

# ANNUAL PERFORMANCE 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: 2016-2017

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: 10/03/2017

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 general education Sociology courses such Introduction to Sociology (SOC 100) and Social Problems (SOC 150)
- (b) Contribute to the teaching of Sociology core classes SOC 209 (Social Statistics), SOC 281 (Socio-Cultural Theory), SOC 410 (Social Science Research Methods), and SOC 489 (Capstone)

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 Justin Bartel to assist with his work advising majors and ensure that our department's faculty and advising is handling the Fall 2017 curriculum change

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) Perform program assessment as Sociology's Assessment Coordinator
- (d) Supporting student activity and life by serving as a faculty advisor to the NSU Lions Club
- (e) Other departmental or university service as assigned
- (f) Service to the profession through work as a reviewer

Summary and breakdown of my unit member performance:

Teaching & Advising	85%
Research/Scholarship	5%
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 9 classes over the course of the 2016-2017 academic year
  - a. SOC 100: Introduction to Sociology; 4 face-to-face sections (2 Fall 2016; 2 Spring 2017) taught with a new flipped classroom approach
    - i. Face to face SOC 100 observed by Jodie Ramsey on Wednesday April 26, 2017 (evaluation attached)
  - b. SOC 100 – 2 online sections (1 Spring 2017; 1 Summer 2017)
  - c. SOC 350: Race & Ethnic Relations (Spring 2017)
  - d. SOC 403: Sociological Theory (Fall 2016)
    - i. SOC 403 is the designated writing intensive course for Sociology
  - e. SOC 482: Sociology of Gender Roles (Fall 2016)

Student Assistance Outside of the Classroom Context:

- (a) Wrote recommendation letters for the following students:
  - a. Henry Dorr: study abroad in England; accepted to university of choice beginning Fall 2017
  - b. Jessica McClain: recommendation letter for the National Outstanding Mentor Award through CRLA
  - c. Kristine Maag: recommendation letter for admission to Florida State University's MSW in Social Work program; accepted beginning Fall 2017

Assistance in Others' Classrooms:

- (a) Guest lecturer in Justin Bartel's IDL regarding the Sociology program

Professional Development in Teaching:

- (b) Attended the following OIS professional development sessions to improve my teaching:
  - a. Let's Talk Undergraduate Research: Everything You Want to Know about the Undergraduate Research, the Program, Grants, and Export Control
- (c) Attended professional development sessions at the Midwest Sociological Society's Annual meeting:
  - a. From the Syllabus to the Classroom: Examining the Mechanics of Teaching
  - b. Women in the Profession: Brainstorming Issues to Discuss, Study, and Solve

Advising

- (a) As of summer 2017, I currently have 13 advisees
- (b) Contacted all students through email with personalized letters, when possible, to let them know that I am available for advising and any questions
- (c) Met with students upon request
- (d) Created a course rationale compilation that explains the course objectives of Sociology courses I plan to teach in Spring 2016 and Fall 2017 for Justin Bartel's use
- (e) Created and utilized a short video presentation regarding SOC 261 (Human Sexuality) in Fall 2017 for Justin Bartel's use

Curriculum Assessment:

- a. Served as the Sociology Assessment Director
- b. Along with Teresa Stallings, revised the Human Services exit exam to reflect current practices and course material

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

9. Significant Contributions in Research

- (a) Published the following article:
  - a. Brownfield, Kristi and Courtney A. Waid-Lindberg. 2017. "Frontier Justice: Examining Representations of Modern Rural Policing on Television" *Annual Review of Interdisciplinary Justice Research* 6(1):168-98.
- (b) Presented the following papers at conferences:
  - a. "Frontier Justice: Examining Representations of Masculinity of Modern Rural Policing on Television." Kristi Brownfield, Courtney Waid-Lindberg. Midwest Sociological Society Annual Meeting/Couch-Stone Symposium. March 2017 [Session Presider].
  - b. "The Representation of Military Masculinity in Comedic Film." Kristi Brownfield. Great Plains Sociological Association Annual Meeting. October 2016 [Session Presider].

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

10. Significant Contributions in Service

- c. 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
- d. Assisted in student recruitment
- e. Served as a faculty advisor to the NSU Lions club
- f. Served as a panelist on the Graduate School panel on November 17, 2016
- g. Completed classroom observations for the following instructors:
  - a. Courtney Waid-Lindberg: SOC 490 (Sport and Society); August 30, 2016
  - b. Gregory DePies: HIS 492 (Modern Korea); September 30, 2016
  - c. Lisa Brown: SOC 315 (Social Work Practice I); November 9, 2016
- h. Currently serving as a reviewer for the following journals:
  - a. Symbolic Interaction

- b. Sex & Gender
- i. Book Review Editor for Great Plains Sociologist journal

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

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

##### In Teaching:

- (a) Teach the following courses over the 2017-2018 academic year:
  - a. 1 face-to-face section of SOC 100 and 2 online sections of SOC 100 in Fall 2017
  - b. 1 face-to-face section of SOC 100 in Spring 2018
  - c. One section of Social Problems (SOC 150) in Spring 2018
  - d. One section of Human Sexuality (SOC 261) in Fall 2017
    - i. This class is a new course prep
  - e. One section of Socio-Cultural Theory (SOC 281), Fall 2017
    - i. This class will still be taught as a writing intensive course
  - f. One section of Social Deviance (SOC 402) in Spring 2018
    - i. This class is a new course prep
  - g. One section of Death and Dying (SOC 459) in Spring 2018
    - i. This class is a new course prep
- (b) Work to begin prepping for courses that will begin in the 2018-2019 year, including SOC 410 (Social Science Research Methods)
- (c) Continue to update and assess new content materials for current and future courses
- (d) Find opportunities for professional development of my teaching skills through additional workshops
- (e) Continue to work with current and new advisees as needed

##### In Research:

- (a) Begin new project regarding online bullying within support forums
  - a. Present preliminary research at the American Criminology Society's (ASC) annual meeting in November 2017
- (b) Along with Courtney Waid-Lindberg, participate in an invited panel on Media and Crime at the ASC annual meeting

##### 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 act as Assessment Director for the Sociology Department
- (d) Continue and maintain marketing efforts for the department, primarily through social media and other resources where possible
- (e) Participate in the hiring process for the replacement of Teresa Stallings

#### 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 **substantially exceeded expectations**. My assessment is based on Professor Brownfield's SOIs for the 2016-2017 academic year and on the materials presented herein and on NSU's Standards Document.

In **Research**, Professor Brownfield **exceeded expectations**. My assessment is based on the materials presented herein and on NSU's Standards Document.

In **Service**, Professor Brownfield **substantially exceeded expectations**. My assessment is based on materials presented herein and on NSU's Standards Document.

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

Professor Brownfield is making satisfactory 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. Professor Brownfield has improved her teaching, and she has stepped up her research and publishing pace. She needs to

increase her involvement on campus committees and focus more actively on student recruitment. Even so, the level of her service activity is very good.

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

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

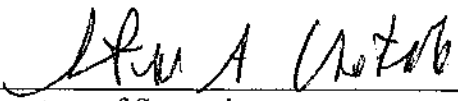
- e. Response to the faculty unit member's major performance objectives for the next evaluation period, reflective of the professional development plan.

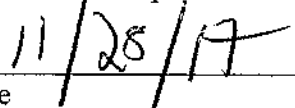
Professor Brownfield's goals are appropriate.

- f. Professional development plan has been reviewed and

\_\_\_\_\_ no modifications are required.

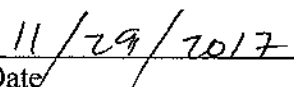
\_\_\_\_\_ modifications are required.

  
\_\_\_\_\_  
Signature of Supervisor

  
\_\_\_\_\_  
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

  
\_\_\_\_\_  
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:

\_\_\_\_\_  
Signature of Dean or Vice President for Academic Affairs

\_\_\_\_\_  
Date

**PDP for Kristi Brownfield, 2016-2019**

1. Name: Kristi Brownfield, Ph.D.
2. Department(s) and College(s): Department of Political Science and Sociology
3. Rank and date appointed to current rank: Assistant Professor, Fall 2015
4. Tenure Status: Tenure-Track Appointment
5. Anticipated date(s) of future tenure and/or promotion applications:
  - a. Anticipated date of next promotion, if applicable: Fall, 2020
  - b. Anticipated date of tenure application, if applicable: Fall, 2020
6. Dates for this Professional Development Plan: 2016-2019



7. Any unique factors affecting this proposed plan: None
8. Anticipated distribution of effort over the life of the plan: Since these percentages reflect the period of the plan, the distribution of effort stated in the annual Professional Staff Evaluation may be different.
  - a. 85% Teaching and Advising
  - b. 10% Research, Scholarship or Creative Activity
  - c. 5 % Service (including administrative appointments)

9. Proposed Plan including goals in each area:

Teaching and advising: I teach the following courses on a two-year rotational basis beginning with the 2017 curriculum change (\*denotes required courses for the major):  
Year one:

- (a) \*SOC 100: Introduction to Sociology (1 section face-to-face fall semester, 1 section online fall semester, 1 section spring semester)
- (b) \*SOC 150: Social Problems (1 section spring semester, more may be added depending on course popularity)
- (c) \*SOC 281: Socio-Cultural Theory (offered each fall semester, writing intensive course)
- (d) SOC 260: Popular Culture and Society
- (e) SOC 350: Race and Ethnic Relations
- (f) \*SOC 410: Social Science Research Methods (offered each spring semester)
- (g) SOC 483: Sociology of Gender Roles
- (h) \*SOC 489: Capstone (offered each spring semester, writing intensive)

Year two:

- (a) \*SOC 100: Introduction to Sociology (1 section face-to-face fall semester, 1 section online fall semester, 1 section spring semester)
- (b) \*SOC 150: Social Problems (1 section spring semester, more may be added depending on course popularity)
- (c) \*SOC 281: Socio-Cultural Theory (offered each fall semester, writing intensive)
- (d) SOC 261: Human Sexuality
- (e) SOC 402: Social Deviance
- (f) \*SOC 410: Social Science Research Methods
- (g) SOC 459: Death and Dying
- (h) \*SOC 489: Capstone (offered each spring semester, writing intensive)

This course rotation may change depending on departmental need.

Measureable Outcomes:

- (a) I will engage in regularly teaching new courses to offer vibrancy to our Sociology program and potentially attract new majors (i.e., Human Sexuality, Popular Culture

- and Society, Social Problems, etc.)
- (b) I will be at the forefront of the implementation of our new Sociology curriculum in 2017 to ensure a smooth transition for both current and new majors at that point in time.
  - (c) I will engage in supporting our more popular specializations (Criminal Justice, Human Services) by offering courses that serve as electives for both programs (e.g., Social Deviance)
  - (d) I will be willing to offer online sections as part of my course offerings as the department needs require
  - (e) I intend to be above average in expectations in a minimum of 30% of my courses.
10. Research, Scholarship or Creative Activity:  
Based on the work that I do with the media and audience reception, I endeavor to continue work in this area as well as explore other avenues of research with my current colleagues.
- Measureable Outcomes:
- (a) I will average one publication every two years in this evaluation period.
  - (b) I plan to attend and present at a minimum two scholarly conferences each academic year.
  - (c) I endeavor to exceed expectations in research.
11. Service:  
In terms of service to the department and university, dedicated service will greatly impact growth in the Sociology program in the coming semesters.
- Measureable Outcomes:
- (a) I will continue to recruit prospective student majors.
  - (b) I will continue to serve at multiple Northern Bound Days and Freshman Registrations when/where needed each year.
  - (c) I am currently serving as the Sociology Marketing Director and Assessment Director as well as engage in any other committee service requested or required of me.
  - (d) In addition to my service to NSU, I plan to continue serving as an ad hoc reviewer for the journals *Gender & Society* and *Symbolic Interaction* and the book review editor for the *Great Plains Sociologist*.

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Faculty Signature

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Date

Department Head's Response:

\_\_\_\_\_ I approve this professional development plan.

\*Comments:

\_\_\_\_ This plan requires revision prior to approval.

Comments:

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Department Head's Signature

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Date

Comments:

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Dean's Signature

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Date

Classroom Observation  
Dr. Kristi Brownfield  
Soc 100, MWF 10 AM, Fall 2017

The initial discussion was about the logistics of the final exam to be held next week. This class period was designated as a review day. Attendance was taken by passing around a sign-in sheet. Presumably this was done throughout the semester. The class was held in JFAC 107, which has movable tables and chairs rather than fixed seats. This make student interaction easier than it might be in some other classrooms, though there was little interaction among them today.

This was the last official class of the semester, since Fridays are designated as writing days for this course. Dr. Brownfield mentioned to me that class attendance is optional for that day. Some students come to class to do their writing while others do so from wherever they happen to be. I am not aware of any other courses that have this format, but perhaps this is common in Sociology or other humanities courses.

The study guide for the exam was shown on the projector. There was one typo (it said 'second exam' rather than third). A list of 20 questions was provided, 5 of which will be on the final exam. These questions were open-ended, so students will need to be able to explain the material thoroughly in order to receive all of the points. It was unclear if this is the norm (*i.e.* whether students know the questions ahead of time).

Students then spent about 20-25 minutes working through some of the questions. They did this individually rather than in groups. Most of the students seemed engaged in the material, though a couple were on their phones periodically. A couple of others got off task but then became re-engaged. Dr. Brownfield walked around the room checking on students, which helped them to stay on task. Having them work in groups to answer the questions may be more effective in terms of helping students remember the material. The class was pretty quiet and not very interactive throughout the review process, but there were several students who asked and answered questions. One suggestion is to first ask students where they would find particular information in the text or notes rather than telling them that off the bat. I have found that giving students the responsibility of at least trying to answer the question first helps with both keeping their attention and their retention of the material.

At 10:30, they started to go through the questions. The first question was related to inequality in education. Notes were written on the white board in the back of the room, but not all of couple of students turned around to examine those notes. The next question was related to division of labor. Dr. Brownfield used an example of needing to see the doctor for a heart problem as related to people that are specialists in different areas. The third question related to perspectives in the globalization debate. Dr. Brownfield wrote several terms on the white board indicating what the three perspectives were. Again, having the students come up with those terms could be effective also.

From the way she interacted with the class, it is clear that Dr. Brownfield is passionate about the material and really cares that her students learn the material!

### **Teaching Statement**

To receive an A grade in any of my classes, I expect students to have accomplished three things: (a) completed all assignments correctly and on time, (b) demonstrated advanced verbal and written communication skills, and (c) provide evidence of being able to apply sociological concepts both within the context of the assignments and to their own lives. In some ways, these are simple expectations and make passing and doing well in one of my classes fairly easy. Students need to show up, do the work, and show critical thinking skills. In other ways, these can be three very difficult things to ask. The student population I have taught in the past includes those often in the lower-to-middle income bracket, a mix of rural and urban students, a high minority and international student population, and many first-generation college students. I have to come into a classroom expecting at least five percent of the class not to be prepared for college-level work. I have to find ways to teach concepts to a full class and still be able to go back and establish fundamentals as needed. To do this, I try and keep my teaching style toward the conversational. Some students will respond to lectures, some respond to discussion, others to activities. I incorporate all three types of teaching into my classroom but all of them are underpinned by the idea of a conversation. I believe that a vital part of a good learning

environment is the inclusion of multiple voices. Letting students talk, encouraging them to analyze, critique, and explore in the classroom, gives me insights into their comprehension of the material, a better understanding of the students themselves, and even can surprise me as a teacher with new ideas or ways of looking at things than I had considered before.

Over the last year, I have been experimenting with a “flipped classroom” design in my face-to-face Introduction to Sociology (SOC 100) classes. I created short videos for each week, ten to fifteen minutes long with a maximum of three videos per week, that: (a) covered the concepts that were most important from that week’s material and (b) briefly gave an example that illustrates the concept. Those videos, along with course PowerPoints, and the reading assignments became the core of the out-of-classroom work for students. Inside the classroom, I worked specifically to come up with activities that asked students to *apply* the concepts in different ways. In-class activities are designed to do at least one of three things: (a) get students to practice the scientific method and social science research skills (e.g., observation, interviews, etc.), (b) to sharpen their skills of analysis and critical thinking (e.g., building an argument, conceptual explanations tailored for different groups, etc.), and (c) get students to see and understand the circumstances of people that do not come from their kind of backgrounds and experiences, particularly in terms of race/class/gender/ability/sexuality (e.g., understanding social stratification). While I am predominantly seeking to reach the “apply” level of Bloom’s taxonomy, many of the assignments also reach toward higher thinking skills, particularly in terms of evaluation and creation. For example, when discussing cultural norms, I have my students pair up and spend twenty minutes of class time observing people both following and breaking norms. This activity is, on the surface, easy. However, it teaches students to hone their observation skills for behavior, how to write extensive and descriptive field notes, and in the best cases with diverse populations to observe, how to recognize differing cultural norms. In addition to achieving “applying” on Bloom’s hierarchy, this assignment requires that students understand and use three key linked sociological concepts: norms, conformity, and deviance. In a twenty minute activity, the students have furthered their understanding of social life around them. This is reinforced by the follow-up discussion and activities that follow it as well as the summative assessments (i.e., written/essay exams and papers) within the course. While I have only tried this in my face-to-face classrooms, I am also slowly revising my online SOC 100 courses to incorporate more of a flipped atmosphere as well, to provide more of the “soft” skills in an environment that is too-often text based and solitary.

With my upper division electives within the major, I endeavor to avoid lecture as the sole or primary mode of instruction and instead allow the students to work together through activities, projects, research, debates, or discussion to come to conclusions about the material presented. This requires a large commitment from the students to come prepared each day to class familiar with the readings assigned and, for the most part, students deliver on that expectation when made clear to them at the beginning of the semester. These discussions are supplemented by numerous writing assignments including: (a) weekly reading responses of 250 words minimum asking the students to engage with the material from the week, (b) 4 short papers of 500-750 words each which require students to apply concepts to two pieces of popular culture and evaluation two books presenting sociological research, and (c) take-home midterm and final essay examinations. This emphasis on writing and discussion in both “low stakes” and “high stakes” assessments ties directly to my goal of advancing our students’ writing and verbal communications skills. The

one exception to this is Socio-Cultural Theory (SOC 281), a writing-intensive course that often requires extensive lecture to help the students understand the material. Even in this class I do have assessed “Application Fridays” which ask the students to present quick 30-60 second examples of how the theories discussed that week might be present in 2017 or examples of why theories are not applicable. Further, they have a semester long project that asks them to present theories that would be relevant to research the student would like to pursue and explain how the theories are connected in 5-7 minute presentations during the final exam period for the course.

Finally, as the Sociology program’s assessment coordinator, I have also been working on realigning my own teaching to the broader curricular goals for the program. For Sociology, one of our student learning outcomes (SLO) is that students “will be able to identify the characteristics of high-quality data and methods in sociological research and be able to effectively explain the results of sociological research to others.” This goal attempts to reach a few levels on Bloom’s (1956) taxonomy; the lower-order skills of remembering and understanding are necessary to be able to identify specifically sociological research methods while a high-order skill of evaluation is needed to be able to discern specifically “high-quality” research and data. Further, this SLO asks students to not only be able to interpret sociological data but also address the larger issue of science communication (i.e., “apply” in Bloom’s taxonomy) which is useful in terms of thinking about policy implications of research on society and social structures (i.e., “create”). Thinking about assessment in a programmatic sense means that, while students ideally should be getting the skills they need to accomplish the tasks in all of their Sociology classes, it is far more likely that our Research Methods and Statistics classes will be the main place in which the learning happens. Being more aware of the overall goal and exactly how it is assessed at the program level means that I am also now more conscious of the need to expose students to sociological research at *every level* and really dive in deep to explore not just the ultimate conclusions but also how those conclusions are formed at all levels of the program. Embedding the courses more firmly into our programmatic goals will provide for a stronger curriculum and, ultimately, stronger and more skilled students.