

## PROFESSIONAL STAFF EVALUATION FORM

1. Evaluation for: Kristi Brownfield, Ph.D.
  - a. Annual Review ☒
  - b. Promotion
  - c. Tenure
  - d. Promotion and Tenure
2. Covering the academic year: 2015-2016
3. Attach your applicable Professional Development Plan (PDP)

☒ 3 Years  
☐ 6 Years  
☐ Not Applicable

### PART A TO BE COMPLETED BY FACULTY UNIT MEMBER

4. Background Information

Name: Kristi Brownfield, Ph.D.  
Department: History, Geography, Political Science and Sociology  
Date: 09/21/2016  
Academic Rank: Assistant Professor (commenced position Fall 2015)

Degrees (in reverse chronological order):

Ph.D.	Sociology, 2015, Southern Illinois University-Carbondale
M.A.	Sociology, 2009, Southern Illinois University-Carbondale
B.A.	Sociology, 2006, Eastern Illinois University
B.A.	English, 2001, Eastern Illinois University

Professional Experience (in reverse chronological order):

2015-present, Assistant Professor, Northern State University  
2014-2015, Instructor, Hendrix College  
2010-2014, Graduate Instructor, Southern Illinois University-Carbondale

Responses for items 5-11 must be reflective of the approved professional development plan, if applicable.

5. Expectations, consistent with institutional policies and subject to the concurrence of the dean and vice president, for faculty unit member performance with respect to teaching and academic advising; research, scholarship or creative activity; and service during the evaluation period.
6. Major Assigned Responsibilities:

A. Teaching

- (a) Teaching a minimum of eight courses per semester, four of which should be Introduction to Sociology (SOC 100) courses

B. Advising

- (a) Introduce myself to the students I had not met personally when they are assigned to me as advisees
- (b) Inform the students that I do have in classes that I am now part of their advising circle,
- (c) Offer any assistance they might need when choosing classes within the department.
- (d) Work with Julie Pitel (formerly) and Justin Bartel (currently) to assist with their work advising majors and ensure that our department's faculty and advising is prepared for the curriculum change due to being in Fall 2017.

C. Research/Scholarship

- (a) Remain active in scholarship by submitting manuscripts for publication or presenting at conferences in my discipline

D. Service

- (a) Attend all required department, college, and university meetings throughout the 2015-2016 academic year
- (b) Work to publicize the Sociology department and Sociology faculty as Marketing Director
- (c) Supporting student activity and life by serving as a faculty advisor to the NSU Lions Club
- (d) Other departmental or university service as assigned
- (e) Service to the profession through work as a reviewer

Summary and breakdown of my unit member performance:

Teaching	75%
Advising	1%
Research/Scholarship	14%
Service	10%

7. Performance Objectives:

In Teaching:

- (a) Continue to revise and updating my teaching methods and materials each semester
  - a. This is particularly important in SOC 100 courses as these courses serve as the introduction to the Sociology major and our are most important recruitment tool
- (b) Continue to meet both institutional and personal objectives in terms of content in each class I teach as lined out by the syllabus
- (c) Strive to maintain or improve scores across the year on my Student Opinion of Instruction (SOI) evaluations

In Research:

- (a) Submit at least one manuscript for review during the academic year

- (b) Present at a minimum of one academic conference during the academic year
- (c) Take advantage of opportunities to submit works for book chapters or encyclopedia entries as they become available

In Service:

- (a) Perform duties as assigned

8. Significant Contributions to Teaching and Advising:

A. Teaching

Within My Classrooms:

- (a) Taught 8 classes over the course of the 2015-2016 academic year
  - a. 1 completely new course prep in Sociological Theory (SOC 403), which is a required core course for the Sociology major in Spring 2016 and a writing intensive course
    - i. As this was a new course prep, offered a midterm survey in March 2016 to gauge student progress in the course; the questions were then repeated on the optional portion of the SOI at the end of the semester to see change over time
      - 1. Students were overall positive about the format and structure of the course, despite the amount of writing. I used the comments to restructure my Fall 2016 SOC 403 course into a “hybrid” course; on Mondays and Wednesdays, the class meets for lecture while on Fridays students are given a prompt on D2L based on the lectures and reading to which they write a 200-word minimum response within the hour allotted for the class. This gives me an opportunity to try and approach the amount of writing required in a writing-intensive course in a more “low stakes” way compared to longer papers.
  - b. 1 online section of Introduction to Sociology (SOC 100) in Spring 2016
    - i. Created a new master shell for the course
  - c. 3 sections of SOC 100 in a face-to-face setting
    - i. Received an observation from my Department Chair, Steven Usitalo on April 14, 2016 and used those comments and suggestions from the review to base my revisions and course prep for SOC 100 in Fall 2016
  - d. 1 section of SOC 483 (Gender Roles) in Fall 2015
  - e. 1 section of SOC 492 (Popular Culture and Society) in Fall 2015
- (b) Increased my SOI response rates and scores between Fall 2015 and Spring 2016 in my face-to-face classrooms
  - a. The section of SOC 100 I taught online in Spring 2016 had both lower response rates and scores compared to the two face-to-face SOC 100 sections I taught that semester. This had been the first time I had taught a fully online class and the feedback that I received primarily through student engagement and emails throughout the semester helped me evaluate things I could do better particularly in regard to the structure during the next online course I teach.

Course Development and Revision:

- (c) Reviewed several texts for possible use in upcoming courses:

- a. For use in SOC 350 Race & Ethnicity (Spring 2017):
    - i. McClure, Stephanie M. and Cherise A. Harris, eds. 2015. *Getting Real About Race: Hoodies, Mascots, Model Minorities, and Other Conversations*. Los Angeles: Sage.
  - b. For use in SOC 403 Sociological Theory (Spring 2016, Fall 2016)
    - i. Couldry, Nick. 2012. *Media, Society, World: Social Theory and Digital Media Practice*. Cambridge: Polity Press.
    - ii. Farganis, James. 2014. *Readings in Social Theory: The Class Tradition to Post-Modernism*. New York, NY: McGraw-Hill.
    - iii. Jones, Pip, Liz Bradbury and Shaun Le Boutillier. 2003. *Introducing Social Theory*. Cambridge: Polity Press.
    - iv. Lemert, Charles, ed. 2017. *Social Theory: The Multicultural, Global, and Classical Readings*. Boulder, CO: Westview Press.
    - v. Martin, John Levi. 2015. *Thinking through Theory*. New York: W.W. Norton & Company Inc.
    - vi. Ritzer, George and Jeffrey Stepnisky. 2013. *Contemporary Sociological Theory and Its Classical Roots: The Basics*. New York, NY: McGraw-Hill.
    - vii. Ritzer, George and Jeffrey Stepnisky. 2014. *Sociological Theory*. New York, NY: McGraw-Hill.
  - c. For use in SOC 483 Gender Roles (Fall 2016):
    - i. Eig, Jonathan. 2014. *The Birth of the Pill: How Four Crusaders Reinvented Sex and Launched a Revolution*. New York: W.W. Norton & Company.
    - ii. Launius, Christie and Holly Hassel. 2015. *Threshold Concepts in Women's and Gender Studies: Ways of Seeing, Thinking, and Knowing*. New York: Routledge.
    - iii. Kimmel, Michael and Amy Aronson, eds. 2017. *The Gendered Society Reader*. New York: Oxford University Press.
    - iv. Rivers, Caryl and Rosalind C. Barnett. 2013. *The New Soft War on Women: How the Myth of Female Ascendancy Is Hurting Women, Men, and Our Economy*. New York: Penguin Random House.
    - v. Wade, Lisa and Myra Marx Ferree. 2015. *Gender: Ideas, Interactions, Institutions*. New York: W.W. Norton & Company.
    - vi. Wade, Lisa, Douglas Hartmann and Christopher Uggan, eds. 2016. *Assigned: Life with Gender*. New York: W.W. Norton & Company.
  - (d) Met with Debra Wenzel on October 29, 2015 to discuss options in terms of converting a media-centric course such as Popular Culture and Society to a fully online course
- Student Assistance Outside of the Classroom Context:
- (e) Met with Rachel Rogers, an honor student, regarding options for her honors thesis on medical care on reservations on 02/23/2016
  - (f) Met with Brayden McNeary regarding future research he wants to do regarding suicide and advised him on places he could find suicide statistics on 02/29/2016
  - (g) Wrote scholarship recommendation letters for the following students whom subsequently received the scholarship they applied for:
    - a. Suzanne Yback, Crazy Horse Memorial Scholarship
    - b. Jessica McClain, SDTA Scholarship

Assistance in Others' Classrooms:

- (h) Attended and assisted Traveling Classroom with Daryl Kosiak and Courtney Waid-Lindberg on May 12, 2016 during the visits to the SD Parole Board, SD Penitentiary Tour, Glory House, and the Minnehaha County Juvenile Detention Center
- (i) Connected Greg DePies with guest speaker on Korean popular music (kpop) – Aja Romano, reporter for the The Daily Dot – for his Asian Popular Culture course

Professional Development in Teaching:

- (j) Attended the following OIS professional development sessions to improve my teaching:
  - a. 10/21/2015: “Dealing with Student Technology in the Classroom”
  - b. 11/18/2015: “The Power of Expression in Helping Native American Students Overcome Challenges”
  - c. 02/02/2016: New Faculty Luncheon with First and Second Year Faculty
  - d. 04/21/2016: “Teaching Strategies: Continuous Improvement”
- (k) Attended the new faculty instructional workshop of the BoPPS model from January 5 through January 7, 2016
- (l) Participated in and completed the OLC workshop on “Designing a Flipped Classroom” between July 11 and July 17, 2016

Overall I believe my contributions to teaching, according to the standards document, **exceeds expectations**.

B. Advising

- (a) Agreed to take on new advisees in October 2015
- (b) As of summer 2016, I currently have 14 advisees
- (c) Met with Julie Pitel about my role as a faculty member within the advising process and the best strategies to assist students whom were receiving flag notifications within Starfish
- (d) Contacted all students through email with personalized letters, when possible, to let them know that I am available for advising and any questions
- (e) Met with students upon request

Overall I believe my contributions to advising, according to the standards document, **meet expectations**.

9. Significant Contributions in Research

- (a) Published the following article:
  - a. Waid-Lindberg, Courtney A., Daryl J. Kosiak and Kristi Brownfield. 2016. "The Representation of Prison Subculture Models in Mid-20th Century Hollywood Film." The Annual Review of Interdisciplinary Justice Research 5:125-51.
- (b) Presented the following papers at conferences:
  - a. Brownfield, Kristi, Greg DePies and Courtney A. Waid-Lindberg. 2016. "Grindhouse and Girl Gangs: The Globalization of Women's Violence in Fringe

- Films." Paper presented at the Society for the Study of Social Problems Annual Meeting, 08/19/2016, Seattle.
- b. Brownfield, Kristi. 2016. "White Dudes Boinking: The Intersections of Race and Masculinity in Fanvids." Paper presented at the Midwest Sociological Society/North Central Sociological Association Joint Annual Meeting, 03/24/2016, Chicago, IL.
- (c) Work currently under review:
- a. Brownfield, Kristi and Courtney A. Waid-Lindberg. 2016. "Frontier Justice: Examining Representations of Modern Rural Policing on Television." The Annual Review of Interdisciplinary Research.
    - i. If accepted, likely publication date of January 2017
  - b. Brownfield, Kristi. 2016. "White Dudes Boinking: The Intersections of Race and Masculinity in Fanvids." Assuming Gender.
    - i. If proposal is accepted, paper would be due in April 2017
- (d) Research featured:
- a. My dissertation research was featured in the CITAMS (Communication, Information Technologies, and Media Sociology) newsletter in December 2015

I believe my contributions to research/scholarship, according to the standards document, **exceeds expectations.**

#### 10. Significant Contributions in Service

- (a) Helped lead the redesign in the Sociology curriculum, including completing most of the paper work and presenting the new design to Academic Affairs in October 2015
  - a. This included proposing two new courses that will be added to my rotation as Sociology electives
    - i. SOC 260: Popular Culture and Society (unique course within the Regental system)
    - ii. SOC 261: Human Sexuality (new common course within the Regental system)
- (b) Assisted Courtney Waid-Lindberg with the seven-year program evaluation
- (c) Served on the Sociology/Criminal Justice search committee that resulted in the successful hire of Brian Bengs
- (d) In my capacity as marketing director, I worked to expand the presence of the Sociology online both through social media and by providing the IT/web design people with new and updated content to include on our department website
  - a. Despite my submission, no changes have been made to the website
- (e) Assisted in student recruitment:
  - a. Northern Bound Days
    - i. 10/23/2016
    - ii. 02/19/2016
  - b. Individual Student Meetings:
    - i. Drew Gibbs, football recruit and criminal justice, 01/16/2016
    - ii. Brooke Reed, forensic science, 02/20/2016 (along with George Nora)
    - iii. Dylan Heinen, criminal justice, 08/19/2016

- (f) Assisted Courtney Waid-Lindberg with the Internship Reception, 10/06/2016
  - a. Hosted the Human Services breakout room
- (g) Along with Courtney Waid-Lindberg and Steven Usitalo, appeared on President Smith's TV show, 10/14/2016
- (h) Served as a faculty advisor to the NSU Lions club
- (i) Along with Courtney Waid-Lindberg, contributed to a discussion regarding potential changes to SOC 250 (Marriage and Courtship)
  - a. Discussion included Sociology faculty from BHSU and SDSU and took place through conference calls and emails
- (j) Assisted Elizabeth Haller and Anthony Wachs with the latest revision of the Media Studies program Intent to Plan, Spring 2016
- (k) Assisted Anthony Wachs by agreeing to serve as a judge for a debate tournament, 02/19/2016-02/20/2016
- (l) Currently working with Teresa Stallings to take over as Assessment Director for Sociology beginning Fall 2016
- (m) Served as a panelist on the Undergraduate Research panels during in-service week
- (n) Currently serving as a reviewer for the following journals:
  - a. Symbolic Interaction
  - b. Sex & Gender

I believe my contributions to service, according to the standards document, **substantially exceed expectations.**

#### 11. Proposed Major Objectives for the Next Review Period

##### In Teaching:

- (a) Institute a new "flipped classroom" design in my SOC 100 courses during Fall 2016
  - a. Assess the design through multiple measures including peer review, self-assessment through student surveys, grade comparisons at periodic points throughout the semester to see if there is a noticeable difference in grades between previous courses, and through the SOI evaluation at the end of the semester
- (b) Teach the following courses over the 2016-2017 academic year:
  - a. Four sections of SOC 100, 2 per semester
  - b. One section of SOC 403, Fall 2016
  - c. One section of Sociology of Gender Roles (SOC 483), Fall 2016
  - d. One section of SOC 260, Spring 2017
  - e. One section of Race and Ethnicity (SOC 350), Spring 2017
- (c) Work to begin prepping for new courses that will begin in the 2017-2018 year
  - a. SOC 150: Social Problems, a general education course that serves as an introduction to the field of Sociology and has not been taught at the institution for several years
  - b. SOC 261: Human Sexuality, a new elective being offered in the Sociology major
  - c. SOC 281: Socio-Cultural Theory, a new core course in the major replacing Sociological Theory (SOC 403)
  - d. SOC 402: Social Deviance, an elective in the Sociology major that I will be teaching for the first time



- e. SOC 459: Sociology of Death and Dying, an elective in the Sociology major that I will be teaching for the first time
- (d) Continue to update and assess new content materials for current and future courses
- (e) Find opportunities for professional development of my teaching skills through additional workshops such as the OLC workshop I completed in summer 2016
- (f) Continue to work with current and new advisees as needed

In Research:

- (a) Submit the research Courtney Waid-Lindberg and I did over the summer for presentation at the Midwest Sociological Society/Couch Symposium Annual meeting in March 2017
- (b) Attend and potentially present at the Great Plains Sociological Association's annual meeting in October 2016
  - a. This will be a useful opportunity to network with more local sociologists
- (c) Continue to expand the research Courtney Waid-Lindberg, Greg DePies and I are working on regarding women's violence in films and have a manuscript ready for submission
- (d) Finish my manuscript revisions on a paper using my dissertation research looking at narratives of violence and submit either to *Symbolic Interaction* or *Transformative Works and Cultures*

In Service:

- (a) Continue to attend recruiting events such as Northern Bound Days when possible to represent our department
- (b) Continue to meet with individual prospective students where possible
- (c) Continue to serve as the faculty advisor for the NSU Lions Club
- (d) Begin the position of Assessment Director for the Sociology Department
- (e) Continue and maintain marketing efforts for the department, primarily through social media and other resources where possible

12. Proposed Amendments to Professional Development Plan

Not applicable

**PART B**

**TO BE COMPLETED BY IMMEDIATE ADMINISTRATIVE SUPERVISOR**

13. Professional performance:

- a. Indicate your assessment of the faculty unit member's performance by explaining whether, consistent with contemporary standards of the institution, the faculty unit member exceeded, achieved or fell short of the level of performance reasonably expected in a(n) (indicate rank) with like tenure status and comparable professional responsibilities and resources. The explanation must indicate the consideration given to rank, experience and tenure status, professional responsibilities and resources. Separate ratings must be given for teaching, including separate mention of academic advisement, research and service responsibilities. In each instance, the supervisor must identify the specific activities, or lack thereof, that warrant the rating.



In **teaching**, Professor Brownfield **exceeded expectations**. Dr. Brownfield's course evaluations (SOIs) are, for the fall 2015 semester, satisfactory. Numerically, her SOI numbers for one of her lower-level SOC 100 sections were mediocre. For all of her other courses, including a second SOC 100 section, her numbers were considerably more robust. The student comments attached to her SOIs were, overall, strong. Professor Brownfield's SOIs for spring 2016 were stronger across the board – compared to her fall 2015 results. This is the kind of improvement in SOI results that we wish to see. Her PSE repeatedly underscores her wish to create a more student-centered, active-learning, environment in his classes. She uses array of visual materials that should enliven any classroom. Her choice of reading materials is interesting and challenging. Dr. Brownfield advises 14 students. My assessment is based on Professor Brownfield's SOIs for the 2015-2016 academic year and on the materials presented herein.

In **research**, Professor Brownfield **exceeded expectations**. She published a co-authored article and presented one conference paper at a regional conference. Dr. Brownfield has two articles under review at peer-reviewed journals. My assessment is based on materials presented herein for the 2015-2016 academic year.

In service, Professor Brownfield **exceeded expectations**. Dr. Brownfield, and colleagues in the SOC Program, worked to substantially revise the SOC curriculum in fall 2015. She continues to work on the thankless, though vital, task of developing a marketing plan for the SOC Program. Dr. Brownfield is the Faculty Advisor to the NSU Lions Club. She is now the assessment officer for the Sociology Program. Dr. Brownfield has no committee assignments. My assessment is based on materials presented herein for the 2015-2016 academic year.

- b. Summarize progress reflective of the professional development plan.

Professor Brownfield is making progress on her professional development plan.

- c. For all faculty unit members who serve on tenure track contracts or who hold rank below that of professor, comment about progress towards achieving the levels of performance that, in keeping with institutional standards, justify a recommendation for promotion to a more senior rank or award of tenure. Comments must address each area of professional responsibility.

Professor Brownfield is an assistant professor.

- d. Where appropriate, include recommendations for augmentation monies and contract renewal.


Professor Brownfield should receive augmentation monies, if available. Her contract should be renewed.

- e. Response to the faculty unit member's major performance objectives for the next evaluation period, reflective of the professional development plan.

Professor Brownfield's goals are appropriate.


- f. Professional development plan has been reviewed and  
✓ no modifications are required.

\_\_\_\_\_ modifications are required.

  
Signature of Supervisor

10/19/16  
Date

14. I have received these comments and ratings from my immediate supervisor. I understand that I have the right to respond to these comments and ratings in writing or to call upon a peer group to review the evaluation, provided that notice of such intent is given to the department head within five (5) working days after receipt of this document.

  
Signature of Faculty Unit Member

10/24/2016  
Date

15. I should like to add:

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Signature of Faculty Unit Member

Date \_\_\_\_\_

16. I have reviewed these comments and ratings. I should like to add:

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Signature of Dean **or** Vice President for Academic Affairs

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Date