



AMERICAN INDIAN STUDIES DEPARTMENT
Disciplinary Guidelines for Tenure and Promotion
December 2017

Assess the Nature of the Discipline(s) in your Department in the realm of teaching

Questions to Consider and Answer:

1. What elements of your department's discipline are classified as auxiliary teaching activities? **No additions.**

Additional topics to assess:

- What discipline specific note, addition, or deletion should accompany "imparting general knowledge?" **No additions.**
- What discipline specific note, addition, or deletion should accompany "imparting specific knowledge?"

Effective teachers impart a representative, unbiased, selection of facts, examples, and other details that enrich a course's general content and privilege Indigenous perspectives.

- What discipline specific note, addition, or deletion should accompany "developing skills?" **No additions**
- What discipline specific note, addition, or deletion should accompany "motivating students?" **No additions**
- What discipline specific note, addition, or deletion should accompany "setting requirements and evaluating performance?"

Setting requirements and evaluating performance: Effective teachers fairly and accurately evaluate student learning while also providing students with specific feedback that promotes further learning. Examinations, papers, presentations, service learning activities and other assignments are sufficient, varied and challenging.

- What discipline specific note, addition, or deletion should accompany "success with effective teaching practices?" **No additions.**



Assess the Nature of the Discipline(s) in your Department in the realm of *research and scholarship*

Questions to consider and answer:

1. What elements of your department's discipline are critical to scholarship and may be unfamiliar to faculty in other disciplines.

Research requested by Native American communities.

2. What does peer review mean in your discipline? Describe any circumstances where peer review is not necessary for work product to be considered scholarship.

Scholarly research may include research involved in the dissemination of scholarship, the preparation of scholarly publications as an editor or reviewer, or research requested by and or utilized by Native American communities to support their nation-building and self-determination efforts .

National and international forums are typically accorded greater significance than regional ones. In American Indian Studies, "national" is understood to include Native nations within larger nation-states.

3. What does and does not qualify as meaningful creative work in your discipline?
No addition.
4. Does "paid" work count as scholarship? Explain?

Paid work may count as scholarship – researching a particular issue for use in a commissioned report may be scholarship.

5. How do 21st century forms of disseminating work product into the intellectual marketplace figure into accepted norms of scholarship in your department's discipline?

Yes, these 21st Century dissemination forms may include Native language apps or e-journals.

6. How does your department's discipline assess issues of quality of scholarship?
No additions.
7. How does your department's discipline assess issues of quantity of scholarship?
No additions.



Additional topics to assess:

- What discipline specific note, addition, or deletion should accompany “Dissemination of Scholarship?”

Dissemination may include some form of presentation or report to the AI community who are the subject of research or impacted or helped by the research.

- What discipline specific note, addition, or deletion should accompany “Creative Activities?”

Creative Activities may include any Native American community activity that includes the use of your knowledge as a scholar of that Native community.

- What discipline specific note, addition, or deletion should accompany “Editing?”
No additions
- What discipline specific note, addition, or deletion should accompany “Grants and Contracts?”
No additions
- What discipline specific note, addition, or deletion should accompany “Classroom based research projects—scholarship of teaching and learning?”
No additions
- What discipline specific note, addition, or deletion should accompany “Scholarship related to service or the use of professional expertise, Scholarship of Engagement or Application?”
No additions.
- What discipline specific note, addition, or deletion should accompany “Other?”
No additions

Assess the Nature of the Discipline(s) in your Department in the realm of service

Questions to consider and answer:

- Within your department and discipline, what is the need, value, and expectation of department service? No additions.
- Within your department and discipline, what is the need, value, and expectation of university service? No additions.



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- Within your department and discipline, what is the importance of service to profession? [No additions](#)
 - Within your department and discipline, what is the importance of service to community?

The community is typically a Native American community; that service may include scholarship, but the community should be an active participant (partner) in that scholarship or research.

- How does your Department's discipline assess issues of quality of service? [No additions.](#)
- How does your Department's discipline assess issues of quantity of service? [No additions.](#)

Additional topics to assess:

- What discipline specific note, addition, or deletion should accompany department service? [No additions.](#)
- What discipline specific note, addition, or deletion should accompany university service? [No additions.](#)
- What discipline specific note, addition, or deletion should accompany service to profession? [No additions.](#)
- What discipline specific note, addition, or deletion should accompany service to the community?

Service to any Native American community should be work that has as its core a collaborative relationship between the faculty member and that community.

Service-learning courses may be considered service to the community in addition to being part of a faculty member's teaching effort.