



Office of the Provost

Gretchen B. Caughman, PhD
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January 15, 2016

Dr. Ginger Durham
Assistant Vice Chancellor of Faculty Development
Office of Academic Affairs
University System of Georgia
270 Washington Street, SW
Atlanta, GA 30334-1450

Dear Dr. Durham:

I am pleased to nominate Dr. Richard G. Deaner for the Regents' Teaching Excellence Award for an Individual Faculty member. Dr. Deaner joined the faculty of Augusta University in 2007 in the Department of Counselor Education, Leadership, and Research. It is because of Dr. Deaner's commitment to teaching, his enthusiasm for the classroom, and his passion for teaching that he has won this nomination from Augusta University.

In addition to his commitment to teaching, Dr. Deaner serves as the Counselor Education Program Coordinator and diligently works to assist students in their professional development while overseeing admissions, orientation, advising, curriculum development, student remediation, graduation, and program evaluation. He co-developed the Professional Counseling Development Evaluation (PCDE) to assess the progress of graduate students in the Counselor Education Program at Augusta University. This concrete assessment allows students to identify strengths and areas for growth in order to enhance their professional development. Dr. Deaner also serves as the counselor education program liaison for the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the accreditation body for certifying all counselor education students. As the liaison, he was responsible for overseeing program evaluation, and coordinating our recent successful site visit. The program met all standards and CACREP officially confirmed re-accreditation.

Dr. Deaner is an exceptional teacher. He cares deeply about his students and brings a zest for learning, inspiration, and pedagogical creativity to his classroom. His enthusiasm for teaching and mentorship is representative of his commitment to student success. I believe that he deserves recognition for his teaching excellence and engagement. In nominating Dr. Deaner, I also affirm my full support for his application for a Regents' Teaching Excellence Award.

Sincerely,

Gretchen B. Caughman, PhD
Executive Vice President for Academic Affairs and Provost



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December 10, 2015

Regents' Teaching Award Committee

Dear Committee Members:

It is my pleasure to offer this letter of support for Dr. Richard Deaner. I have known Dr. Deaner since his arrival in 2007 at Augusta University and have interacted with him as a faculty colleague, his department chair, and in my current role as Associate Dean for Faculty Research and Graduate Programs. While our relationship has changed as I have transitioned to different positions in the College of Education, I continue to observe Dr. Deaner's commitment to teaching and to counselor education students.

Initially, as a faculty colleague, Dr. Deaner impressed me with his enthusiasm for the classroom and his passion for teaching counselor education students. His cheerful and welcoming personality engages students in the classroom. In counselor education program orientations and in his course syllabi, he clearly articulates high expectations for learners. With many nontraditional counselor education students, he provides the appropriate support for individual students while not lowering his standards or expectations. He is always willing to share his knowledge in classes outside of counselor education, often speaking in educational leadership courses. As a colleague and peer, Dr. Deaner embodies the openness, professionalism, and kindness that draws students and faculty to him.

As his department chair, counselor education students often came to my office or stopped me in the hall to share how much joy and learning was happening in Dr. Deaner's class. In counselor education program faculty meetings, I regularly saw him referencing the counselor education curriculum and program standards and using assessment data to guide conversations on teaching. I also observed his sensitivity and respect for students who were challenged in his classroom. Whether involved in individual, informal advising or in preparation of formal remediation plans, Dr. Deaner finds the appropriate strategies to enhance student learning. The ethical and professional principles of counselor education resonate in his teaching, and he models these effectively in the classroom and in his interactions with individual students.

As an associate dean, I continue to find Dr. Deaner's positive influence as an Associate Professor in Counselor Education. The success of counselor education students on national assessments and the rate of employment and placement of our graduates rest on the foundational experiences gained in the program. With a focus on research, Dr. Deaner encourages counselor education students to present their work at regional and national professional conferences. He often accompanies them and attends sessions with them. As the senior counselor education faculty member, he mentors and supports new counselor education faculty—attentive to the needs of faculty and supportive in acclimating them to Augusta University.

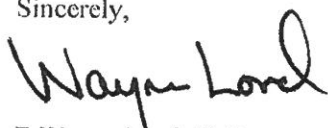
Dr. Deaner sustains the above areas of teaching while serving as advisor to Augusta University's International Counseling Honor Society and the Counselor Education Program Coordinator.

The preparation of school counselors and clinical mental health counselors requires teaching that builds self-awareness, listening skills, reflective critical thinking skills, and a commitment to learning. Because Dr. Deaner exhibits strengths in these areas, he teaches confidently and creates relevant, practical learning experiences for counselor education students both in coursework and practicum/internship experiences.

The counselor education program at Augusta University is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs. Dr. Deaner guided the work for the 2014 visit. While the preparation and successful review by an external accrediting body might not be seen as reflecting on teaching, Dr. Deaner's understanding of teaching significantly affected this work and the end result.

As you review Dr. Deaner's CV, his personal statement, and the recommendation of others, you will find many examples of the qualities and attributes cited in the paragraphs above. Richard Deaner is an exceptional teacher—not acceptable, ordinary, or just competent—exceptional. He brings a pedagogical understanding of counselor education and a consciousness of effective practices into his classroom. His current students, program graduates, professional colleagues within and outside of counselor education will affirm this.

Sincerely,

A handwritten signature in black ink that reads "Wayne Lord". The signature is written in a cursive, flowing style.

E. Wayne Lord, PhD
Associate Dean for Faculty Research and Graduate Programs
College of Education



December 14, 2015

Dear Colleagues:

It is my distinct pleasure to write a letter in support of Dr. Richard Deaner, a nominee for the 2016 Regents' Teaching Excellence Award. I have worked with Dr. Deaner as a faculty colleague, as well as research collaborator, and served in the capacity as his department chair at Georgia Regents University in 2013-14 academic year. I have read the nomination guidelines, and will try to address several items in this letter, outlining the gifts Dr. Deaner brings to the state and to the profession of teaching.

Dr. Deaner is completely committed to teaching his students in the finest sense of the phrase 'to teach'. He believes that teaching is much more than didactic style of information sharing per course; Dr. Deaner reaches to mentor, train, assist and model for his students, all of the good and pure things that an excellent teacher, and especially an excellent teacher in the field of Counseling, would portray. He imparts knowledge, of course. He also engenders strength and confidence in his students, as exemplified by the success his students attain in the profession, and also in advanced training for their PhD, if and when they continue. In one short year, I have witnessed two of Dr. Deaner's students apply to and be accepted into, two different distinguished PhD in Counselor Education programs – one at University of Texas, San Antonio and the other the University of Louisville.

Dr. Deaner makes the best use of technology and academic learning communities within his courses, and his students have enthusiastically and consistently proclaimed that his courses are the most exciting in their program of study. The assessment techniques and the interest

generated through the courses go hand in hand with student success – I believe if students enjoy classes they will inherently succeed. Dr. Deaner's substantial intellect, which is highly developed, has formed his perception that all students deserve a similar opportunity to excel.

To that end, Dr. Deaner includes students in writing and research projects, and in national and regional presentations, and attending nationally refereed seminar presentations. He sets an excellent example.

I will offer an example of how Dr. Deaner cares for his students, and models the very best in teaching for a rich and holistic life, that includes exemplifying a sense of fairness and empathy for all students. During the spring semester of 2013, one of our Master's at GRU students was tragically killed in an accident. There were several of her cohort who wanted to do something but didn't know how, or what might be appropriate. When they consulted Dr. Deaner, who was Advisor of the national counseling honorary, Chi Sigma Iota, he immediately began working with those students to plan and follow through on a very beautiful and touching ceremony, to honor and commemorate our fallen student. That one evening touched so many, and for many introduced the concept of mourning from respect as well as loss – a very important concept in life and within our profession of counseling. Dr. Deaner provided more training in grief counseling during the planning of that event, coupled with the actual event, than any graduate course could ever cover. As department chair, I was never so proud of any faculty member as I was that evening. That event is typical of Dr. Richard Deaner's commitment to developmental learning in the finest sense – that of a comprehensive understanding of educational values, respect for humanness of all, and advanced empathy for the good of all those around him.

I will share that as President-elect of the American Counseling Association, a 57,000-plus member organizations of counselors in the US and abroad, I have asked Dr. Deaner to serve as National Process Observer on my Governing Council Board from July 2016-2017. During my year as President, I will have only three positions of that level of importance to fill, and Richard Deaner is one of those individuals who will be a part of the national Counselor Education endeavor. In my 25 years of national leadership, meeting thousands of educators and

counselors, Dr. Deaner immediately came to mind for that particular post. I offer this example as a testament of my highest regard for him as an educator, mentor and ultimate professional.

I submit this letter with joy and honor, to support a faculty member I respect, and one I look forward to working beside at any future time, in any venue.

Very sincerely,

A handwritten signature in black ink, appearing to read "Catherine B. Roland", with a long, sweeping horizontal line extending to the right.

Catherine B. Roland, Ed.D., LPC

Professor and Chair, Department of Counselor Education

President-elect of the American Counseling Association

Chicago School of Professional Psychology, Washington DC campus

Cell 973 943 1273

croland@thechicagoschool.edu

**Abbreviated Curriculum Vitae
Richard G. Deaner**

EDUCATION

- Ph.D., Counselor Education, University of South Carolina, Columbia, SC, 2006
M.Ed., Community Counseling, Lynchburg College, Lynchburg, VA, 1997
B.A., Psychology, University of Virginia, Charlottesville, VA, 1994

LICENSE

- Licensed Professional Counselor – GA (LPC #006207; 2010-present)

PROFESSIONAL EXPERIENCE

- Associate Professor**, Counselor Education Program (CEP), Augusta University, Augusta, GA (fall 2012-present); **Assistant Professor**, Counselor Education Program (CEP), Augusta State University, Augusta, GA (summer 2007-summer 2012)
- Serve as the **Counselor Education Program Coordinator (fall 2014-present)** for the School Counseling M.Ed. Program, Clinical Mental Health Counseling M.Ed. Program, and Counselor Education Ed.S. Program;
 - Serve as **CACREP Faculty Liaison (fall 2014-2015)** for the CEP. This position involved contributing to the Self-Study and coordinating CACREP Site-Visit.
 - Coordinate School Counseling program while participating as **CEP School Counseling Coordinator (fall 2012-fall 2014)**.
 - Coordinate Clinical Mental Health Counseling (CMHC) program while participating as **CEP CMHC Coordinator (fall 2012-fall 2014)**.
 - Coordinate site-placements and collaborate with school/community professionals while participating as **CEP Practicum & Internship Coordinator (fall 2007-present)**. Also, I created the *Clinical Experience Handbook* for students and update as needed.
 - Provide orientation trainings in the fall & spring semesters for all students planning to enroll in Counseling Practicum (beginning of clinical courses).
 - Advise and actively participate with student chapter of Chi Sigma Iota (International Counseling Honor Society) as the **CSI Faculty Advisor (2007-present)**.
 - Provide orientation trainings for all new counseling students in fall, spring, & summer.
 - Organize and facilitate Graduation Celebration ceremony for CEP graduates yearly.

AWARDS AND HONORS

- Nominee for College of Education *Outstanding Teaching Award* (2014-2015)
- *Georgia Regents University Outstanding Teaching Award* recipient (2012-2013)
- *President's Special Merit Award* recipient (2013) from the President of Southeastern Association of Counselor Education and Supervision (SACES). The award was given "in recognition of his outstanding contribution to Counselor Education." The award refers to the federal court case of Keeton vs. Anderson-Wiley, Schenck, Deaner, ASU etc. in which I was integrally involved.
- Nominee for *ASU Compass Award* (2011-2012; outstanding mentoring of students)
- Nominee for *ASU Outstanding Teaching Award* (2011-2012)
- Nominee for *ASU Outstanding Teaching Award* (2010-2011)

PROFESSIONAL ACTIVITIES

Selected Publications (regarding pedagogy, student assessment, or training counselors)

- Deaner, R. (2015). Ethical issues in the supervisory relationship. In E. R. O'Brien & M. A. Hauser (Eds.), *Supervision and agency management for counselors* (pp. 49-69). New York, NY: Springer Publishing.

Abbreviated Curriculum Vitae
Richard G. Deaner

- Roland, C. B. & Deaner, R. G. (2014). Case critique of Barbara. In T. E. Robert & V. A. Kelly (Eds.), *Critical incidents in integrating spirituality into counseling*. Alexandria, VA: American Counseling Association.
- Smith, P. L., Deaner, R. G., & Murray, T. M. (2010). Improving Best Practice: Evidenced Based Research in Education. In T. Deering (Ed.), *Good news for America's classrooms*. Dubuque, IA: Kendall Hunt.
- Deaner, R. G. & Janit, A. (2009). Female Student Athletes: Exploring Considerations For A Unique Culture. In D. Kissinger & M. Miller (Eds.), *Educational Policy Series on College Student Athletes*. Charlotte, NC: Greenwood/Information Age Publishing.
- McFadden, J., Deaner, R. G., & Crews, M. (2008). Escaping Spiritual Encapsulation: Awareness, Knowledge, Skills, & the Stylistic Model. In J. McFadden (Ed.), *African American Professors Program Monograph Series*. Columbia, SC: USC Press.
- Deaner, R. G., Pechersky, K., & McFadden, J. (2007). Ethnicity: Religious Practice and Marriage and Family Counseling Implications. In J. Onedera (Ed.), *Religion and Marriage and Family Counseling*. New York, NY: Taylor and Francis.
- Deaner, R. G. (2006). *To what extent can we predict wellness for counselor education students?* Doctoral dissertation, University of South Carolina, Columbia.

Selected Presentations (regarding pedagogy, student assessment, or training counselors)

- Deaner, R. G., & Allen, S. (2015). *Reality TV: Bane Or Cultural Bounty For Training Counselors*. American Counseling Association Conference, Orlando, FL.
- Deaner, R. G., & Allen, S. (2014). *Reality TV: Bane Or Cultural Bounty For Counselors-In-Training*. Southern Association for Counselor Education and Supervision Conference, Birmingham, AL.
- Deaner, R. G., & Allen, S. (2014). *Reality TV: Bane Or Cultural Bounty For Counselors-In-Training*. Cross-Cultural Counseling and Education Conference for Research, Action, and Change, Savannah, GA.
- Deaner, R. G., Minor, A., Cameron, S., Strever, A. (2013). *Reality TV: Bane Or Bounty For Counselors-In-Training*. South Carolina Counselor Association Conference, Hilton Head, SC.
- Deaner, R. G. (2010). *Early Recollections and Wellness Assessment*. Pre-Conference Workshop. South Carolina Counselor Association Conference, Myrtle Beach, SC.
- Anderson-Wiley, M. J., Deaner, R. G., Williams, G. T. (2009). *The Challenge of Remediating Counselor Education Students: Implementing Strategic and Systematic Response*. South Carolina Counselor Association Conference, Myrtle Beach, SC.
- Pechersky, K., Deaner, R. & Crews, M. (2006). *Overcoming Barriers: Addressing Spirituality within the Supervisory Relationship*. Southern Association for Counselor Education and Supervision Convention, Orlando, FL.
- Lemberger, M., Pechersky, K. & Deaner, R. (2005). *Adlerian Supervision: An emergent model for the professional development of counseling professionals*. Association for Counselor Education and Supervision National Convention, Pittsburgh, PA.
- Deaner, R., & Kelly, B. (2005). *Strength-based Adlerian approaches*. Symposium of Importance of Global Exchange in Counseling and Psychotherapy, Istanbul, Turkey.

Other Professional Service

- Serve as appointed member (Process Observer) of American Counseling Association (ACA) Governing Council under ACA President-Elect, Catherine Roland (2016-2017)

Commitment to Multiculturalism & Student Success

For me, understanding and honoring diversity is intertwined with student success. Certainly, my experience over the past few years as an Associate Professor of Counselor Education in the College of Education at Augusta University (AU) has underscored this notion. In particular, I was one of three Counselor Education professors involved in a highly publicized federal court case (Keeton vs. Anderson-Wiley, Schenck, Deaner, ASU, et al.). In this case, a student challenged our decision to remediate her education due to her intent to marginalize LGBT youth and provide conversion therapy as a public school counselor. This experience was incredibly challenging and exhausting. My family and I endured several death threats and acts of aggression due to the impassioned topics of religion and civil rights involved in the case. Throughout the litigation, my colleagues and I remained steadfast and confident about our decision making process. After all, the remediation plan was structured in order to enhance her education and promote her success as a student while protecting the diverse students with whom she would work in the future. Fortunately, the courts agreed with our actions and the plaintiff dropped the complaint due to consistent non-supportive verdicts. Last year marked the end of the lengthy and difficult ordeal as our attorneys informed us that we could finally discuss the case with the public. This court case proved influential in enhancing the American Counseling Association Code of Ethics (ACA; 2014) regarding diversity and values as well as ACA's stance toward conversion therapy. Also, it has set precedent in similar court rulings. Meanwhile, the federal government has recently called for a ban on conversion therapy and many states have adopted to do so. I believe that our case may have had at least some small part in influencing national discussion related to diversity and counselor education. In fact, my colleagues and I were awarded the President's Special Merit Award from the Southeastern Association for Counselor Education and Supervision (SACES) as a result of our participation in this case. Overall, I believe my involvement in this case underscores my passion for teaching, my commitment to student success, and my dedication to multicultural understanding.

Reflective Teaching

Relative to my philosophy of teaching, I attempt to provide a comfortable, yet stimulating environment for learning wherein students are facilitated by freedom of expression, choice, and thought while being guided by ethical standards upholding the counseling profession. As a teacher, I attempt to provide an enthusiastic atmosphere whereby students can participate as reflective learners in dyads, triads, and small groups. In this manner, students can learn from the instructor, themselves, and from classmates. In all of my classes, I supportively challenge students to become critical thinkers who are able to develop and implement meaningful change in the counseling profession. At times, it may be difficult for students to acknowledge personal issues affecting professional development. However, I attempt to provide feedback in a non-judgmental and supportive manner in order to facilitate optimum growth and accountability. According to student comments, my teaching style has been described as engaging, enthusiastic, passionate, knowledgeable, and fun. Meanwhile, I have consistently received significantly high scores on my teaching evaluations for which I am proud. More importantly, students have reported to learn valuable and practical information.

Many of my classroom activities and assignments involve experiences related to self-discovery and awareness for the student. Self-awareness is a vital component related to the professional development of counselors. Therefore, I encourage active participation, include experiential activities, and require several activities outside the classroom. At times, they are

required to videotape themselves utilizing skills and are required to journal their experiences in order to reflect, develop awareness, recognize strengths, and identify areas for growth. In many ways, I seek to promote the notion of holding a mirror for my students in order for them to see the person who they are and the professional they aspire to be.

While I regularly encourage student reflection, I also believe that I must be a reflective practitioner as I strive toward being a better teacher. As a result, I regularly utilize formative and summative assessments in order to adapt and enhance my teaching. For instance, each semester, I review student scores on the National Counseling Exam (NCE) that correspond to my classes. The NCE is required for students to become certified and/or licensed once they graduate. I am proud to note that students generally score above the national average on subjects that correspond to my classes. Meanwhile, formative assessments allow me to experiment with and examine various teaching methods in order to efficiently meet the needs of students. As I teach, I routinely check-in with my students to evaluate their experience as learners. By listening to student feedback, I can adapt my teaching and implement innovative strategies.

Embracing Our New Reality

I am constantly attempting to find ways to connect innovatively with the new generation of learners. When I survey classes, I find that approximately 85% of students watch at least one reality television program. Rather than watching dull and outdated counseling videos, students tend to get excited when discussing reality personalities and programs. For many, reality TV is highly enjoyable to watch. For others, reality TV remains highly controversial and problematic. Regardless of perceptions, reality TV is clearly infused within our global community. Therefore, I sought to explore and utilize reality television as an innovative platform for students to learn about human behavior and cultural diversity. I have researched the phenomenon and developed a database of over 100 shows with specific episodes, clips, and reality personalities that offer practical glimpses into issues related to categories including Disorders, Symptomology, Addictions, Human Development, Family Dynamics, Therapeutic Skills, Group Dynamics, and Culture. After viewing clips or episodes, students often have strong reactions and this provides opportunities to process values and beliefs. Meanwhile, other clips and episodes display situations where students can apply knowledge and skills. Students can role-play situations and practice specific skills related to these clips and episodes. Also, students can utilize social media in order to research certain personalities. Many students report that this strategy provides realistic and enjoyable opportunities that enhance understanding and skill acquisition. As a result, I have presented on the use of reality television and its potential to enhance awareness, knowledge, and skills for counselors-in-training at four professional conferences with students and alumni. I believe that utilizing the phenomenon of reality television is a testament to my ability and desire to connect with students in new and exciting ways.

Teacher as Mentor

I believe that I have a responsibility to mentor students as a counselor educator and Licensed Professional Counselor (LPC). I have an obligation to model a strong sense of counselor identity and lifelong thirst for knowledge while upholding the professional standards of the profession. Aside from teaching and supervising clinical placements, I am the Faculty Advisor for AU's chapter of Chi Sigma Iota (CSI; International Counseling Honor Society). In this capacity, I am very active with regular meetings, community events, and campus activities with students. In fact, I initiated a mentoring program for new students where volunteer CSI

members are paired with new students in order to act as mentors throughout the program. I envisioned a mentoring system in order to enhance student success and to develop a support system amongst students. Several students have reported this opportunity as being extremely helpful as they acclimate to our program and graduate school in general.

As a mentor, I encourage students to be involved with scholarship and professional organizations in order to enhance their professional development. I have published with a former student and I am currently writing a manuscript (about the use of reality television as a pedagogical tool) with two former students. Meanwhile, I frequently encourage students to attend and present at professional conferences and routinely inform them of upcoming conferences. Also, I have presented with several students (and alumni) over the years. Often times, I make it a point to meet the students at the conference and attend presentations with them. I believe these experiences model professional development, counseling identity, and scholarly aspirations for students.

Impacting Student Learning & Success

As the Counselor Education Program Coordinator, I diligently work to assist students in their professional development while overseeing admissions, orientation, advising, curriculum development, student remediation, graduation, and program evaluation. In fact, I cherish each semester as I lead orientation activities, greet new students, and systematically monitor the progress of all students. It is important for me to form positive relationships with each and every student in order to assist in their successful development through our program—from start to finish. As an accessible and supportive advisor, I strive to impact student learning and success of all counseling students.

Another way that I seek to impact student learning and success is through meaningful assessment. Counselor Educators have to assess academic and non-academic issues in order to properly prepare students to work with diverse clients. Therefore, I have co-developed the Professional Counseling Development Evaluation (PCDE) that our program uses as a comprehensive assessment for students at three points in the program. This systematic assessment measures constructs related to 1) professional responsibilities & qualities, 2) professional identity & advocacy, 3) planning & preparation, 4) counseling knowledge & skills, 5) supervision, 6) multicultural competence, and 7) personal reflection & growth. Specifically, I was solely responsible for creating the latter three constructs (#5, 6, 7) due to my scholarly interests in these areas. This concrete assessment allows students to identify strengths and areas for growth in order to enhance their professional development in measurable ways.

While I am conscientious about assessing the needs of our students, I am also diligent about ensuring that students receive an exceptional education. This past year, I was responsible for coordinating preparation for the recent site visit conducted by our national accrediting organization—the Council for Accreditation of Counseling and Related Educational Programs (CACREP). As the CACREP Liaison, I was responsible for preparing documentation, overseeing program evaluation, and coordinating a successful visit. Fortunately, our program met all standards and CACREP officially confirmed re-accreditation. In fact, CACREP team members remarked on our student-centered approach and commitment to student success. I believe this accreditation signifies our ability to aspire to and meet the highest standards of counselor preparation programs in order to meaningfully impact student learning and success.

Celebrating Student Success—Graduation Celebration

At the end of each year, I very much enjoy coordinating and leading a special event hosted for our graduates where faculty honor the achievements of each graduate to an audience of family, friends, and students. This unique event is called the “Graduation Celebration” and is a separate event from the official AU graduation. Throughout the academic year, I assist and advise the CSI officers in order to plan for this event. In the ceremony, faculty wear regalia and discuss the strengths, challenges, and skills of each individual graduate. Afterwards, each graduate is invited to the stage in order to provide statements to their family, friends, and/or faculty. This yearly event is rewarding for me as faculty as I witness the sheer pride and joy expressed by our graduates. During our orientation, I let students know that they will not be the same person if and when they successfully complete the program. This is due, in part, to the program’s emphasis on awareness, self-discovery, and individual growth. This intimate ceremony honors the accomplishments and tremendous growth displayed by our graduates. Each year, the ceremony is well attended and students look forward to the event. Therefore, it is an honor to host this ceremony and to celebrate the success of our students in such a special way.

Teacher as Supervisor (Promoting Success Beyond Graduation)

Currently, as an LPC supervisor with specialized training, I very much enjoy teaching clinical courses and providing supervision. Supervision is integrally intertwined with teaching counseling students who have to develop awareness, knowledge, and skills. My teaching and supervision styles are similar as I navigate the developmental needs of students and clinical needs of clients. In order to properly prepare counselors, I believe strongly in creating service-learning opportunities where students can apply skills with real people and/or settings. In fact, I published a manuscript with a student about service-learning and action research in education (Smith, Deaner, & Murray, 2010). Many of my classes, especially clinical courses, infuse service-learning experiences where students can investigate research, apply skills, measure outcomes, and reflect on experience. However, it is essential for students to have robust supervision during these experiences.

In order to provide rich service-learning opportunities, I am currently spearheading the development of a residency program for our students and graduates. In this program, students and graduates can participate in service learning activities while receiving structured clinical supervision from faculty and peers. So, I am collaborating with the AU Literacy Center and co-writing a grant to be submitted to the National Institutes of Health (NIH). This program will utilize our Counselor Education Training Center (CETC) and will serve the needs of children and families in the community. As such, students and graduates could receive solid supervision in a safe and accessible environment.

After graduating, students who seek to become licensed are required to receive supervision from an LPC approved supervisor while working as a counselor for three years. However, many counseling graduates across the nation experience burnout within a few years due to stressful work environments and inexperienced supervisors. As a result, I have committed myself to providing LPC supervision to our graduates in order to support students even after graduation. While three years is a lengthy obligation, I find that my clinical skills remain sharp and my clinical experience informs my teaching. I firmly believe it is vital to support graduates in order to assist them in navigating the increasingly difficult transition to the profession. The notion of supporting students through service-learning opportunities and supervision even beyond graduation is another testament to my extended dedication to the success of our students.

December 9, 2015

Dear Selection Committee,

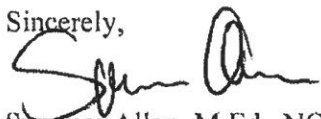
The purpose of this letter is to support and recommend Dr. Richard Deaner for the University System of Georgia Regents' Teaching Excellence Award. I was fortunate to have Dr. Deaner as a professor and mentor throughout my graduate coursework. Serving in a variety of roles, Dr. Deaner is a highly influential professor, mentor, and leader in higher education. His enthusiasm for teaching and mentorship is representative of his commitment to student development, well beyond the classroom.

Dr. Deaner's style of teaching is engaging, encouraging, and challenging. Dr. Deaner also welcomes student questions, concerns, and feedback in a respectful and caring manner. He brings a zest for learning, inspiration, and pedagogical creativity to the classroom. Dr. Deaner uses reality television as a fun and innovative approach to engage and excite students during the learning process. However, I must admit, I possessed a significant amount of skepticism surrounding this creative approach to teaching. I was able to openly discuss my skepticism with Dr. Deaner and ultimately, my overall learning was enhanced by his creative teaching style. Furthermore, through interactive dialogue and thought provoking questions, Deaner undoubtedly enhances professional identity development of counseling students. In fact, I attribute much of my professional identity development to Dr. Deaner's unwavering support and encouragement. I can also say with certainty that many other students of Dr. Deaner's share my sentiments.

I was fortunate to have Dr. Deaner as a mentor and advisor during my time at Augusta University. Perhaps the most influential role Dr. Deaner has played in my life has been his encouragement of my professional interests beyond the classroom. Dr. Deaner served as the faculty sponsor for the counseling honor society Chi Sigma Iota, where he took an active role in organizational activities and leadership. Dr. Deaner also encouraged and supported conference attendance, presentations, and involvement. He provided me with the opportunity to present with him at regional and national conferences. As a graduate student with public speaking anxiety, Dr. Deaner supported me through each presentation and contributed to my overall professional development. Additionally, Dr. Deaner went above and beyond by introducing me to other professionals in the counseling field at professional events in an effort to help advance my new role as a counselor.

Dr. Deaner has been an exemplary role model for me. He positively influences the lives of students in his role as a professor, mentor, and leader. As a future professor myself, Dr. Deaner is the type of educator and mentor I strive to be. I am the first person in my family to attend receive a bachelor's and a master's degree and am currently enrolled in a doctoral program. Throughout my graduate studies, Dr. Deaner believed in me until I learned to believe in myself. I attribute the foundation of my current academic standing and educational endeavors to Dr. Deaner's guidance, support and motivation. For these reasons, I strongly recommend Dr. Deaner for the Teaching Excellence Award. Please feel free to contact me with any questions you may have.

Sincerely,



Summer Allen, M.Ed., NCC
Doctoral Student (Department of Counseling)
The University of Texas at San Antonio
E-Mail: Vgj057@my.utsa.edu



CHILD ENRICHMENT INC.

Child Advocacy Center (CAC)

Court Appointed Special Advocates (CASA)

P.O. Box 12036 • Augusta, Georgia 30914-2036 • Phone 706.737.4631 • Fax 706.737.8977 • www.ChildEnrichment.org

December 10, 2015

To Whom It May Concern:

It is my immense pleasure to write to you in support of Dr. Richard Deaner, who is a nominee for University System of Georgia Regents' Teaching Excellence Award. I have had the privilege to work with Dr. Deaner for the past five years.

In 2010, I enrolled in the counseling program at Augusta University, at the time called Augusta State University. Throughout my time in the program I was lucky enough to have numerous classes with Dr. Deaner. However, my first class with him stands out still to this day. Although I had enrolled in the counseling program, I was still uncertain if I was following the right career path. During my communication skills class with Dr. Deaner, I spoke with him a lot about my uncertainty. Dr. Deaner was patient with me and helped me navigate through all of the decisions before me. It was during that class, and with the support and guidance of Dr. Deaner that I realized I was doing exactly what I was meant to be doing. I could write paragraphs talking about the interesting and creative ways Dr. Deaner taught me the basics and principals of counseling, just as I am sure many other students could write about some of their professors. However, I think it is important that the award committee understand that in addition to excelling in the teaching portion of his job, Dr. Deaner has a natural ability to help guide his students' lives.

As a professor, Dr. Deaner brings a passion for the counseling profession that is contagious. Now, I have the opportunity to work with Dr. Deaner in a different way. As professional colleagues, I am lucky enough to continue my work with Dr. Deaner. As the Director the Child Advocacy Center in Augusta, our agency receives interns from Dr. Deaner's program every semester. Through this experience I have had the opportunity to observe other students' interactions with Dr. Deaner. Every intern I have worked with speaks so highly of their classes with him. It is always reassuring to me when we have interns from Augusta University's program because I know that they will be receiving the supervision and guidance from Dr. Deaner to make it a smooth transition for students taking their skills to start working with clients in the community. Dr. Deaner is always going above and beyond to keep communication open between the school and our agency to ensure that everyone is having a great experience.

I believe Dr. Deaner is everything this award is looking for and more. The University Systems of Georgia is extremely lucky to have a professor like Dr. Deaner on their faculty.

Sincerely,

Kari Viola, M. Ed., NCC
Child Advocacy Center Director
Child Enrichment, Inc.

Explanation of Supporting Documentation

1) Chart with student scores on the National Counselor Examination (NCE) – P. 16

This chart displays student scores on the NCE for the past 5 years (2011-2015). During their last semester, students take the NCE in order to earn professional licensure and/or certification. The NCE covers 8 Content Areas including: 1) Human Growth & Development, 2) Social & Cultural Diversity, 3) Helping Relationships, 4) Group Work, 5) Career Development, 6) Assessment, 7) Research & Program Evaluation, and 8) Professional Orientation & Ethics. The Content Area scores included in this chart are related to 3 courses taught primarily by Dr. Deaner (Human Growth & Development for Counselors, Communication Skills in Counseling, and Professional Orientation & Ethics). This chart includes mean scores of Augusta University (AU) students for 3 Content Areas (& total scores) compared to national mean scores. Also, the graph includes the national standard deviation in order to more closely examine how AU student total scores compare to national total scores. The data included in the chart shows how students routinely score higher than the national average on content areas taught by Dr. Deaner.

2) Copy of Exhibit 3.2 from publication that includes a portion of an assessment developed by Dr. Deaner to assess counseling students (Deaner, 2015, pp. 60-61) – P. 17

This Exhibit includes a portion of the Professional Counseling Development Evaluation (PCDE) that was created by Dr. Deaner (multicultural competence, supervision, and wellness). This assessment is utilized to assess students at three points in the Counselor Ed program at AU. Some elements of the Exhibit were not included due to page limit requirements of this dossier. This assessment is particularly useful to assess students during clinical courses since it measures these relevant constructs. This document supports the notion of my efforts to create and utilize assessments above and beyond normal classroom evaluations in order to enhance academic success of students.

3) Chart with means scores from Dr. Deaner's Course Evaluations –P. 18

This chart displays the means scores from student responses on Dr. Deaner's Course Evaluations for the past 5 years (2011-2015). The chart includes mean scores received by Dr. Deaner in comparison to mean scores received by all faculty in the Department of Counselor Education, Leadership, and Research (CELR). It includes 18 questions related to teaching and learning. Dr. Deaner's mean score is 4.81 with a range of 4.61 to 4.93. The chart demonstrates that all mean scores earned by Dr. Deaner are higher than means scores of the CELR (that performs well also).

4) List of student comments from Dr. Deaner's Course Evaluations -- P. 19

The list is comprised of student comments from Course Evaluations for the past 5 years (2011-2015). All comments are responses to open-ended questions including "What did you like most about this course?" or "...share any comments..." on Course Evaluations. I believe these comments demonstrate my consistent enthusiasm and love of teaching. More importantly, these comments reveal that students are learning, growing, and succeeding in my classes.

5) Copy of excerpt from publication co-written by Dr. Deaner & counseling student -- P. 20

This excerpt, from the publication entitled "Improving Best Practice: Evidenced Based Research in Education," provides support regarding my strong belief in using service-learning and action research in classes in order to enhance learning. This portion of the publication specifically addresses this notion. Also, it provides support regarding my passion for mentoring students in their professional development since it was co-written with a counseling student.

National Counselor Examination (NCE) for Licensure and Certification

NCE Results (Means)					Total Score Std. Dev. (Relation to SD)
	Human Growth & Development	Helping Relationships	Professional Orientation & Ethics	Total Score	
Fall 2015					
University	10.20	27.80	21.80	122.20	(+1.08)
National	8.35	22.60	19.57	102.94	17.77
Spring 2015					
University	10.00	27.00	22.00	125.00	(+1.19)
National	8.30	22.88	19.71	104.28	17.34
*Fall 2014					
University	8.50	25.67	21.17	111.67	(+1.11)
National	6.71	20.31	17.84	91.94	17.76
*Spring 2014					
University	9.50	26.25	22.25	117.25	(+1.13)
National	6.98	20.79	19.35	95.70	19.03
Spring 2013					
University	6.33	21.17	20.83	98.17	(+0.06)
National	7.07	21.19	19.79	97.10	17.21
Fall 2012					
University	6.33	20.33	18.00	91.00	(-0.47)
National	6.66	22.58	19.09	98.91	16.75
Spring 2012					
University	6.50	21.86	18.50	95.14	(+0.13)
National	6.26	21.60	18.43	93.01	16.14
Fall 2011					
University	8.33	23.42	21.42	106.58	(+0.65)
National	7.08	20.95	20.18	95.72	16.73
Spring 2011					
University	10.33	28.67	22.33	123.33	(+1.37)
National	7.72	22.81	18.61	96.70	19.38

*In early spring 2013, I received and reviewed NCE scores from 2012 and noticed that scores had lowered slightly in fall 2012 (while still within the average range). As a result, I changed my instruction and curriculum to address areas of concern in order to enhance my instruction. The increase in Content Areas scores and the 336% increase in scores in relation to Total Score SD (from -.47 to +1.13) in 2014 demonstrates possible evidence regarding my ability to reflect and adapt instruction in order to enhance academic and professional development of students.

EXHIBIT 3.2 • Professional Counseling Development Evaluation

Counseling LPC Candidate:					Date:
Rating Scale 4 = exemplary level—level of excellence/mastery 3 = proficient level—level of competence 2 = in-progress level—approaching competence 1 = unsatisfactory level—not competent at this time					
Component	Not observed 0	Unsatisfactory 1	In Progress 2	Proficient 3	Exemplary 4
Supervision					
a. Displays positive attitude toward learning and supervision		Candidate rejects or actively disengages from opportunities for learning or ignores recommendations from supervisor; or interactions with supervisor may occasionally be confrontational; or candidate avoids self-disclosing personal concerns to supervisors that may impact performance as counselor.	Candidate occasionally takes advantage of learning opportunities or seeks opinions and advice from supervisors; or possesses minimal awareness or selectively self-discloses to supervisors personal concerns that may impact performance as counselor.	Candidate consistently acknowledges feedback from others, as evidenced by listening to, clarifying, evaluating, and implementing the feedback of others; shows willingness to self-disclose to supervisors personal concerns that may impact performance as counselor.	Candidate displays an unfailing zest for knowledge and readily seeks suggestions for improvement; shows unfailing willingness and ability to recognize when to self-disclose to supervisors personal concerns that may impact performance as counselor.
b. Develops positive relationship with supervisors		Candidate does little to develop or actively rejects a positive relationship with supervisors.	Candidate maintains a neutral relationship with instructors or supervisors, neither contributing to nor supporting a positive relationship with supervisors.	Candidate consistently maintains a positive relationship with supervisors.	Candidate displays exceptional affiliation and rapport with instructors and supervisors.

Multicultural Competence					
a. Demonstrates a commitment to developing multicultural competencies; acknowledges personal biases and works to reduce them		Candidate displays little to no commitment to developing multicultural competencies or lacks willingness to acknowledge and reduce personal biases.	Candidate is developing a commitment to developing multicultural competencies while intermittently acknowledging and reducing personal biases.	Candidate consistently demonstrates a commitment to developing multicultural competencies while reliably acknowledging and reducing personal biases.	Candidate displays exceptional commitment to developing multicultural competencies while actively acknowledging and reducing personal biases.
b. Demonstrates awareness, valuing, and knowledge of diverse worldviews		Candidate consistently demonstrates closed-mindedness or is unable or unwilling to value or attain knowledge of diverse worldviews.	Candidate occasionally demonstrates open-mindedness, intermittently or selectively values differences, or possesses rudimentary knowledge of diverse worldviews.	Candidate consistently demonstrates open-mindedness and a willingness to respect different points of view, and reliably values differences.	Candidate displays extraordinary open-mindedness by routinely honoring and valuing differences while actively seeking to attain substantial knowledge of diverse worldviews.
c. Effectively applies skills in a multicultural context		Candidate has difficulty applying skills in a multicultural context.	Candidate sporadically applies effective skills in a multicultural context.	Candidate intentionally applies effective skills in a multicultural context.	Candidate proactively applies effective skills in a multicultural context.
Personal Reflection and Growth					
a. Displays self-awareness		Candidate consistently avoids introspection or displays little understanding of impact of personal issues within the therapeutic relationship.	Candidate occasionally is able to demonstrate a commitment to personal growth by displaying basic introspection, or displays some understanding of impact of personal issues within the therapeutic relationship.	Candidate consistently displays accurate introspection, awareness of own strengths and weaknesses, and understanding of the impact of personal issues within the therapeutic relationship.	Candidate displays an extraordinary commitment to personal growth and meaningfully active introspection, and reliably reflects upon the impact of personal issues within the therapeutic relationship.

(continued)

Excerpt From: Deaner, R. (2015). Ethical issues in the supervisory relationship. In E. R. O'Brien & M. A. Hauser (Eds.), *Supervision and agency management for counselors* (pp. 49-69). New York, NY: Springer Publishing.

COMPARISON OF DR. DEANER'S COURSE EVALUATION MEAN SCORES (1-5 SCALE) IN COMPARISON TO THE DEPARTMENT OF COUNSELOR EDUCATION, LEADERSHIP, AND RESEARCH (CELR), 2011-2015		
Surveyed Questions	Deaner (32 Classes)	Department of CELR (371 Classes)
1. The course objectives were clearly stated in the syllabus or in class.	4.83	4.66
2. The course objectives were achievable with appropriate effort and preparation.	4.86	4.63
3. Doing the course assignments contributed to my learning the subject matter.	4.78	4.56
4. This course has challenged me to think, not just memorize.	4.80	4.59
5. As a result of taking this course, I feel more knowledgeable in this field.	4.79	4.51
6. After taking this course, I see how this course relates to other academic areas and/or practical situations.	4.84	4.58
7. The professor stated clearly in the syllabus what grading standards were to be used in this course.	4.84	4.68
8. The professor showed enthusiasm in the teaching of this course.	4.93	4.69
9. The professor provided opportunities to ask questions and to participate in class.	4.93	4.78
10. The professor explained ideas and concepts clearly.	4.75	4.50
11. The professor graded in a fair manner. *	4.90	4.64
12. The professor gave feedback (oral or written or both) on tests, papers, and other assignments. *	4.80	4.62
13. The professor returned graded assignments, except for long-term projects or papers, within one week. *	4.71	4.50
14. During class, the professor kept the focus on material relevant to the course. *	4.76	4.70
15. How would you rate the professor's overall performance in this course?	4.84	4.62
16. The instructor helped me better understand the subject material. **	4.61	4.35
17. The instructor treated students with respect. **	4.89	4.68
18. The instructor was interested that students learned. **	4.78	4.51
Mean	4.81	4.60

*Questions #11-14 were not included in Course Evaluations in 2015 (College of Education moved to an online format and revised certain questions)

**Questions #16-18 were from Course Evaluations from 2015 only and were not in Course Evaluations from 2011-2014

Selected Student Comments on Course Evaluations for Dr. Deaner (2011-2015)

- "I liked Dr. Deaner's energy that he brought to the instruction of material. He made sure to keep all of the students engaged and interested on the topic."
- "Dr. D. made the subject matter real with engaging activities and encouraged discussion."
- "Dr. Deaner is enthusiastic and makes learning the material interesting!"
- "Dr. Deaner's obvious love for this course made class fun, interesting, and informative."
- "I enjoyed Dr. D's enthusiasm-which made learning...content much more enjoyable."
- "I enjoyed the student-teacher interaction...I also loved the enthusiasm of the professor."
- "The professor was willing to go out of his way to meet with me regarding my assignments and concerns. Also, he was quick with email response."
- "He was always so enthusiastic!"
- "I enjoyed the class discussions and use of reality TV to enhance our learning." **
- "Attending a 12-step meeting was eye opening and should always be a requirement for this course." **
- "The video examples were very informative and memorable." **
- "Best teacher I have ever had, including undergraduate. He was very relatable."
- "Dr. D is extremely passionate, knowledgeable, and a caring person, and it shows."
- "Excellent instructor. I gained an incredible amount of knowledge and technique from this course due to his teaching ability."
- "Dr. R. Deaner is an awesome teacher! He has a way of breaking down each chapter where each of students can understand. He provides stories from being in the field as a counselor. Each story he has always pertain to the chapter we're discussing on that day."
- "You did a great job of making this class enjoyable."
- "Dr. Deaner always had such great insight."
- "Love Dr. Deaner! He was very helpful to me as an upcoming counselor. I have learned so much by having him as a professor!"
- "The instructor is very thought provoking."
- "Dr. Deaner gave great feedback and offered scenarios/examples on how to handle situations. It was very helpful."
- "Dr. Deaner did an outstanding job getting all the students involved in the class."
- "The professor was really enthusiastic about counseling and helping us grow."
- "I thoroughly enjoyed Dr. D's teaching. He is so engaging & truly a great professor."
- "Dr. Deaner is a fabulous professor and makes learning easy!"
- "Dr. Deaner made it fun to be in a class for four hours."
- "He is always fair and teaches us things that we cannot learn from textbooks."
- "Dr. D did a great job of balancing going over material in the book, allowing time to practice, and for individual exploration."
- "Dr. Deaner was a pleasure. He added humor and light heartedness to a class of students that were often tired. His stories and examples of his own children were also great."
- "Dr. Deaner provided great support and supervision. He is an excellent professor."
- "I received an immense amount of feedback from the professor, and classmates, to help me better assist clients."
- "Dr. Deaner was extremely thorough and made the class interesting and enjoyable."
- "He was always willing to meet with me regarding my assignments and concerns; which was helpful."

**** Comments specifically related to the use of experiential activities outside the classroom and/or reality television as an engaging pedagogical tool.**

Excerpt From: Smith, P. L., Deaner, R. G., & Murray, T. M. (2010). Improving Best Practice: Evidenced Based Research in Education. In T. Deering (Ed.), *Good news for America's classrooms*. Dubuque, IA: Kendall Hunt.

In order to investigate whether or not school counselors are delivering best practice in the schools, one may begin by inspecting the training program and the specific activities within its curriculum. For school counselors, training procedures often include realistic opportunities for students to explore action research and develop a sense of professional identity. Hopefully, students may bolster a sense of accomplishment and increase the likelihood of applying best practice and action research as a professional in the future. For instance, the second author includes various assignments created for students to implement action research in the school where they apply and practice counseling skills. One specific assignment is the School Improvement Proposal and Implementation. Since best practice may vary according to the unique needs of each school, preparation opportunities tend to remain flexible for each student. Requirements include experiential activities whereby students are required to systematically gather information, consider the needs of the school, and investigate literature regarding studies applying successful practice. Meanwhile, the counseling student is expected to consult with teachers, administrators, and personnel in order to more fully understand the dynamics of the situation. The student must consider counseling theory, interventions, assessment and outcomes according to what is considered best practice. Inevitably, students may discover the scarcity of research discussing the exact problem area, intervention, and/or outcome since generalizable studies can be uncommon. At times, students may not even encounter any research related to a specific need or problem area. In this case, students are expected to examine any related studies and strategically assess opportunities for adaptation. Meanwhile, students are required to evaluate concrete and measurable variables such as frequency of tardiness, suspension, referrals, grades, and/or specific behaviors. This process of inquiry, experiential application, and adaptation enables the student to shape the action research accordingly. Applied meaningfully, the student may inform best practice and act as a change agent when conducting action research locally.

In the school counseling profession, there are an immeasurable amount of issues students are willing to tackle. Many times, students may be influenced to investigate problem areas that are commonly exposed by media, school personnel, professors, and students. Currently, popular topics of action research for school counselors include examples such as the following.

Pupil Personnel in Action

A prime area for action research for school counselors has been related to bullying. Action research projects in this area involve both "head-on" approaches to this problem as well as the development of student social skills in order to curb inappropriate behavior. The following action research projects are three examples of such endeavors.

At Saint Xavier in Chicago, Illinois one action research tactic to combat bullying in the school system aimed to improve students' ability to problem solve through social skills instruction. According to Hopp, Horn, McGraw and Meyer (2000), when elementary and middle level students lack effective problem solving skills, they may