

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 calendar year: 2015 (Fall 2015 only)
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: 01/15/2016
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

I taught a load of four undergraduate courses in Fall 2015 with three different course preparations. I taught two sections of Introduction to Sociology (SOC 100) as well as two upper division Sociology electives, Sociology of Gender Roles (SOC 483) and Popular Culture and Society (SOC 492). I also prepped a new master shell of SOC 100 for online use in Spring 2016, rather than simply using the existing master shells. Finally, I worked to radically restructure my face-to-face version of SOC 100 for Spring 2016 so that the course has more depth and emphasis on comprehension and application of key concepts within the field.

B. Advising

I currently have fourteen advisees, three of which were in my Fall 2015 SOC 100 courses and several whom will be taking SOC 100 with me in Spring 2016. I agreed to take on advisees, despite being in my first year, during October. During the first week of November, I reached out individually to all students to (a) introduce myself to the students I had not met personally, (b) inform the students that I do have in classes that I am now part of their advising circle, (c) and offer any assistance they might need when choosing classes within the department. I have been working with Julie Pitel to assist with her work advising majors and met with her regarding my own role in the advising process, particularly with students whom are receiving flags for poor academic performance in various ways.

C. Research/Scholarship

I have remained engaged in active scholarship during my first semester at NSU. Courtney Waid-Lindberg and Daryl Kosiak brought me on as third author on a paper, "The Representation of Prison Subculture Models in Mid-20th Century Hollywood Film," during the revisions process and I contributed extensively to the rewrite. The paper was resubmitted to *The Annual Review of Interdisciplinary Justice Research* following these revisions on October 29. I also agreed to write an encyclopedia entry comparing the concepts of "sex" and "gender" for the *Encyclopedia of Women and Crime*; this entry was completed and submitted to the publisher on November 11th. I am in the final revision stages of an article, "'It's Only Fun When It Hurts': The Acceptance of Narratives of Sexualized Violence in Fandom," based on my dissertation research that I hope will be ready to submit to either the *Journal of Contemporary Ethnography* or *Symbolic Interaction* in early 2016. Finally, I submitted to present at the upcoming Midwest Sociological Society's annual meeting (March 2016) with a presentation titled "White Dudes Boinking: The Intersections of Race and Masculinity in Fanvids." My paper has been accepted to the "Race/Gender/Class in Pop Culture" session. I also assisted Dave Grettler with his research on historical policing on Native American reservations through a general literature review on the Sociological literature on reservation violence and policing on reservations.

D. Service

I have attended all required department, college, and university meetings both prior to and during the Fall 2015 semester. While as first-year faculty member, I do not have any committee service requirements, I have agreed to serve as a member of the Criminal Justice faculty search under Courtney Waid-Lindberg. I also was an active leader in the program and curriculum redesign that passed NSU's Academic Affairs committee on October 5th and through the Board of Regents on December 3rd. I also attended some optional meetings, when they did not conflict with my teaching/office hour schedule such as OIS luncheons. I have been an active participant in recruiting students into the major and into the school through my work as the Marketing Director of the department. Finally, I was asked by two students, Jayde Sescher and Samantha Martinson, to act as a faculty advisor to the NSU Lions Club and I have been participating in their service activities on- and off-campus throughout the semester in that role.

Summary and breakdown of my unit member performance:

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

7. Performance Objectives:

My performance objective for teaching is to serve the students to the best of my ability through a variety of teaching methods. I always try to keep in mind that students come into class with multiple expectations, multiple situations that may pull their attention away from the classroom, and multiple perspectives, some of which may be diametrically opposed to the material I am attempted to teach. I make effective use of multimedia, particularly videos and internet sources such as news articles or discussion posts, all of which the students respond to positively. I have found that, in the cases of controversial material or material that is out of the realm of their current experiences (e.g., racism) seems to be easier to understand or comprehend when it comes from news sources or interviews with people affected by the phenomenon we are studying or discussing. My goal is to always update the "auxiliary" sources I use in class readings so they are current and timely, which helps the students learn more about the world around them but to think critically and use a sociological imagination about events happening to them, locally, regionally, nationally, or globally. In many ways, the foundation of my teaching pedagogy has always been the idea of "expansion." By this, I seek to introduce the students to new course content while broadening their understanding of the interconnectedness of society, allow them to be exposed to new ideas and new perspectives that may challenge their own worldviews, and get students to think about their own contributions to the world systems in which we live. During Fall 2015, I taught three different course preps (SOC 100, 483, 492). While none of these courses were completely new course preps for me, I used my time to update the material, lectures, and readings with new information. I also used the leeway provided both by the lack of new course preps and smaller class sizes to try and work individually with students. I even

tutored one student in my SOC 100-N03 individually for approximately 40 minutes a session, twice a week, for four weeks. With this tutoring, he was able to bring his grade up from an F to a B. I also contracted SOC 492 as an honors course with Nicole Mohr. While she ultimately did not finish her project due to outside factors, my expectation that she complete original content analysis research meant I was ready to provide her with guidance and materials to help her with her project. I provided a scholarship recommendation letter for Suzanne Yback, one of my SOC 100 students and a Sociology major. I also began working on my new course prep for Spring 2016 (SOC 403) and designed a new master shell for an online version of SOC 100 using the book I prefer and materials from my face-to-face versions of the course. The master shell passed Quality Assurance Review (QAR) on December 10th, with compliments from the reviewer on my use of video introductions for the course and the easily discernable connections between assignments and course learning objectives. Finally, I radically redesigned the structure of my face-to-face SOC 100 course. The new redesign uses films to help demonstrate sociological concepts students have trouble grasping. Often in the classroom, I have found that hypothetical or fictional examples work better at getting students to see or understand concepts in a way they cannot or refuse to do with “real life.” However, once the connection is made to the fictional, students are then much more receptive to seeing and applying those concepts in real life. The redesign reduces the amount of material covered but allows me to explore the concepts I feel are most important in terms of identities/statuses and structures more in depth. I plan on piloting this redesign in one of my face-to-face courses in Spring 2016.

My objectives in research are to contribute meaningfully to the professional dialogue within my broader field of Sociology and subfields of gender, media studies, and symbolic interactionism. My major research goal is to deliver one conference paper per academic year, work on two papers per year (one approximately every six months) out of my dissertation research, and contribute encyclopedia entries or book reviews when the opportunities present themselves. For Fall 2015, I assisted Daryl Kosiak and Courtney Waid-Lindberg as third author with their paper “The Representation of Prison Subculture Models in Mid-20th Century Hollywood Film.” This assistance included extensive rewrites detailing methodology and findings; the paper is currently under review with *The Annual Review of Interdisciplinary Justice Research*. I also contributed an encyclopedia entry comparing the concepts of “sex” and “gender” for the *Encyclopedia of Women and Crime*. I assisted Dave Grettler with a basic search on criminological research on violence on reservations with a focus on historical policing and provided him with several potential articles with which to start. Finally, I spent the semester working and revising an article out of my dissertation research entitled “It’s Only Fun When It Hurts’: The Acceptance of Narratives of Sexualized Violence in Fandom.” I had previously presented this research at the Midwest Sociological Society’s (MSS) annual meeting in March 2015 while still working at Hendrix College. The article is currently with two trusted colleagues for editing and I expect to receive their comments back in January or February. My target date for submission of this article is March 2016. I also have been doing a preliminary literature review in preparation for the talk I will be giving in March 2016 at the MSS/North-Central Sociological Association joint annual meeting, also based on my dissertation research, entitled “White Dudes Boinking: The Intersections of Race

and Masculinity in Fanvids.” I plan on doing the bulk of the writing and work on this paper over the summer months of 2016 and try to have it under review by the latter half of Fall 2016. Finally, my dissertation research was briefly highlighted in the American Sociological Association’s (ASA) Communication, Information Technologies, and Media Sociology (CITAMS) December 2015 newsletter which I hope will provide other publication opportunities through exposure to my broader research.

I have also contributed significantly toward departmental, university, and disciplinary service. In terms of departmental service, I was a leader in the curriculum design, completing the majority of the paperwork for new course proposals for Popular Culture and Society (SOC 260), Human Sexuality (SOC 261), and Socio-Cultural Theory (SOC 281). I also completed the bulk of the substantive change paperwork as well as participated in several meetings and email conversations between members of the Sociology department leading up to the presentation Daryl Kosiak, Courtney Waid-Lindberg, and myself made to the Academic Affairs committee on October 5th. I also assisted Courtney Waid-Lindberg in her task of completing the program evaluation this fall, first by going through the previous document and noting places for changes, and then by rewriting and updating several sections and generating the final table of contents. I also agreed to serve as part of the hiring committee for the new Sociology faculty to replace Daryl Kosiak following his retirement. I also assisted Courtney Waid-Lindberg at the Internship Reception on October 6th as the host for the Human Services breakout room. Along with Courtney Waid-Lindberg and Steven Usitalo, I appeared on President Smith’s television show on October 14th to highlight and detail some of the upcoming changes to the departmental curriculum.

In my role as Marketing Director for the department, I completed a marketing plan and was able to begin the first steps of this plan by attending Northern Bound Day (NBD) on October 23 and, along with Courtney Waid-Lindberg, spoke to prospective students. Unfortunately, due the other NBDs predominantly being scheduled at the same time I had class or office hours, I was unable to attend any further. I also created a Sociology department Facebook page and have predominantly been responsible for providing content such as events, news articles and videos of interest, and pictures daily during the times in which students are attending (i.e., no new content during holidays). Currently, the interaction with the page is mostly been among the Sociology majors, though in November and December the page began to gain traction and views with an outside audience. Early in the semester I also worked on providing new content to the Sociology department website which is currently outdated and with the help of the other Sociology faculty I submitted those changes and a revised program description to Media Relations/Greg Smith in late September.

My university service has been primarily through acting as the faculty advisor of the NSU Lions Club, assisting colleagues, and through attendance and college-wide or university-wide events. Through my work with the NSU Lions Club, I have begun relationships with other organizations on campus such as the American Association of University Women (AAUW), with whom the Lions volunteered and helped staff their annual book sale in September. The Lions also have a close relationship with the SD

School for the Blind and Visually Impaired (SDSBVI) and have participated in several activities with the SDSBVI faculty, staff, and students. Not only did I provide significant assistance to my departmental colleagues but I also tried to provide assistance to other faculty not within Sociology. For example, I provided Greg DePies with an introduction to a guest speaker, Aja Romano, a reporter for The Daily Dot, who is knowledgeable on the area of “kpop,” or Korean popular music for his Asian Popular Culture course. I also attended all required department and college-wide meetings throughout the semester as well as several optional events such as the first meeting of the LGBTQ & Allies student organization, and two OIS luncheons, one on “Dealing with Student Technology in the Classroom” and the second “The Power of Expression in Helping Native American Students Overcome Challenges.” I volunteered to open up my classrooms to university-sponsored guest speakers John Langdon (Study Abroad) and Talon Ducheaneaux. Finally, I volunteered to be a part of the faculty pool for the Student Conduct Board.

For service to the profession, I am currently serving as an outside reviewer for two journals and I periodically review texts upon publisher request.

8. Significant Contributions to Teaching and Advising:

A. Teaching

Like most of my colleagues at Northern State University, I view my job in the classroom as my main task, as it is 75% of my job duties. I work hard to make my courses memorable and rewarding for students. My main goals within the classroom are to help students hone their critical thinking and writing skills, as well as expose them to new more global perspectives and ways of thinking. While I do not have any “formal” feedback on the quality of the teaching through student evaluations as of yet, I do have “informal” feedback given through conversation, email, and assignments. For example, in my SOC 100 classes, I assign weekly 200-word reading responses in which I encourage the students to honestly given their thoughts about the assigned book chapter, news articles, commentaries, and videos for the week. The last week of the course is the only time in which the reading response is directed; I ask the following question: “Use this response to reflect on what you’ve learned over the semester. What information or concepts stuck out? What have you found yourself using outside of the classroom? If you don’t feel you have learned anything useful, why not?” I use this question to ask the students to evaluate themselves and what they learned over the last fifteen weeks and many students also used it as an opportunity to comment on the course itself. One student wrote “This semester in class I found myself not only learning new material, but I also found a different way of learning. Toward the beginning of the semester, there was one class time that stood out in particular to me. When, as a class we were complaining that you would flip through the slides too fast and we could write everything down. That’s when you said to stop taking notes and listen, just write down the important things or keys items. So there I was for the first time sitting through a lecture class with my eyes looking at you the teacher and the board instead of my eyes glued to my notebook only looking up when I needed to see what to write next. I had never gone through a class like

this, and yet after a few class periods of trying this method I found myself applying it toward my other classes. I greatly appreciate you teaching this new way of learning for me. It has helped me a lot this semester and I know it will help me in my future classes. When I now go to study for tests I only have key parts written down and can focus my studying, plus I find it easier with just short notes to then remember what sort of discussion came from the lesson that day.” Another student commented on the writing assignments, saying “I had a pretty good time in this class and enjoyed the learning environment. I found the weekly writings to be an effective and entertaining way to keep the class up to date on social occurrences and a good way to teach people how to and get used to doing regular research.” Finally, I had one student who had declared Sociology as her major in the middle of the semester comment “I came into this class unsure of my major and debating between a few things. I am now ending this class with more confidence in my decision to become a sociology major. This class has taught me many things regarding our society and how it and the people within it function.”

In an effort to continually learn and improve my teaching, I have engaged in training opportunities provided by Northern State University through the OIS teaching luncheons. I also continually review new textbooks to find better or more “right” fits for each of my classes. This semester I reviewed two new Gender texts, three new Popular Culture texts (some of which had chapters I ended up incorporating into the readings for this semester), and twelve different theory texts in preparation for teaching SOC 403 in Spring 2016.

Overall I believe my contributions to teaching **meet expectations**.

B. Advising

I have fourteen student advisees. Most of these students meet with Julie Pitel for their registration or course planning needs prior to meeting with me. I also assist Julie Pitel in contacting students about registration and flags raised in Starfish. When I do have advising meetings with students, I take advising notes on a form that Professor Kosiak shared with me, and I save these in file folders so that planning with each student is seamless when we meet each semester. Finally, I met with Julie Pitel formally once to discuss my role as faculty in assisting students whom were receiving flag notifications within Starfish and we worked out an equitable division of labor. I also met with her informally to discuss several of the flagged students, particularly the ones currently in my courses.

Overall I believe my contributions to advising **meet expectations**.

9. Significant Contributions in Research

As stated above, I currently have two pieces under review, an article ready to go out shortly, and an upcoming presentation based on my dissertation research. While I do not have any formal publications for Fall 2015, the work I have done over the last semester will ensure that I will have sufficiently research productivity in 2016.

I believe my contributions to research/scholarship **meets expectations**.

10. Significant Contributions in Service

I participated in several service related activities during Fall 2015. The largest service commitments were my leadership in the Sociology curriculum redesign, assistance to Courtney Waid-Lindberg on the program evaluation, the effort I put into expanding the departmental online presence to help with recruiting efforts, and service on of the Sociology/Criminal Justice service committee for a new faculty member.

I believe my contributions to service **exceed expectations**.

11. Proposed Major Objectives for the Next Review Period

This spring (Spring 2016), I am teaching SOC 403 (Sociological Theory), which is a new course preparation for me. I am also committed to teaching two at least sections of SOC 100 both Spring and Fall 2016, which will serve as a primary recruitment tool to bring students into the major. As noted previously, I will be piloting my new version of SOC 100 in Spring 2016 and evaluating its effectiveness in one course before either changing the syllabus further, if a failure, or adopting this approach in all of my face-to-face SOC 100 sections. I will also be working over that time to develop and update my materials from a previous Social Problems (SOC 150) section I taught at a previous university so that when the curricular changes go into effect in Fall 2017, SOC 150 is ready to be offered both face-to-face and online.

In regard to advising, I want to begin work with our Admissions staff to recruit more sociology majors. I am willing to travel and recruit students as well. I also have plans to begin to revive the Social Sciences club beginning Spring 2016, through the use of "Sociology Movie Nights" and other social events to attract our students and others on campus.

In the next year I will deliver at least one paper at an academic conferences and attempt to have two papers under review using my dissertation research. The first paper, looking at fan-produced narratives of sexualized violence, is nearly ready for submission and should be going out early 2016. The second paper will be a revised version of an upcoming presentation (March 2016) looking at narratives produced by female fans on the intersections of race, masculinity, and sexuality and I expect that I will be able to use my presentation feedback to get this article under review in the latter half of 2016. I will also be looking for more opportunities to write shorter publications such as reviews or encyclopedia entries as well as other opportunities to collaborate or assist with my colleagues with their research.

In regard to service, I will continue to serve the college, university, and the profession of Sociology, and begin to serve the community in various capacities with integrity. I will continue in my committee work, my role as faculty advisor to the NSU Lions, and, continue to support former students by serving as a reference, and I plan to attend as

many recruiting (i.e., Northern Bound Days) and orientation events as possible. I look forward to becoming more involved on campus, and I welcome any opportunity to do so.

12. Proposed Amendments to Professional Development Plan

Not applicable

PART B

TO BE COMPLETED BY IMMEDIATE ADMINISTRATIVE SUPERVISOR

13. Professional performance:

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 **met 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. Dr. Brownfield needs to work to increase the response rate for SOIs in her SOC 100 classes. 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 both interesting and challenging. This is to be strongly applauded. Dr. Brownfield advises 14 students. My assessment is based on Professor Brownfield's SOIs for the fall 2015 semester and on the materials presented herein.

In **research**, Professor Brownfield **met expectations**. She is working on an article – based on her dissertation – which she will submit in 2016. She, and colleagues here at NSU, submitted an article to *The Annual Review of Interdisciplinary Justice Research*. Dr. Brownfield wrote an entry for the *Encyclopedia of Women and Crime*; she submitted it this past November. She did not attend any conferences during the fall 2015 semester. My assessment is based on the materials presented herein.

In **service**, Professor Brownfield **exceeded expectations**. Dr. Brownfield, and colleagues in the SOC Program, worked to substantially revise the SOC curriculum. She served on the Criminal

Justice Search Committee. She took on thankless, though vital, task of developing a marketing plan for the SOC Program. Dr. Brownfield is the Faculty Advisor to the NSU Lions Club. My assessment is based on materials presented herein.

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

Professor Brownfield has not yet submitted his first PDP.

- b. 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.

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

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

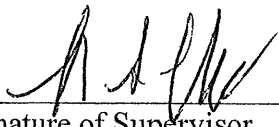
- d. Response to the faculty unit member's major performance objectives for the next evaluation period, reflective of the professional development plan.

NA

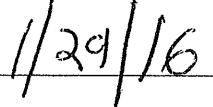
- e. Professional development plan has been reviewed and

_____ no modifications are required.

_____ modifications are required.

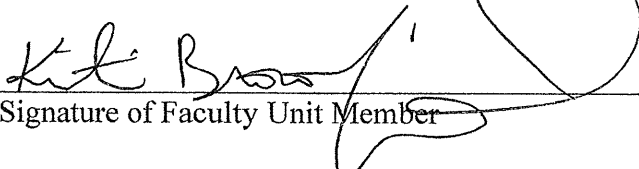


Signature of Supervisor



Date

12. 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

01 | 29 | 2018
Date

13. I should like to add:

Signature of Faculty Unit Member

Date

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

Oly Mendez

Signature of Dean or Vice President for Academic Affairs

8/3/2016

Date