

**The Adler School  
Strategic Plan  
2010–2015**



## Message from the President

Adler School founder Rudolf Dreikurs wrote, “We all do only what we decide.” In this plan, the Adler School, after a long history of spectacular achievements since 1952, has decided what achievements we will secure by 2015. The plan is the product of the hard work and interaction of faculty, staff, students, alumni, partners, and trustees in Chicago and Vancouver across many months. The inclusive planning conversation has proven to be as valuable as the resultant plan itself.

This is an exciting time in the history of the Adler School. I am privileged and honored to be part of our community. I count on our faculty, staff, students, alumni, supporters, and partners to continue to develop and implement the ideas described within this plan. Our success and our excellence depends on each of us being leaders. I pledge that the administrative team and I will work with our School communities and with the Board of Trustees to ensure our success.

A handwritten signature in white ink, reading "Raymond E. Crossman". The signature is fluid and cursive, written in a professional style.

Raymond E. Crossman, Ph.D.  
President

# mission

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.

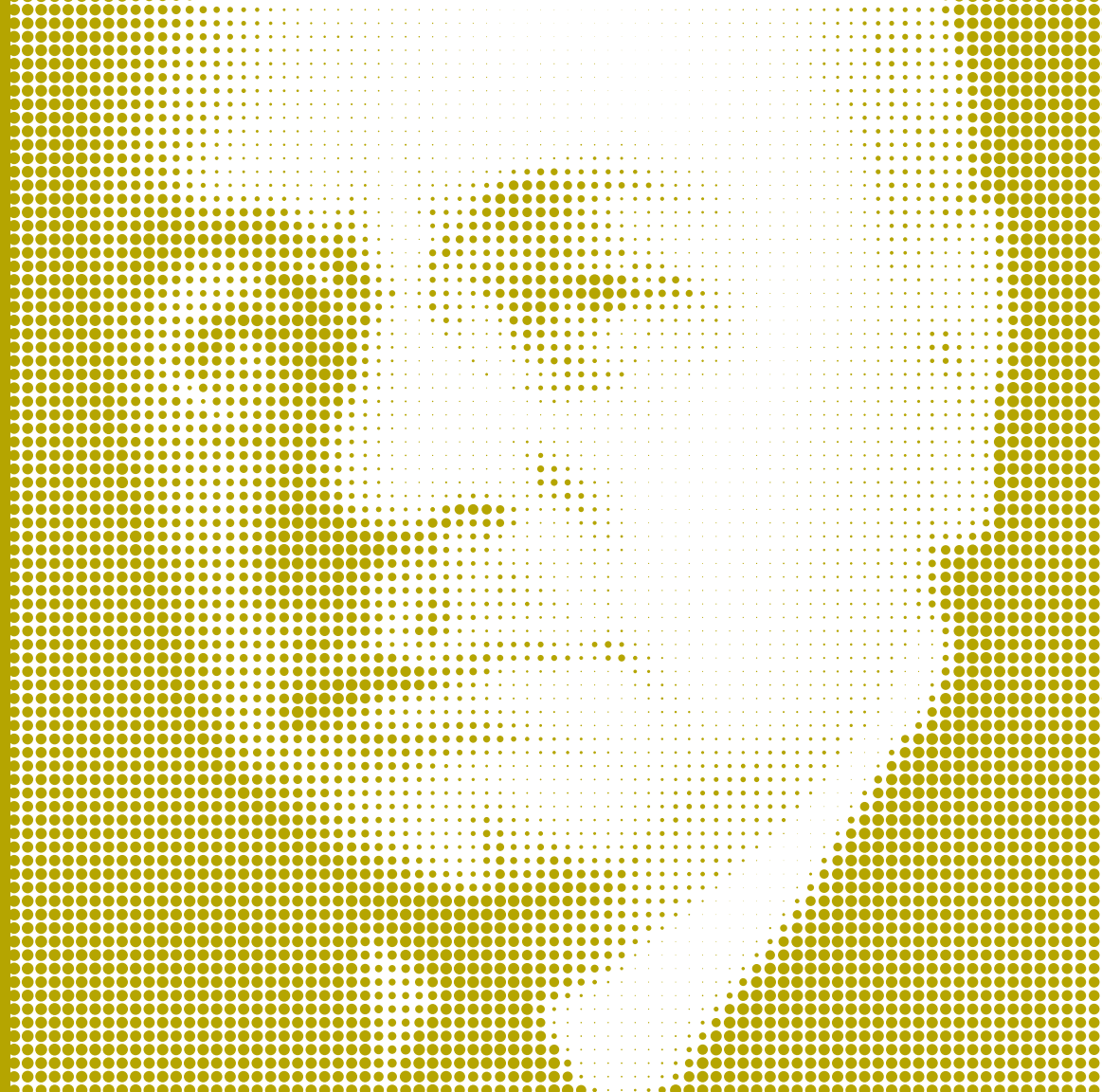
**socially responsible practitioners** are educated to be effective personal and social change agents in the pursuit of justice.

**social justice** refers to equitable distribution of economic, political, civic, cultural, social, and other resources and opportunities in society in order to promote the optimal development of persons and communities.

**community engagement** is collaborative partnership that strengthens communities, provides service, and prepares students.

The Adler School was founded on an idea—the pioneering idea of community psychology. Alfred Adler began community psychology by articulating the fundamental concepts of *gemeinschaftsgefühl* (social interest or the connection between individual and community well being) and systemic or structural community intervention (such as preventative public health measures). The Adler School Strategic Plan 2010–2015 provides a blueprint to advance this founding idea, lead the School's growth, and realize its Mission.

The three outcomes of the Mission are interconnected conceptually as well as through the organization of the Adler School. The School's education and training prepares students to be socially responsible practitioners who engage communities and advance social justice during both their course of study and their later professional lives. The School directly engages communities—through more than 500 community partnerships—in order to provide students with training in socially responsible practice and to advance social justice within those communities. The School's Institutes for Social Change bring attention to social justice within the School through stimulating changes in the curricula and through specific didactic and experiential activities for students and faculty—as well as promote social justice beyond the boundaries of the School by engaging communities in a variety of programming.



# vision

The leading academic institution advancing socially responsible practice, healthy communities, and a more just society.

The Vision is for the Adler School to be the leading or premier higher education organization addressing socially responsible practice and its concomitants—locally, regionally, and globally—a unique resource for broadening relevant practice, effecting social justice, understanding policy, initiating advocacy, promoting academic reflection, and producing social action and change.

The three external outcomes of the Vision are aligned with the three outcomes of the Mission. Socially responsible practice is central to the Adler School's Mission and Vision and is the extension of Alfred Adler's original ideas regarding the need for a more equal, cooperative, and just society—as well as his revolutionary ideas regarding the potential for activism among health professionals to address social challenges. The School's faculty defined and operationalized the competency of socially responsible practice, with expected knowledge, attitudes, and skills acquired through specific curricular experiences and evaluated through milestones, for graduate programs in clinical psychology, counseling, family therapy, organizational consultation, art therapy, police psychology, and a number of related disciplines and applications of psychology.

# values

*"Non nobis solus sed omnibus"* – Not for ourselves alone but for all. This is our School motto. It lies at the heart of the five Values that guide expectations and behavior at the Adler School.

## social interest

We are part of and invested in community, and we act and collaborate with compassion and social responsibility.

## pluralism

We respect and celebrate human diversity and difference.

## courage

We encourage leadership, innovation, and creativity, act on principle, and challenge the status quo.

## pragmatism

We are outcome-oriented and evidence-based, and we pursue real-world solutions and measurable results.

## excellence

We embrace the highest level of quality, rigor, and integrity for education, scholarship, performance, and outcomes.

## social interest

We are part of and invested in community, and we act and collaborate with compassion and social responsibility.

The Adler School's faculty, staff, students, and graduates are recognized as teachers and promoters of social responsibility, are engaged in their communities, and are politically aware and active. We continue to strengthen our culture of social responsibility, community service, and engagement. Life at the School is marked by rich opportunities for service, an active pursuit of sustainability, a vigorous commitment to the cities and peoples of Chicago and Vancouver, and a realization of those cities' connections with the larger world.

## pluralism

We respect and celebrate human diversity and difference.

Our academic, social, and organizational strength is enhanced by our inclusiveness and respect for the unique identity of individuals reflected in their cultural traditions, beliefs, and viewpoints. The Adler School views diversity as an essential component of the educational experience of our students and an important indicator of our success in ensuring the relevance of the School.

We dedicate the necessary resources to recruiting, welcoming, supporting, and retaining outstanding students, faculty, staff, and leadership who will significantly improve the diversity of the School community, with particular attention to the inclusion of under-represented, under-served, and marginalized populations. Our programs, partnerships, and relationships demonstrate our deep local roots, wide national influences, and broad global reach.

## courage

We encourage leadership, innovation, and creativity, act on principle, and challenge the status quo.

We continue to build a culture of innovation. Alfred Adler's thinking, Rudolph Dreikurs' work, the School's revised curricula, and the Institutes for Social Change's groundbreaking initiatives are all challenging and revolutionary—and we expect the School's ongoing work to challenge assumptions and to support revolutionary approaches to social action and change. Staff and faculty are encouraged to find solutions beyond the boundaries of traditional higher education practices. Students are prepared to be leaders who are agents of change.

## excellence

We embrace the highest level of quality, rigor, and integrity for education, scholarship, performance, and outcomes.

To ensure leadership in the changing global context, we support high performance in learning, scholarship, technology, financial management, service, and organizational processes. We train, inform, and empower staff, faculty, and leadership through motivating and rewarding high performance and by providing opportunities for professional development and advancement. With each graduate program's demonstration of distinction, and with increased support for programs that have achieved or will achieve recognition, we are increasingly known as a world-class institution for advanced studies related to social responsibility, healthy communities, and social justice.

## pragmatism

We are outcome-oriented and evidence-based, and we pursue real-world solutions and measurable results.

We are a practitioner school that is practical and applied. We apply scholarship and theory to practice. Our work can be observed in the surrounding communities in which we live, learn, and practice. We are out to change the world for the better. Our organizational practices are effective, efficient, and focused on outcomes. We set goals and achieve them.

# Key Strategies



# 1

## Expand and align education and community engagement with **social responsibility.**

The School community, as well as the School's publics, identify social responsibility as the most important feature of the School's identity, distinctiveness, and strength. Social responsibility as a uniquely Adlerian concept is perhaps the most salient feature of the School's legacy. This Key Strategy of *Social Responsibility* builds on the Adler School's greatest uniqueness and strength to offer new initiatives and to improve alignment of continuing initiatives.

Across the five-year plan, new academic programs—planned for both the Chicago Campus and the Vancouver Campus—will focus on social responsibility and socially responsible practice. New program growth will be carefully planned, aligned with other School strengths, and resourced. Other initiatives are specified for each year of the plan to strengthen social responsibility as a core competency of the organization.

# 2

## Advance **excellence** in education and community engagement.

The Adler School has remained dedicated to excellence as it has grown. This Key Strategy of *Excellence* ensures that the School will achieve its Vision of “the leading academic institution” advancing social responsibility and its concomitants. Excellence to ensure leadership means:

1. Maintaining and raising standards for student competence and student success, as supported by admissions, student affairs, academic affairs, and scholarship;
2. Managing quality growth throughout all planning and execution;
3. Cultivating continuous quality improvement in all School processes.

Initiatives, such as the new Center for Learning and Teaching, are designed to support excellence for each year of the plan.

## Key Strategy

# 3

### Expand **global** impact and involvement.

This *Global* Key Strategy builds upon the School's unique identity as an international practitioner school with two campuses in two countries. Two broad outcomes are planned. First, students must be competent to work in a complex, diverse, and global context. All competent practitioners are now required to be international practitioners, because even local practice is influenced by the global context. Socially responsible practitioners understand and function in this manner, and it is a key differentiator for them in the marketplace. Second, because we understand this phenomenon, the School will target involvement on international issues or situations in specific, focused, and discrete initiatives to lead to global impact and to afford students the opportunity to gain global competence.

# 4

Ensure **fiscal sustainability** and diversify revenue sources.

To support excellent work in social responsibility, community engagement, and social justice, this Key Strategy of *Fiscal Sustainability* includes achievement in institutional advancement and aggressive exploration of diverse revenue streams. We will continue to make gains in development and fundraising, build financial strength and sustainability for all programs, and pursue revenue sources beyond tuition. Goals are specified for each year of the plan.

**The Adler  
School**

**2015**

## Across 2010–2015, the Adler School will:

- Support a vital, scholarly, and compassionate climate;
- Address local and global challenges;
- Be a leader in transforming theory into practice for social change;
- Encourage cross-disciplinary programming;
- Promote and sustain a dynamic, creative, innovative, and entrepreneurial culture;
- Elevate integrated learning experiences among students, faculty, and staff;
- Remain flexible and alert to respond to environmental changes.

Alfred Adler was a psychiatrist who began the revolution of community psychology. School founder Rudolph Dreikurs was Alfred Adler's principal student who began the revolution of the Adler School out of his private practice office.

The Adler School, a specialized higher education institution, is continuing a revolution in how socially responsible practice can engage communities and advance social justice. The Adler School Strategic Plan 2010–2015, with specific activities and milestones, is a blueprint for this revolution. By maintaining the School's commitment to Adlerian principles, elevating the School's visibility, competing in the international marketplace, securing and sustaining viable regional and international partnerships, and broadening its academic reach beyond psychology, the Adler School will continue to grow and to realize its Vision.

At its basic, the implementation of our plan requires planning, proactive enrollment, aggressive fundraising, and the development of new markets, new programs, and new partnerships. At its best, it serves to inspire us as individuals and as a School to make meaningful change occur in our world.



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