transforming communities, education, and ourselves
We prepare practitioners who do more than practice. They lead social change.

We train them to look not only at individual health. We train them to examine the social, economic, and legal structures that affect community health, where people live, work, and play.

We don’t simply research well-being. We work alongside communities to develop and apply that research, to improve the world we live in.

**These ideas break the rules.** It is what we do. It is what we have done since 1952, when our School was founded to advance Alfred Adler’s revolutionary teaching that health resides in community life and connections.

It is our work transforming communities, education, and ourselves.
THE ADLER SCHOOL OF PROFESSIONAL PSYCHOLOGY CONTINUES THE PIONEERING WORK OF THE FIRST COMMUNITY PSYCHOLOGIST ALFRED ADLER BY GRADUATING SOCIALLY RESPONSIBLE PRACTITIONERS, ENGAGING COMMUNITIES, AND ADVANCING SOCIAL JUSTICE.
transforming communities by
Cycles
Every 21 seconds a child is arrested.
Every 34 seconds a child is born into poverty.
Every 42 seconds a child is confirmed as abused or neglected.
Every 8 minutes a child is arrested for a violent offense.
Every 3 hours a child or teen is killed by a firearm.
Every 5 hours a child or teen commits suicide.

In Canada
The lifetime economic cost of mental health problems that arise in childhood is an estimated

$200 billion

And is an estimated $2.1 trillion in the U.S.

Socio-economic status accounts for up to

4/5

Of the rates of mental illness in a community.
To stop cycles of trauma. In 2012-13, the Adler School Institute on Public Safety and Social Justice (IPSSJ) developed training for communities on how to understand and work with youth affected by ACES, or adverse childhood experiences. A massive body of research shows that common childhood traumas can dramatically change health outcomes. IPSSJ continues working with vulnerable communities as well as organizations such as the YMCA of Metropolitan Chicago to apply this research and training to end the cycles of trauma among vulnerable youth and adults.

To end cycles of violence. IPSSJ also expanded its work with schools and community organizations implementing restorative justice approaches as an effective alternative to punitive detention or arrest. After a year of examining restorative justice practices in Chicago and Vancouver, faculty, students, and alumni produced “Restorative Justice: A Primer and Exploration of Practice Across Two North American Cities.” The white paper led the IPSSJ to develop and earn major funding and community support for a Chicago-based Restorative Justice Leadership Core. Through the Core, IPSSJ will lead training in trauma-informed care and peace-making circles. It will also document practices, evaluate key indicators, and provide feedback and technical assistance for restorative justice “hubs” throughout Chicago—in areas most affected by juvenile criminalization.

Supported with a Field Foundation grant, IPSSJ and the Adler School’s Master of Arts in Counseling: Art Therapy program also expanded the School’s ongoing youth violence prevention program with Chicago’s Back of the Yards and nearby communities, providing art, education, and advocacy to empower at-risk young men to embrace their potential.

To break cycles of incarceration. Working with the city of Racine, Wisconsin, and Racine Vocational Ministry, IPSSJ received funding through the U.S. Department of Justice to continue its support and evaluation of a project eliminating the barriers that ex-offenders face in re-entering the community. The program acts as a collaborative model for communities everywhere working to end the millions of dollars and human potential lost on ineffective prison-to-community re-entry programs.

Transforming communities means stopping the cycles that perpetuate violence, hopelessness, and the social determinants that devastate well-being.
To dismantle cycles of powerlessness. Last year, the W.K. Kellogg Foundation provided continued support for our Institute on Social Exclusion (ISE) to continue its work with Chicago’s Englewood community on Mental Health Impact Assessment. Faculty, staff, and students collaborated with community partners to monitor impact of the U.S. Equal Employment Opportunity Commission’s newly revised federal policy guidance on the use of arrest records in employment decisions—and its impact on community well-being.

Our work advancing health impact assessment (HIA) practice empowers communities with the knowledge to advocate for policy that promotes better social conditions. The Chicago Community Trust entrusted ISE with new funding to assess the health impact of Chicago’s plans for redeveloping former coal plant sites in the city’s Pilsen and Little Village communities—engaging community voices in Chicago’s regional plan.

To launch new cycles of collaboration: bringing together communities, academia, government, and business to improve health and social equities.

In September 2012, the School and the ISE convened the world’s first-ever conference on “The Social Determinants of Urban Mental Health: Paving the Way Forward.” It brought together preeminent global health authorities and speakers to collaborate on social determinants knowledge and approaches for communities and governments at all levels to transform urban population health and well-being.

With support from the National Network of Public Health Institutes, the ISE also collaborated with the Illinois Public Health Institute and the Federal Reserve Bank of Chicago to co-convene a regional summit among community development officials, economists, public health leaders, elected officials, community organizations, and others to develop new approaches for transforming communities through effective collaboration and investment.
“Social determinants affect communities in multiple ways. For example, we have been working in Englewood to look at how lack of access to nutritional foods and high levels of lead are linked to aggression and violence in children. The more that poor conditions like these go untreated, the more the community’s collective well-being deteriorates.”

Tiffany McDowell, Ph.D., Associate Director, Center on the Social Determinants of Mental Health, Adler School Institute on Social Exclusion

“Dr. Elena Quintana [Executive Director, Adler School Institute on Public Safety and Social Justice] brought it home for me at a Strengthening Chicago’s Youth meeting. She essentially said: ‘We cannot be afraid to serve people who need resources.’ I cannot have prejudices or stereotypes influence how I view people. This is at the heart of social justice.”

Vernon L. Johnson, MPH, Youth Initiatives Coordinator
transforming education by THE STATUS QUO
Rates of serious mental health problems among offenders admitted to Canada’s correctional system have increased up to 70% since 1997. The rate among U.S. jail and prison inmates has more than quadrupled.

The world health organization projects the global cost of mental illness to reach more than $6 trillion by 2030.

From 2009 to 2011 U.S. states cut more than $1.8 billion for mental health services—shifting responsibility to emergency rooms, community hospitals, law enforcement, correctional facilities, and homeless shelters.
To apply socially responsible practice beyond mental health. In fall 2012, the Adler School advanced opportunities for graduate training in socially responsible practice beyond the fields of mental health and psychology. Our new online Master of Arts in Criminology program is now preparing criminologists with curriculum and training embedded in social responsibility, and focused on the intersection of criminology, psychology, and social justice. These graduates will be criminologists uniquely prepared to address social change as part of the criminal justice sector—where prison populations, the courts, and the system at large burgeon with the mentally ill and with those mired in cycles of criminalization, mass incarceration, and punitive policies.

The School also received approval to launch new M.A. programs in fall 2013 in Public Policy and Administration with concentrations in Human Rights Advocacy and in Urban Mental Health, as well as a new M.A. in Emergency Management Leadership. The new emergency management program is the first of its kind: specifically training professionals across the country who can not only lead and support disaster prevention, preparedness, response, and recovery efforts—but also systemically address psychological traumas suffered by both disaster victims and emergency response personnel.

To introduce Western Canada’s first doctor of psychology in clinical psychology program. The British Columbia Ministry of Advanced Education approved the Adler School’s proposal to launch a new Psy.D. program at its Vancouver Campus in fall 2013.

To address Canada’s goal of ensuring mental health care access through expanding psychological and community services, our practitioner-based clinical program prepares doctoral-level students for work as psychologists who can provide a full range of clinical services, as well as engage in public policy, advocacy, and political action to implement systemic change—and lead a revolution in the nation’s thinking for professional psychology education and training.
To take graduate training to new levels of impact. The J.W. McConnell Foundation recognized the Adler School’s Vancouver Campus and longtime community partner Family Services of North Shore with its 2012 Community Service-Learning Award—for its robust community service-learning partnership and an innovative approach that transforms relationships, structures, policies, and mainstream practices. The recognition focused on the School’s Community Service Practicum partnership with Family Services. Through it, our students collaborate with Family Services and work with North and West Vancouver schools on disordered eating, body image, self-esteem, and media literacy.

Recognized as an innovative graduate education practice, the Community Service Practicum and all of our master’s and doctoral training programs expanded students’ impact in communities. In 2013, Adler Community Health Services added new agency partnerships through which our doctoral students provide psychological services in underserved neighborhoods, particularly among the homeless, HIV populations, the currently or formerly incarcerated, and others deeply affected by cuts to public health funding and services.

The School developed 12 new clinical training partnerships for Psy.D. students. More than 50 new agencies partnered with the Adler School to enable our students to apply practicum training in areas including counseling, sport and health psychology, and organizational counseling and consultation. Mental Health America of Illinois also recognized the Adler School for its longtime work with military mental health—including faculty and students’ ongoing initiatives and testimony outside the classroom calling attention to the needs and well-being of military populations and their families.

In all, Adler School students provided more than 500,000 hours of service to improving community capacity and well-being, at more than 600 community, government, business, and not-for-profit organizations throughout the metropolitan Chicago and Vancouver regions.
“Why aren’t welfare recipients at the table when welfare policies are created? How is it possible that a daycare worker who provides crucial early childhood care all day barely makes enough to pay the bills? These are important questions. Students need to understand civic engagement, and ways to encourage those affected by policies to help create, reform, and implement them. This is essential in creating healthier communities.”

Valerie Werner, Ph.D., LMFT,
Adler School Program Director,
M.A. in Public Policy and Administration

“To put into place specific, on-the-ground solutions to improve the nation’s collective mental health, Canada will need systemic changes. It also needs well-trained clinicians who are critical thinkers prepared to make a difference in the social services landscape. Our new Psy.D. program is a significant step in this direction.”

Cindy Weisbart, Psy.D., Registered Psychologist, Adler School Program Director,
Psy.D. in Clinical Psychology (Vancouver)
by transforming ourselves
IN THE UNITED STATES, INFANTS BORN TO AFRICAN-AMERICAN WOMEN ARE MORE LIKELY TO DIE THAN INFANTS BORN TO WOMEN OF OTHER RACES AND ETHNICITIES.

Up to 3x

ONE IN 6 CANADIAN CHILDREN, AND ONE IN 10 ADULTS, LIVE IN POVERTY.

UP TO 1/2 OF HOMELESS YOUTH IN THE U.S. ARE LGBTQ AND ON THE STREETS BECAUSE OF THEIR SEXUAL ORIENTATIONS OR GENDER IDENTITIES.
To advance inclusion. The Adler School was recognized as the nation’s only independent graduate school that achieved 4.5 stars or higher out of 5 stars possible on the LGBTQ-Friendly Campus Climate Index. The index is a national assessment for higher education campuses to benchmark policies, programs, and practices that are inclusive and welcoming of LGBTQ people and allies. The recognition means we provide a national model for inclusive policies, employee benefits, and admission standards for lesbian, gay, bisexual, transgendered, and queer students, as well as institutional commitment including the LGBTQ Mental Health and Inclusion Center, the Sexual and Gender Equality Coalition student group, and campaigns to increase awareness of heteronormativity and binary gender standards. Our integration of LGBTQ health issues throughout the curricula, faculty competence, student life, and mentoring with LGBTQ students were also cited.

No institution is immune to the challenges of racism, sexism, heterosexism, and other structural oppression, however. Recognizing this, the Adler School community embraced a yearlong series of seminars, professional development, and programs. It included “difficult conversations” workshops and training to support our students, faculty, and staff representing diversity in its broadest sense—including by race, ethnicity, culture, gender, gender expression, sexual orientation, age, nationality, language, ability and disability, socioeconomic status, education, religious and spiritual orientation, political perspective, and intellectual viewpoint.

We also established our Diversity Scholars Program and scholarships for undergraduate students of racial or ethnic groups that are underrepresented in graduate education. The program provides opportunities including mentorship from senior leadership and faculty, and support for leading initiatives that benefit other students and School-wide appreciation of our diversity.

Transforming ourselves means shattering our own barriers to learning and social consciousness.
To break down barriers to global understanding. We established our new Office of Global Affairs to more robustly support the School’s growing faculty and student involvement in international coursework and immersion experiences.

Among its efforts, the Office worked with students, faculty, and staff from the Adler School’s Chicago and Vancouver campuses who took part in a Community Service Practicum (CSP) in Masaka, Uganda. The five-week summer practicum was developed as a new opportunity for fostering global consciousness and socially responsible practice through international service and community engagement. Students collaborated with Ugandan community leaders and residents through Child Restoration Outreach, the Kakunyu School for Children with Special Educational Needs, and The AIDS Support Organization (TASO).

Meanwhile, our expanding internationally focused coursework included faculty and students’ development of experiences such as a summer immersion course in Rabat, Morocco—the School’s first such course in this region.

To critically examine socially responsible practice. Socially responsible practice requires more than lip service. In 2012-13, the School established a new annual tradition—a School-wide retreat for stepping back from our daily work and classrooms to critically examine what it means in real-world terms to advance socially responsible practice.

Through the daylong retreat, students, faculty, alumni, trustees, and staff clarified how the School community works toward the singular goal of improving the lives of the most vulnerable and marginalized—the poor, the hungry, the homeless, the illiterate, the forgotten. The discussion explored how our structural approaches to practice help improve the human condition.
“Our goal is to promote and increase diversity. To do this, we have launched the Diversity Scholars Program to expose students from underrepresented populations to various avenues for accessing graduate school. The program also highlights how practitioners can impact the community in their work, through ecological and socially responsible perspectives. By diversifying practitioner training, we are better equipped to meet the diverse needs of our communities.”

Jamal Cunningham, Student, Psy.D. in Clinical Psychology

“I personally connect with the Adler School’s mission for social justice. My assessment practicum working with underserved child and adolescent populations at a community mental health clinic is preparing me to be a community psychologist in ways that align with my own mission: to serve my community in the Virgin Islands.”

Amanda Weber, Student, Psy.D. in Clinical Psychology
“What does socially responsible practice truly mean to us? It means that we utilize our knowledge as clinicians to benefit our communities, by addressing the social issues that affect us as human beings. We work together with our clients to help gain access to care, advocate for their rights, and strive for change in our social systems that perpetuate hate, discouragement, and injustice. We work to break the gaps between levels of care among all individuals.”

Julie Saflarski, M.A. ’13
LEADING OUR TRANSFORMATION

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**Deceased
We educate students who want more than a degree. We educate students who want to lead social change.

We challenge ourselves to do more than meet goals. We challenge ourselves to imagine and realize the highest levels of quality, rigor, and integrity in education, scholarship, and outcomes.

We engage with individuals and organizations who do more than support our School. We engage with them as our partners in working to transform communities and advance social justice.

**These approaches break the rules.** They defy expectations of a traditional graduate institution. It is what we have done since 1952, when our School was founded to train practitioners who can advance Alfred Adler’s pioneering concepts for achieving health through social interest.

This is our work engaging partners in social change.
THE ADLER SCHOOL OF PROFESSIONAL PSYCHOLOGY CONTINUES
THE PIONEERING WORK OF THE FIRST COMMUNITY PSYCHOLOGIST
ALFRED ADLER BY GRADUATING SOCIALLY RESPONSIBLE PRACTITIONERS,
ENGAGING COMMUNITIES, AND ADVANCING SOCIAL JUSTICE.
We break the rules. Specifically, we break from traditional education to prepare practitioners imbued with social responsibility, and we build new models for engaging communities in social change.

The Adler School prepares practitioners who provide traditional service in the ways that our professions have defined as important—but who also know how to go beyond service, to address the wider systemic and structural issues that underlie poor health, that make traditional service necessary in the first place.

It was Alfred Adler who showed us how. He broke free of establishment thinking about mental health to articulate unheard-of concepts such as *Gemeinschaftsgefühl*—social interest, or the connection between individual and community well-being. He stressed structural community interventions as the key to transforming individuals as part of healthy communities, through focusing on social determinants, prevention, and population health.

His ideas were radical. And we work hard to advance them, because the social problems in our world call out for them. We have innovated our education and training to prepare practitioners as highly skilled advocates—just as Adler taught and just as our School was founded to do more than 60 years ago. Our Institutes and Centers support students, faculty, and community partners to transcend established approaches to wellness. We train socially responsible practitioners for this work in multiple disciplines—in academic programs that go beyond traditional practice.
During 2012-13, our Board of Directors reflected on all of this as it relates to our mission and our vision as “the leading academic institution advancing socially responsible practice, healthy communities, and a more just society.” As many of you know, this led us to begin our 2013-14 academic year with an exciting charge: to identify a new name for our institution that will take us into the future as we continue to advance Adler’s constructs for creating health and well-being.

Our alumni, students, faculty, staff, community partners, and friends have taken part in helping to identify an enduring name that befits our School’s growing international recognition, vision, and current and future offerings. Just days ago, on November 14, our Board of Trustees, based on this input, approved a new name for our institution. I invite you to be among the first to learn what they decided, by visiting adler.edu/namechange.

That so many people within and outside our School so passionately engaged in these conversations about our name and future speaks, to me, to an extraordinary shared commitment to the future of our institution and Alfred Adler’s legacy.

Our impact will always come down to the practitioners we train and the communities we engage—who will take what they learn through their Adler School experience, and apply it to their ongoing work in the world. As such, it is up to us to show them how to identify the roots of societal injustice and poor health. It is up to us to provide them with a world view that supports social justice work, as well as the skills and experiences to be agents for social change.

These are our responsibilities: to break the rules of traditional approaches that perpetuate inequities, broken systems, and broken lives. To effect change, and to transform communities.

Based on the work of our entire School community, especially over the last year, I am confident we are up to the task.

Raymond E. Crossman, Ph.D.
President, Adler School of Professional Psychology
Breaking from the norm to create social change. It’s why students come to the Adler School: for the context, knowledge, and multidisciplinary skills that we can provide based on 60 years of advancing social interest. Social interest is the concept pioneered by our namesake Alfred Adler that health resides in community life and connections. This important idea aligns like never before with the world’s urgent need for change—and the drive within today’s generation to create it.

The School offers more than 20 master’s and doctoral-level programs addressing a range of fast-growing specialties in modern psychology and clinical mental health counseling—as well as criminology, emergency management leadership, and public policy and administration focused on human rights advocacy and urban mental health.

Through these programs, our graduates become skilled socially responsible practitioners in a wide range of sectors. They are prepared to advocate for social justice in the legal and criminal justice systems, in business, in the not-for-profit sector, in policy and government, and in communities throughout the world.

Over the last five years, applications to study at the Adler School have increased by 48 percent. In fall 2013, the School enrolled a record 1,220 students at its campuses in Chicago and Vancouver, and in its degree offerings through Adler Online.

Simultaneously, we maintain high academic credentials among our new students, a rigorous curricula, and small class sizes—all supporting the high quality of our student learning outcomes as measured by the Student Learning Outcomes Assessment Program (SLOAP).
enrollment at the Adler School

- Fall 2003: 317 students
- Fall 2008: 747 students
- Fall 2013: 1,220 students

Average class size: 11.1 students
I am inspired as I consider the last decade. The School has transformed itself from a Chicago graduate campus of 200 students, to an international institution enrolling more than 1,200 students at campuses in Chicago and Vancouver, and through growing online programs attracting students in the United States, Canada, and beyond.

Throughout this time, the School has added important new programs—degree offerings, clinical and practicum training programs, and partnership initiatives—that assertively and uniquely focus on solving social problems. These programs are working, as you read in this report. They are supporting change in our communities. It is why students enroll at the Adler School. It is why human service agencies, businesses, and government entities engage with the School. It is why foundations and benefactors support the School, and it is why we as trustees serve on the School’s board.

We come from a broad range of fields—architecture and urban planning, criminal justice, education, government, healthcare, human rights, and international relations. We see human needs in our work every day, and we see that the Adler School provides solutions.

That is why we devote our time and energies to guiding the School to greater and greater impact in its dynamic educational offerings and community outreach. Every year, we establish strategic goals and initiatives that best enable the School to serve our students and fulfill our mission. We do so guided by the School’s 2010-2015 Strategic Plan, which outlines four key strategies for the annual goals that advance the Adler School in our mission.
Throughout 2012-13, as we monitored our strategic progress and charted the new goals defined as part of that plan and in this report, we naturally talked about the School’s future. This produced two critically important decisions involving the entire Adler School community.

First, the Board recognized that the School’s current name does not adequately reflect the School’s programs and offerings, nor its vision and future opportunities. We embarked on a process to identify a new name that will take our institution into the future. Close to 1,000 alumni, community partners, benefactors, students, faculty, and staff responded with their input. As President Crossman has shared, we are pleased to communicate the outcome of this important decision process at adler.edu/namechange.

Second, in 2012-13, our Board of Trustees determined that a more comprehensive fundraising strategy will be vital to ensuring the School’s sustainable future. We are excited about this opportunity to support the School’s campus facilities, scholarship funding for students, faculty and staff development, community outreach, and savings toward an endowment.

The School will seek input in this endeavor just as we sought involvement in formulating our new name, our strategic plan, and so many other initiatives over the last 10 years.

This ongoing collaboration defines the Adler School, and how we advance the School’s impact in education and society. On behalf of the Board of Trustees, I express our deep gratitude for all the ways in which you contribute. These collaborations result in achievements that shatter barriers and create very real change for the future.

David Sinski, M.A.
Chair, Board of Trustees, Adler School of Professional Psychology
Executive Director, Heartland Human Care Services
As a school, we engage in change that enables us to achieve excellence—the highest levels of quality, rigor, and integrity for education, performance, and outcomes toward our mission. In 2010, we embarked on an ambitious five-year strategic plan to continue advancing the School’s legacy of social responsibility, academic excellence, global impact, and fiscal responsibility.

Annual goals aligned with the new 2010-15 strategic plan were established. We rose to the challenge and met them. In 2011 and 2012, more ambitious goals were set. Each time, they were met.

Six new goals were outlined for 2013. Like the goals that came before them, they were bold.

“We all do only what we decide,” our School founder Rudolf Dreikurs once wrote. And again this year, we decided to not simply meet our goals. We decided to surpass them.

2013 Goal Set: Launch two new academic programs at the Chicago Campus.

2013 Goal Met: The Adler School launched its first fully online degree programs: the Master of Arts (M.A.) in Criminology and the M.A. in Industrial and Organizational Psychology. Strong student enrollments in both mark the School’s successful entry into online learning—widely accepted as the future of higher education.

The Criminology program draws on the School’s strengths in psychology and socially responsible practice to prepare students as change agents for practice in court systems; correctional institutions; law enforcement; and the financial, legal, commercial, non-profit, and government sectors. Complementing the School’s organizational psychology programs in Chicago and Vancouver, the new online Industrial and Organizational Psychology program addresses the need for socially responsible practitioners applying psychology to business, government, and non-profit needs for leadership development, organizational change, and more.

2014 Goal Set: Launch three new academic programs in Chicago and one new academic program in Vancouver.
key strategy  

Advance excellence in education and community engagement.

2013 Goal Set: Deliver outcomes described in Excellence Plans established for eight key operational domains.

2013 Goal Met: The School implemented eight ambitious Excellence Plans to achieve operational goals for advancing its mission, values, and leadership in providing for students. Outcomes included:

- A new Diversity Assistant Program and advanced practices for mentoring and fostering leadership among the School’s diverse employees and student body.
- A new fundraising vision and collaborations among employees, alumni, and the Board of Trustees.
- Expanded employee wellness offerings, and enhanced supervision and management training on both campuses.
- Student Learning Outcome Assessment Program (SLOAP) enhancements and a new student advisement system.
- A School-wide Intranet portal for centralized access to streamlined communications, workflow, and core systems such as learning management.
- Extended faculty training on the latest classroom, collaborative, and distance learning technologies to enhance the student experience.
- Additional program start options for the School’s online degree programs, as well as expanded Admissions counseling for online students.
- New online student advisement, an expanded online student orientation, and enhanced orientation and support for study-abroad students and faculty.

2014 Goal Set: Deliver new outcomes described in ongoing Excellence Plans for eight key operational domains.
2013 Goal Set: Establish global leadership through an international conference and the initiation of a center on social determinants of mental health.

2013 Goal Met: Through its Institute on Social Exclusion (ISE), the School hosted the world’s first conference on social determinants of urban mental health. “The Social Determinants of Urban Mental Health: Paving the Way Forward” featured keynote lectures from preeminent global health authorities, engaging media attention in 11 countries and invitations for international collaboration.

The conference also marked the ISE’s launch of the world’s first center of excellence dedicated to social determinants of mental health. The Center for the Social Determinants of Mental Health works to narrow health inequalities through facilitating structural reform of social conditions that compromise population well-being, and integrating mental health considerations in health impact assessment and emerging social determinants practices. Its work has attracted support from funders including the Chicago Community Trust, the Langeloth Foundation, and the National Network of Public Health Institutes.

2014 Goal Set: Develop global student learning outcomes through cross-campus Community Service Practica experiences and exchange.
**Key strategy**  Ensure fiscal sustainability and diversify revenue sources.

**2013 Goal Set:** Begin a planned giving program with formal processes, an initial five commitments for deferred or planned gifts, and supporting testimonials.

**2013 Goal Met:** The Office for Institutional Advancement launched a new planned giving program with multiple opportunities for prospective donors—supported by new materials and expanded features at adler.edu that explain the School’s needs and options for planned giving support. Eight individual estate gifts and supporting testimonials have provided more than $540,000 for restricted and unrestricted purposes—and an important foundation for a comprehensive fundraising strategy that will advance the School’s global impact, through its programs and graduates trained as change agents to effect social justice.

**2014 Goal Set:** Formalize an endowment program through policy and outreach to support a comprehensive fundraising strategy and the School’s future.
2013 Goal Set: Grow revenues 5 percent over fiscal 2012 budgeted revenues.

2013 Goal Met: Revenue grew by 6.1 percent over fiscal 2012, to $31.84 million. Over the last 10 years, the School's revenues have increased more than 594 percent.

2014 Goal Set: Grow revenues 5 percent over fiscal year 2013 budgeted revenues.
2013 Goal Set: Deliver positive change in net assets consistent with a planned purchase of the Chicago Campus.

2013 Goal Met: The School achieved a $0.5 million change in net assets in fiscal 2013, maintaining 10 years of reliable positive change in net assets and enabling us to continue to save responsibly for future initiatives.

The School achieved this margin while carefully supporting its growth, most notably increasing the number of staff and faculty by 8 percent and continuing capital improvements. This was accomplished while maintaining the quality of new students, preserving small class sizes, improving our faculty-to-student ratio, and ensuring the achievement of student learning outcomes as measured by the Student Learning Outcomes Assessment Program (SLOAP).

2014 Goal Set: Deliver positive change in net assets consistent with a planned purchase of the Chicago Campus.
Together, we advance our unique curriculum as well as training of socially responsible practitioners through programs such as Adler Community Health Services—which provides psychological care in underserved neighborhoods.

Together, we support partnerships such as the Southside Youth Peace and Leadership Council—a collaboration among our Institute on Public Safety and Social Justice, Art Therapy faculty and students, and Chicago's Precious Blood Ministry of Reconciliation, that empowers at-risk young men to avoid violence.

Together, we pioneer work such as Mental Health Impact Assessment—that gives communities a voice in the policies that affect their well-being.

The growing impact of these efforts and many more can be attributed to those who share our vision for a more just society, and support our work to achieve it.

During 2012-13, the School received unprecedented increases in support from foundation and corporate partners, alumni, faculty and staff, trustees, and other benefactors. With their involvement, the School surpassed $750,000 in our ongoing Campaign for the Harold and Birdie Mosak Library, a five-year campaign launched in 2011 toward a $1 million goal. From fiscal 2012 to fiscal 2013, endowment giving increased by 33 percent; giving for student scholarships, by nearly 80 percent.

In May, the Adler School Board of Trustees resolved to pursue a comprehensive fundraising strategy that will further secure the financial foundation for scholarships for promising future practitioners; students' clinical supervision at under-resourced community agency sites; the applied research and outreach of our Institutes and Centers; faculty and staff development; and campus facilities serving our students.
Through our benefactors this year...

- Revenue from gift and pledges to the Adler School increased 49% over fiscal year 2012.
- Support for student scholarships increased 79%.
- Giving for endowment increased 33%.
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