

## APPENDIX E

**PROFESSIONAL STAFF EVALUATION FORM**

1. Evaluation for: Kristi Brownfield
- a. Annual Review ☒ x
  - b. Promotion
  - c. Tenure
  - d. Promotion and Tenure
2. Covering the academic year: 2018-2019
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

Department: History and Social Science

Date: 10/08/2019

Academic rank: Assistant Professor and date granted: Fall 2015

Degrees in reverse chronological order: PhD, 2015, Sociology, Southern Illinois University-Carbondale

Additional academic or professional education: See attachment for more

Professional experience: 2015-present, Assistant Professor, Northern State University  
 See attachment for more



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.



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6. Describe your assigned responsibilities during the evaluation period.
7. Describe your major performance objectives during the current evaluation period.
8. Teaching/Advising
  - a. List your significant contributions to teaching or cooperative extension activities.  
(Board Policy No. 4:38 contains a sample list.)
  - b. List your significant contributions to academic advisement.
9. Research, Scholarship, or Creative Activities

List your significant contributions in research, scholarship or creative activity.  
(Board Policy No. 4:38 contains a sample list.)
10. University Professional and Community Service
  - a. List your significant contributions to the university.  
(Board Policy No. 4:38 contains a sample list.)
  - b. List your significant contributions to your discipline or profession.  
(Board Policy No. 4:38 contains a sample list.)
  - c. List your significant contributions to the community-at-large.  
(Board Policy No. 4:38 contains a sample list.)
11. Proposed major performance objectives for the next evaluation period.
12. Proposed amendments to professional development plan (state if none)

**APPENDIX E**

**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.
- 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.
- d. Where appropriate, include recommendations for augmentation monies and contract renewal.
- e. Response to the faculty unit member's major performance objectives for the next evaluation period, reflective of the professional development plan.
- f. Professional development plan has been reviewed and

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

\_\_\_\_\_modifications are required.

DocuSigned by:  
  
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Signature of Supervisor

11/12/2019

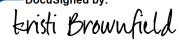
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 Date

## APPENDIX E

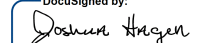
14. I have received these comments and ratings from my immediate supervisor. I understand that I have the right to respond to these comments and ratings in writing or to call upon a peer group to review the evaluation, provided that notice of such intent is given to the department head within five (5)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

DocuSigned by:  
  
1DE6EAA79C294EA...  
\_\_\_\_\_  
Signature of Faculty Unit Member  
11/13/2019  
\_\_\_\_\_  
Date

15. I should like to add:

DocuSigned by:  
  
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\_\_\_\_\_  
Signature of Faculty Unit Member  
11/13/2019  
\_\_\_\_\_  
Date

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

DocuSigned by:  
  
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\_\_\_\_\_  
Signature of Dean or Vice President for Academic Affairs  
11/13/2019  
\_\_\_\_\_  
Date

## **PDP for Kristi Brownfield, 2019-2026**

1. Name: Kristi Brownfield, Ph.D.
2. Department(s) and College(s): History and Social Sciences / College of Arts and Sciences
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, 2021
  - b. Anticipated date of tenure application, if applicable: Fall, 2020
6. Dates for this Professional Development Plan: Fall 2019 – Spring 2026
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. 80% Teaching and Advising
  - b. 5% Research, Scholarship or Creative Activity
  - c. 15 % 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 2019 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 483: Sociology of Gender Roles
- (g) \*SOC/CJUS 485: Social Science 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 402/502: Social Deviance
- (f) SOC 459: Death and Dying
- (g) \*SOC/CJUS 485: Social Science 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 2019 to ensure a smooth transition for both current and new majors at that point in time.
- (c) I will in supporting other programs such as Criminal Justice and Forensic Counseling 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 committee work at the regional level through Great Plains Sociological Association and the Midwest Sociological Society

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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

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



## PROFESSIONAL STAFF EVALUATION FORM

1. Evaluation for: Kristi Brownfield, Ph.D.
  - a. Annual Review ☒
  - b. Promotion
  - c. Tenure
  - d. Promotion and Tenure
2. Covering the academic year: 2018-2019
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 and Social Sciences  
Date: 09/09/2019  
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 281 (Socio-Cultural Theory), CJUS 380 (Research and Data Analysis in Criminal Justice), and SOC/CJUS 485 (Social Science 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

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 2018-2019 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	80%
Research/Scholarship	5%
Service	15%

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 12 class sections over the course of the 2018-2019 academic year following the guidelines laid out within my teaching statement (see pages 7-9 for full teaching statement and analysis of my 2018-2019 teaching)
  - a. IDL 190: Dystopian Societies
    - i. New course preparation and taught as part of the new First-Year Seminar program
  - b. SOC 100: Introduction to Sociology (face-to-face)
    - i. 1 section in Fall 2018 taught using a flipped classroom approach (see pages 10-11 for an attached observation from Joelle Lien during the Open Classrooms period)
    - ii. 1 section in Spring 2019 taught using traditional lecture methods
  - c. SOC 100: 4 online sections
    - i. 2 Fall 2018
    - ii. 1 Spring 2019
    - iii. 1 Summer 2019
  - d. SOC 260: Popular Culture and Society, Spring 2019
  - e. SOC 281: Socio-Cultural Theory; Fall 2018
    - i. SOC 281 is the designated writing intensive course for Sociology and required of all majors
  - f. SOC 410: Methods of Social Research, Spring 2019
    - i. New course preparation and required of all majors
  - g. SOC 489: Capstone, Spring 2019
    - i. New course preparation and new to the Sociology/Criminal Justice curriculum
  - h. SOC 491: Independent Study for Capstone, Summer 2019
    - i. Independent study with Lisandra Herrera

Honors Theses:

- a. Donovan Kopetsky: Fall 2018
- b. Taylor Ellingson: Fall 2018
- c. Shanae Doerr: Spring 2019
  - i. Also worked extensively with Shanae in teaching her to use Nvivo qualitative data analysis software and on expanding her analysis of her interview data

Professional Development in Teaching:

- (b) Attended on campus Instructional Design trainings when available

- (c) Attended professional development sessions at the Midwest Sociological Society's Annual meeting

Curriculum Assessment:

- a. Served as the Sociology Assessment Director

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. Aamlid, Cindy and Kristi Brownfield. 2019. "We Are Not Different: We Just Sit: A Case Study of the Lives Experiences of Five College Students in Wheelchairs." *Journal of Ethnographic and Qualitative Research* 13(3):155-68.
  - i. The Journal of Ethnographic and Qualitative Research (JEQR) is a peer-reviewed periodical that publishes scholarly articles that address topics related to "empirical qualitative research and conceptual articles addressing topics related to qualitative inquiry" (Journal of Ethnographic and Qualitative Research 2019).

- (b) Presented at the following conferences:

- a. "Heal Plz: Representations of Ability and Able-Bodiedness in Video Games." Kristi Brownfield. Midwest Sociological Society Annual Meeting. April 2019.
  - 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)
- b. "Concern Trolling: The Nature of Digitized Public Discourse Encompassing Police-Citizen Interactions." Kristi Brownfield and Courtney Waid-Lindberg. Digitizing Justice: Law, Crime, and Order in an Online World. May 2019.
  - i. This is an annual interdisciplinary thematic conference sponsored and hosted by the Center for Interdisciplinary Justice Studies at the University of Winnipeg.

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

10. Significant Contributions in Service

Service to the Department:

- 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. Successfully completed the BOR process for implementing changes to the Sociology major following the creation of the new Criminal Justice major
- d. Successfully completed the implementation of a new social work minor

Service to the College and University:

- e. Served on the Sociology search committee in 2018-2019 which ended with a successful hire
- f. Served on the Diversity Advisory/Action Committee
- g. Serving on the Academic Technology Advisory Committee
- h. Serving on the BOR system Social Science Discipline council
- i. Chaired the CAS MJ/Facilities Committee
- j. Served on the CAS Internship Committee
- k. Served on the CAS Teaching Committee
- l. Served on the Center for Teaching and Learning Taskforce
- m. Participated in the BOR Assessment Summit for Social Sciences General Education Goal #5
- n. Along with Dr. Karyl Meister and Dr. Courtney Waid-Lindberg offered the first Ally Training on campus in Spring 2019 and again during Fall 2019 in-service

Service to the Profession:

- o. Serving as the New Media Coordinator for Great Plains Sociological Association (GPSA) and as a member of the Audit and Ethics committee
- p. Book Review Editor for Great Plains Sociologist journal
- q. Served as Program Chair for the GPSA's annual meeting in 2018 and assisted Dr. Courtney Waid-Lindberg (President 2019) in hosting the annual meeting on NSU's campus
- r. Received the 2018 GPSA Service Award
- s. Acted as a Session Organizer for the Midwest Sociological Society's (MSS) annual meeting and provided peer review of papers submitted related to culture and organized accepted papers into final papers for the program
- t. Serving on the MSS Committee for Women in the Profession

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 2019-2020 academic year:
  - a. 1 face-to-face section of SOC 100 in Fall 2019 and 1 face-to-face section of SOC 100 in Spring 2020
  - b. 2 online sections of SOC 100 in Fall 2019 and 1 online section of SOC 100 in Spring 2020
  - c. 1 section of Socio-Cultural Theory (SOC 281), Fall 2019
    - i. This class is a writing intensive course and required for all majors
  - d. 1 section of Social Policy (SOC 400), Spring 2020
    - i. This class is a new course preparation and will be a required course in the new Social Work minor
  - e. 1 section of Sociology of Gender Roles (SOC 483), Fall 2019
  - f. 1 section of Social Science Capstone (SOC/CJUS 485)
- (b) Work to begin prepping for courses that will begin in the 2020-2021 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 GPSA annual meeting in 2019
- (c) Present at the MSS annual meeting in 2020

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) Continue to participate in existing standing committees on campus and in professional organizations

12. Proposed Amendments to Professional Development Plan

Not applicable

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 and results from the Sociology program assessment to make substantive changes in many classes. In AY 2018-2019, due to those results, I focused on two main goals within my courses: (a) effectively deliver content in new course preparations and (b) increase the amount of rigor in both content and assignments.

All three of the new course preparations were required and important core courses for students; this made ensuring I delivered the content and provided opportunities for students to learn and practice skills in an effective manner especially important. I taught a section of First-Year Seminar (IDL 190) titled “Dystopian Societies” in Fall 2018. The baseline requirements for IDL 190 that instructors received indicated the course had an identity crisis in terms of expectations. The course was to serve as an introduction to college and a course that introduces students to college-level work, with an emphasis on high levels of reading and writing; both of these items were supposed to be contained in a 2-credit hour course. I decided to primarily focus on the reading/writing components within the class and offer credit for the “college prep” by having students attend a selection of Wolf Talks and Passport Events. Given the lower credit hour requirement of the course, I attempted to adjust the amount of work to be approximately 2/3rds of what a normal 3-credit 100-level class is, particularly by assigning shorter papers, allowing students to revise a longer paper, and smaller weekly writing assignments. Despite this attempt, my SOIs from the course indicated that students found it an unreasonable amount of work; one student even commented that the course offered the most amount of work out of all of their classes. They were also displeased with the amount of required group work in the class, largely due to the “free rider” problem. Alongside the workload, I attempted to make the content challenging as well by asking the students to think about and grapple with real-world social problems and social systems, both in historical and contemporary settings, through the specific lens of dystopian fiction.

In Spring 2019, I taught two new course preparations: Methods of Social Research (SOC 410) and Capstone (SOC 489). SOC 410 offers students a survey on the various ways social scientists conduct research and how those results can be interpreted. While I focused specifically on sociological methods and methods that are relevant to the jobs students are likely to have (e.g., evaluation research), I endeavored to briefly discuss how other social sciences such as History, Anthropology, and Psychology use those methods both to highlight their methodological applicability but also to show contrast between the disciplines. I structured the course so that students had three basic assignments across the semester: (1) a term-length research proposal that I tried to design to mimic the information that would be required in a grant proposal, (2) three objective exams across the semester including their final exam, and (3) several homework assignments that required the students to “try out” or work with the different methods discussed in the course. The students seemed to see the value in the proposal but were frustrated by the exams and wanted more opportunities for homework assignments that allowed them to test methods. In the future, I would shift the points from the two-class exams to homework assignments or a class project that required students to conduct miniature research projects. I would keep the final exam but make it a written reflection instead of an objective exam.

SOC 489 was a struggle to teach both as something new to the curriculum and as a new course preparation. The course has three main components: (1) students conduct original research projects, (2) students reflect on their time in the Sociology program through their portfolios, and (3) career preparation. I found this course the easiest to prepare for in content but the most difficult to juggle in terms of giving students freedom and independence at the end of their college career. I struggled to find the right amount of work time within the course periods. This is reflected in the SOI comments. In Spring 2020 when I teach the course next, I believe I will lessen the amount of "free/work" time I give students and replace it with seminar-style discussion leadership on the part of the students focused toward career development and real-world problem solving. While this was not reflected in the SOI comments specifically, students within the class had told me in individual meetings and in class that they appreciated the career preparation activities (e.g., resume and cover letter writing, job searches, etc.) and many of them made use of their materials. Two students in the class obtained jobs from their assignments. The portfolios also showed a lot of reflection and growth over time and in the annual program assessment helped illustrate that Sociology is largely meeting over student learning outcomes.

In the courses that are not new, I largely focused on updating my content and increasing rigor. Within SOC 100, I have slowly been making changes to both my online and face-to-face sections. In my online sections, I have been assigning more opportunities for students to interact and work together. Interaction is required on the discussion boards for graded replies given to other students. I also introduced 3 new group projects to my online courses, to mixed success. The content of the assignments I received was good but students were also frustrated by the "free-rider" problem both online and in my face-to-face classes. When I asked students in my face-to-face class for feedback, one student suggested that I increase the group size from three to five so there would be less of a burden if one or two students were not participating. I will be testing this suggestion beginning in Fall 2019. After comments from students (both in class and on the SOIs) that they found my grading scale, at least as they apply to papers, difficult, I re-wrote my paper rubric to give better guidance to students while maintaining that "C" level work is simply answering the prompt; to earn a higher grade, students must go beyond just what is asked. While I anticipate students will still not like my grading scale, I hope that the new rubrics will provide better examples and support without compromising standards. I have also adjusted my "flipped classroom" approach in my face-to-face classes. I was finding that, especially in Fall 2018, students were skipping classes frequently since there were no formal lecture days; this meant that many students were dramatically losing points on in-class activities and falling behind on other assignments as well. Starting Fall 2019, I have decided to go from a full flipped classroom to partially flipped; I will engage in formal lecture/discussion for one day of the week and spend the rest of the time in class engaging in application activities.

In my 200-level and above courses, I have attempted to increase rigor by emphasizing one of Sociology's student learning outcome of "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." To try and meet this goal, I have incorporated some aspect of either completing original research (SOC 260, SOC 489) or getting students to think about research and the research process critically in preparation for their own efforts (SOC 281, SOC 410). In SOC 260, students were required to complete a 10-page minimum research paper in which they completed a content analysis of a piece of popular culture they chose. I



demonstrated content analysis several times throughout the class and structured the paper so build up to the final goal through several smaller assignments. In Socio-Cultural Theory (SOC 281), students engage in a semester-long project in which they refine their own research questions and complete a presentation that explains how theory can help us understand their topic or questions. SOC 281 scaffolds well with the SOC 410 research proposal; the research questions asked in SOC 281 could be transformed into a full research methodology in SOC 410. Finally, SOC 489 provides students the opportunity to fully complete the research they had been thinking about in previous classes. Given the importance of research, especially evaluation research, to understanding social problems, I am making a commitment to include some piece of evaluation research in as many upper division classes as possible in the future.

Overall in AY 2018-2019, I have attempted to increase the rigor of the material presented and assignments given at all instructional levels, provide opportunities for interdisciplinary, active, and high-impact learning to 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 attending teaching-related panels at all conferences I have attended, to better myself in the classroom and meet both my personal and our programmatic goals.

Subject: Thank you!

From: "Lien, Joelle L" <[Joelle.Lien@northern.edu](mailto:Joelle.Lien@northern.edu)>  
Sent: 9/27/2018 AM  
To: "Brownfield, Kristi A" <[Kristi.Brownfield@northern.edu](mailto:Kristi.Brownfield@northern.edu)>;

Good morning, Kristi.

Thank you so much for opening your classroom to visitors! I enjoyed your class, and I learned a lot from listening to your students' thoughts on the idea of changing the name of NSU's homecoming. Wow!

I was most impressed with your openness to a wide variety of viewpoints and your ability to keep the discussion on track and civil. Your respect for all of your students was evident in the way you encouraged everyone to participate, and it was clear that your good example guided their behavior toward one another. Giving them the opportunity to take a side (whether it was their true position or not) will undoubtedly make them more aware of what they are seeing and hearing about real world events and issues.

Thank you for your energy and enthusiasm for teaching NSU's students, Kristi, and thank you again for allowing me the opportunity to visit.

Best regards,  
Joelle

**DR. JOELLE L. LIEN**

Associate Vice President of Academic Affairs and Director of Graduate Studies

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☎ 605-626-7958 📧

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northern university

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APPENDIX E

PROFESSIONAL STAFF EVALUATION FORM

1. Evaluation for: Kristi Brownfield

- a. Annual Review ☒
- b. Promotion
- c. Tenure
- d. Promotion and Tenure

2. Covering the academic year: 2018-2019

3. Attach your applicable Professional Development Plan (PDP) 3 Years

☐

In Process ☐ Not



Applicable

☒ 6 Years

PART A TO BE COMPLETED BY FACULTY UNIT MEMBER

4. Background information:

Name: Kristi Brownfield

Department: History and Social Science

Date: 10/08/2019 Assistant Professor Fall 2015

Academic rank: \_\_\_\_\_ and date granted: \_\_\_\_\_



Degrees in reverse chronological order: PhD, 2015, Sociology, Southern Illinois University-Carbondale

Additional academic or professional education: See attachment for more See attachment



## APPENDIX E

Professional experience: 2015-present, Assistant Professor, Northern State University  
See attachment for more

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. Describe your assigned responsibilities during the evaluation period.
7. Describe your major performance objectives during the current evaluation period.
8. Teaching/Advising
  - a. List your significant contributions to teaching or cooperative extension activities. (Board Policy No. 4:38 contains a sample list.)
  - b. List your significant contributions to academic advisement.

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9. Research, Scholarship, or Creative Activities

List your significant contributions in research, scholarship or creative activity. (Board Policy No. 4:38 contains a sample list.)

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### 10. University Professional and Community Service

- a. List your significant contributions to the university.  
(Board Policy No. 4:38 contains a sample list.)
  - b. List your significant contributions to your discipline or profession. (Board Policy No. 4:38 contains a sample list.)
  - c. List your significant contributions to the community-at-large. (Board Policy No. 4:38 contains a sample list.)
11. Proposed major performance objectives for the next evaluation period.
12. Proposed amendments to professional development plan (state if none)

### **PART B TO BE COMPLETED BY IMMEDIATE ADMINISTRATIVE SUPERVISOR**

#### 13. Professional performance:

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

In **teaching**, Professor Brownfield **exceeded expectations**. Dr. Brownfield taught a wide variety of courses during the 2018-2019 academic year. She continues to think creatively about how to improve both her face-to-face and on-line classes. Her course evaluations (SOIs) are, for the 2018-2019 academic year, respectable. Student commentary on her SOIs are generally complimentary. NSU is, however, moving away from utilizing APEs as the primary tool for assessing an instructor's teaching skills. Her APE repeatedly underscores her wish to create a more student-centered, active-learning, environment in his classes. This

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entails a “flipped classroom” in many cases. Whether or not this is an affective pedagogical method is not demonstrated in her SOIs. She needs to make evident in her APE if her thinking about ways to engage students also translates into new and challenging classroom experiences for her students. My assessment is based on the materials presented herein, on NSU’s Standards Document, and on Professor Brownfield’s SOI results for the 2018-2019 academic year.

In **research**, Professor Brownfield **met expectations**. She published one co-authored article and presented at two conferences: one national and one international (at the latter, she co-authored the paper with Dr. Waid-Lindberg). My assessment is based on materials presented herein for the 2018-2019 academic year, and on NSU’s Standards Document. Dr. Brownfield must increase her publication output. Her area of research was, is, popular culture. She should focus her energies in this area.

In service, Professor Brownfield **exceeded expectations**. Professor Brownfield continues to work on the important task of developing a marketing plan for the SOC Program. She serves on several committees (some short and some long-term) at NSU. She is devoted to assessment and has accomplished much in revising assessment in the SOC Program. Dr. Brownfield and her colleague Dr. Waid-Lindberg organized the Great Plains Sociological Conference held at NSU in October 2019. My assessment is based on materials presented herein for the 2018-2019 academic year, and on NSU’s Standards Document.

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 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 worked to improve her teaching. She needs to work to step up her research and publishing pace. Her service to NSU and to her profession is reasonably strong.

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

Professor Brownfield should receive augmentation monies, if available. Her

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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

  X   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

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Date

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

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

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Date