Indigenous epistemologies, ontologies, and methodologies in teaching; research, scholarly, and creative activities; and service, ensuring that Indigenous perspectives are central, rather than supplemental, to academic inquiry.
- 3) Promote the revitalization of Native American languages, oral traditions, and land-based knowledge systems, acknowledging their role in cultural continuity and identity formation.
- 4) Encourage an inclusive and interdisciplinary approach to AIS, collaborating with other disciplines and fields, such as environmental studies, law, health, the arts, education, and more, to enhance Indigenous-centered knowledge production and sharing.
- 5) Uplift innovative scholarship and creative work that challenges conventional academic paradigms and reflects Indigenous storytelling, activism, and artistic expression.
- 6) Mentor and support American Indian students through culturally grounded and responsive teaching, academic advising, and professional development, ensuring students are empowered to serve their communities and advance Indigenous-centered scholarship.
- 7) Engage in relational accountability with Native American students, scholars, and communities by cultivating reciprocal partnerships, ethical research practices, and sustained community involvement.

80 8) Support self-determination by advocating for tribal sovereignty, Indigenous-led
81 governance structures, and policy development that upholds Native rights and
82 responsibilities.

83 Through the above commitments, AIS seeks to contribute to the development of Indigenous
84 knowledge systems, empower Tribal communities, and prepare students to work effectively with
85 Tribal Nations, Native-led non-profit organizations, academic institutions, and government
86 agencies advocating for and supporting Indigenous communities.

87 88 **3.0 Responsibilities**

89 The AIS RTP process is designed to be transparent, equitable, and aligned with the department's
90 mission. By defining the roles and responsibilities of all participants (i.e., Department Chair,
91 RTP Committee, and Candidates) this policy ensures a comprehensive and fair
92 evaluation process. Through collaboration and adherence to these guidelines, the department
93 promotes faculty development and strengthens scholarship and creative activities that advance
94 Indigenous knowledge and community engagement.

95
96 The evaluation and review process for retention, tenure, and promotion (RTP) in American
97 Indian Studies (AIS) requires collective and collaborative commitment from candidate(s),
98 faculty, department leadership, and review committees. The following section outlines key
99 participants' responsibilities in the RTP process, ensuring transparency, mentorship, and
100 adherence to departmental, college, and university policies. Each individual fosters
101 candidate/faculty development, aligning strongly with the AIS mission.

102 103 **3.1 Department Chair or Designee**

104 The Department Chair (or designee) is critical in guiding faculty through the RTP process,
105 ensuring clarity in expectations and fostering an environment that supports faculty success. The
106 Chair's responsibilities include:

- 107 1) Offering mentorship and support for candidate(s) in preparing their RTP files,
108 including feedback on teaching, research, scholarly, and creative activities, and service
109 documentation.
- 110 2) Coordinating peer evaluations and facilitating constructive feedback to candidate(s)
111 under review.
- 112 3) Ensuring transparency and fairness in the review process by communicating deadlines,
113 expectations, and evaluation criteria.
- 114 4) Contextualizing their work within the mission of AIS and the broader university
115 community, if a separate letter of support is submitted in the Candidate's file.

116 117 **3.2 RTP COMMITTEE**

118 The RTP Committee thoroughly and fairly evaluates the candidate(s) based on department,
119 college, and university policies. RTP Committee responsibilities include:

- 1) Reviewing the candidate's portfolio concerning teaching effectiveness, scholarly and creative contributions, and service activities.
- 2) Recognizing the significance of Indigenous knowledge systems, methodologies, and community engagement, and cultural proficiency in candidate(s) evaluations.
- 3) Providing written evaluations that offer constructive feedback and a clear rationale for recommendations.
- 4) Ensuring consistency, equity, and adherence to established criteria in the RTP process.
- 5) Communicate department expectations to higher levels of review and advocate for candidate(s) when necessary.

3.3Candidate(s)

Candidates undergoing RTP review are primarily responsible for compiling and presenting a comprehensive portfolio demonstrating their teaching qualifications, research, scholarly, and creative activities, and service. They are expected to:

- 1) Maintain an ongoing record of their teaching effectiveness, scholarly and creative contributions, and service activities, ensuring that Indigenous knowledge and methodologies are reflected in their work.
- 2) Prepare and submit all required RTP documentation following department, college and university guidelines, including a well-organized narrative contextualizing achievements.
- 3) Seek guidance from mentors, the Department Chair and senior faculty to ensure clarity and alignment with RTP policies.
- 4) Actively engage in professional development opportunities that enhance teaching, scholarly, creative, and community engagement efforts.
- 5) Participate in peer and student evaluations and utilize feedback constructively to refine their instructional strategies and scholarly pursuits.
- 6) Demonstrate a commitment to Indigenous knowledge systems, community engagement, and relational accountability and reciprocity through their academic and service activities.

4.0 Criteria for Evaluation

The AIS RTP process evaluates candidates based on their contributions to teaching, research, scholarly, and creative activities, and service, ensuring alignment with the department's mission and commitment to Indigenous knowledge systems. Candidates are expected to integrate Indigenous-centered methodologies in their pedagogy, scholarship and creative activities, and engagement with Native communities. The following section outlines the criteria utilized to assess candidates' effectiveness in these core areas—emphasizing relational accountability, relational reciprocity, and community impact.

4.1 INSTRUCTION AND INSTRUCTIONALLY RELATED ACTIVITIES [2.1]

Instructional activities for the candidate should document teaching effectiveness based on disciplinary, pedagogical, theoretical, and cultural proficiency frameworks in American Indian Studies. Evidence of cultural proficiency can include the candidate's intellectual, academic, professional, and experiential approach, application, and contribution to American Indian Studies from an Indigenous-centered praxis, methodology, and/or tradition.

The candidate's file must demonstrate effective teaching in the discipline of American Indian Studies with research, scholarly, and/or creativity activities in the field of American Indian Studies and/or service to and engagement with the American Indian, Alaska Native, Native Hawaiian, and Pacific Islander communities in the US during the period of review as well as document the candidate's potential for continued professional learning and pedagogical innovation in AIS.

- 1) Course syllabi that align with Indigenous-centered pedagogical frameworks.
- 2) Instructional strategies that reflect Indigenous methodologies, including land-based learning, storytelling, and experiential education.
- 3) Student evaluations contextualized with reflection on teaching development.
- 4) Peer evaluations conducted by faculty familiar with Indigenous pedagogies.
- 5) Evidence of mentorship student advising—particularly for American Indian students.

4.1.1 EXAMPLES OF STUDENT WORK

Candidates must provide one (1) representative example of student work per course per semester during the review period. Student work examples should demonstrate student engagement with Indigenous knowledge and pedagogies. Examples may include, but are not limited to:

- Written, visual, or multimedia assignments exploring Indigenous ways of knowing, being, and doing.
- Creative works such as visual art, music, performance, or storytelling.
- Research papers, community-based projects, or experiential learning reflections.
- Discussion posts, presentations, or other student-generated content demonstrating critical engagement with Indigenous perspectives.

4.2 RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITIES (RSCA) [2.2]

To receive a positive recommendation for reappointment, tenure, and/or promotion the candidate in American Indian Studies must have an established track record of published research, scholarly, and/or creative activities within the discipline of American Indian Studies. Candidates with joint appointments with other departments are expected to have research, scholarly, and/or creative activities integrated with and centering American Indian Studies disciplinary foundations. Candidates are encouraged to have published work in academic peer-reviewed journals, presses, forums, and policy reports, including Tribally operated venues, cultural

centers, museums, archives, and galleries. In addition, documentation of Tribal engagement in RSCA is highly encouraged and valued to demonstrate the implementation and protection of Indigenous research and data sovereignty. Candidates must demonstrate an emerging or established track record of research, scholarly, and/or creative activities within the discipline of AIS. The Department defines an emerging and established track record as:

- 1) Emerging or sustained engagement in research grounded in Indigenous knowledge systems and methodologies.
- 2) Demonstrates contributions to AIS or related fields through peer-reviewed publications, creative works, applied policy work, or community-based research.
- 3) Reciprocity and accountability to Indigenous communities, including research partnerships, consultation with Tribal Nations, and community-defined principles.

Accountable scholarly and creative outputs include, but are not limited to:

- 1) Peer-reviewed journal articles and book chapters.
- 2) Books and edited volumes.
- 3) Community-based participatory research projects with documented impact.
- 4) Public scholarship, including policy briefs, op-eds, or digital storytelling projects.
- 5) Creative works such as film, poetry, music, or exhibitions engaging Indigenous themes.

4.3 SERVICE [2.3]

Service is a core value of AIS inside and outside of the university. Candidates should demonstrate their active participation in shared governance at an appropriate level of service for their rank in the department, college, university, profession, and/or community related to their RSCA and Instructional Activities if relevant. Documentation of the candidate's service should be included in the file with a direct description of the candidate's active participation, contribution, and/or leadership.

AIS values service that is relational, reciprocal, and community centered. The following, although not all-inclusive, provides examples of areas where candidates demonstrate engagement service though:

- 1) Participation in university, college, and/or departmental governance.
- 2) Leadership in professional organizations, conferences, or Indigenous centered academic initiatives.
- 3) Collaborative work with Tribal Nations or communities, Indigenous organizations, and grassroots movements.
- 4) Contributions to language and/or cultural revitalization initiatives.

5) Mentorship to Indigenous students and support for Native student organizations.

4.4 OTHER AREAS OF EVALUATION

4.4.1 COMMITMENT TO THE DISCIPLINE OF AMERICAN INDIAN STUDIES

Candidates must demonstrate a strong commitment to the discipline of AIS through their research, scholarly, and/or creative activities, and service to Tribal Nations and communities. Faculty are expected to contribute meaningfully to the field by engaging in scholarship that centers Indigenous knowledge, epistemologies, and methodologies. This includes, but is not limited to:

- 1) Advancing Indigenous-centered scholarship and creative works relevant to AIS and American Indian communities.
- 2) Producing publications, creative works, and policy contributions that reflect American Indian perspectives and priorities.
- 3) Participating in interdisciplinary collaborations that strengthen Native American scholarship and community engagement.
- 4) Engage in service activities that support Tribal Nations, organizations, and initiatives.
- 5) Demonstrating sustained involvement in professional organizations, conferences, and networks that promote the advancement of AIS and related disciplines.

Candidate portfolios must indicate a commitment to AIS as an evolving and dynamic field that advances self-determination, Tribal sovereignty, and intellectual, cultural, and spiritual traditions.

4.4.2 CULTURAL COMPETENCY/PROFICIENCY

While frameworks such as Cross's *Cultural Competence Continuum* (1998) and Lindsey et al.'s *Cultural Proficiency* (2018) offer helpful models, they remain rooted in Western paradigms. To be genuinely applicable in AIS, cultural competence and proficiency must be grounded in Indigenous ways of knowing, being, having, and doing—which are relational, land-based, and interconnected with Tribal sovereignty and self-determination. Indigenous knowledge is not simply content to be included in curricula—it is a way of knowing/understanding, a relationship and a set of practices with the land, community and history, and a responsibility to future generations. As Wilson (2008) describes, “research, learning, and teaching are all about building stronger relationships with ideas, people, and the natural world,” (p.76). Candidates working towards cultural competence

and proficiency should:

- Prioritize American Indian epistemologies and ontologies in course design, research, creative activities, and service.
- Engage in relational accountability with Native American students, scholars, and Tribal communities.
- Address historical and contemporary settler colonialism in teaching, scholarship, and creative activities.
- Support Tribal self-determination through research, pedagogy, and institutional service.
- Foster the revitalization of Indigenous languages, oral traditions, and land-based knowledge systems.

Incorporating Indigenous knowledge requires more than adding Indigenous perspectives; it demands a fundamental shift in how knowledge is understood, taught, and assessed. It requires institutions to recognize and value Indigenous ways of knowing as equal to, if not exceeding, Western academic frameworks. Faculty must not only teach about Indigenous knowledge but live in accordance with its principles—engaging in reciprocity, respecting the land, and fostering the next generation of Indigenous thinkers and leaders. The RTP process must recognize these contributions as essential, ensuring that faculty who uphold Indigenous-centered scholarship and pedagogy are valued and supported.

5.0 CHANGES AND AMMENDMETNS [8.0]

Changes and amendments to the American Indian Studies Reappointment, Tenure, and Promotion (RTP) Policy may be made only by a majority vote of the tenured and probationary faculty and approval of the Faculty Council, the Dean of the College of Liberal Arts, and the University Provost.

Works Cited:

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CALIFORNIA STATE UNIVERSITY, LONG BEACH

OFFICE OF FACULTY AFFAIRS

Department RTP Policy Document Approval

Effective Date: **Fall 2025**

Department of American Indian Studies

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