

PROMOTION RECOMMENDATION
The University of Michigan – Flint
School of Education and Human Services
Department of Education

Eric Common, assistant professor of education, Department of Education, School of Education and Human Services, is recommended for promotion to associate professor of education, with tenure, Department of Education, School of Education and Human Services.

Academic Degrees:

Ph.D.	2017	University of Kansas, Special Education, Lawrence, KS
M.A.	2013	University of North Carolina at Chapel Hill, Education, Chapel Hill, NC
B.A.	2006	Sonoma State University, Anthropology, Rohnert Park, CA

Professional Record:

2017 - present	Assistant Professor, Department of Education, University of Michigan-Flint, Michigan
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Summary of Evaluation:

Teaching: Professor Common is an exceptional teacher. His classes have clear goals aligned with national and state standards. Peer reviews of instruction note his careful and intentional preparation to allow students to meet the goals. Professor Common is exceptionally prepared to teach the content of his courses and creates a meaningful learning environment by adopting research informed pedagogy. Professor Common commits to reflective practice and continuous improvement. Student evaluations show students believe Professor Common's courses and instruction are excellent. Students' evaluations for ECE 240 consistently showed student satisfaction. Eighty-two percent of students agreed or strongly agreed the course was excellent, and 90% of students agreed or strongly agreed Professor Common was an excellent teacher (12 sections, n=87). Other courses were equally as well received, with students consistently agreeing or strongly agreeing both the course and the instructor were excellent. Professor Common's two nominations by students for Golden Apple Awards is a testament to his work.

Research: Professor Common's scholarship is two pronged: Comprehensive, Integrated, Three-tiered Model of Prevention (Ci3t) and school based applied behavior analysis (ABA), areas related and yet distinct. These two areas are of incredible importance and relevance in today's world. This research encompasses (a) understanding learning and behavior; (b) creating reforms to positively impact behavior and, in many cases, school experiences; (c) creating and investigating tools for adopting the practices in schools; and (d) creating a sustainable model for implementation. To research across the entire cycle of school base work is notable, and results in impact through scholarship and practice.

Examples of impact include scholarship highlighting contributions promoting functional assessment-based interventions (FABI), social-emotional behavior interventions, and evidence-based practice reviews. Reviewers agree the work is relevant, important and applicable to P-12 schools. Professor Common's work moves the field forward with sophisticated methodology.

Recent and Significant Scholarly Activity:

Common, E. A., Lane, K. L., Oakes, W. P., Schellman, L. E., Shogren, K., Germer, K. A., Quell, A. E., & Lane, N. A. (in press). Building site-level capacity for functional assessment-based interventions: Examining a practice-based professional learning series. *Behavioral Disorders*.

Oakes, W. P., Lane, K. L., Royer, D. J., Buckman, M. M., Common, E. A., Allen, G. E., & Cantwell, E. D. (2022). Supporting the installation of Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention: Educator perspectives. *Frontiers*.
<https://doi.org/10.3389/feduc.2022.847011>

Royer, D. J., Oakes, W. P., Briesch, A. M., Chafouleas, S. M., Lane, K. L., Buckman, M. M., Sherod, R. L., & Common, E. A. (2022). Ci3T leadership team members' perceived facilitators and barriers to implementation. *Journal of School Leadership*, 1-24.
<https://doi.org/10.1177/10526846221095753>

Service: Professor Common's commitment to service spans from the department, unit, university, and community. His service to the department includes committee appointments, and ad hoc work. Examples of his service to the unit include being a member of the Curriculum Committee and co-chair of the Nominating Committee. The university recognizes Professor Common's gift of being able to synthesize information and present ideas from a different vantage point as evidenced by invitations to be on the Advisory Board of the Office of Research and Economic Development and being elected to serve on the Director's Advisory Committee. Professor Common is a dedicated and committed citizen at the University of Michigan-Flint.

Professor Common's service to the community includes the scholarly community and school community, echoing the breadth of his scholarship. When it comes to the scholarly community, Professor Common guides research as a member of the Ci3T Strategic Leadership Team. In addition to reviewing for conferences and working with national organizations, Professor Common serves as an associate editor for two of the field's top-tier journals, *Remedial and Special Education*, 2019-present, and *Behavioral Disorders*, 2020-2022, and is an editorial board member for three boards. In 2018, he was recognized as Publon's top 1% of reviewers in the field of psychology during the 2017-2018 academic year and awarded by CEC's Council for Children with Behavior Disorders Reviewer of the Year (2018). Professor Common's service extended to practitioners by designing content, presenting, coaching, and facilitating group discussions for EMPOWER Professional learning series. The EMPOWER Professional Learning series is offered at no charge to preK-12 grade educators, administrators, service providers, paraprofessionals, and parents interested in learning about proactive, systematic methods of looking for students who might require additional assistance to have success in schools.

External Reviewers:

Reviewer A: "Dr. Common's research contributions are likely to improve outcomes for students with and at-risk for behavioral and emotional disabilities and their teachers."

Reviewer B: "Dr. Common consistently publishes papers that are both methodologically sound, and relevant and accessible to a broader audience. The 'research to practice gap' in education is a consistent challenge for the field, and Dr. Common's body of work has made significant

contributions to narrowing this gap....”

Reviewer C: “Dr. Common has made an exceptional impact on special education and related fields via his scholarly contributions as a first author as well as a strong supporting author.... As a scholar of special education, I often cite Dr. Common’s work, both when writing research focused and practitioner focused articles. This is quite easy for me, as well as others in the field, to do due to the breadth of topics Dr. Common has published on, as well as the high level of scholarly integrity of his work. In consideration of his teaching load, I am even more impressed by his total number of publications, in addition to the quality and impact of his work.”

Reviewer D: “Dr. Common has provided many interesting and worthy contributions to the field, specifically under multi-tiered interventions. The article that I found specifically interesting was ‘Teacher-Delivered Strategies to Increase Students’ Opportunities to Respond: A Systematic Methodological Review.’ Within research and publications, professors sometimes struggle to connect research to practice - increasing the research to practice gap. This article meets the challenge. It specifically connects research to practice – and is useful for both other researchers and educators in the field; therefore, I consider the manuscript outstanding.”

Reviewer E: “Dr. Common has an impressive number of publications for an early career faculty member. He demonstrates skill in a range of research methodologies such as group experimental, single-case research, survey research, and systematic literature reviews. I would rate many of his publications as outstanding but will comment on a few of his more recent articles in which he served as first author.”


Reviewer F: “As evidenced by his professional writing, Dr. Common has consistently worked to advance the field of special education. Not only does his record show an aggressive rate of publication, but it reflects a variety of publications with a consistent set of themes... I believe Dr. Common has and will continue to make a strong contribution to The University of Michigan-Flint as he continues to pursue his research agenda.”

Reviewer G: “Dr. Common’s ability to obtain external funding for research should also be commended. He has been awarded IES grants and has worked collaboratively on many teams that have been awarded these grants. Since joining the University of Michigan-Flint’s department in 2017, Dr. Common has aggressively pursued research and its dissemination in top-tiered journals. Since 2018, he has contributed to 23 published manuscripts, and more impressively, 648 citations of his work have been generated over these last five years. His work is essential to the field of special education, understanding students’ behaviors in schools, and applied behavior analysis in general.”

Reviewer H: “...Dr. Common’s publications have consistently involved collaborations with researchers widely viewed as leaders in the field of social, emotional, and behavioral practices. ...Dr. Common first-authored five peer-reviewed articles published in highly regarded journals. His research utilizes rigorous empirical methods to address meaningful questions that strengthen the understanding and application of evidence-based practices for students potentially at-risk for school failure.”

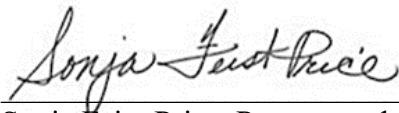
Summary of Recommendation: Professor Common's scholarly contributions span the research community and community of practice, his teaching reflects his commitment to supporting student learning and learning himself, and his service supports the university, scholarly community and the practice-based community. I enthusiastically recommend Eric Common for promotion to associate professor of education, with tenure, Department of Education, School of Education and Human Services.

Recommended by:



Beth Kubitskey, Dean
School of Education and Human Services

Recommendation endorsed by:



Sonja Feist-Price, Provost and
Vice Chancellor for Academic Affairs



Debasish Dutta, Chancellor
University of Michigan – Flint

May 2023