

## Ancillary Unit Annual Report

### Reporting Period: July 1, 2019 – June 30, 2020

Deadline for submission to Reporting Administrator: October 30, 2020 extended... This report is required by FAM 105.4 (FSD 87-17.R6) -- POLICY GUIDELINES FOR THE FORMATION AND REVIEW OF INSTITUTES AND CENTERS. \*\*Please sign and forward. Thank you.

Basic Information	
Ancillary Unit's name	Center for Indigenous Peoples Studies
Director(s)	James V. Fenelon
Administrator to whom the unit reports ("Reporting Administrator")	Rafik Mohamed, Dean College of Social and Behavioral Sciences
Purpose and goals of the Ancillary Unit	The Center for Indigenous Peoples Studies is a primary site for innovative and productive programs for the study of American Indians and partnerships with local, national and international Indigenous Peoples... The Center will conduct research, facilitate curricular-instructional programs, coordinate academic activities, and interact on four levels of indigenous peoples, contributing to the development of knowledge and advancement of related social issues. <b>Goal 1 – Academics</b> <b>Goal 2 – Instructional Activities</b> <b>Goal 3 – Research</b> <b>Goal 4 – Community Outreach</b> (Please refer to original document for more information, elaboration and specification of goals and objectives)

NOTE: We planned to add, change or edit Board members, delaying to spring, when our CIPS **Chair Luke Madrigal passed**, and have made no progress since, operating under COVID.

Advisory Board (if applicable)	
Member	Affiliation
Julia Bogany	Pitzer and Claremont Colleges (Tongva)
Cesar Caballero	Cal State University, San Bernardino
Mario Castellano	NAISA (Los Coyotes, Pala)
Carmen Jany	Cal State University, San Bernardino
Hannah Kivalahula-Uddin	CSUSB Education (Puyallup)
Matthew Leivas	Chemehuevi Indian Tribe (South Paiute)
<b>Luke Madrigal</b>	<b>Cahuilla Indians (Cahuilla) – CHAIR</b>
Kim Marcus	Soboba (Cahuilla, Serrano, Luiseno)
Enrique Murillo	Cal State University, San Bernardino
	Cal State University, San Bernardino
Ernest Siva	Morongo Band Mission Indians (Serrano)
Terria Smith	Torres Martinez Desert (Cahuilla) Indians
Clifford Trafzer	Univ of California, Riverside (Wyandot)
Vincent Whipple	CSUSB Tribal Relations (Lakota, Navajo)

CIPS accomplished a similar amount of official activities as it had in past years, (2018 to 2019) in particular the previous reporting year, our community research work with the WRI connected

to senior fellow position held by the Director and ongoing work. Also, our relationship with **IPC of CFA**'s work on CSU CES (**Ethnic Studies**) continued, reaching success this Fall semester, that will be reported at the beginning of Spring semester.

Activities during reporting period		
Activity (please describe)	Funds spent	Goal advanced (and extent)
Board communication (Fall 2018) [appointments electronic media]		(management) G1 – Academics; – G4 – Community
Certificate of Indigenous Studies through CIPS (approved UCC)	\$ 0	G1 – Academics; G2 – Instructional;
Support /Advise Native American & Indigenous Student Association	\$ 0	G2 – Instructional; G4 – Community
Support/Advise First Peoples Center (now w/ Tribal Relations)	\$ 0	G4 – Community
support next State California Indian Conference CIC (2019)	\$ ? CIC	G1 – Academics; G3 – Research; G4 – Community
2018-19 California Indian Conference planning meetings	\$? CIC	G1 – Academics; G3 – Research; G4 – Community
Tribal Water Research 2018-19 (Santa Ana River) w/ WRI, DWR	\$ 0	G1–Academics; G2–Instructional; G3 – Research; G4 – Community
Present Research on Indigenous Studies (Native Nations courses)	\$ 0	G1 – Academics; G3 – Research; G4 – Community
First Peoples & NAISA (ongoing) Contributions (material, cultural)	\$ ? CIC	G3 – Research; G4 – Community
Native American & Indigenous Studies Activity (2020 confer)	\$	G1–Academics; G2–Instructional; G3 – Research; G4 – Community
Diversity & SMSU lectures (Pfau – Standing Rock)	\$	G1 – Academics; G2 – Instructional; G4 – Community
Racial Wealth Gap report Duke DuBois Center (Oklahoma)	\$	G1 – Academics; G3 – Research; G4 – Community
California Indian Nations College – meetings (quarterly 29 Palms)	\$	G1 – Academics; G2 – Instructional; G4 – Community
Tribal Alliance (Indian Social Services) Agua Caliente, Cahuilla	\$	G1 – Academics; G4 – Community
California Indian Nations College – Foundation Board VP (29Palm)	\$	G1 – Academics; G4 – Community
California Indian sessions - with Julia Bogany, Luke Madrigal	\$ 00	G1 – Academics; G2 – Instructional; G4 – Community
Certificates of Native American / Indigenous Studies awarded	\$ 0	G1 – Academics; G2 – Instructional;

San Francisco ASA- virtual 2020 Papers, Meeting w/ council	\$ 00	G1–Academics; G2–Instructional; G3 – Research; G4 – Community
Tribal Communities research with SAWPA / WRI / Tribal Water	\$	G1–Academics; G3 – Research; G4 – Community
Standing Rock NoDAPL & Water Movement, research and planning		G1–Academics; G3 – Research; G4 – Community
Menil and Heart California Indian play (Dorothy Ramon center 2018, Pala, Sherman, others 2019)	\$	G1–Academics; G3 – Research; G4 – Community
California Indigenous Peoples – Robidoux Center (Riverside)	\$ 0	G1–Academics; G3 – Research;
Native Wellness (Chemehuevi, Riverside Univ. Health System) workshop / conferrings	\$ 0	G2–Instructional; G3 – Research; G4 – Community
Land Acknowledgement (Ack) organizational statements, (CSU, UC) research and planning		G1–Academics; G3 – Research; G4 – Community

**Note:** The Center for Indigenous Peoples Studies operates on four levels – local southern California regional, the state of California, the national level of United States / Canada, and or International or Global. The activities listed above fall into these categories:

**Local** – SAWPA / WRI tribal water research sessions, CINC meetings, Tribal Alliance

**State CA** – California Indian Conference, CINC Foundation development (AIHEC)

**National** – Racial Wealth Gap, AI Resistance retreat, Standing Rock, ASA Land Ack

**Global** – IP Frontlines meetings, JWSR and Anthropocene environment research work

Our formal research work with SAWPA ended in 2019, conducted by with WRI oversight in conjunction with many Tribal Nations and Native American organizations, University of California Irvine, conferring with UCR and Claremont Colleges, and host of city, county and state supported institutions and non-profit agencies, in the report – Participatory Water Resource Management: Advancing Engagement in Disadvantaged Communities Across the Santa Ana River Watershed (Native Ethnographic sections); also in the WRPI Water Resources & Policy Initiatives (CSU wide) 2018-2019 Final Report by Jennifer B. Alford, Lead Author, Editor; with research support contributions from **California State University San Bernardino, Native Listening Session Team**; California State University Fullerton; California Rural Water Association; Local Government Commission, Riverside; and University of California, Irvine.

This 65 page report featured the Native American sections in the following areas:

Chapter 2 Collaborative Approaches to Community Engagement Methods).....pg. 9  
 2.2.2 Listening Session Methods Example: Native, Tribal, Indigenous Listening and Feedback Sessions; 2.3.5 Native, Tribal Indigenous Communities Engagement Strategies;  
 Chapter 3 Community Listening Session Findings.....pg. 29; and in conclusions:  
 3.1.5 Native, Tribal and Indigenous Community Listening Sessions Findings

These led to the **Louis Robidoux Nature Consortium, Tribal Programming and Engagement** proposal submitted to SAWPA DWR review, accepted and adapted from first round (\$383,000) under second round table review for \$300,000, project total of 5 million with multiple partners, San Bernardino Valley Municipal Water District; Inland Empire Resource Conservation District; Huerta del Valle; Orange County Water District; in CIPS Center for Indigenous Peoples Studies.

Please also describe planned activities for the current academic year:

We have participated in the California Indian Conference, from 2012 through this 2019, including with our California Indian and Indigenous Wellness group authors, who put together meetings at the SDSU California Genocide conference, and for an anthology work stressing California Indigenous histories from creation stories to contemporary life in the U.S..

The Certificate in Native Nations /Indigenous Peoples Studies was advised and awarded.

Fenelon was invited to present at the American Sociological Association virtual meeting in San Francisco, August 2020, developing Land Acknowledgment for the ASA Council, and a Native Nation & Indigenous Peoples section in formation with critical analysis on settler colonialism and inclusion in the Academy.

Fenelon coordinated with Clifford Trafzer (UCR), Luke Madrigal (Cahuilla), UCR Chair Chancellor's Advisory committee and Native leaders on California Indian Nations, leading to advisory work on cluster and diversity hires, and Native programs (**now defunct**).

Series of meetings for the California Indian Nations College (CINC) board of directors, (Fenelon) in curriculum development, and regional coordination (2019-20).

Fenelon was requested to join the California Indian Nations College (CINC) Foundation Board, and was elected as Vice President of the Foundation, an office he now holds.

CIPS has joined with American Indian Resistance Retreat planning (2018 UMASS-Amherst) holding meetings associated with Standing Rock NoDAPL with Wampanoag leadership (Aquinnah and Mashpee) named Resistance Gathering held in March 2019.

CIPS continued to coordinate Tribal Communities research with WRI Tribal Water Team Sessions for a multi-year project linking statewide Tribal initiatives (DWR), including conducting more Listening Sessions with follow-up Feedback groups, in the Los Angeles River / Ventura County regions, contributing to official reports (ethnographic research), and consulting with regional efforts in southern California.

Fenelon was asked to join the Menil and Her Heart native dramaturgy group on Missing and Murdered Indigenous Women (MMIW) with multiple presentations in the region, (playwright Isabella Madrigal winning awards and even presenting to the U.N. in NYC).

CIPS is coordinating and Fenelon is presenting with the Native American Wellness, (Riverside Univ. Health System) workshops /groups, consisting of 7 California Indian tribal representatives who are creating papers /chapters for an anthology, also working with tribal nations such as the Chemehuevi, Tongva, Cahuilla and Chumash (now **on hold with Luke Madrigal passing**).

Fenelon worked on and off with the CSUSB Tribal Relations Director (June through November, 2019), until conflicts over scheduling caused non-participation with the NAHM conferrings, not well attended, so the Office has been restructured during the COVID crisis closings with plans to coordinate academics and other research developments with CIPS faculty, based on the Native American Task Force convened by the President's office.

(NOTE: new hires and the restructuring has led to further support in the NAHM meetings 2020.)  
(NOTE 2: Fenelon has been on sabbatical Fall semester 2020, but continued the above work).

**BUDGET** – expenses and assigned time were **0 during the 2019 – 2020** academic year.

NOTE 1: the CSBS Dean unilaterally eliminated the course reassignment associated with CIPS Directorship, without supported justification, for the last academic year. This went uncontested since Fenelon already had sufficient reassignment from research activity, and with the thought that restructuring of the Board might cause administration to revisit that decision.

NOTE 2: the COVID-19 crisis caused existing activity to go virtual, with all funds suspended within the college and university, and subsequently **swept up**, effectively eliminating them.

Use of funds during the reporting period				
	Internal funds		External funds	
	Reporting Period	Current academic year (projected)	Reporting Period	Current academic year (projected)
A. Salaries	\$ 0	\$ 0	\$	\$
B. Assigned time	\$ 0	\$ 0	\$	\$
C. Telephone/fax	\$	\$	\$	\$
D. office supplies	\$	\$	\$	\$
E. Other	\$ 0	\$ 0	\$	\$
Total	\$ 0	\$ 0	\$	\$

**GOALS: G1 – Academics; G2 – Instructional; G3 – Research; G4 – Community**

**Goal 1 – Academics** The Center will develop academic Programs that advance the teaching and learning of American Indians, Native Nations and Indigenous Peoples regionally and globally. Center Partnerships will be formed with this and other programmatic concerns with local, regional, national, and international groups and peoples, with particular focus on peoples living in southern California. An academic Clearing-house for American Indian Nations, and covering Indigenous Peoples, will be developed that comprehensively lists courses and activities associated with CSUSB, with a feasibility study written from the materials assembled with the possibility of credit-bearing programs in the future.

**Goal 2 – Instructional Activities** The Center will have a fourfold approach toward developing and maintaining strong and appropriate instructional activities at CSUSB – focus on students, internships, programs, and the potential for Certificates and/or Minor. In accordance with CSU mission to serve primarily institutions that focus on quality instruction, CSUSB students will have full access to a variety of instructional resources. This includes special collections of CSUSB library holdings and the proposed in-house Center library, information center and service learning internships for experiential and academic coursework. Students will have many opportunities for activity and internships at local museums, archives, Native American cultural centers, and with relevant national institutions, including the Smithsonian and the National Archives. Furthermore, the Center envisions a potential for a certificates and/or minor in Indigenous Studies, with a feasibility study completed within 5 years.

**Goal 3 – Research** The Center will support research endeavors with the same local-to-global focus that is described above, and as based on the considerable expertise of the involved faculty. Local, regional and global historical issues of indigenous peoples will be one primary focus, remembering that native societies were the first people here, and developed their own distinct cultures and early forms of civilization. The Center will actively support Indian gaming and economic development studies, especially as they pertain to regional socio-political processes. Finally, the Center intends to support research on sovereignty, political and cultural of Native Nations, and autonomy struggles with an international focus in countries such as Chile, Mexico and Australia.

**Goal 4 – Community Outreach** The Center will maximize community outreach and relations with California Indians – within three areas of primary focus, and others yet to be determined. These include: educational programs, resource development, and the provision of technical services. Center-related faculty is involved with ongoing California teacher education programs, and there are clear possibilities for developing educational endeavors on the culture and civilization of southern California Indians, especially in the San Bernardino region. Other programs are developed in close consultation with local California Indian Nations, including on-campus activities and field trips to museums and California Indian Cultural Centers, which will be built with partnerships connected to goals 1 and 3 above. Finally, the Center will serve as a clearing house for California / American Indian and/or Indigenous Peoples generally, for academic courses, community activities and contracted studies conducted by Center faculty, in fields such as Indian Gaming, Indian Health, Indigenous social movements, Tribal Sovereignty, Indigenous Political Autonomy, and Cultural and Historical Representation in Museums & Exhibits, to name a few.

James V. Fenelon Director,  
Center for Indigenous Peoples Studies  
(CIPS) – (December 14, 2020)

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SIGNATURE LINES

*James V. Fenelon*

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**Director Signature**

**(Co-)Director Signature**

<b>Unit Reporting Person recommendation</b>	
Name and title:	
X	Keep on active status.
	Move to probationary status.
	Move to inactive status.
Recommendations and comments including the criteria and data reviewed. Please attach additional page(s) as necessary:	
Dr. Fenelon maintains a strong research agenda and routinely structures his academic work around CIPS. I support keeping the Center on active status.	

 \_\_\_\_\_ January 28, 2021 \_\_\_\_\_

**Unit Reporting Person Signature**

**Date**

**FORWARD A SCANNED COPY OF THIS REPORT TO [sylvia.myers@csusb.edu](mailto:sylvia.myers@csusb.edu) AND SEND THE ORIGINAL COPY TO THE FACULTY SENATE AD-155. THE SENATE OFFICE WILL TAKE CARE OF THE REMAINING PORTIONS OF THE REPORT. THANK YOU.**

<b>Educational Policy and Resources Committee recommendation (Only after 3 or 5 year review)</b>	
	Keep on active status.
	Move to probationary status.
	Move to inactive status.
Recommendations and comments including the criteria and data reviewed. Please attach additional page(s) as necessary:	

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**EPRC Chair Signature**

**Date**

<b>Provost recommendation (Only after 3 or 5 year review)</b>	
	Keep on active status.
	Move to probationary status.
	Move to inactive status.
Recommendations and comments including the criteria and data reviewed. Please attach additional page(s) as necessary:	

\_\_\_\_\_  
**Provost Signature**

\_\_\_\_\_  
**Date**

<b>President decision (Only after 3 or 5 year review)</b>	
	Keep on active status.
	Move to probationary status.
	Move to inactive status.
Recommendations and comments including the criteria and data reviewed. Please attach additional page(s) as necessary:	

\_\_\_\_\_  
**President Signature**

\_\_\_\_\_  
**Date**

The Center for Indigenous Peoples Studies (CIPS) extraneous notes.

Of course, COVID pandemic and campus closures had a significant impact on CIPS activities, with new sets of issues in respect to the (now ex) Tribal Relations office, further connected to a set of university and system wide issues. I suspect COVID has had a strong effect on my life, professional activity, and ability to produce, as well, although not proven to be the case to date. If so, there was only a small effect, on CIPS operational activities, with a blinding exception of the loss of our esteemed and respected Chairman of the Board, who did so much for the Native community, programs like and especially CIPS, and our university, UCR even more so, that we or I am still observing the many effects on what we do, who we are, and on how we achieve all that and more. Luke Madrigal was and is my Kolah, traditional concept, and so I speak to that...<sup>i</sup>

CIPS is the only major academic component of what could constitute an NAS program.<sup>ii</sup>

<sup>i</sup> Between giving the keynote talk at Hawaii and its relationship to growing Indigenous movement exploding across the scene, nationally and internationally, with Standing Rock meme slogans (mni wiconi - water is life) taking frontstage, we had not addressed pulling CIPS activity together when the virus crisis started up on us in February, and continued statewide through to this December. Luke's passing to the spirit world capped a horrific spring (I can't complain as his family were and are close friends - but you can imagine how devastating this ...)

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ii Now some are apparently unaware that CIPS is the only major academic component of what constitutes an NAS program, Rather the opposite developed in that we - CIPS, the College, the University - were left exposed at a time when we should have been riding high in the saddle. This not only effects our university, but community relations.