

PROMOTION RECOMMENDATION  
The University of Michigan  
College of Literature, Science, and the Arts

Joseph P. Gone, associate professor of psychology, with tenure, and associate professor of American culture, without tenure, College of Literature, Science, and the Arts, is recommended for promotion to professor of psychology, with tenure, and professor of American culture, without tenure, College of Literature, Science, and the Arts.

Academic Degrees:

Ph.D.	2001	University of Illinois
M.A.	1996	University of Illinois
B.A.	1992	Harvard College

Professional Record:

2012 – present	Associate Professor, Department of Psychology and Department of American Culture, University of Michigan
2010 – 2012	Associate Professor, Department of Psychology and Program in American Culture, University of Michigan
2002 – 2010	Assistant Professor, Department of Psychology and Program in American Culture, University of Michigan.
2000 – 2002	Assistant Professor, Committee on Human Development, University of Chicago

Summary of Evaluation:

Teaching – Professor Gone has taught a variety of courses at both the undergraduate and graduate levels. At the undergraduate level, he taught the large gateway course, “Introduction to Psychopathology,” and an upper level course cross-listed with American Culture. At the graduate level, he has taught “Topics in Clinical Science and Practice,” “Clinical Science in Historical and Cultural Context,” and “Community Psychology.” He also developed new courses targeting the clinical science area, which has played an important role in efforts to conform to American Psychological Association accreditation requirements. Professor Gone has a very strong record of mentorship with his undergraduate and graduate students.

Research – Professor Gone’s work focuses on mental health and mental health treatment in Native American communities. He has shown that the standard Western approach to the diagnosis and treatment of mental illness is often a poor fit for Native American communities. Based on deep ethnographic studies of these communities, he has designed alternative approaches that are better aligned with indigenous culture and beliefs. His work has also documented the important role that historical trauma (the killing and displacement of previous generations of Native Americans) plays in the mental health of the current generation. This work has had a substantial impact on a variety of fields and Professor Gone has been recognized with numerous awards and honors. The past few years have been particularly productive and bode well for his future contributions to the units in which he is appointed, the university, and the field more generally.

#### Recent and Significant Publications:

- “The Blackfeet Indian culture camp: Auditioning an alternative indigenous treatment for substance use disorders,” with P. E. Calf Looking, *Psychological Services*, 12(2), 2015, pp. 83-91.
- “American Indian historical trauma: Community perspectives from two Great Plains medicine men,” with W. E. Hartman, *American Journal of Community Psychology*, 54(3-4), 2014, pp. 274-288.
- “Redressing First Nations historical trauma: Theorizing mechanisms for indigenous culture as mental health treatment,” *Transcultural Psychiatry*, 50(5), 2013, pp. 683-706.
- “Indigenous traditional knowledge and substance abuse treatment outcomes: The problem of efficacy evaluation,” *American Journal of Drug and Alcohol Abuse*, 38(5), 2012, pp. 493-497.

Service – Professor Gone has a strong record of national service and his service at UM is solid. Locally, he has served on the Native American Graves Protection and Repatriation Act (NAGPRA) Advisory Committee as well as the Psychology Executive, Clinical Admissions, Brown Bag, and Awards committees, among others. Nationally, Professor Gone is on the editorial board of seven journals, reviews extensively for other journals, and has served on numerous national grant review panels. He also serves on numerous executive and advisory committees for major national organizations, including the American Psychological Association and the National Institutes of Health.

#### External Reviewers:

##### Reviewer (A)

“He adeptly negotiates between professional/disciplinary discourses and cultural communities that too often appear incommensurable because positions are entrenched and polarized. ...Gone and Wendt make it clear that the values and ongoing embedding in homeplace [sic] continue to distinguish them and to require distinct forms of health treatment and services. This will be a classic paper as more scholars look for guidance in studying urban Native populations.”

##### Reviewer (B)

“Joe is doing cutting edge thinking...and his work challenges the normative models of discourse in cultural and mental health services. It is moving cultural psychology and cultural psychiatry and advocacy in mental health policies out of the mundane uses of culture talk and cultural competence and into the innovative and imaginative possibilities for the future. ... If we are searching for work on American Indian mental health, minority mental health, and postcolonial and historical trauma debates in minority health, we find Joe Gone’s publications leading the field in academic research as well as clinical psychology today.”

##### Reviewer (C)

“...it has been (and continues to be) difficult to obtain NIH funding for AI/AN research. I am impressed that Dr. Gone has been able to do so much work with the amount of support that he has had over the years. He has been both productive and efficient. ... Dr. Gone would clearly be promoted within our system. I strongly support his promotion to the rank of Professor within your system.”

Reviewer (D)

“One of the extremely important and impactful contribution[s] is his discourse on linkage between historical trauma and various comorbid mental health problems. The 2012 publication in the *Annual Review of Clinical Psychology* with co-author Trimble is especially noteworthy because it presents an excellent overview of mental health issues and problems confronting native populations. Because of its reputation, the *Annual Review* is one of the important publications utilized by clinicians, researchers, and other interested in this field.”

Reviewer (E)

“...Dr. Gone’s research has contributed to the field of culture and mental health in four main ways. First, he has done more than most scholars of indigenous psychotherapy to challenge the automatic assumption that evidence-based practices developed in non-native settings can be applied to indigenous communities, and by extension, to other cultural groups. ... Second, Dr. Gone has also taken up the other side of this debate, and carefully considered what evidence-based practices can contribute to the problems in ‘Indian country’ as well as how to apply scientific approaches to the study of native experience. ... Third, he has contributed critiques of past research with native communities to help reorient the field in productive ways... Fourth, Dr. Gone has been very instructive to the field regarding strategies for conducting collaborative research with native communities, in ways that are not only respectful but also productive of joint contributions.”

Reviewer (F)

“...he has made extraordinary contributions to cultural-clinical psychology in general and has elevated the standards of community-based research in the field of ethnic minority psychology. His body of work is an exemplar of what a high quality, culturally-grounded scholarship in ethnic minority mental health should aim to achieve.”

Summary of Recommendation:

Professor Gone is recognized as a leading figure in his field because of his important scholarship and his extensive national service. The Executive Committee of the College of Literature, Science, and the Arts and I recommend that Associate Professor Joseph P. Gone be promoted to the rank of associate professor of psychology, with tenure, and associate professor of American culture, without tenure, College of Literature, Science, and the Arts.



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Andrew D. Martin, Dean  
Professor of Political Science and Statistics  
College of Literature, Science, and the Arts

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