A school as innovative as he was
WHO WAS HE?

Alfred Adler (on the cover) laid the foundation for what we recognize today as community psychology. He based his pioneering approach on what he called *gemeinschaftsgefühl* (*social interest*), or the connection between individual and community health.

WHO ARE WE?

The Adler School continues this groundbreaking work by training psychologists and other practitioners committed to individual and community health. Innovation, at the Adler School, is threaded through the broadened perspective we teach, the process by which we make socially responsible graduates, and the impact we have on our local, national, and global communities.

Here’s how it works

- It starts with an idea. 6
- It challenges our students. 18
- It builds healthier communities. 26
- It starts with an idea. 6
Message from the President

The Adler School is founded on an important idea: our health resides in our community life and connections. This notion, which Alfred Adler called social interest, was revolutionary when he proposed it in turn-of-the-century Vienna, and it remains so today. Our ground-breaking and far-reaching curricula, our commitment to community engagement, and even the design of our new Chicago Campus—all spring from this guiding idea.

After years of careful planning, hard work, and incredible growth, we are poised to make the coming years a historic and transformational era for the Adler School. I feel a tremendous sense of responsibility, not simply to uphold the Adler legacy, but to translate it to meet the challenges we face today.

Our students deserve the most challenging set of experiences and curricula we can design. We work with a particular kind of student—those who are courageous enough to want to change the world. Our students ask to be challenged. We continually retool our pedagogy to meet that demand, as well as design new academic programs to meet emerging needs—this year, with new programs focused on gerontology, disabilities and rehabilitation, and community psychology.

Our world, too, faces extraordinary challenges. Fundamentally, the conflict and disease that threaten our world today are often rooted in an inability to see others as people like ourselves, worthy of respect and opportunity. The socially responsible practitioners we train are leading the way in healing these divisions in communities within and beyond Chicago and Vancouver. I believe our uniquely prepared practitioners are indispensable to meet the needs of our complex, diverse, and changing world. And I believe the Adler School must continue to change and grow in order to prepare socially responsible practitioners who are relevant, flexible, multi-skilled, and of the highest caliber.

Outside my office, on our new Chicago Campus, a quotation from Alfred Adler reads: “The school must not regard itself as an end in itself and must keep in mind that the individual must be trained for society and not the school.” This quote reminds me, and all of us, of our responsibility to our legacy, to our students, and to our need to innovate and grow the Adler School in service to the world.

Raymond E. Crossman, Ph.D.
President
This is a pivotal time in the history of the Adler School. We have moved into a new, flagship campus in the heart of downtown Chicago, and we are significantly expanding both our capacity and our impact on local and regional communities. The Board also just set the course for a new strategic direction through 2015, providing the platform on which we will further our impact nationally and globally. In the midst of this, I’m thrilled to step into the role of Board Chair – and grateful for my fellow Trustees whose intelligence, commitment, and energy are a real inspiration.

It’s also exciting to be part of an institution that so directly, so pragmatically, works for social justice. While many institutions are peripherally interested in social responsibility these days, at the Adler School we put it front and center. From the beginning, we’ve made an explicit commitment to deploying psychology in the service of societal as well as individual growth – and that commitment will never waver.

The road we’ve chosen is challenging – but energizing as well. I believe our focus on quality first will ensure that success follows. For us, lasting success travels a two-way street. We see it when community partners look to the Adler School to help effect social change, and again when Adler School students, as practitioners-in-training, help them create that change.

At the Adler School, community is paramount. Internally and externally, this means individuals working as one. Each of us brings a unique perspective to the School and its ongoing work. Together, we form an ever-expanding circle of communities that furthers our mission, and brings to light the best we have to offer. It’s a privilege to be part of it.

Mary J. Cahillane
Chair, Board of Trustees
It starts with an idea.

The idea, that individual and community health are inextricably linked, drives our thinking, our work, and our impact. Training the next generation of leaders so that they are prepared to be effective practitioners engaged in social change requires a curriculum that redefines the roles and responsibilities of professional psychology, and then integrates those principles throughout the learning experience.
An idea that changes what it means to practice psychology

At the Adler School, students take courses that prepare them to meet the needs of individuals as well as the communities they serve. Academic training converges with community leadership—resulting in practitioners who understand the systemic challenges to individual and community health—and have the relevant skills to effect change.

In addition to courses in psychological theory and practice, students complete a range of required and elective courses that extend beyond traditional training.

For example, Public Policy, Advocacy, and Social Change is a required course that shifts the lens through which students view themselves as professionals. The course teaches students to advocate for their clients and take steps that effect community-based change. It focuses on the formulation of social problems, as well as the development of public policy within the contexts of public administration, community organizing, and activism.

“There’s a lot of lofty talk about social change, but this course really focuses on how you do it,” says course instructor Laura Kunard, Ph.D., Director of the Institute on Public Safety and Social Justice (IPSSJ). “For example, when you show up for a community meeting, knowing who will be there, what you should do, and what to expect is critical. It’s boots on the ground.”
The Adler School’s Vancouver Campus has expanded its program offerings this past year to meet the emerging needs of Canadian communities for socially responsible practitioners.

“Our increased offerings are important to students who want specific professional training that adheres to the Adler School practitioner model,” says Dean Larry Axelrod, Ph.D.

The Campus developed a Master of Arts degree in Organizational Psychology this year, and a Master of Arts in Community Psychology that is accepting students for its January 2011 class. The Community Psychology program is one of only a handful like it in Canada. Students in this program will be trained for non-profit leadership in a variety of areas related to the support needed to sustain healthy communities and individuals.

The Organizational Psychology program trains students in the practical skills they need to lead organizational growth and change, skills that are likely to be in high-demand as more businesses develop programs to support employees and manage work-related stress.

“Community partnerships play an integral role in supporting both new programs,” says Begum Verjee, Ed.D., Program Director for the M.A. in Community Psychology.

“From the quality of transportation systems, to the affordability and availability of fresh produce, to neighbourhood crime, many things can affect the mental health of the people in a given community.”

Begum Verjee, Ed.D., Director of the Community Psychology Program
The Adler School’s new Chicago Campus is the result of the same kind of thinking that drives its innovative programs. It is a world-class campus designed to inspire world-changing work. The result is a vibrant environment that evokes a sense of collaboration, community, and health.

“The new campus is the product of careful, intentional design to support learning and reflect our social responsibility mission—and that’s the main reason for this investment,” says Raymond Crossman, Ph.D., President. “We needed to accommodate tremendous growth, and that gave us the opportunity to reconcile the spirit and quality of the School with the physical space we occupy. We are finally in a place that’s as progressive as the work we do.”

Flooded by natural light from floor-to-ceiling windows, the new campus is connected by multi-floor open atriums that create a “town square” feel and serve as hubs to a mix of social, work, and academic areas.

The new Chicago Campus, which opened in Fall 2010, is more than double the size of its predecessor and will accommodate the School’s burgeoning enrollment, which has more than doubled over the last six years. Classrooms feature a variety of interactive media resources including built-in IT credenzas with computing and wireless access to display screens, LCD panel
displays, SMART Boards™ interactive whiteboards, and in-ceiling integrated projection units. The location— at 17 North Dearborn Street in Chicago’s central business district— also serves the School’s mission by placing it in close proximity to leading institutions of social and political policy, culture, commerce, and education.

“We were given the assignment of capturing the principles of Adlerian thought in architectural expression,” says Trung Le, Principal with OWP/P Cannon Design, the internationally renowned architectural firm that designed the new campus.

“The Adler School is a single community of learning shared between students, staff, faculty, and community partners. We designed the new campus to reflect and foster that sense of shared growth and innovation.”

“Our new campus makes it possible for us to extend the reach and impact of the Adler School's distinctive approach to practice and psychology,” says Dr. Crossman. “The space reflects our fundamental belief that great practice results from progressive, inclusive, and rule-breaking dialogue and collaboration.”
It challenges our students.

Students at the Adler School are immersed in an academic culture of innovation that challenges them to keep pace with and serve the needs of an ever-evolving world. Human needs are not static; they evolve as our social and cultural environments change. So must we. That is the challenge we embrace.
One way the Adler School adapts is by empowering its faculty members to develop degree programs that ensure the School is training psychology practitioners for society’s emerging needs, especially those of underserved and marginalized populations. Two examples are the Master of Arts in Gerontological Counseling and the Master of Arts in Rehabilitation Counseling, new programs that were launched during the past year in Chicago.

The U.S. Census Bureau projects there will be 88.5 million people aged 65 years or older in 2050, more than double the projected 2010 population of 40.2 million. The School has anticipated the need for programs and specialists who not only work with older adults but also engage the communities in which they live. This means going beyond a focus on merely treating the older adult; it requires a full understanding of the civic structures and policies that affect our aging populations as well as cultural stereotypes, stigmas, and concerns within our society. With no similar programs in the region, the School’s Gerontological Counseling program is poised for continued growth.

“It’s really looking at the aging process and how we see older adults in our communities,” says Program Director Mark Bilkey, Psy.D. “There’s a huge need for this kind of training. We are discovering and realizing each day that growing older can include a healthy and positive resiliency in the face of everyday challenges.”
The Rehabilitation Counseling program was developed to meet the needs of individuals who have mental, emotional, or physical disabilities. As greater numbers of this population outlive their parents or caregivers, it is becoming increasingly important for them to have skillful advocates who are prepared to work not only with individuals who have disabilities, but within the network of their home and work communities.

According to the National Center for Health Statistics, more than 33 million non-institutionalized adults in the United States have some sort of difficulty with physical functioning.

“Disability covers a broad range of physical and mental limitations,” says Christine Bard, Ph.D., Director of the Rehabilitation Counseling Program. “It’s not just people in wheelchairs, and it’s not always apparent. As rehabilitation counselors, we have a responsibility to advocate and help them be as included and independent as possible.”
As Alfred Adler demonstrated almost a century ago with theories and research that challenged conventional ways of thinking about psychology, innovation doesn’t always take the form of a radical new idea. Some of the most inventive thinkers succeed simply by applying knowledge in a different way.

Adler School student Pauline Abrego (M.A. in Counseling and Organizational Psychology) has followed the lead of her school’s namesake. Like every first year Adler School student, Abrego completed a required Community Service Practicum (CSP), working in Spring 2010 with students and teachers two to three days a week at Social Justice High School in Chicago’s Lawndale neighborhood to develop a culturally sensitive sex education curriculum. She was awarded a prestigious Schweitzer Fellowship for the course she created, which relies on the very Adlerian notion of empowering high school students to use what they know to make positive choices, while accounting for the cultural context in which those choices are made.

“We tend to treat teenagers without the respect their experiences warrant,” says Abrego. “In many cases these kids have seen a lot by the time they’re freshmen in high school. So instead of taking the decision-making process out of their hands by telling them what they should do, this curriculum empowers the kids to make their own decisions. The consequences for each of the choices they can make related to sexual activity are presented without bias and the kids are encouraged to draw their own conclusions.”

This fall, Abrego, a former high school teacher herself, started working with educators at Social Justice High School to implement the new curriculum. “What we’ve found is that the most effective sex ed teachers are those who are most comfortable talking about sexuality. Their teaching background is unimportant,” says Abrego. “But it is critical that they have the tools to talk about this important topic in a way that relates to the culture these kids live in.”
It builds healthier communities.

Social change – real change – occurs not behind closed doors, but in the community. It happens in neighborhoods, schools, community centers, and health clinics. When practitioners and neighbors join forces to tackle problems, healthy communities emerge.
Increased impact is the reason the Adler School has evolved the Dreikurs Psychological Services Center into Adler Community Health Services (ACHS). Where underserved populations once came to the outpatient clinic on campus in Chicago, Adler School students are now going to them – at partner sites such as Heartland Health Outreach, an uptown health clinic, and St. Leonard’s House, a near-west-side residential rehabilitation center for ex-offenders trying to rebuild their lives.

“We can now take resources once used to house the clinic and reach more people,” says Dan Barnes, Ph.D., Director of the ACHS. “Instead of waiting for people to come to a central location for service, we make ourselves available to people in their communities.”

The new direction has multiple benefits. It enables the formation of partnerships that are explicitly aligned with the Adler School’s mission of producing socially responsible graduates. In addition to training students in the traditional practice of psychology, the new model provides students with training in evidence-based professional practice areas designed to meet current and emerging community needs. It also enables the School to contribute to community wellness.

The School also is expanding its reach by collaborating with a growing number of community partners to provide students non-clinical, frontline exposure to social
“The goal is for students to start feeling comfortable sticking their necks out. Adler Action Days and our CSP experience are not about service, per se, they are really about the need to examine and change the systemic factors that effect people’s well-being.”

Nancy J. Bothne, M.A.,M.S., Director of Community Engagement

issues through the required Community Service Practicum (CSP). Opportunities are wide-ranging, from doing a needs assessment for a domestic violence shelter to designing a pilot study for a consumer advocacy group.

“The needs of our community partners are great, and the talents of our students are many,” says Nancy J. Bothne, Director of Community Engagement. “We work with partners to promote wellness in the communities they serve and they, in turn, work with us to provide training opportunities that help prepare our students to lead social change.”

The outreach has driven community group interest in being part of Adler Action Days, a new effort in which the School’s faculty, staff, and students identify a social justice issue they’d like to address. The result is a School-wide action to create social change through coordinated efforts such as letter-writing and phone call campaigns, meetings with elected officials, or other focused advocacy.

A recent Adler Action Day involved appealing to the Mexican government to investigate violence against women by Mexican police.
The United States 2010 official reports of its military personnel tell a heartbreaking story. To Adler School faculty member Joseph Troiani, Ph.D., a recently retired U.S. Navy Commander who served 32 years, the clear message is that U.S. service men and women are tangling with a foe every bit as dangerous as frontline combat—mental illness. He knew something had to be done.

“Our soldiers and veterans need help, and the Adler School model offers the perfect lens through which to view and address the military’s systemic mental health problems,” says Dr. Troiani, reflecting on the genesis of the School’s involvement with the military.

In 2010 the U.S. Army agreed, awarding three of its 10 annual clinical psychology scholarships to Adler School students, more than any other school in the country. It’s a distinction that speaks to the unique training that equips the School’s
3x
Increase in the number of suicides in the U.S. Army since 2001

177%
Increase since 2004 in the number of U.S. Army personnel found to have committed spousal or child abuse

50,000
Number of criminal misdemeanors committed by U.S. Army personnel in 2009, up from 28,000 in 2004

graduates with specialized ability to serve at-risk communities. Recipients of these full-tuition scholarships intern at an Army medical facility and, after graduation, will serve in the U.S. Army. While not traditionally thought of as an underserved population, the statistics suggest that, from a mental health perspective, that’s exactly what our soldiers and veterans are.

“In that respect, they’re no different from the marginalized populations that Adler School students interact with during their community practicum experiences,” says Psy.D. student and U.S. Army Healthcare Scholarship recipient Michael Brennan, 2nd Lt., Army Reserves.

Realizing that more could be done, Dr. Troiani recently proposed the development of a Doctoral Program in Clinical Psychology with a track in Military Psychology that will begin enrolling students in 2011. It will be one of only two such programs in the country.

“The number of soldiers whose lives are lost as a result of mental health issues makes the education and training of military psychologists as important to protecting our troops as Kevlar research or the addition of armored plates on Humvees,” says Dr. Troiani. “Our graduates have received the kind of training that allows them to be of tremendous service to their country and to our soldiers.”
Building healthier communities by championing neighborhood change

The work of the Adler School’s Institute for Public Safety and Social Justice (IPSSJ) reaches Chicago’s streets through people such as Sgt. Tony Escamilla, a Chicago Police Department (CPD) officer by day and an Adler School student by night.

Laura Kunard, Ph.D., Executive Director of the IPSSJ, has cultivated partnerships with neighborhood organizations that offer Sgt. Escamilla and other students opportunity for direct community engagement with issues like neighborhood safety and violence prevention. Dr. Kunard says that not only benefits the students as professionals and future practitioners, but is also the best way to effect genuine neighborhood change.

One such partner is the UNION Impact Center in Chicago’s Back of the Yards neighborhood, once home to the infamous Chicago Stockyards. Sgt. Escamilla, who is currently working toward his second master’s degree via the School’s online Master of Arts in Counseling Psychology program, completed his required Community Engagement Project (CEP) with UNION in early 2010. The experience meshed perfectly with the responsibilities of his day job; it also transformed his perspective as a police officer.

Sgt. Escamilla leads a CPD 11th District tactical team that operates in some of the city’s most violent, high-crime neighborhoods. As a result of his community work with the IPSSJ—which included helping UNION apply for grants to support its youth soccer league, neighborhood clean-ups, and English language classes—Sgt. Escamilla has learned to think about policing differently.

“You can’t just dump services on people and walk away; that type of assistance facilitates dependence,” says Sgt. Escamilla. “You have to cultivate solutions that are sustainable, using the resources already available in the neighborhood. My work with Dr. Kunard and the IPSSJ opened up my eyes to solutions that were right in front of me, solutions that I can implement in my own district.”
The success of the Adler School’s Institute on Social Exclusion (ISE) 2010 conference will have lasting community effect, by design. ISE Executive Director Lynn Todman, Ph.D., and her team convened an international, multi-disciplinary group of thought leaders for a conference that urged 240 participants to lead a groundswell effort to address the social conditions that impact mental health. It was the first event of its kind in the United States, and it hadn’t even concluded when Dr. Todman announced ISE plans for an encore as ambitious as the conference itself: the development of the first mental health impact assessment (MHIA) tool.

Dr. Todman’s announcement embraced the challenge issued by conference keynote speaker David Satcher, M.D., Ph.D., the 16th Surgeon General of the United States. “We need a movement that places fair health, fairer distribution of health, and better overall population health at the head and heart of governance,” said Dr. Satcher.

The MHIA will help communities ensure that policy makers and program developers make decisions that promote mental health. In the fall of 2010, a team of Adler School faculty, staff, and students piloted an MHIA that is assessing a proposed amendment to Chicago’s Vacant Housing Ordinance. The amendment is being evaluated for its effects on crime, violence, income, and the distribution of wealth – important social determinants of mental health.

MHIA is an example of the ISE’s cutting-edge approach to health and public policy.

“We know that many different kinds of public policy decisions affect mental health. Yet, those impacts are rarely, if ever, factored into public policy decision-making processes.”

Lynn Todman, Ph.D., Executive Director of the ISE
Diversity is more than a buzzword at the Adler School; it is a key definer of the leadership and all aspects of the culture.

In the seven years since Raymond Crossman, Ph.D., was named president, the School’s governing board has been transformed through a sustained effort to foster diversity, not only in gender and ethnicity, but also in age, cultural background, professional expertise, and sexual orientation. In October 2009 that effort was recognized by The Chronicle of Higher Education, which touted the School’s 17-person board for both excellence in governance and as one of the most diverse in U.S. higher education.

The Adler School also took the national stage by partnering with Roosevelt University for an August 2010 event that established the foundation for a new group called “LGBTQ Presidents in Higher Education.” Dr. Crossman, one of a small but growing number of openly gay presidents in higher education, helped initiate the event. The meeting was described in online coverage by USA Today and Inside Higher Ed as “making history.”

“We view diversity as both an essential element of our learning community and an important indicator of the relevance of the School. Pluralism is both a means and an end.”

Raymond Crossman, Ph.D., President
Measuring success

The Adler School’s Chicago Campus has grown significantly while increasing the selectivity of its students and the academic rigor of its programs. Enrollment reached 831 students in Fall 2010, up 17 percent over the previous year, and up 29 percent since Fall 2008. The Adler School’s Vancouver Campus enrollment also continues on a trajectory of growth, as it too shows gains on quality markers. Enrollment reached 198 students in Fall 2010, up 17 percent over the previous year, and up 47 percent since Fall 2008.

Total combined enrollment now exceeds 1,000 students, having increased 32 percent over Fall 2008, and more than doubling since Fall 2004.
Increasing support

The foundation of support for the work of the Adler School grows stronger each year. Overall revenue generated this year by the School increased by 497 percent over the previous year, up to $515,595 this year from $86,360 in FY2009. The significance of this support cannot be overstated. Alumni, friends, and corporate and community partners are increasingly expressing their confidence in the School with contributions that allow us to extend the reach and the impact of our mission. Among numerous highlights illustrating the tremendous progress made this year are several first-time achievements.

$515,595
FY10 REVENUE

$86,360
FY09 REVENUE

↑38%
Increase in Adler School employee donors

↑138%
Increase in employee contributions

$247,525
State Capital Grant received through the State of Illinois’ Independent Colleges Capital Program in support of the new campus

$50,000
Amount received in a first-time Matching Challenge Grant

82%
Donor retention rate from FY2009 to FY2010

24
Number of Grants funded through the Office of Corporate and Foundation Relations, triple the amount over the previous year

+1
Established the Masters in Police Psychology Scholarship Fund, which expands financial support for current and prospective students in this program
Finishing strong

The Adler School has established a remarkable pattern of achievement. Each year goals are defined and met, expanding the School’s impact and furthering the momentum and relevance of its mission. This year – the completion of our 2005–2010 Strategic Plan – is no exception. We have achieved both our strategic and our financial goals, placing the School in a position of strength and accomplishment.

Reflecting on our strategies and goals is useful because in doing so we are reminded of the specific work and progress taking place daily in our classrooms and the communities we serve. Together we are making great things happen.

2005–2010 Strategic Plan >>

In September 2009, the School began offering new programs to address practitioner shortages for two underserved populations. The Master of Arts in Counseling Psychology—Specialization in Rehabilitation prepares students to work with people with physical disabilities, and the Master of Arts in Gerontological Counseling prepares students to work with the fast-growing population of older adults and their families.
The School diversified its Vancouver Campus offerings with a new Master of Arts in Organizational Psychology program, which launched during the January 2010 term. In addition, the School received consent from the Ministry of Advanced Education in British Columbia to offer a new Master of Arts in Community Psychology, which is accepting students for its January 2011 class.

In 2009-10, the School’s learning community, including trustees, faculty, staff, students, and alumni, worked with OWP/P Cannon Design, an internationally renowned architectural firm, to design a progressive new campus space in the heart of downtown Chicago. Construction began in January 2010, and the move into the School’s new Chicago home at 17 North Dearborn Street took place in July, four months ahead of schedule and on budget.
Through more than 700 partnerships, the School engages communities and provides educational experiences for students. In 2009, the School deepened its partnership with Heartland Alliance for Human Needs and Human Rights, an international advocacy and service organization that provides numerous opportunities for the School to reach underserved communities, including a new course that focuses on work with survivors of torture. We also began deploying faculty and students and predoctoral interns at a Heartland Health Outreach primary care community center in Chicago.

With the support of an active Adler School Alumni Association now in its third year, alumni participated this past year in educational programs, social and professional gatherings, and community service and volunteer experiences. Alumni increased their participation by 43 percent in giving to the School, increasing to 103 donors this year from 72 the previous year.
Expanding our vision

As we continued to execute our vision, meeting all of our 2009–10 goals, we created our new Strategic Plan for 2010–2015. We did so through an inclusive and collaborative process that gathered input from the entire School community on both campuses. The six-month process was ultimately as valuable as the plan that resulted. Approved by the Board of Trustees in February 2010, this Strategic Plan marks a new chapter in the School’s history, establishing the markers that will guide us on an ambitious path of continuing achievement to advance socially responsible practice, healthier communities, and a more just society.

2010–2015 Strategic Plan >>
1
KEY STRATEGY
Expand and align education and community engagement with social responsibility
2011 GOALS SET
We will launch two new academic programs in Chicago and one new academic program in Vancouver during 2010–11. We will further refine our core organizational competency of socially responsible practice.

2
KEY STRATEGY
Advance excellence in education and community engagement
2011 GOAL SET
We will maximize use of the new Chicago Campus facility. We will establish a Center for Learning and Teaching with outcomes set for student success in both Chicago and Vancouver.

3
KEY STRATEGY
Expand global impact and involvement
2011 GOAL SET
We will implement a new international student learning and recruitment program in Chicago to realize new enrollment goals for the 2011–2012 academic year.

4
KEY STRATEGY
Ensure fiscal sustainability and diversify revenue sources
2011 GOAL SET
We will review all academic programs, and we will focus resources on those that are sustainable and repackage or retire those that are not.
Sustaining the vision

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Shelly Brice

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