

PROMOTION RECOMMENDATION
The University of Michigan-Dearborn
College of Education, Health, and Human Services

David R. Hill, assistant professor of education, Department of Education, College of Education, Health, and Human Services, is recommended for promotion to associate professor of education, with tenure, Department of Education, College of Education, Health, and Human Services.

Academic Degrees:

Ph.D.	2014	Special Education, University of Pittsburgh, Pittsburgh, PA
M.S.L.	2013	Law, University of Pittsburgh, Pittsburgh, PA
M.Ed.	2009	Special Education/Disability Services, University of North Florida, Jacksonville, FL
B.S.	1999	Special Education, Middle Tennessee State University, Murfreesboro, TN

Professional Record:

2014 – present Assistant Professor, University of Michigan-Dearborn, Dearborn, MI

Summary of Evaluation:

Teaching: Professor Hill has successfully taught multiple classes in a variety of formats including face-to-face, hybrid, and online. He skillfully integrates his knowledge of law into the special education courses that he teaches. Professor Hill's teaching is innovative with the use of gamified learning using GradeCraft as the alternative learning management system. He is also adept at incorporating the effective use of technology within his classes. Student overall course ratings range from 3.8 to 5.0 with a mean of 4.6 and overall instructor ratings range from 3.8-5.0 with a mean of 4.7.

Research: Professor Hill has seven publications including one book chapter and numerous campus grants. His research work focuses on integrating technology into education settings to improve teacher instruction and student performance and identifying and implementing evidence-based reading interventions for students with intellectual disabilities. Professor Hill's research and scholarly work demonstrate his ability to collaborate across diverse fields to contribute to his profession.

Recent and Significant Publications:

Reichow, B., Lemons., C.J., Maggin., D.M., & Hill, D.R. (2019) Beginning reading interventions for children and adolescents with intellectual disability. *Cochrane Database of Systematic Reviews*, Issue 12. Art. No.: CD011359. DOI: 10.1002/14651858.CD011359.pub2.

Brunvand, S., & Hill, D.R. (2019). Gamifying your teaching: Guidelines for integrating gameful learning in the classroom. *College Teaching*, 67(1), 58-69.

- Hill, D.R., & Brunvand, S. (2018) "Gamification," In Ottenbreit-Leftwich, A., & Kimmons, R., *The K-12 Educational Technology Handbook*, Open Access. <https://edtechbooks.org/k12handbook/gamification>
- Hill, D.R., & Brunvand, S. (2017). Gaming the system: Helping students level-up their learning. *International Journal of Teaching and Learning in Higher Education*, 30(1), 70-79.
- Hill, D.R. (2016). Phonics based reading interventions for students with intellectual disability: A systematic review. *Journal of Education and Training Studies*, 4(5), 205-214.
- Hill, D.R., & Lemons, C.J. (2015). Early-grade curriculum-based reading measures for students with intellectual disability. *Journal of Intellectual Disability*, 19(4), 311-325.
- Reichow, B., Lemons, C.J., Maggin, D.M., & Hill, D.R. (2014). Beginning reading interventions for children and adolescents with intellectual disability. *Cochrane Database of Systematic Reviews*, Issue 11. Art. No.: CD011359.

Service: Professor Hill has been an active colleague in service activities including numerous committees at both the university and college level. Several of these have focused on his interest of technology and research. As a State of Michigan certified special education mediator, he uses his expertise in law to serve K-12 students and their families and teachers as he facilitates IEPs (Individualized Educational Plan) and mediates any disputes related to the IEP process. His background in law is an asset to the special education stakeholders he supports in and outside of the university.

External Reviewers:

Reviewer A: "As the editor of a practitioner-focused 'research to practice' journal in special education, I applaud the how-to articles provided by Dr. Hill...I believe that the practitioner-focused articles and the literature reviews provide a significant contribution to the field; and while not necessarily adding to the knowledge base in our field, they are ultimately the most important."

Reviewer B: "Personally, I find his research in the area of 'gamified learning' very insightful. One article in particular, 'Gaming the System: Helping Students Level Up Their Learning' was particularly impressive. While I found all his publications worthy of consideration, I enjoyed the idea regarding increasing student motivation. As most educators know, this can be a challenge; potentially even more challenging in the area of Special Education. I believe that this research is flexible and has the potential to be applied to multiple educational settings, learning styles, ability levels, and age groups."

Reviewer C: "His scholarship brings a thoughtful and useful analysis of instructional practices, with recommendations for improving the practical realities of teaching students with disabilities...Dr. Hill's scholarship reflects a consistent record coupled with a strong prediction for future performance. His research agenda is focused and one that is well-suited to continued productivity."

Reviewer D: "His work reflects coherent and interrelated lines of inquiry and content that is highly relevant to the field, in part of because of its practical importance namely, literacy instruction for students with intellectual disability and gamification in college instruction...His

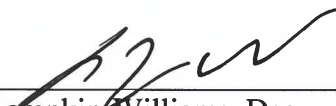
extensive set of national and regional presentations attests to both the value others place on his work as well as his energy and dedication to dissemination of his research findings.”

Reviewer E: “The quality of Dr. Hill’s writing was strong. The articles I read were clearly written, procedurally sound, and quite informative. Although these are expected qualities of scientific work, they are often absent in published studies in teacher education. The significance and impact of his scholarship is reflected in his ability to publish in some of the most respected and selective journals in special education (e.g., *Exceptional Children*, *Learning Disabilities Research & Practice*, and *Journal of Intellectual Disability*)... Dr. Hill has contributed importantly and consistently to the professional literature on effective teaching practice in special education.”


Reviewer F: “Overall, Dr. Hill has maintained a consistent and active profile with his scholarly writings and presentations. Dr. Hill has 10 published articles in peer-reviewed journals, 3 conference papers, a book chapter, and 14 presentations at national conferences while maintaining an active teaching presence as well. This demonstrates a commitment to improving the lives of individuals with disabilities by adding to the knowledge base through researching, writing, disseminating, and teaching future teachers... Additionally, there is every reason to believe that he will continue to contribute to the profession of higher education teaching and scholarship in the areas of serving individuals with disabilities and improving their lives.”

Summary of Recommendation:

Professor Hill has successfully navigated the intersections of teaching, research, and service to share his expertise in special education, technology and law both within the university and the metropolitan region. His innovative scholarship in developing virtual reality curriculum for students with significant disabilities has great potential. We are very pleased to recommend, with strong support of the College of Education, Health, and Human Services Executive Committee, David R. Hill for promotion to associate professor of education, with tenure, Department of Education, College of Education, Health, and Human Services.



Ann Lampkin-Williams, Dean
College of Education, Health, and Human Services



Domenico Grasso, Chancellor
University of Michigan-Dearborn

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