COLLEGE OF LIBERAL ARTS

AMERICAN INDIAN STUDIES

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

Land Acknowledgement

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

Disciplinary History

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

1.0 Purpose

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

41 responsibilities to Native American, Alaska Native, Native Hawaiian and Pacific Islander
42 communities. Successful candidates for tenure and promotion must meet the minimum
43 requirements for all three of the categories: instructional activities; research, scholarly, and
44 creative activities (RSCA); and university, professional, and community service. [2.0] The AIS
45 department RTP committee should follow the guidance offered by the University and College
46 RTP Policies in carefully evaluating the inequities created by cultural and identity taxation, as
47 discussed by a candidate. [1.3.1] In evaluating candidates who have joint appointments,
48 department members of the candidate's RTP committee should refer to Academic Senate Policy
49 Statement on Joint Appointments for Faculty Personnel Policy and Procedures. [3.2]
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51 **2.0 Departmental Mission**
52 The mission of the American Indian Studies (AIS) department is to advance Indigenous
53 knowledge production, Tribal sovereignty, and self-determination through culturally responsive
54 pedagogy, interdisciplinary and community-driven research, scholarly, and creative activities,
55 and meaningful service to Native communities. AIS is committed to fostering an academic
56 environment that prioritizes Indigenous ways of knowing, being, having, and doing, recognizing
57 the historical and contemporary impacts of settler colonialism, and actively working towards
58 liberation, resilience, and Indigenous thrivance. The department accomplishes this mission by
59 pursuing the following goals:
60 1) Address historical and contemporary settler colonialism in teaching, scholarship, and
61 creative activities, critically analyzing its impact on Native Americans while centering
62 Indigenous resistance, agency, and survivance.
63 2) Prioritize Indigenous epistemologies, ontologies, and methodologies in teaching;
64 research, scholarly, and creative activities; and service, ensuring that Indigenous
65 perspectives are central, rather than supplemental, to academic inquiry.
66 3) Promote the revitalization of Native American languages, oral traditions, and land-
67 based knowledge systems, acknowledging their role in cultural continuity and identity
68 formation.
69 4) Encourage an inclusive and interdisciplinary approach to AIS, collaborating with other
70 disciplines and fields, such as environmental studies, law, health, the arts, education, and
71 more, to enhance Indigenous-centered knowledge production and sharing.
72 5) Uplift innovative scholarship and creative work that challenges conventional academic
73 paradigms and reflects Indigenous storytelling, activism, and artistic expression.
74 6) Mentor and support American Indian students through culturally grounded and
75 responsive teaching, academic advising, and professional development, ensuring students
76 are empowered to serve their communities and advance Indigenous-centered scholarship.
77 7) Engage in relational accountability with Native American students, scholars, and
78 communities by cultivating reciprocal partnerships, ethical research practices, and
79 sustained community involvement.

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

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

3.0 Responsibilities

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

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

3.1 Department Chair or Designee

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

1) Offering mentorship and support for candidate(s) in preparing their RTP files, including feedback on teaching, research, scholarly, and creative activities, and service documentation.

2) Coordinating peer evaluations and facilitating constructive feedback to candidate(s) under review.

3) Ensuring transparency and fairness in the review process by communicating deadlines, expectations, and evaluation criteria.

4) Contextualizing their work within the mission of AIS and the broader university community, if a separate letter of support is submitted in the Candidate's file.

3.2 RTP COMMITTEE

The RTP Committee thoroughly and fairly evaluates the candidate(s) based on department, 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.

3.3 Candidate(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]

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

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

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

4.1.1 EXAMPLES OF STUDENT WORK

180 Candidates must provide one (1) representative example of student work per course per
181 semester during the review period. Student   work examples should demonstrate student
182 engagement with Indigenous knowledge and pedagogies. Examples may include, but are
183 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]

193 To receive a positive recommendation for reappointment, tenure, and/or promotion the candidate
194 in American Indian Studies must have an established track record of published research,
195 scholarly, and/or creative activities within the discipline of American Indian Studies. Candidates
196 with joint appointments with other departments are expected to have research, scholarly, and/or
197 creative activities integrated with and centering American Indian Studies disciplinary
198 foundations. Candidates are encouraged to have published work in academic peer-reviewed
199 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.

240   5) Mentorship to Indigenous students and support for Native student organizations.
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242   **4.4 OTHER AREAS OF EVALUATION**
243   **4.4.1   COMMITMENT TO THE DISCIPLINE OF AMERICAN INDIAN**
244   **STUDIES**
245   Candidates must demonstrate a strong commitment to the discipline of AIS through their
246   research, scholarly, and/or creative activities, and service to Tribal Nations and
247   communities. Faculty are expected to contribute meaningfully to the field by engaging in
248   scholarship that centers Indigenous knowledge, epistemologies, and methodologies. This
249   includes, but is not limited to:
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251   1) Advancing Indigenous-centered scholarship and creative works relevant to AIS and
252   American Indian communities.
253   2) Producing publications, creative works, and policy contributions that reflect American Indian
254   perspectives and priorities.
255   3) Participating in interdisciplinary collaborations that strengthen Native American
256   scholarship and community engagement.
257   4) Engage in service activities that support Tribal Nations, organizations, and initiatives.
258   5) Demonstrating sustained involvement in professional organizations, conferences, and
259   networks that promote the advancement of AIS and related disciplines.
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261   Candidate portfolios must indicate a commitment to AIS as an evolving and dynamic
262   field that advances self-determination, Tribal sovereignty, and intellectual, cultural, and
263   spiritual traditions.
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265   **4.4.2   CULTURAL COMPETENCY/PROFICIENCY**
266   While frameworks such as Cross's *Cultural Competence Continuum* (1998) and Lindsey
267   et al.'s *Cultural Proficiency* (2018) offer helpful models, they remain rooted in Western
268   paradigms. To be genuinely applicable in AIS, cultural competence and proficiency must
269   be grounded in Indigenous ways of knowing, being, having, and doing—which are
270   relational, land-based, and interconnected with Tribal sovereignty and self-determination.
271   Indigenous knowledge is not simply content to be included in curricula—it is a way of
272   knowing/understanding, a relationship and a set of practices with the land, community
273   and history, and a responsibility to future generations. As Wilson (2008) describes,
274   "research, learning, and teaching are all about building stronger relationships with ideas,
275   people, and the natural world," (p.76). Candidates working towards cultural competence
276
277
278   and proficiency should:
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- 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:

Cross, T. L., Bazron, B. J., Dennis, K. W., & Issacs, M. R. (1989). *Toward a culturally competent system of care.* Washington, DC: Georgetown University Child Development Program, Child and Adolescent Service System Program.

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321   Wilson, S. (2008). *Research is ceremony: Indigenous research methods.* Fernwood Publishing.
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