PROFESSIONAL STAFF EVALUATION FORM

1. Evaluation for: Kristi Brownfield, Ph.D.

    a. Annual Review X
    b. Promotion
    c. Tenure
    d. Promotion and Tenure

2. Covering the academic year: 2017-2018

3. Attach your applicable Professional Development Plan (PDP)   3 Years
                                                                  6 Years
                                                                  X Not Applicable

PART A
TO BE COMPLETED BY FACULTY UNIT MEMBER

4. Background Information
    Name: Kristi Brownfield, Ph.D.
    Department: History and Social Sciences
    Date: 08/10/2018
    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 changes due to the new Criminal Justice major

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 2017-2018 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) 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 & Advising	85%
Research/Scholarship	5%
Service	10%

7. Performance Objectives:

<u>In Teaching:</u>
(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 10 classes over the course of the 2017-2018 academic year
        a. SOC 100: Introduction to Sociology; 2 face-to-face sections (1 Fall 2017; 1 Spring 2018) taught with a flipped classroom approach
            i. Face to face SOC 100 observed Ric Dias on 11/06/2017 (see pages 14-16)
            ii. Revamped the course videos and created approximately 8 hours of new videos for the course with more current data for examples and captions in compliance with ADA regulations
        b. SOC 100: 3 online sections (2 Fall 2017; 1 Summer 2018)
        c. SOC 150: Social Problems; Spring 2018
        d. SOC 261: Human Sexuality
            i. New course preparation and new course for the Sociology department
            ii. Observed by Steven Usitalo on 10/31/2017 (see pages 12-13)
        e. SOC 281: Socio-Cultural Theory; Fall 2017
            i. SOC 281 is the designated writing intensive course for Sociology
            ii. Honors contract with Haley Duchsherer
        f. SOC 402: Social Deviance; Spring 2018
            i. New course preparation
            ii. Honors contract with Donovan Kopetsky
        g. SOC 459: Sociology of Death and Dying
            i. New course preparation

Student Assistance Outside of the Classroom Context:
  (a) Wrote recommendation letters for the following students:
        a. Wrote an internship recommendation letter for Crystal Bougneit
        b. Wrote a social work licensure letter for Kristine Maag
        c. Worked with Justin Bartel to ensure that Natasha Mangialetti could receive substitute credit for her study abroad trip in 2018-2019
        d. Met and worked with Shanae Doerr regarding the completion of content analysis for her honors thesis

Professional Development in Teaching:

  (b) Completed the Instructional Design Faculty Training for Online Teaching in Fall 2017
  (c) Attended the Instructional Design D2L Daylight training in March 2018

(d) Attended professional development sessions at the Midwest Sociological Society's Annual meeting:
- a. Using Popular Media and Technology to Teach Sociology
- b. Supporting Program Review: Guidance from ASA's Departmental Resource Group
- c. Developing Insights from the New ASA Guidelines Through Curriculum Mapping

Advising

(a) As of summer 2018, I currently have 19 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

Curriculum Assessment and Development:
a. Served as the Sociology Assessment Director
b. Revamped the Sociology department's assessment plan and practices
c. Completed paperwork for a new capstone course for both the Sociology and Criminal Justice (CJ) majors
d. Completed paperwork for revisions to the Sociology curriculum following the implementation of the new CJ major; this revision would remove the human services specialization and roll those courses into the core of the Sociology major
e. Completed paperwork for the implementation of a new social work minor

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 items:
- a. Brownfield, Kristi. 2017. "Hacked: A Radical Approach to Hacker Culture and Crime by Kevin Steinmetz." *American Journal of Sociology* 123(3).
  - i. This is an invited book review to the American Journal of Sociology (AJS). AJS has a recorded impact factor of 3.088 according to the 2016 Journal Citation Reports and is ranked 6th out of 143 journals in Sociology (American Journal or Sociology 2017).
- b. "Contrasting sex and gender"; Encyclopedia of Women and Crime. TBD.
  - i. This is a short encyclopedia entry I contributed to the forthcoming Encyclopedia of Women and Crime. The submission was accepted as of August 22, 2017 and the publication is under production currently.

(b) Presented at the following conferences:
- a. "Thinking about Assessment in a Programmatic Way (Or, How We Survived/Are Surviving an HLC Visit)." Cindy Aamlid, Kristi Brownfield, Courtney Waid-Lindberg. Great Plains Sociological Association Annual Meeting. October 2017.
  - i. GPSA is a small regional organization made of members primarily from South Dakota, North Dakota, and Minnesota. The 2017 annual meeting was held in Fargo, ND.

    b. "Violence, Villainy, and Vigilantism: The Positioning of Restorative Violence in Genre Television." Kristi Brownfield and Courtney Waid-Lindberg. American Society of Criminology's Annual Meeting. November 2017.
        i. This presentation took place at the American Society of Criminology's (ASC) annual meeting from November 15-18, 2017 in Philadelphia, Pennsylvania. Despite the name of the organization, ASC is an international organization and has members worldwide (American Society of Criminology 2017). This was an invited presentation on an international thematic panel titled "Crime and Media" at ASC's 2017 annual meeting.
    c. "Roundtable: Social Reactions to Crime and Victimization: The Benefits and Challenges of Analyzing Twitter Data." Panel Discussant. American Society of Criminology's Annual Meeting. November 2017.
    d. "The Reality of Safe Spaces: Tracking Deviance in Online Support Forums." Kristi Brownfield and Kirsten Krueger. Midwest Sociological Society annual meeting. March 2018.
        i. MSS's annual conference offers a peer-reviewed opportunity to present research and with over 1300 members primarily from the Midwest region is the largest of the "regional" sociological organizations (Midwest Sociological Society 2017).
    e. "Thinking About Assessment in a Programmatic Way." Cindy Aamlid, Kristi Brownfield, Courtney Waid-Lindberg. Midwest Sociological Society's annual meeting. March 2017. [Session Presider]
    f. "Panel: 'So I'm An Academic, Huh?': Demystifying the Experience." Panel Discussant. Midwest Sociological Society's annual meeting. March 2018.
        i. This was an invited panel put together by Dr. Rachel Bridges Whaley, the chair of MSS's Committee for Women in the Profession.
    g. "Television's Representation of Autism Spectrum Disorder." Kristi Brownfield and Courtney Waid-Lindberg. Accessing Justice: Interdisciplinary Perspectives on Access, Justice, Law, and Order. May 2018.
        i. This is an annual interdisciplinary thematic conference sponsored and hosted by the Center for Interdisciplinary Justice Studies at the University of Winnipeg. Our paper was an invited submission, solicited by one of the conference organizers, Dr. Steven Kohm.

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

10. Significant Contributions in Service

    a. 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
    b. Assisted in student recruitment
    c. Served as a panelist on the Graduate School panel on 10/19/2017
    d. Book Review Editor for Great Plains Sociologist journal

e. Served on the Sociology hiring committee in 2017-2018
f. Began serving on the Diversity Advisory/Action Committee beginning January 2018
g. Participated in the system General Education Assessment meeting to revise the system goals and rubrics for Goal #5 for Social Science and Diversity
h. Serving as the New Media Coordinator for Great Plains Sociological Society and as a member of the Audit and Ethics committee
i. Acted as a Session Organizer for the Midwest Sociological Society's annual meeting and provided peer review of papers submitted related to technology and the internet and organized accepted papers into final papers for the program
j. Participated in the July 2018 Diversity Action/Advisory Committee-sponsored "Train the Trainer Ally" training
k. Participated in the new third year review process

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 2018-2019 academic year:
   a. 1 face-to-face section of IDL 190: First Year Seminar titled Dystopian Societies in Fall 2018
   b. 1 face-to-face section of SOC 100 in Fall 2018 and 1 face-to-face section of SOC 100 in Spring 2019
   c. 2 online sections of SOC 100 in Fall 2018 and 1 online section of SOC 100 in Spring 2019
   d. 1 section of SOC 260: Popular Culture in Spring 2019
   e. 1 section of Socio-Cultural Theory (SOC 281), Fall 2018
      i. This class will still be taught as a writing intensive course and required for all majors
   f. 1 section of SOC 410 Methods of Social Research, Spring 2019
      i. This class is a new course prep and required for all majors
   g. 1 section of SOC 489 Capstone, Spring 2019
      i. This class is a new course prep, newly implemented within our curriculum, and required for all majors
(b) Work to begin prepping for courses that will begin in the 2019-2020 academic year
(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) Continue to submit papers for publications
(b) Present at the Midwest Sociological Society's annual meeting in 2019

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 the area of **teaching**, Prof. Brownfield's SOIs are solid, but could use some improvement. Quantitative data is mixed and student comments, while generally positive, show some uneasiness with some of Prof. Brownfield's pedagogy that should be addressed. Prof. Brownfield has shown a dedication to innovative teaching pedagogy, albeit with some mixed results (see student comments). She clearly has made efforts to improve her teaching. Using peer reviews and attending multiple professional development lectures at professional conferences, she is open to criticism and learning new ideas. She also includes extra questions on her SOIs to gain better information on what is working and what is not in her courses. In the past year she has prepared multiple new courses or made substantial changes to courses. Based on information provided above and below in the Teaching Statement, Prof. Brownfield has met the following standards in the NSU Standards For Annual Review:

- In what ways they require students to use advanced technological resources;
- In what ways they create an environment for questioning and risk taking;
- In what ways they demonstrate exceptional skill in dissemination and delivery of course materials;
- In what ways they conceive, explore, develop, implement, evaluate and refine creative, innovative instructional methods, techniques, and materials;
- In what ways they involve colleagues in improving his or her own teaching methods;

- In what ways they use peer evaluations to evaluate teaching techniques.

For these reasons Prof. Brownfield **exceeds expectations** in teaching.

In the area of **research**, Prof. Brownfield maintains an extensive research agenda, publishing academic work (book reviews and encyclopedia entries) and attending academic conferences. She is presenting both scholarly and pedagogical work. Her attendance and presentation at the American Criminological Society and Midwest Sociology meetings show participation in "significant professional meetings" (see Standards document, p. 24).

For these reasons Prof. Brownfield **exceeds expectations** in research.

In the area of service, Prof. Brownfield continually shows herself to be an invaluable contributor to the department. She served on search committees, aided her discipline, and served as a model to her colleagues in the area of assessment. If anything I would advise Prof. Brownfield to curtail her service work to concentrate on more substantial scholarly work. Prof. Brownfield has had a "significant impact on the development of" departmental and system-wide assessment (see Standards document, p. 28).

For these reasons Prof. Brownfield **substantially exceeds expectations** in research.

b. Summarize progress reflective of the 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.

Prof. Brownfield is making excellent progress toward promotion and tenure.

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

Prof. 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.

Her performance objectives are appropriate.

f. Professional development plan has been reviewed and

_____ no modifications are required.

_____ modifications are required.

_____ Jon D. Schaff _____
Signature of Supervisor

_____11-15-18_____
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.

___Kristi Brownfield_____
Signature of Faculty Unit Member

__11-19-2019_____
Date

15. I should like to add:

*
_____
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

Teaching Statement

My commitment at NSU is to provide a quality learning experience for my students which provides ample preparation for future careers in fields related to Sociology. Each academic year (AY), I use my Student Opinion of Instruction (SOI) surveys results to make substantive changes in many classes. In AY 2017-2018, due to the results of my SOIs and my work updating the Sociology program's assessment plan, I have attempted to increase the rigor of the material presented and assignments given at all instructional levels, provide opportunities for interdisciplinary and active learning, and increase not only sociological content knowledge but also "soft" skills such as analytical, communication, and critical thinking skills. I have also sought out opportunities for professional development in teaching through numerous sources, such as completing the faculty training for teaching online provided by Instructional Design in Fall 2017 and taking advantage of sessions on Teaching and Learning at conferences I attend.

Over the last year, I have been refining my "flipped classroom" design approach in my face-to-face Introduction to Sociology (SOC 100) classes. I created new short videos for each week, ten to fifteen minutes long with a maximum of three videos per week for a total of approximately eight hours of video content, that: (a) covered the concepts that were most important from that week's material and (b) briefly gave updated examples and data 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 understand the circumstances and perspectives of people that come from different 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 (1959) taxonomy within the introductory classes, 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 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. I plan to implement these new assignments within my Fall 2018 online courses.

With my upper division (UD) 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 200 words minimum asking the students to engage with the material from the week, (b) short papers of 500-750 words each which require students to apply concepts to two pieces of popular culture and evaluate two books presenting sociological research, and (c) 3000-3500 word term papers. This adds up to a minimum of 6500 words written across the semester (approximately 26 pages). This emphasis on writing and discussion in both "low stakes" and "high stakes" assessments ties directly to our programmatic goal of advancing our students' writing and verbal communications skills. According to the SOIs, students were a little overwhelmed by the amount of writing in my Spring 2018 UD classes. This indicates to me that the level of writing students are doing within the program is not sufficient if a jump from approximately 16 pages (4100 words) of writing in introductory classes to approximately 23 pages (5700 words) in 400-level classes is "too much." This perception may be due to the number of students that took both Social Deviance (SOC 403) and Sociology of Death and Dying (SOC 459) in Spring 2018 which required them to write term papers in both classes. However, this may also be due to the *type* of writing students were required to complete across the semester. When looking at previous SOI results, I received less complaints regarding the amount of writing required in courses in which students were asked to complete the same amount of writing required by the term paper in the form of take-home midterm and final exams. Using this data to look to the future, I believe I will try to increase the writing requirement in all of my 200+ level classes but attempt to do this through assignments that feel less overwhelming to the students.

The one exception to both my UD classroom format and future goals for writing in the curriculum 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 used "Application Fridays," which ask the students to present quick 30-60 second examples of how the theories discussed that week might be present in 2018 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. Given the upcoming Great Plains Sociological Association's (GPSA) annual meeting in 2018 will take place in Aberdeen and on NSU's campus, I also want to incorporate more work with information literacy in the course and infographics. I am planning an assignment that asks the students to create infographics about assigned theorists to explain their perspectives to laypersons which could potentially be submitted to the GPSA poster competition.

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"). Being more aware of the overall goals and how they are 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.

References
American Journal or Sociology. 2017, "American Journal of Sociology: About": University of Chicago Press Journals. 2017 (http://www.journals.uchicago.edu/journals/ajs/about).
American Society of Criminology. 2017, "About Asc". 2017 (https://www.asc41.com/about.htm).
Bloom, B. S. (1956). Taxonomy of educational objectives: The classification of educational goals. New York, Longman.
Midwest Sociological Society. 2017, "Midwest Sociological Society: Who We Are". 2017 (http://www.themss.org/who-we-are).

Peer Review for Dr. Kristi Brownfield
Class observed: Human Sexuality; Sociology 261 (Tuesday, October 31, 2017; 9:30-10:45 am; MJ 307).
Class topic: "Sexual Assault and Sexual Violence"
Observer: Steven A. Usitalo

Handling of teaching space; the classroom environment:
JFAC 107 is a terrible location to have a small (ostensibly discussion-based) class. Students can, and do, sit at too far a remove from the instructor to give classes a "seminar-style" feel. Six of eight students were present the day I attended. I do not know if Dr. Brownfield requires attendance. In the future, for classes of this size, I would strongly suggest seeking a classroom – such as MJ 345 – which is more suitable for small classes. I have made this suggestion to many instructors. Some would find their classroom dynamics altered, for the better, if they took this advice.

Dr. Brownfield, who was present before class, greeted all the students warmly and asked course-based questions. She was at ease and the students (generally) responded well. She began the class on time, and delivered her lecture/presentation in an unhurried and well-organized manner. She was in full command of the lecture materials. Professor Brownfield, to her credit, moved around the class regularly and attempted (with some success) to engage the students.

Professor Brownfield began and ended her class on time. This isn't always necessary pedagogically. If the subject matter for the day has been covered well, then call it a day. As long as it doesn't become a habit to end 15 minutes early, why not? Of course given that there were only six students in class, knowing their names is not an issue.

Presentation of Material:
Professor Brownfield offered an hour and ten minute lecture/presentation on "Sexual Assault and Sexual Violence." Here she pulled up several relevant documents/readings and attempted (on the whole successfully) to get the students to engage both the readings and her prompts. Professor Brownfield spent a lot of time, none of it wasted, in endeavoring to get the students to understand what questions to ask re: the documents and information she presented; in short, how to develop acceptable research methods. Our students need these types of skills. Even though such issues as, "confidence intervals," seemed somewhat lost on them. Kudos to the instructor for focusing so heavily on research methods and on, in essence, how to get our students to read "evidence" critically.

Dr. Brownfield does a first-rate job of connecting the dots between research questions, potentially skewed data, and the fraught problems of drawing conclusions from that data. She brought the students together into a "group" focusing their subsequent discussion on three themes: 1. Sexual violence; 2. stalking; and 3. intimate partner violence. Although it was at times difficult, very much so, to get the students to talk, she didn't give up. She asked questions that they could answer and she elicited, on the whole, thoughtful responses. At the very least the students were made aware of what they didn't know and how to go about acquiring that information. In short, they became more aware of research methodology. Very good!

Professor Brownfield's presentation, even given the rather opaque focus on research skills – opaque only to students - had a clear beginning, middle, and end. She avoided any digressions. As I noted before Dr. Brownfield does not employ a Socratic approach, going out and challenging the students to speak and question the material; however, she does ask questions and she is able to get the students engaged with the subject matter of the class. This is to be commended.

I can't speak to the assessment tools utilized by the instructor.

Suggestions:

I noted in an earlier observation report for Dr. Brownfield that "theory needs to be closely linked with issues that the student will understand." In this class I think she did a very good job of accomplishing this goal. In an age of apathetic students where instructors are evaluated, too often, by their ability to entertain, I think it's vitally important to challenge the students directly in the classroom. Question them, don't let them off the hook when answering prompts, force them to engage with you, with their fellow students, and with the course readings and related materials. It's difficult to accomplish this. Let me know, at some point, what answers you have to the dilemma of making students take ownership of their own education.

Kristi, thank you very much for the opportunity to sit in on your class. By way of a summary of the above: your class was very informative.

Observed faculty member: Kristi Brownfield
Observer's name and rank: Ric Dias, Professor
Date and time of observation: November 6, 2017, 10-11am
Class observed: Sociology 100

Confidentiality considerations: The purpose of classroom observation is to maintain teaching excellence and to provide a venue to share teaching ideas and strategies. All critiques provided on this form should be constructive in nature, and the raw data gathered through the observation and provided on this form is to be kept confidential. The observed faculty member is under no obligation to share this completed form with the promotion and tenor committee.

Directions: This form is intended to help facilitate a classroom observation. The observed faculty member should complete items (a) and (b) and forward a digital copy of the form to the observer no less than one full week prior to the scheduled observation. The observer should complete items (1) through (9) following the classroom observation. Though encouraged, the observer is not required to comment on each point.

The observer will provide a completed digital copy of this form to the observed faculty member no more than two full weeks following the classroom observation. It is up to the discretion of the observed faculty member to meet with the observer to discuss the contents of the completed Classroom Observation Form. The observed faculty member and the observer will each keep a copy of the completed form.

To be completed by the faculty member being observed:

(a) The goal or outcome I have in mind for my students during this class session is: hone their research skills and think broadly about what motivates people toward particular political positions

(b) During this class session, I would like the observer to pay particular attention to and give me specific feedback on the following: student engagement in the active learning/activity portion of the assignment

To be completed by the observer:

(1) Describe what happened in this class session. What was done by the faculty member and/or the students? What teaching methods did you observe? Did the faculty member use an effective number of activities to achieve the stated goals? How effective were these activities and

methods in achieving the goals or student outcome that the faculty member set out for this class session? Explain.

Prof. Brownfield opened the class by quickly reviewing the (on-line) semester schedule on the screen in front of class while a few kids read along on their laptops. Then she lectured a bit, introducing some pivotal concepts for the day, which she followed by showing a thoughtful 10-15 minute video. She then had students break into groups where they integrated her lecture and the video and then some data they collected on-line. She wrapped-up the class by beginning a class discussion that she planned to finish the next class. It was a "packed" 50 minutes in there.

(2) Did the faculty member manage time effectively? Did the faculty member make effective use of available classroom technology? Explain.

She started precisely on time, and was either lecturing or having them work or engage with something the entire period. She made great use of technology in the room.

(3) Does the faculty member respond constructively to students' contributions, questions, and criticism? Does the faculty member explain concepts and procedures effectively, including recognizing and addressing confusion among students?

The subject matter was controversial and sensitive (birth control, abortion, guns, political affiliation, etc.) that could have easily turned the classroom into a "car wreck," but Prof. Brownfield deftly led the students to look at opposing viewpoints and contrast them to their own without imparting the impression that she had a particular ideological axe to grind. I'm sure every student felt safe with their opinions in that room even though they got pushed a bit.

(4) Does the faculty member present a professional demeanor in the classroom and demonstrate enthusiasm about the subject?

Prof. Brownfield interacted effortlessly with students before, during and after class. She might have smiled the whole time I was there; she clearly seemed to enjoy what she was doing and with whom. I did not pick-up a single rolling of the eyes, dismissive comment or watching of Facebook (for those who had a laptop open). In fact, the eagerness with which her students attacked their tasks (collecting data online, discussing with partners, watching a Ted Talks video) made it feel more like an upper-division class. Prof Brownfield's demeanor seemed to be mirrored by her students.

(5) What "worked" particularly well during this class session?   Were there any small-group activities, assignments, or teaching strategies that were particularly effective?

Kristi Brownfield demonstrated the most Impressive use of technology in the classroom that I have ever seen. And how she got kids in a lower-division class to so eagerly attend to small group tasks then present to the class (they actually argued over who would present first!) was so impressive I have already told colleagues about.

(6) Was there a point during this class session when the faculty member "lost" student attention? If so, what do you think caused it? How did the faculty member react? What did he/she do to regain student attention? Were the faculty member's efforts in this regard effective?

Nope, she "had them" the entire period.

(7) How did the physical surroundings/environment of the class session effect the learning experience, if at all? (For example, the temperature or set-up of the classroom, the time of day, number of students in the class, outside noise, lighting, problems with equipment or technology, etc.)

The physical environment seemed to work well for the class I viewed. The sound and visual system was good, the chairs on wheels facilitated working in groups, the desks were big enough for writing and laptops, et cetera.

(8) What suggestions for improvement do you have for the faculty member you observed?
N/A

(9) Other comments or observations:
Other faculty, senior members especially maybe, would be well-advised to watch what I saw in Prof. Brownfield's class. I have seen enough bad or inconsequential use of technology by well-meaning faculty to warrant having a dim view of technology's worth in improving the learning experience. But Kristi Brownfield "gets it;" she knows where her kids are at and how to speak with them, so she has something to share with the rest of us for sure. Overall, what I witnessed suggests that Kristi Brownfield is a highly skilled professional using cutting edge approaches in the classroom, and is clearly an asset to Northern State University.