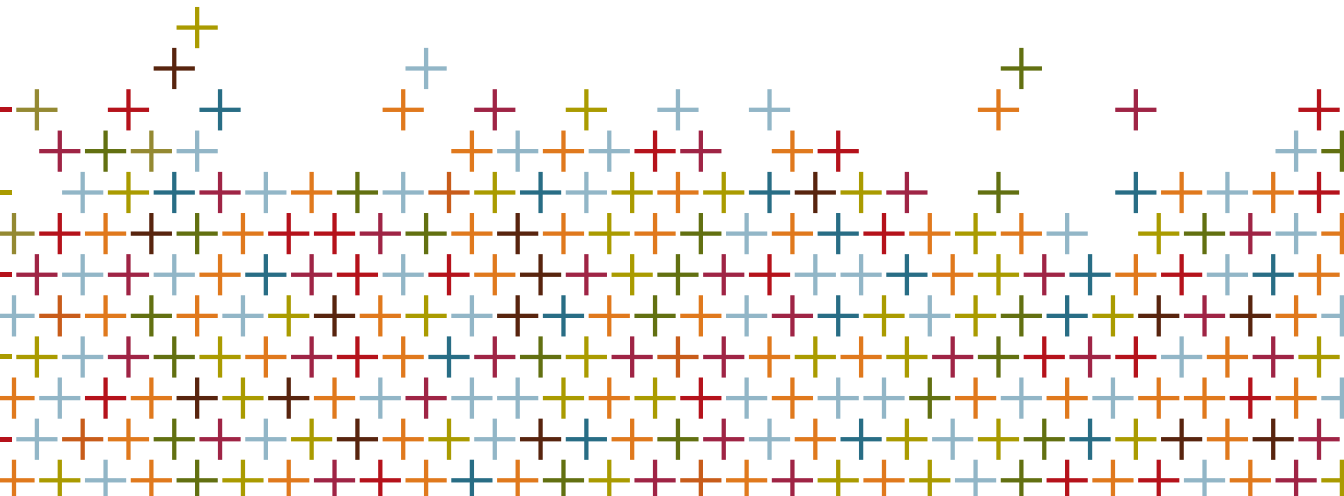


Adler School of Professional Psychology
2011 Annual Report

A⁺Adler



It's been a good year.

Meeting ambitious goals. Preparing greater numbers of future practitioners. Building new support, and being nationally recognized for our advocacy, practice, and approaches.

In these challenging times, these are things to be proud of. And we are.

At the Adler School, we can truly say we apply the values we hold—social interest, pluralism, courage, excellence, pragmatism—to ourselves and our performance. It's how we've sustained focused intensity and forward motion the past year—following the success of the year before that, and the year before that.

It's been a good year for the Adler School. And what's important about that is the “why.”



Not for ourselves alone but for all.



Non nobis solum sed omnibus. Not for ourselves alone but for all. Our School motto, it's the context for what we do.

Today's social challenges demand highly trained, relevant, and inventive practitioners to address them. No other institution prepares practitioners in the particular way that the Adler School prepares socially responsible practitioners—because we are uniquely and specifically informed by Alfred Adler's rule-breaking, revolutionary ideas and constructs.

Gemeinschaftsgefühl—Adler's concept of social interest, or the relationship between health and community—is the smartest, the most effective, and the most efficient way to initiate the work of social justice and the work of practitioners in communities.

It is essential, today more than ever, and it is how and why Adler School students, faculty, and graduates are addressing complex, extraordinary challenges throughout the world. In urban communities that have limited access to basic human needs and rights such as health and

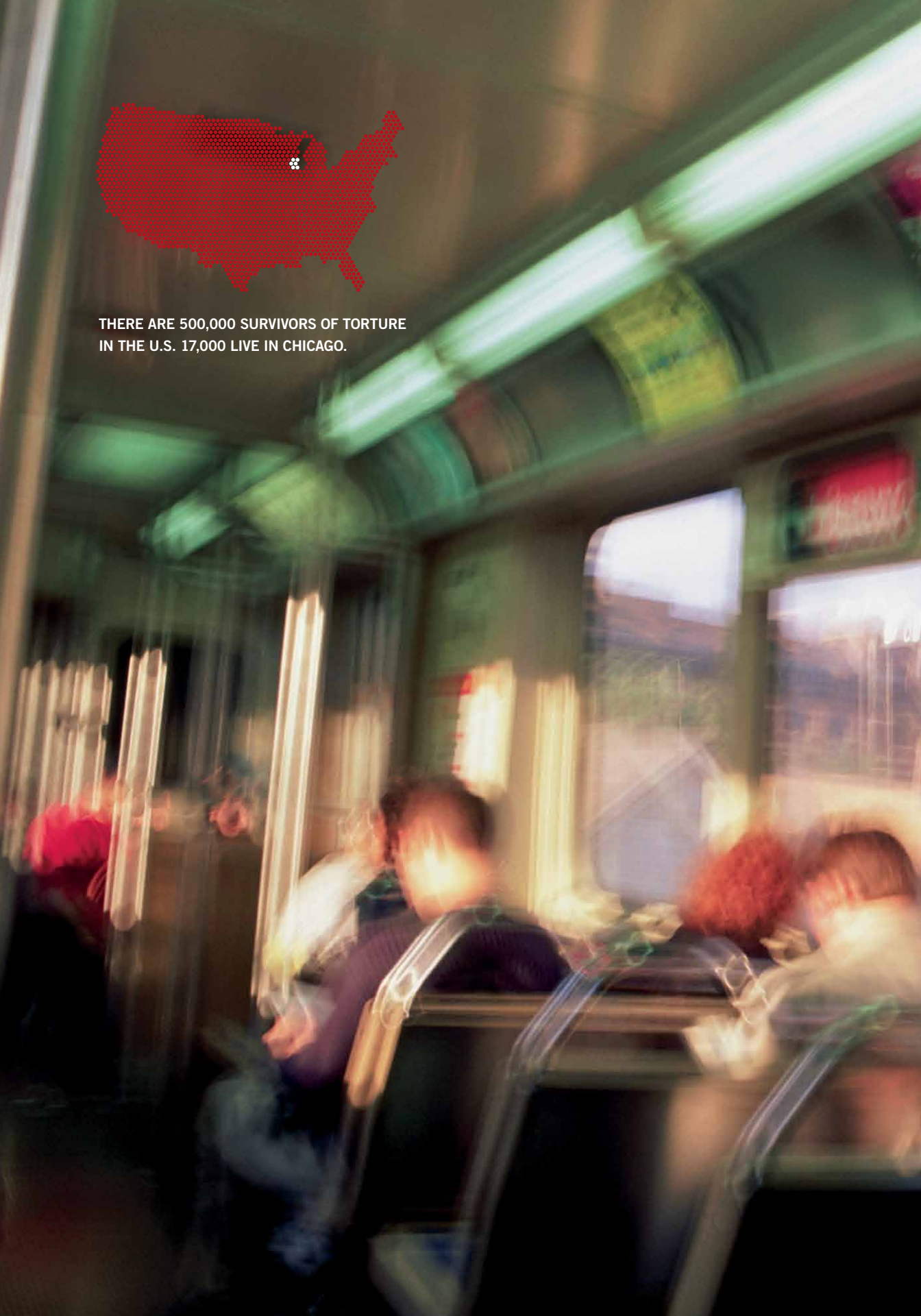
safety. In provinces where most people enter the mental health system through emergency rooms and police intervention—neither sector traditionally trained in mental health. In the world's poorest countries recovering from war without any mental health care. In the United States where people are incarcerated at staggering human, societal, and economic cost.

I feel great responsibility for the Adler School to continually improve our curricula, learning outcomes, teaching, service, and initiatives every term and every year—because socially responsible practitioners are indispensable to addressing these challenges. Their magnitude and the opportunity they present for social change motivate us to advance our work and our vision.

It's been a good year for advancing our work and our vision—not for ourselves alone but for all.

A handwritten signature in black ink, appearing to read 'R. Crossman'.

Raymond E. Crossman, Ph.D.
President



THERE ARE 500,000 SURVIVORS OF TORTURE
IN THE U.S. 17,000 LIVE IN CHICAGO.

It's been a good year for **celebrating** **the resiliency of the human spirit.**

"In the long months of confinement, I often thought of how to transmit the pain that a tortured person undergoes. And I always concluded that it was impossible." JACOBO TIMERMAN, *Prisoner without a Name, Cell without a Number*

"In all ways in which we understand it to affect people, torture is used to destroy the human spirit. It is designed to break down the victims' personalities and strip them of the power to control even their own lives.

"The long-term impact of the loss of connection to one's previous self and community is profound. For refugees, that loss is only exacerbated by their physical displacement to a new and unfamiliar setting."

During Nancy Bothne's career in human rights-based advocacy at Amnesty International, she saw in torture survivors "the resiliency of the human spirit." The experience was life-affirming and life-changing.

Her work and interest in how communities could recover from periods of human rights trauma led her to teaching at the Adler School. Here, she partnered with the Heartland Alliance Marjorie Kovler Center to create a two-semester course, introduced at the Adler School in fall 2010, on community-based interventions with torture survivors.

"Torture survivors need to rebuild their sense of self and their relationships with others. They need to reestablish a sense of safety in dealing with a community. It was important to me that our course would benefit survivors and engage them in processes that both valued and used their culture, experiences, and knowledge.

"The first semester was really designed to prepare students and give them a theoretical foundation. The second semester was organized around experiential learning. Students and survivors met weekly in what we called

'learning circles,' where we talked about common cultural or personal experiences, say, childhood games or what country you'd like to go to that you've never been to.



"These sessions were fun, but they also **helped identify the challenges that survivors encounter in daily life, and promoted sharing ideas and strength-based problem-solving.**

"One of the survivors had a birthday coming up. We thought we might talk about birthdays and how we celebrate them. Birthdays are significant demarcations of passages of our lives: being old enough to go to school, for instance, or coming of age. In that sense, these birthdays can be particularly difficult for people who are no longer in their own country.

"One survivor said that she didn't celebrate her birthday, that she could no longer celebrate. So we asked if we could celebrate it, and she said yes.

"One of our students, Christina, prepared extensively for the birthday party. She decorated the room, brought in special food. She made it clear to all that it was a special and significant day. Then she stood up and sang the Mexican birthday song to the survivor.

"It was an amazing moment. Christina was obviously giving the love, and the survivor was obviously feeling the love. She picked her head up off the table, she established eye contact, she smiled, she laughed. It was a deeply moving moment."



NANCY BOTHNE, M.A., M.S., Director of Community Engagement, developed "Community-based Interventions for Torture Survivors" in collaboration with the Kovler Center. Offered for the first time in 2010-2011, the course was co-taught with Mary Fabri, Psy.D., the Kovler Center's senior director of torture treatment services and international training.

*El día en que tu naciste,
nacieron todas las flores;
En la pila del bautismo,
cantaron los ruiseñores.*

"I didn't want to just sing her the American birthday song. All it is, is 'Happy birthday to you,' over and over. The Mexican song says, 'When you were born, all the flowers were born. All the birds sang.' That's what I wanted her to know. That's what I wanted to give her."

CHRISTINA GLORIA, Doctor of Psychology in Clinical Psychology student



IN THE U.S., 1 IN EVERY 32 ADULTS IS EITHER IN PRISON, IN JAIL, ON PAROLE, OR ON PROBATION.



It's been a good year for affirming the human need to connect.

The United States leads the world in producing prisoners. Currently, 2.4 million adults are in prison or in jail. Another 4.9 million are on parole or probation. That's one in every 32 adults. The cost to the U.S. budget is \$238 billion a year. The cost to families of victims and prisoners alike is incalculable.

“In prison, they say they're ‘out of the world.’

“Think about that. If you're ‘out of the world,’ you are totally disconnected. The humanness of who you are is lost, and it can lead to you not treating others as human beings.”

Nancy Tartt is pursuing her M.A. in Marriage and Family Counseling. For her Community Service Practicum—a non-clinical, community-based practicum taken by all Adler School students—she worked in the Cook County Public Defender's Office.

There, she was asked to collect a family history from a man charged with first-degree murder.

Every week for more than six months, Tartt met with “John” in jail. She spoke to him about his life and relationships. She interviewed his family members, including his father, who was being held in the same jail.

She constructed a detailed genogram, a graphic representation of the impact of family and social history—roles, relationships, patterns of behavior—on the individual, and shared it with John and the public defender.

For the attorney, who presented it to the prosecution as part of the plea bargaining process, the genogram was a novel tool to be used in the complicated operation of seeking justice. For John, it offered a new perspective on his life—along with the hours of conversation with Tartt.

“We need to broaden the definition of therapy and therapeutic settings,” Tartt says. “I engaged him in discussions about his family and experiences. He started connecting the dots of his family dynamics and life experiences. He began writing to his father, who had been trying unsuccessfully to communicate with him. They started having a relationship again. His brother started contacting him a little bit more.

“These are the kind of things that happen in therapy. We’re not trying to make angels, and these aren’t miracles. But there’s so much that we could do.



From an Adlerian perspective, an individual needs to be the best person that he or she can be, wherever that is.

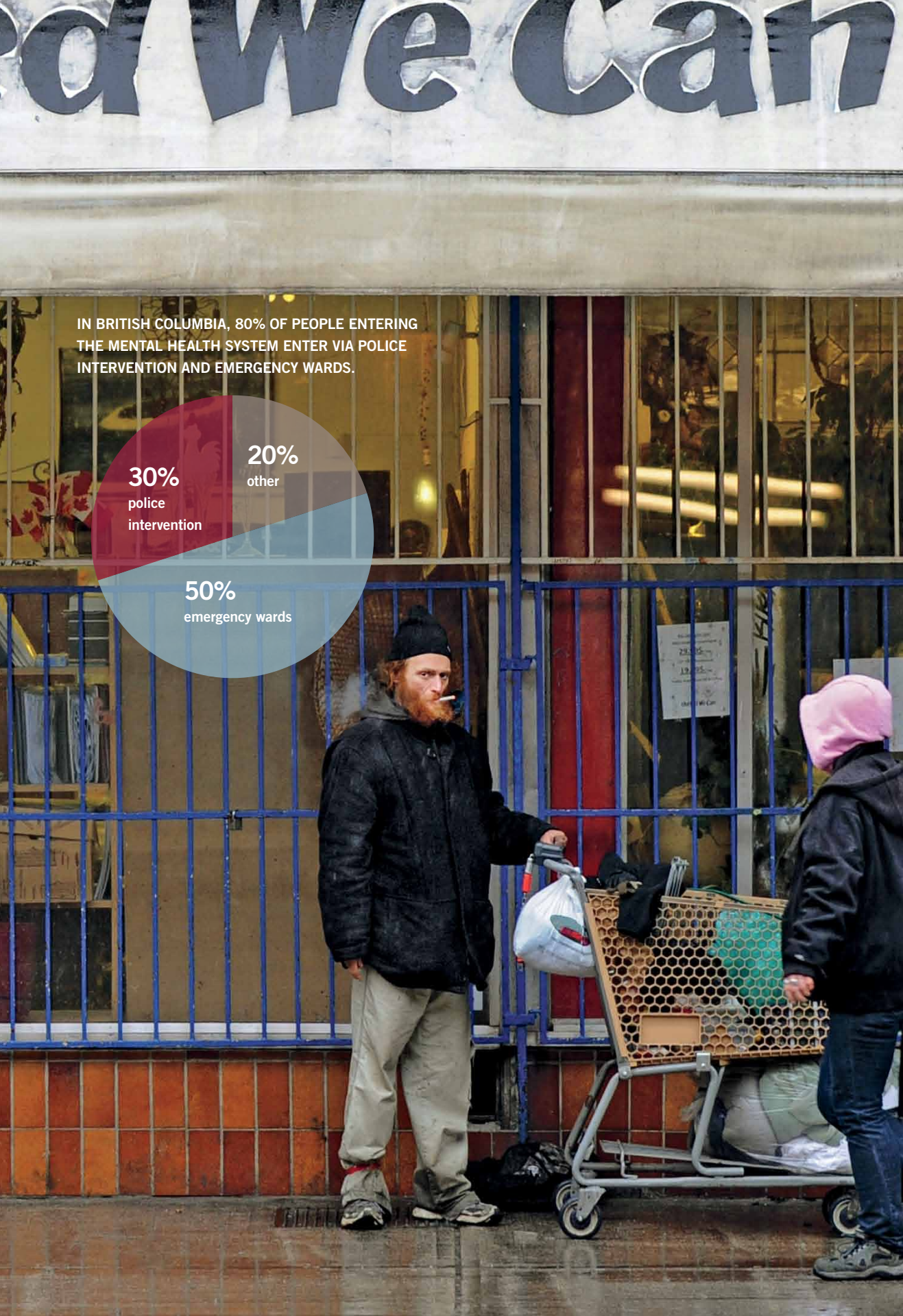
“Seeing a person who has committed a crime as a human being doesn’t excuse the crime. It doesn’t give him permission to be in denial about what he did. It’s not about guilt or innocence. It’s about professing a standard of living. At the end of the day, we’re humans, and we are here with each other to contribute to the betterment of mankind.

“I have decided to continue this work impacting the lives of those ‘outside the world.’ The impact is too important to just let it go.”

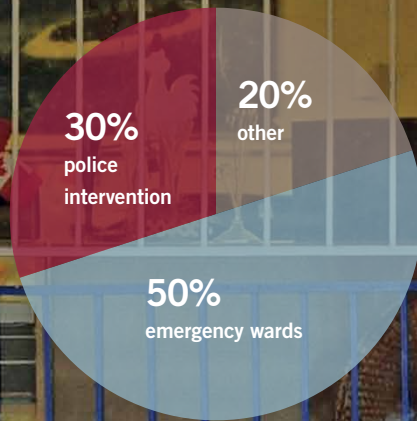


NANCY TARTT completed her Community Service Practicum (CSP) as one of more than 200 such practicums undertaken by Adler School students in 2010–2011—contributing to more than 600,000 hours of Adler School students’ direct work with communities and agencies to address systemic improvements to mental health.





IN BRITISH COLUMBIA, 80% OF PEOPLE ENTERING THE MENTAL HEALTH SYSTEM ENTER VIA POLICE INTERVENTION AND EMERGENCY WARDS.



It's been a good year for integrating systems to address mental health.

In Vancouver's Downtown Eastside, annual per capita income hovers below the poverty line. Rates of tuberculosis, hepatitis C, and HIV/AIDS exceed those in Botswana, Africa. Fully 75 percent of Downtown Eastside residents surveyed report health problems, including drug and alcohol addiction, fetal alcohol syndrome, and brain injury.

With 50 percent of police calls from the area involving mental health issues, British Columbia's division of the Canadian Mental Health Association decided it was time to offer crisis intervention training to first responders. Natalie DeFreitas, then an Adler School student with extensive experience in corrections, undertook a practicum as part of the training team.

“The issues faced by people living in the Downtown Eastside are predominately mental health issues and concurrent disorders. People who have mental health issues end up, say, with addictions, which then lead them to criminal justice issues. It's all stemming from an original issue that was probably left untreated from a very young age.

“In these circumstances, risk assessment is an incredibly important tool for first responders. They need to be able to observe symptoms and properly assess whether a person presents a risk to themselves or others.

“First responders are trained in safety, proper apprehension, and justice-related procedures. They see the outward expression of an addiction or behavioral issue, but they might not understand whether or not a person poses a suicide risk, for example. We provided information on common underlying mental health issues and how those issues present.

“No one expects a first responder to provide a diagnosis. Training helps them use intuition, visual cues, and audial cues to become aware of things to

report back to the person who does have some diagnostic skill. The hope is that instead of apprehending someone and putting him or her in a jail cell for a couple of hours, a police officer can know to accompany that person to the ER.

“To be able to say, ‘I noticed that this person had some delusions of grandeur’ might be important for a psychiatrist in the emergency room to know. The training put everyone in the same room: triage doctors, ER nurses, [Royal Canadian Mounted Police] officers, ambulance drivers, firefighters.

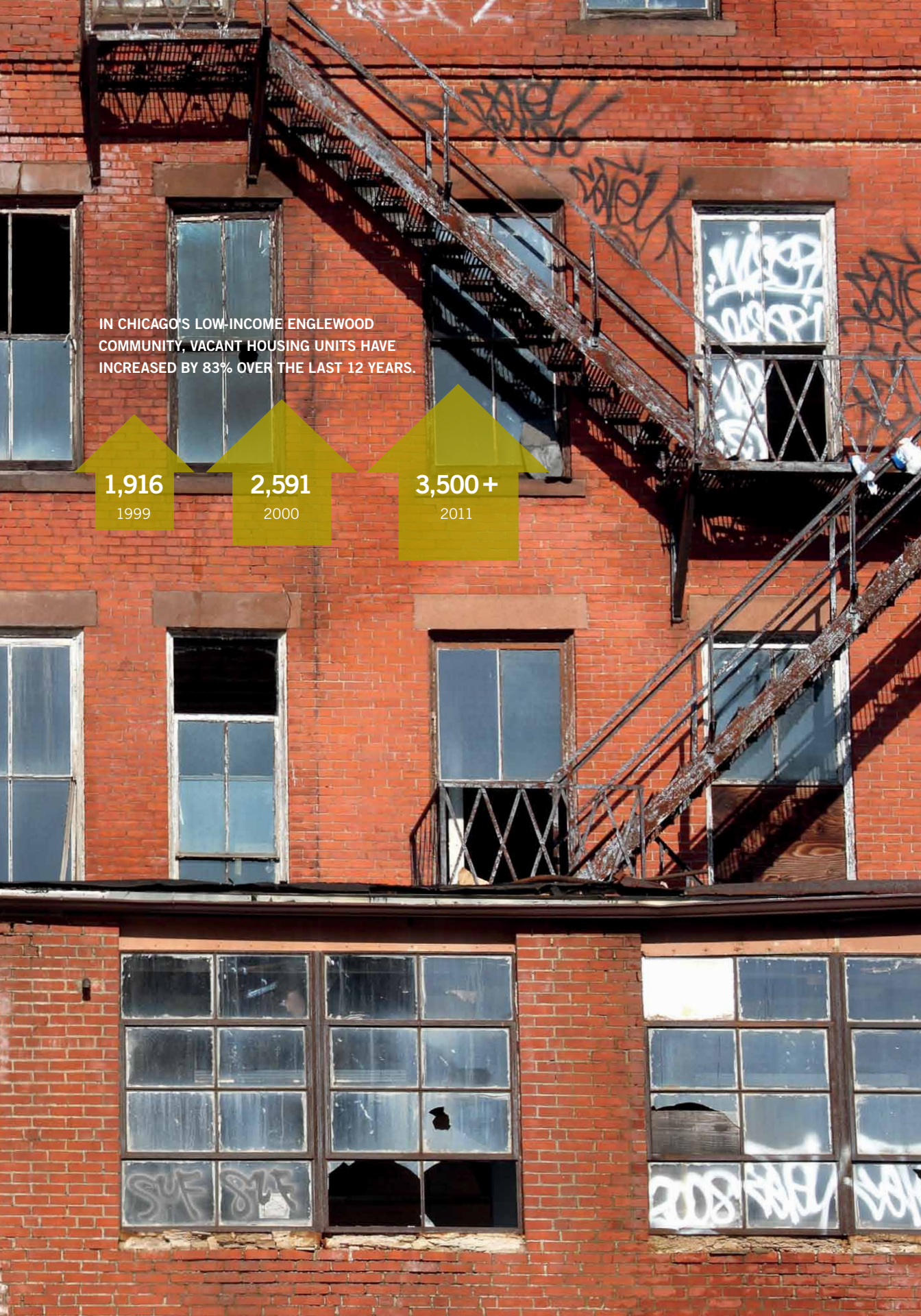
“One of the things that came out of our training was the development of a form for officers and others to carry with them and pass on to the triage doctors. The doctors complete it, place it in the patient file, and then send it on to whomever they refer the patient.

“We heard from everyone that there needed to be collaboration and communication among all of those who have contact with and treat those who are suffering from mental health issues. **The training was one step in developing that collaboration, in trying to work with one another to establish a continuum of care.**”



NATALIE DEFREITAS received her Master of Arts in Counselling Psychology from the Adler School's Vancouver campus in 2010. She is currently at work on a white paper and summary of best practices in restorative justice in Vancouver and Chicago, for the Adler School's Institute on Public Safety and Social Justice.





IN CHICAGO'S LOW-INCOME ENGLEWOOD COMMUNITY, VACANT HOUSING UNITS HAVE INCREASED BY 83% OVER THE LAST 12 YEARS.

1,916
1999

2,591
2000

3,500+
2011

It's been a good year for **advancing policy that improves communities.**

The streets of Chicago's Englewood community are lined with well-built bungalows and solid greystones. Yet, 3,500 of those properties sit empty. It is the highest concentration of vacant buildings in the city, and it exacts a frightening toll on residents of this low-income, high-crime neighborhood.

In July 2011, Lynn Todman, Ph.D., urban planner and Executive Director of the Adler School's Institute on Social Exclusion (ISE), testified before a City Council joint committee on Housing & Real Estate and Zoning on a proposed amendment to the city's vacant property ordinance to hold banks responsible for securing and maintaining foreclosed properties. Dr. Todman had prepared a policy brief for Alderman Pat Dowell on the issue, summarizing the results of the ISE's first-of-its-kind Mental Health Impact Assessment (MHIA) project. As a vote on the amendment drew near, Dowell asked Dr. Todman to share her research.

“The ideas that I offer you today come from work that I have done in the Englewood community, which as you all know, has more than its fair share of unsecured, unmaintained, vacant, and foreclosed buildings.

“About a year ago, after Alderman Dowell crafted the amendments that you have under consideration, my staff and I began to look at how the proposed changes in the code might impact mental health in the Englewood community.

“To do this, we conducted an abbreviated Mental Health Impact Assessment (MHIA) in which we examined how foreclosed properties, with overgrown grass and shrubbery and littered yards, might affect the mental health and well-being of the community's residents.

“We conducted an in-depth review of the literature, and we spoke personally with Englewood residents and service providers. Our sources included the

staff of Teamwork Englewood, Imagine Englewood—IF, the Chicago and Illinois departments of public health, the Centers for Disease Control and Prevention, Neighborhood Housing Services, and the Illinois Institute of Public Health.

“Unsecured and unmaintained vacant buildings are magnets for all kinds of criminal activity—they attract drug dealers, rapists, gangs, and arsonists. We learned that **securing and maintaining foreclosed properties would result in fewer havens for such criminal activity, and would, as a result, reduce the fear, stress, and anxiety associated with living near these properties** or having to walk by them every day on the way to work or to school.

“For property owners who do live in the community, the amendments could also help to reduce the stress associated with watching one’s principle—if not only—asset decline in value.... By increasing safety, the amendments could also play a role in making many hard-hit communities more attractive places for business investment, job development, and employment opportunities.

“Based on the information we gathered, we sent a policy letter, which supplements my testimony here today, showing that these amendments would have positive impacts on the health and well-being of Englewood and similarly situated communities. Moreover, by positively impacting the health and well-being of city residents, these legal modifications can also help to strengthen Chicago’s workforce and bolster its economic competitiveness.”



LYNN TODMAN, PH.D., urban planner and ISE Executive Director, testified days before the City Council passed the amendment on July 28. Meanwhile, under Dr. Todman’s direction, the ISE has launched a comprehensive MHIA to bring greater focus on issues of unemployment plaguing Englewood. For information, visit adler.edu/MHIA.



graduating socially
responsible practitioners

+ engaging communities

+ advancing social justice

continues the pioneering
work of Alfred Adler, the first
community psychologist

**It's been a good year for
advancing the mission.**



Innovating to lead change is part of what the Adler School does best. As the past year proves, we have become known for it.

For example, for outstanding contributions in education, advocacy, and public interest, the Adler School was honored by the National Council of Schools and Programs in Professional Psychology with its Advocacy Award. The School also again earned a spot on the President's Higher Education Community Service Honor Roll—the highest federal acknowledgment of an institution's dedication to community engagement.

In online blended education, the Adler School was recognized for pioneering new best practices. The recognition came from the Sloan Consortium, the higher education association that focuses on the nation's best of the best in technology and education.

The Adler School also earned an important designation for its forward-thinking approach to a new master's program focused on

rehabilitation counseling—becoming the first professional school of psychology to receive accreditation for such a program by the Council on Rehabilitation Education.

Recognitions like these and many more validate that the Adler School leads in innovation—a value embedded into the School's ambitious 2010-2015 Strategic Plan. With this innovation—and the passion, collaboration, and action for which the Adler School community is also known—the School has met every first-year goal established through the plan's four key strategies to advance the Adler School mission. The result is leading change for socially responsible practice, healthy communities, and a more just society. Like my colleagues on the Board of Trustees, I am excited and honored to be part of it.

A handwritten signature in black ink that reads "Mary J. Cahillane".

Mary J. Cahillane
Chair, Board of Trustees

For advancing social responsibility



BEGUM VERJEE, ED.D., Program Director of the M.A. in Community Psychology program, Vancouver campus—among the new Adler School programs launched in 2010-2011.

“The original idea for our program came from our advisory board, which consists primarily of people who work in the public sector. They said there’s a great need for master’s level study in community development. Many marginalized communities face enormous barriers and social problems, but there’s an enormous strength there, too. We need people who can honor these strengths and work with communities for social change.

“I met with several people, including executive directors of community-based organizations, with government officials, with people in education. I asked them if they saw a need for a graduate-level degree in this area. The community consultation came back with a resounding ‘yes.’ In addition, they suggested that such a program be created from a community-development framework.

“There are a lot of community-based organizations doing really good work addressing some of the barriers that individuals and communities face. But, we can

go further if we work together through community-university collaborations, especially if we’re talking about creating change at the policy level. That means connecting individuals and communities to decision-makers.

“One of the things I say to my students all the time is, ‘Think about politics.’ We have a student right now doing her community service placement with a city counsellor who told her, ‘Please consider politics as a career option.’ Some people go into politics for the acquisition of power. But there are also politicians who, I believe, are community psychology practitioners. They’re working for the people with the people, and that’s exactly what community psychology is.

“Community psychology is not about doing for or speaking for communities. It is about working with communities and ensuring that they have a voice in the changes necessary for their vision of an accessible and equitable world.”

STRATEGIC PLAN: KEY STRATEGY 1

+ Expand and align education and community engagement with social responsibility.

2011 GOAL SET

Launch two new academic programs in Chicago and one new academic program in Vancouver, and further refine our core organizational competency of socially responsible practice.

2011 GOAL MET

Three new academic programs—two in Chicago and one in Vancouver—have significantly expanded the Adler School’s professional education offerings to address community needs and promote socially responsible practice.

In September 2010, the Chicago campus began offering a new Master of Arts in Counseling Psychology, Specialization in Forensic Psychology, to prepare practitioners both within and beyond the criminal justice system. A new Master of Arts in Counseling Psychology, Specialization in Sport and Health Psychology, uniquely focuses sports psychology on health, wellness, and prevention. In January 2011, the new Master of Arts in Community Psychology program in Vancouver began preparing leaders for the government and community agency sectors.

Throughout the year, faculty, staff, students, alumni, and partners across both campuses collaborated in different ways in the Socially Responsible Practice Project, a year-long project to reflect upon and align the School’s core organizational competency of socially responsible practice. The completed project led to a white paper that will be published in fall 2011.

2012 GOAL SET

Launch two new academic programs at Chicago campus.

For advancing academic excellence



BILL EPPERLY, PH.D., Director of the Center for Learning and Teaching at the Adler School—newly established this year.

“My goal for the Center is to advance the learning of every single student and faculty member, taking each of them one step farther than they might have gone otherwise.

“We look for impact points, areas in which we can help transform the experiences of learning and teaching. Our suite of writing supports for students is one such impact point. Some students with the most interesting combinations of experience and aptitude aren’t necessarily the most well-prepared for graduate study. Their past experience was with a system of education that nearly kept them from achieving their goals.

“Or perhaps they are international students, and have a different approach to their course readings and academic work in general. They might not see

theory as something that can be rejected or disagreed with. They might not be comfortable coming directly to the point. We give such students the resources they need to be successful.

“We also encourage students to publish their work. Theory has always informed practice. The opposite should also be true. It should be a continuous loop. I like to think that Adler School students will make innovative contributions to the literature, by contributing new applications of theory and redefining what the skillful practitioner can accomplish.

“Our ultimate goal is to empower a variety of perspectives. By doing that, we not only benefit our learning community, we also can have an impact on social systems. We can create change—within the academic community and outside it.”

STRATEGIC PLAN: KEY STRATEGY 2

+ Advance excellence in education and community engagement.

2011 GOAL SET

Maximize use of the new Chicago campus facility, and establish a Center for Learning and Teaching with outcomes set for student success in both Chicago and Vancouver.

2011 GOAL MET

Upon moving to our new Chicago campus, the Adler School established a dedicated Center for Learning and Teaching providing faculty and students with advanced resources for achieving academic excellence. In its first year, the Center offered 34 distinct events and programs for students and faculty, as well as more than 500 professional writing consultations for students. Topics covered included research and statistics design, interviewing skills, a professional writing “boot camp,” stress management, study practices, classroom technology, grading rubrics, and instructional strategy. Initiatives in 2011 include expanded Vancouver campus programming, dissertation process assistance, and additional supports for online learning and teaching.

2012 GOAL SET

Receive expanded permission and re-authorization from the Higher Learning Commission of the North Central Association of Colleges and Schools.

For advancing global impact



BRIAN PRICE, PH.D., Associate Professor and Core Faculty member in the M.A. in Counseling program, chairs the International Education Committee and teaches the global perspectives course for Psy.D. students at the Adler School Chicago campus.

“I visited the University of Makeni in Sierra Leone this summer to provide support for its mental health program. I also went to see how I, the Adler School, and the American community might help to develop mental health service capacity there. Increasingly, organizations are seeking mental health professionals in international settings and students are requesting training experiences in other countries, which I believe we can offer.

“Sierra Leone has been rated the poorest country in the world with an average income of \$700 a year. It is recovering from a prolonged civil war associated with trafficking in ‘blood diamonds’, use of child soldiers, and both displacement and graphic mutilations of civilians.

“This is a country of 7 million people with a substantial need for mental health services. For example, I saw a boy on my second day who walked

15 miles to a mental health clinic only to find no medications available. In the entire country there is no psychiatrist and only one psychologist.

“There are three goals to be addressed. First, there needs to be awareness-building about mental illness. We have to debunk myths around various disorders, such as ‘you can catch epilepsy.’ Second, we need to build coalitions among agencies to work together to change the system—to provide services for the mentally ill and change practices that deny human rights for people with mental illness.

“The third goal is building capacity by training others to treat mental illness. For example, while there, we designed a curriculum for nurses to receive a qualification in psychiatric nursing.

“The goal is to prepare mental health practitioners to help in this work.”

STRATEGIC PLAN: KEY STRATEGY 3

+ Expand global impact and involvement.

2011 GOAL SET

Implement a new international student learning and recruitment program in Chicago.

2011 GOAL MET

New educational initiatives and recruitment strategies internationalized the Adler School learning environment.

Throughout 2010, visiting scholars and faculty from Rwanda, South Africa, Malaysia, and Thailand visited the Chicago campus, while faculty and students from Chicago and Vancouver completed projects in Rwanda, Iraq, Mexico, Sri Lanka, Ukraine, and El Salvador. In summer 2011, the Adler School also partnered with Heartland Alliance for Human Needs and Human Rights to pilot a Global Scholars international practicum in Ethiopia.

The Vancouver campus has implemented new initiatives over the last several years that have resulted in an international enrollment that is now 10 percent. In 2010-2011, the Chicago campus built on this success. An international recruitment counselor joined the Chicago Admissions team, and personnel traveled to India to meet with prospective students and build relationships with referral and partner organizations. The new Office of Global Affairs will continue to coordinate and expand international student recruitment, learning, and opportunities for practice in the global community.

2012 GOAL SET

Embrace an international multi-campus environment through beginning three new initiatives that bridge Chicago and Vancouver.

For advancing fiscal sustainability



PETER LIU, PH.D., C.PSYCH., Program Director of the M.A. in Counseling and Organizational Psychology program, Chicago campus—among the Adler School programs that underwent review in 2010-2011.

“We focus on the ways in which one can capitalize on talent within an organization: building teams, working with virtual organizations, and managing differences within an organization to the best advantage. But our students also have the advantage of understanding mental health as counselors.

“Companies that do well in the market understand the importance of their employees as a talent base. The pace of change is so rapid, and the extent of the change has increased. The workplace has become much flatter—you have leaner organizations now. Multicultural issues continue to present challenges—there are more and more people from many different parts of the world with all sorts of different backgrounds who have to be brought into the work force, so that we can create real innovation and entrepreneurship. Those employers who stay progressive and also in touch with their employees’ needs are the ones who will have a more aligned workforce and be more productive.

“With respect to our program, we look at labor statistics, and we interview students and alumni to identify the directions we should take in terms of market opportunities and employer needs. Recently, we decided to expand the business practicum offerings. All of our business practica in the program are consistent with the values that we believe are important. We have also included a couple of courses that will make it easier to get licensure, and are giving students more access to adjunct instructors, who have their own businesses or consulting practices, so that the students can develop a stronger connection with the professional community.

“I think we actually practice the values that we teach, not only in terms of output but in the way we manage on a day-to-day basis. We are constantly expanding and extending our program’s strengths.”

STRATEGIC PLAN: KEY STRATEGY 4

+ Ensure fiscal sustainability and diversify revenue sources.

2011 GOAL SET

Review all academic programs. Focus resources on those that are sustainable, and repackage or retire those that are not.

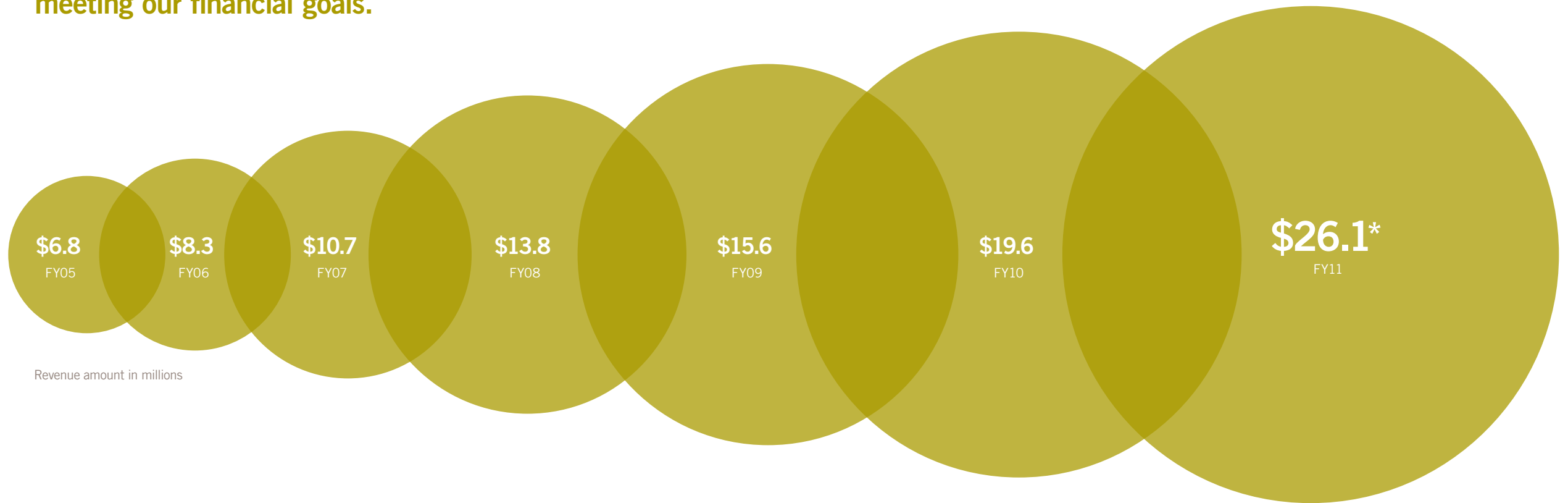
2011 GOAL MET

Program review helps the School identify and capitalize on its unique strengths while offering insights into how program changes may increase their effectiveness. A newly biennial program review by faculty and administration evaluated programs based on mission fit, educational impact, faculty performance, operational quality, fiscal performance, enrollment history, and market projections. In June 2011, faculty approved and developed plans to implement recommended changes in recruitment procedures, delivery format, curricula, faculty, and community engagement, as well as plans for significant program modification and program retirement.

2012 GOAL SET

Establish the legacy of the Harold and Birdie Mosak Library.

It's been a good year for meeting our financial goals.



Revenue amount in millions

2011 GOAL SET

Grow revenues 17 percent over fiscal year 2010 revenues.

2011 GOAL MET

Revenue grew 33 percent over the previous year (FY10), to \$26.1 million in FY11. Over the past eight years, the School's revenues have increased 468 percent.

2011 GOAL SET

Grow change in net assets by 100 percent over FY10 change.

2011 GOAL MET

Our FY11 change in net assets was 119 percent more than in FY10, maintaining eight years of reliable positive change in net assets and enabling us to continue to responsibly save for future initiatives. We achieved our FY11 margin while supporting the growth of the School—most notably increasing the number of faculty and staff by 18 percent and continuing capital improvements.

2012 GOAL SET

Grow revenues 17 percent over FY11 revenues. Grow change in net assets by 10 percent over FY11 change.

*Unaudited

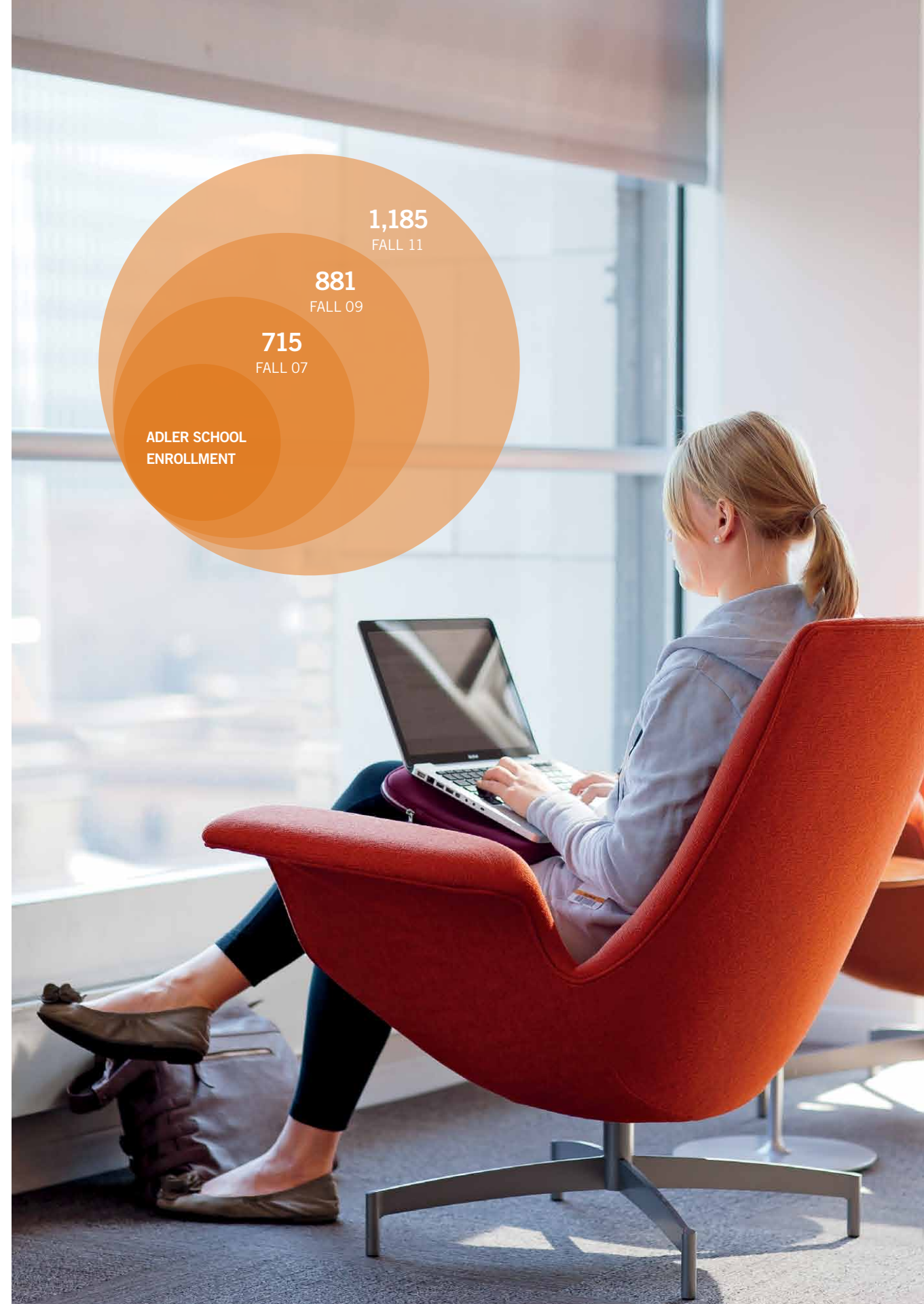
It's been a good year for attracting future practitioners.

Increasing numbers of students seek out the Adler School to pursue their educational and professional goals. Interest grew this year from throughout North America—and especially from abroad. Applications for admission from international students grew 50 percent over 2010, reflecting this year's strategic focus on internationalizing our recruitment efforts.

Just as enrollment has steadily increased—growing by a total 66 percent since fall 2007—so too has the Adler School's commitment to student selectivity, along with the rigor of our academics and our span of distinctive new degree offerings.

This year, the Adler School launched three new programs: in community psychology at the Vancouver campus, and in forensic psychology and sport and health psychology at the Chicago campus. In fall 2011, the Chicago campus also began enrolling students in two new tracks within the doctor of psychology in clinical psychology program: child and adolescent psychology, and military clinical psychology—the first of its kind in the nation.

Improvements to our physical campuses are also attracting students. In fall 2010, we moved our Chicago campus several months ahead of schedule to our technologically and architecturally advanced new space at 17 N. Dearborn. Reflecting our values on community and innovation, the campus has engaged the attention of prospective students—and supported growth in on-campus activities among current students. Likewise, in Vancouver, we increased campus space by a third—now providing enhanced learning facilities and new community space for larger groups.



ADLER SCHOOL
ENROLLMENT

715
FALL 07

881
FALL 09

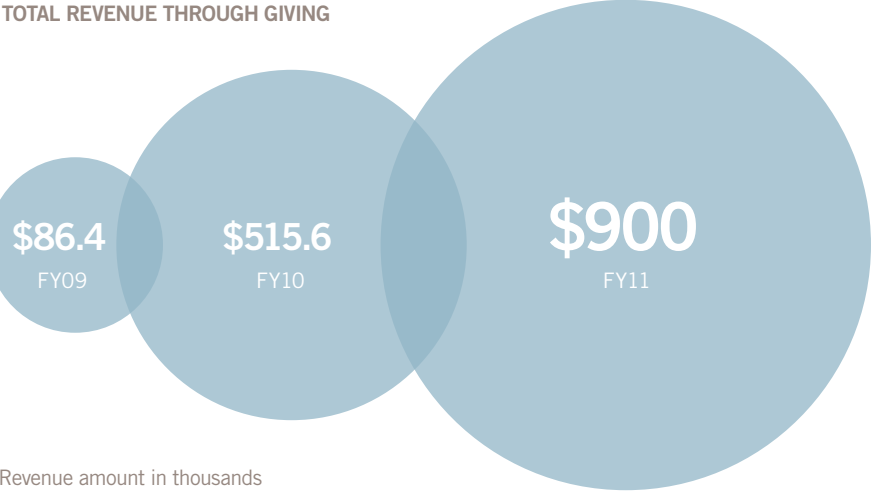
1,185
FALL 11

It's been a good year for engaging support for our mission.

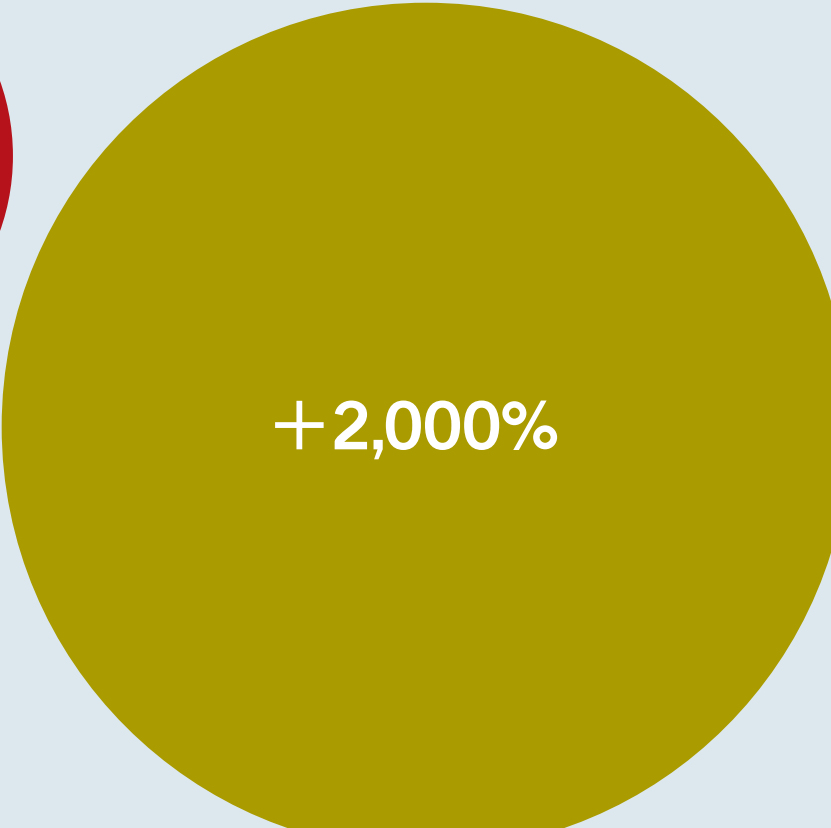
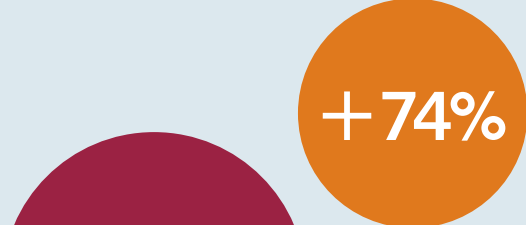
Support for the Adler School continues to grow among alumni, friends, corporate partners, and community partners who engage with our mission through their contributions. In fiscal 2011, total giving to the Adler School increased by 74% over the prior year—further strengthening our ability to offer scholarships to deserving students; to provide for degree programs and programs such as the Institute on Public Safety and Social Justice, the Institute on Social Exclusion, and Adler Community Health Services; and to address immediate needs and emerging educational opportunities.

This also provides a strong foundation for achieving one of the School's strategic goals for the coming year: establishing the legacy of the Harold and Birdie Mosak Library. Generous leading support from alumni and friends in FY11 enabled the Adler School to establish the five-year Campaign for the Harold and Birdie Mosak Library, in honor of our School's co-founder Dr. Harold Mosak and his late wife, Birdie. This national initiative brings together Adler School alumni and friends to raise \$1 million for our Chicago campus library, one of the world's finest specialized holdings of Adlerian psychology materials and archives.

TOTAL REVENUE THROUGH GIVING



Revenue amount in thousands



FY11 AT A GLANCE

- + 74% increase in total revenue provided through all contributions, over prior year
- + 244% increase in total revenue provided through gifts from faculty and staff
- + 301% increase in total revenue provided through gifts from individual donors
- + 558% increase in total revenue through gifts from Adler School alumni
- + 2,000% increase in total contributions for student scholarships over the last three years

+ you

We thank each of you who has provided financial support that helps us to further the Adler School mission to graduate socially responsible practitioners, engage communities, and advance social justice. With sincere gratitude, the Adler School recognizes the benefactors listed on these pages who supported the School and our work during the 2010-2011 academic and fiscal year. We celebrate the generosity of our many alumni, faculty and staff, foundation and corporate partners, and community friends who provided gifts and pledges from September 1, 2010, through August 31, 2011.

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