

Executive Summary

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I present here a summary of my professional accomplishments as a member of the Department of Anthropology at New Mexico State University (NMSU). For three years (2015–present), I have served as an assistant professor of anthropology responsible for teaching (50–55%), research (40%), and service and outreach (5–10%). Prior to coming to NMSU, I spent four years in a tenure-track position in the anthropology department at Fort Lewis College (FLC). I received two years of credit for this time upon accepting a position at NMSU. Before FLC, I worked as a professional in the cultural resource management (CRM) industry. As a result, I have teaching, research, and service experience that precedes my employment at NMSU.

Several themes emerge in my professional history: 1) interest in cross-cultural contact and the creation and maintenance of group identities; 2) collaborative, applied research involving students, community members, and state and federal agencies; and 3) efforts to inform and engage diverse audiences. I emphasize these themes below as I present my accomplishments in scholarship, teaching, and service. Please refer to my curriculum vitae (tab “G”) for details.

SCHOLARSHIP

I have been active in anthropological research throughout the period under review (2013–2018). My research projects and publications are diverse, reflecting both the varied needs of my research collaborators and sponsors as well as my conscious effort to engage diverse audiences. Within this period, I have published two peer-reviewed journal articles, three chapters in peer-reviewed edited volumes, seven technical reports reviewed by professionals and filed with state/federal agencies, one encyclopedia entry, two articles in professional newsletters, and two book reviews. Two completed book chapter manuscripts are included in edited volumes that are currently under review, and four more manuscripts (two journal articles and two technical reports) are currently in preparation. I authored one additional book review, one general article, and 13 technical reports/report sections before this review period.

In addition to my publications, I have received a number of grants to support my research and its dissemination. These include a Bureau of Land Management (BLM) cost-share grant (\$45,000); a BLM National Conservation Land (NCL) grant (\$24,681); an interdisciplinary BLM resource management planning support grant coordinated by Rani Alexander (\$95,000); a New Mexico Humanities Council grant (\$4,500); a Loomis Endowment award (\$4,100); a Southwest and Border Cultures Institute (SBCI) grant (\$4,120), and various small grants from NMSU and FLC to support research, teaching, and travel. Since the fall of 2013, I have been the PI or co-PI for external awards totaling \$168,781 and have received an additional \$17,225 in internal grants. I am presently awaiting a response on two additional BLM grant applications for \$30,000 (PI) and \$179,468 (co-PI).

My research focuses on cross-cultural contact and its influence on social identity. I am particularly interested in the emergence of multicultural, plural identities in the historical-period Southwest. My graduate work focused on the development and material expression of Hispanic *civic* identity during the 18th and 19th centuries, and I have continued to explore and expand on this research in my academic career. I published two journal articles on this subject in 2013, including a well-received article in the *Journal of Social Archaeology* that focused on the construction of civic identity in New Mexico. In 2017, I published two book chapters that further explored this concept: a regional comparison of Hispanic settlements in New Mexico and Colorado (“Becoming Vecinos”), and a study of the evolution of civic identities over time (“*Vecino, Hispano, y Mexicano*”). I also addressed these topics in an overview of colonial archaeology that I wrote with Dr. Barnet Pavao-

Zuckerman for the *Oxford Handbook of Southwest Archaeology* (2017). These interests continue to drive and inform my work, intersecting in various ways with projects that have expanded to include both earlier and more recent populations.

I deeply value collaborative research, and for this reason, I have developed and directed numerous projects that engage students, colleagues, public agencies, and community partners. In 2013, I was the co-PI of a field school project focused on three Ancestral Pueblo sites in La Plata County, Colorado (Jenks et al. 2013). This project, which Dr. Charles Riggs and I developed in collaboration with Dr. Lauren Jelinek of the Bureau of Reclamation (BOR) office in Durango, introduced Native and non-Native students to archaeological field techniques, research questions about the Pueblo I/Pueblo II-period transition, and relevant elements of CRM law and practice. In addition to providing new insight into resource procurement activities and interregional trade during this period, this project also helped the agency meet its legal obligations and facilitated construction of a parking area and handicap-accessible walking path for visitors to the nearby reservoir. This, in turn, allowed the BOR to open this reservoir to the public. Background research on existing collections from this project led me to develop an archaeological collections inventory project at FLC, which, in turn, encouraged me to co-organize a two-part roundtable session on the status of the Native American Graves Protection and Repatriation Act (NAGPRA) at the 2015 annual conference of the American Anthropological Association. These sessions, which I co-chaired with Dr. Kathleen Fine-Dare, were recognized by the Archaeology Division as “invited sessions.”

In 2014, I worked with Mark Hungerford at the BOR office in Albuquerque to develop a field school project at the late 19th/early 20th-century hamlet of Los Ojitos, located in New Mexico’s Pecos River Valley (Jenks 2014; Jenks et al. 2017). This project employed archaeological survey, architectural documentation, and excavation in an effort to understand the cultural impact of American land-tenure laws on first-generation Hispanic homesteaders. I consider the gendered aspects of this shift in a book chapter manuscript currently under review, and I am currently developing a conference paper into an article manuscript for submission. I am also working with Dr. Jeffery Hanson, formerly of the Albuquerque BOR, on a demographic study of this site. This field school inspired a subsequent oral history project focused on “Hispano heritage” and two NMSU graduate student thesis projects. Tara del Fierro-Duran recently completed a thesis project that incorporated both archaeological data and oral histories in a study of the evolution of Hispanic “water regimes” and “waterscapes.” Shannon Cowell is using data collected in this field school to explore evidence of micaceous pottery manufacture, trade, and use at this site, and expects to defend her thesis in December.

Since coming to NMSU in 2015, I have developed and managed a series of grant-funded projects focusing on the inventory, evaluation, and management of cultural resources on BLM land. Most of these projects involve research on El Camino Real de Tierra Adentro National Historic Trail, the “royal road” established by the Spanish in 1598 to connect the New Mexico colony to Mexico City. As part of my CRM II course in the spring of 2016, I involved graduate students in background research, reconnaissance survey, and the development of research designs for investigation of resources located along the trail (Jenks et al. 2016; Jenks and van Wandelen 2016). In the spring of 2017, I directed a surface collection and documentation project at Paraje San Diego, a 17th-century campsite located along the trail. Students were involved in the preparation of draft sections of the report, but completion of the final draft was delayed because of my serious illness in 2017 and a shift in the BLM’s research and funding priorities for the coming year. This spring, I directed archaeological mapping and in-field artifact analysis at La Parida, a 19th-century Hispanic village situated along the trail just northeast of Socorro, New Mexico (Cowell and Jenks 2018). I began work in May on a grant-funded project to nominate a selection of sites/trail segments for listing on the National Register of Historic Places (NRHP). To date, my research on the Camino Real has produced six conference presentations, five Master’s projects, and three technical reports. Five

NMSU students involved in these projects will be presenting posters and papers on their research at the upcoming annual conference of the Society for American Archaeology (SAA).

I am also a co-PI on a large, interdisciplinary grant-funded project to assist the BLM with resource management planning. As part of this effort, I supervised a 120-acre archaeological survey on the Organ Mountains-Desert Peaks National Monument this summer, and I am currently supervising the analysis of collected data and helping to prepare the technical report. The BLM targeted this part of the monument as a management priority because it contains numerous Archaic and Formative-period cave sites that are threatened by frequent recreational visitation. Our research findings will help the BLM manage these valuable resources, while also providing new insight into the occupational history of the monument.

In addition to my archaeological work, I am a co-PI of an oral history project I developed with my colleague Dr. Mary Alice Scott. This past spring, we received grants from the New Mexico Humanities Council and the Loomis Endowment to conduct oral histories interviews with elderly individuals across New Mexico about their memories of rural life. We completed 25 interviews this summer, recording a cumulative total of 46.5 hours of audio, and we are currently in the process of editing these recordings so that they can be submitted to the New Mexico Farm and Ranch Heritage Museum (FRHM) for transcription. While we anticipate that these interviews will provide valuable data for our ongoing research in historical archaeology and medical anthropology, our immediate goal is to preserve these stories and share them with local communities. We have committed to giving at least five public talks about this project in communities across the state, and we have a collaborative agreement in place with the FRHM to place the completed interview transcripts in the public domain so that they may serve as a resource for community members. We will use additional funds provided by the SBCI grant in the coming year to support the creation of free, downloadable podcasts featuring short stories from these oral history interviews.

TEACHING

My current teaching load at NMSU is three 3-credit classes per term, and in my previous four years at FLC I taught three 4-credit classes per term. In seven years, I have taught 20 different courses, including lab- and field-based courses, large lectures, and small seminars. I have also supervised multiple students in special research/independent study/directed readings sections. I have eight courses currently in rotation at NMSU—including lower-division undergraduate, upper-division undergraduate, and graduate courses. I have served on the MA committee of 20 students, eight of whom have graduated, and I advise a handful of undergraduate students each term.

My approach to teaching emphasizes active-learning pedagogy, full process research, and mentorship in applied research and outreach. Because students have different learning styles and strengths, I try to engage them in many different ways by incorporating hands-on activities, field trips, analytical exercises, group discussions, traditional lectures, writing assignments, exams, and presentations into my classes. Every student will find themselves more comfortable with some activities than others, but by participating in a variety of activities, they develop skills in multiple areas. This, in turn, helps prepare them for whatever job or research opportunities they may encounter in the future.

I incorporate full process research and an emphasis on applied work into many of my field and laboratory classes. In my “CRM II” class, as an example, I introduce graduate and advanced undergraduate students to the practice of CRM by involving them in my applied research projects for the BLM. Students conduct background research on previously recorded sites, identify weaknesses in existing site documentation, locate and document archaeological sites, prepare site forms, and participate in the writing and production of final reports. A graduate research assistant helps to supervise fieldwork, manage documentation, and synthesize student work, which I then edit and incorporate into a final technical report. The technical reports are submitted to the agency archaeologist(s) for review, and final drafts are submitted to the BLM and New Mexico State

Historic Preservation Office (SHPO). Students who contribute text to the final report are listed as co-authors, which adds a useful line to the résumé of students looking to work in the CRM industry.

Applied research and community outreach are important components of many of my classes, and play a central role in the mentoring activities I perform in the department. In my “CRM I” class, I ask students to draw on their knowledge of CRM law to create useful products for the public, such as fliers describing what to do in case of an accidental discovery of human remains and scripts for public service announcements aimed at discouraging vandalism and looting activity. I have mentored undergraduate and graduate students engaged in a variety of applied archaeology/ anthropology projects. In 2016-2017, for example, I supervised Kayla Archuleta-Brown (an undergraduate) in her analysis and subsequent write-up of artifacts collected during archaeological monitoring at the J.P. Taylor House, a local historic property and future state monument. I employed two undergraduates as research assistants in our oral history project, and am currently supervising one (Mariah Ballard) in an internship project utilizing these recordings. I have also organized several professional workshops for graduate and undergraduate students, including a workshop on the Archaeological Resources Protection Act and several Society for American Archaeology (SAA) Online Seminars on collections management and community outreach.

I have received positive student evaluations of my teaching at NMSU and FLC, and evaluations of my specific courses have improved over time as I reevaluate and refine the course content. I have also received positive teaching evaluations from my peers, many of whom have been generous enough to sit in on classes to provide feedback. Several of my FLC students and colleagues contributed to my nomination for a New Faculty Teaching Award, which I was honored to receive during my fourth year in 2014. I also had the honor of being nominated for two teaching awards at NMSU in 2017, both of which involved letters of support from colleagues, graduate students, and undergraduates.

SERVICE AND OUTREACH

I am committed to serving my profession, department, university, and local community. In the area of professional service, I currently serve on the SAA’s Cheryl L. Wase Scholarship Committee and “Discovering the Archaeologists of the Americas Pilot Project” Task Force, and I recently completed two terms with the SAA’s Committee on Curriculum (2012–2018). The Wase Scholarship committee evaluates student scholarship applications, while the task force is engaged in developing and publishing a survey of professional archaeologists in North and South America. As a member of the curriculum committee, I worked to develop teaching materials that served the ethical mission of the SAA, and published an article on “teaching stewardship” in the *SAA Archaeological Record*. My professional service also includes work as an external reviewer for the *International Journal of Historical Archaeology*, *Cambridge Archaeological Journal*, the University of Oklahoma Press, and the National Geographic Society.

At NMSU, I currently serve as my department’s Faculty Advising Liaison for the university’s centralized advising center, Faculty Advisor for the Undergraduate Anthropology Organization, and Chair of the Standing Committee on Graduate and Undergraduate Curriculum and Education. I also serve as the department’s Webmaster, and as a member of our Ad-Hoc Space Committee. I was similarly committed to service work at FLC, at varying times serving on the college’s Institutional Review Board, Accreditation Team, and Writing Board, and various search committees. I was the Coordinator of the Cultural Resource Management Certificate Program for three years, served as Faculty Advisor to the Archaeology Club, coordinated the department’s annual campus-wide photo contest, and managed the department’s website.

I have also been involved in a variety of activities and organizations that serve my local community. During my time at FLC, I served on the Organizing Committee for the Four Corners Lecture Series, which scheduled and advertised talks relating to local culture and history. In 2017, I was elected to serve as a Board Member of El Camino Real de Tierra Adentro (CARTA), an

organization that promotes preservation and public appreciation of the Camino Real in New Mexico and Texas. I served as a member of CARTA's Trail Identification and Preservation Committee in 2017 and became chair of the committee this year. In 2017, the mayor of Las Cruces appointed me to serve on the city's Ad Hoc Historic Preservation Committee, which is working to develop a historic preservation ordinance for the city.

I have participated in various outreach activities aimed at sharing anthropological research and concepts with the public, including public talks, workshops, radio interviews, and newspaper interviews. While at FLC, I helped create and co-curate an exhibit on Rio Grande textiles in the Center of Southwest Studies, drafting text and selecting artifacts to place these textiles in historical and cultural context. I delivered popular science presentations for the Powerhouse Science Center, a local science museum, and supervised a middle school student intern in work involving FLC's artifact collections. Since coming to NMSU, I led a lively discussion following a public theater screening of "Latino Americans: Foreigners in their Own Land," helped lead a historic artifact workshop at Fort Bowie (Arizona), and gave an interview on "Indiana Jones" and archaeology as part of a science podcast project. I have committed to supervising a New Mexico history podcast project in the fall, and next spring I will be working with students to develop interpretive signs for a roadside exhibit on the Camino Real.

CONCLUSION

My research on cross-cultural contact, civic identity, and evolving concepts of citizenship and race is very relevant to the issues we face today, particularly within this region. I believe that collaborative research projects are the best way to reach and engage diverse audiences and ultimately produce better work. I intend to continue exploring these topics through collaborative research, and I have a record of success in obtaining funding and producing work that serves these interests and goals. Given the opportunity, I will continue to develop and refine my scholarship, teaching, service, and civic engagement in the Department of Anthropology at NMSU.