

## **ANNUAL STATE OF THE ADLER GRADUATE SCHOOL (AGS) MESSAGE – AUGUST 2017**

### **Introduction**

First, on the heels of fiscal year 2016/2017 (ending June 30, 2017), and as we now proceed through the early stages of fiscal year 2017/2018, I want to thank everyone for contributing to the Adler Graduate School's (AGS) continuous improvement and for diligently and persistently working toward that goal. In pursuing the goal of continuous improvement, AGS has focused on Board-approved Strategic Priorities such as the ones listed below (i.e., priorities for fiscal years 2015/2016 and 2016/2017). AGS's senior administrators consistently monitor our Strategic Priorities through a de-centralized process that includes all AGS programs, institutional units and standing committees. Our 2016/2017 priorities – along with our current vision and mission statements – are presently being updated. Chris Helgestad, AGS's Vice President for Academic Affairs, is leading this process.

### **AGS Strategic Priorities – Fiscal Year 2016/2017**

- SP 1: Increase access to and reach of AGS's educational programs
- SP 2A: Ensure the long-term fiscal sustainability of the School- Finance
- SP 2B: Ensure the long-term fiscal sustainability of the School- Admissions, Marketing, and Recruiting
- SP 3: Prepare an increasingly diverse student body for service to increasingly diverse communities
- SP 4: Continue improvement efforts to make all AGS educational programs high quality
- SP 5: Increase connections in the community
- SP 6: Ensure ongoing commitment to our foundation in Adlerian Psychology
- SP 7: Employ best practices in our communication efforts with service to students, applicants, faculty, staff, board members, and the community

### **AGS Strategic Priorities – Fiscal Year 2015/2016**

- Sustainable growth characterized by fiscal solvency, and the high quality and continuous improvement of AGS's educational programs
- Continuous development of Social Interest in the community, as characterized by an ongoing commitment to community service and to AGS's and the community's bi-directional influence on one another
- Ongoing commitment to the diversity of AGS's student body, faculty, staff and Board of Directors
- Ongoing commitment to and continuous development of AGS's foundations in Adlerian Psychology

- Facilitate access to and reach of AGS's educational programs by diversifying and strengthening both the educational programs and the methodologies for delivering AGS's educational programs

Since we have recently completed fiscal year 2017/2017 and have just begun fiscal year 2017/2018, this State of the School message – like recent years' messages – is intended to update constituents of the Adler Graduate School (AGS) about our activities and growing edges.

I encourage all AGS constituents to read this State of the School message and, subsequently, to contact me or Chris Helgestad, AGS's Vice President for Academic Affairs, or Kathy Bengtson, AGS's Vice President for Finance and Administration, if you have comments, concerns or new ideas you wish to share. In the meantime, once again, thank you to everyone for contributing to AGS's ongoing pursuit of continuous improvement and for diligently and persistently working toward that goal.

### **President Transition**

Many people associated with the Adler Graduate School know that I will be retiring from my role as President at the end of December, 2017.

Approximately 20 months ago, I began speaking with members of the Adler Graduate School's Governance Committee about my plans to retire as AGS's President sometime in 2017. At a Board Retreat in November 2016, I made a formal announcement to the Adler Graduate School's full Board. The Board requested that I stay until the end of 2017, which I gladly agreed to do. As such, I have begun a transition process; one the Board and I have signaled well in advance for everyone associated with AGS.

The AGS Board of Directors is actively involved in identifying my successor. Rest assured, the AGS Board will endeavor to find the best fit for the Adler Graduate School's high educational standards, our unique role in the community and our Adlerian principles.

I have sincerely appreciated the opportunities I have been given to serve the Adler Graduate School and the support I have been shown. Thank you. My decision to retire as the Adler Graduate School's President is made with great love for the School and respect for the people I have worked with and gotten to know. Once again, I am also grateful for the opportunities I have been given and the support I have been shown.

I want to thank each of you for your contributions to the Adler Graduate School and for your support for the work of the School. We are doing some unique things here at AGS, as flexibility meets high standards, and as we display our characteristic Social Interest, merging AGS's educational programs with a distinct commitment to civic engagement. One of the ways we display our Social Interest, of course, is by training an increasingly diverse student body for service to an increasingly diverse community. The Adler Graduate School trains its students and graduates to serve the whole community, and works hard to create access to educational opportunities for our students and, ultimately, access to human services for our fellow community members.

Thank you for placing your trust in our School. I am confident the Adler Graduate School is positioned to do great things as we continue to adapt to a changing marketplace. I also believe we have some outstanding human resources who will help us as the Adler Graduate School moves forward toward 2018.

### **Fundamental Principles**

The Adler Graduate School continues to be guided by and committed to three fundamental principles, or foundations – Adlerian Psychology, a Customer Service Orientation and Organizational Diversity. Hopefully, our commitment to these principles will continue to set AGS apart from other institutions. In fact, when AGS constituents are surveyed, results consistently support Adlerian Psychology, our Customer Service Orientation and Diversity as the primary reasons for their interest in and commitment to the Adler Graduate School; thus, reinforcing AGS's commitment to these fundamental principles, going forward. In fact, these principles appear to be directly related to our place of importance among local and regional graduate schools and other providers of professional training.

- **Adlerian Individual Psychology**

The Adler Graduate School is dedicated to the principles of Adlerian Individual Psychology – as informed by Adlerian theory, specifically, and Adlerian philosophy, generally. This has been the case since our organization was established during the middle of the last century and subsequently incorporated in 1969 – 48 years ago. Rest assured, AGS will work to continuously improve upon this commitment whenever and wherever it becomes clear that we can do a better job.

- **Customer Service Orientation**

The Adler Graduate School seeks to serve our students, as well as the best interests of our community, in general. More specifically, our priorities include our students and their educational objectives, the professions for which we are training our graduates, the Adler Graduate School and, ultimately, the broader community.

An effective Customer Service Orientation is a labor intensive orientation. For example, we often set aside other important activities and uses of our time because, at any given time, displaying a distinctive customer service orientation is perhaps the most important thing we can do. Indeed, dropping everything we might otherwise do as we display a distinctive customer service orientation is important not only on a philosophical level, but also for practical reasons.

On a practical level, although a distinctive customer service orientation admittedly requires a significant investment of time, ironically, it may be the very investment that saves time, in the long run, as we intentionally and constructively deepen our relationships before challenges arise. Never underestimate the contribution of your time to a person in need.

As I have said many times, in recent years, I sincerely hope and expect that the Adler Graduate School will one day be perceived as the Disney of local graduate schools – as it concerns our combination of high standards and stellar customer service orientation. As most would agree, the

Disney Corporation demonstrates, every day, that it is indeed possible to display both high standards and an extraordinary customer service orientation.

Clearly, excellent customer service naturally flows from healthy human relationships. As such, the Adler Graduate School is a relationship-intensive organization – where we work very hard to be both constructive and direct in our communications with one another – where we try very hard to talk directly with one another, as opposed to talking about one another. More specifically, AGS encourages constructive, person-to-person working relationships among students, faculty, staff and community members, believing that high-quality relationships are critical to meaningful training experiences, effective professional behavior, the success and health of our School and, ultimately, the well-being of the communities we serve. As you can see from the Executive Summary attached to this State of the School message, healthy, constructive communications patterns and the standards which inspire them are an essential component of the Adler Graduate School.

- **Organizational Diversity**

The Adler Graduate School aspires to growth according to principles of inclusion – not exclusion. As such, another one of the Adler Graduate School’s fundamental principles is our commitment to a diverse organizational environment. As has been stated many times, the Adler Graduate School is training an increasingly diverse student body, with increasingly diverse professional and personal objectives, for service to an increasingly diverse community.

The Adler Graduate School enthusiastically accepts its obligation to supply our increasingly diverse community with increasingly diverse professional resources; believing such a contribution will facilitate broader access to important mental health and other human resources – especially among people who have not previously enjoyed equal or, in some cases, even partial access to such resources. We also believe such a contribution to the overall diversity of our community will make both the Adler Graduate School and our State stronger. More specifically, the Adler Graduate School aspires to inclusivity in our patterns of admission, matriculation and, ultimately, graduation and continuing education.

### **Communications Standards – Adler Graduate School**

Early in 2016, an ad hoc team came together to carefully consider the communications methods we most often employ here at the Adler Graduate School and, most importantly, the methods and standards to which we aspire as a group of people and as an institution.

The ad hoc communications group met for three sessions and then a subset of this group continued the process by working to review and articulate the initial group’s dialogue. After creating a working, Communications Standards draft, this sub-group asked the initial ad hoc group for feedback and then prepared and adopted a final set of Communications Standards.

Although it is always a struggle to articulate standards for any behavior, and trying to define communications standards for an organization that seeks to train professional communicators may seem like a daunting task, who better than a graduate school operating in the therapy and

education fields to take on the task of identifying general standards for healthy, constructive communications.

I emphasize the word general because the standards identified below are somewhat general. Although they will be emphasized, in the foreseeable future, as the Adler Graduate School's adopted communications standards, every individual here at AGS should feel free and empowered to build upon these baseline standards, consistent with her/his own high standards for interpersonal communications. Please keep these standards close at hand as you discharge your responsibilities and as you relate to our students, your colleagues and the members of our broader community.

- In all communications, strive for that which helps, in any given situation; that is, those communications that add value.
- In all communications, look inwardly for those things you can uniquely contribute that add value; that is, those things for which you can take responsibility.
- In all communications – whether agreeable or disagreeable, in any given situation – dedicate yourself to considering what can be learned from each communications experience.
- In all circumstances, strive to communicate in a manner that reflects your “better self”.
- As Paul Wellstone frequently said – and he might as well have been speaking about healthy, constructive interpersonal communications – “We all do better, when we all do better”.
- Strive for composure in all communications.
- Strive for civility in all communications.
- Strive to keep members of the organization well-informed, as appropriate – especially those persons for whom you may have administrative/supervisory responsibility.
- Distribute frequent, regular and de-centralized communications on a program-by-program and institutional unit-by-institutional unit basis – especially with those persons for whom you may have administrative/supervisory responsibility.
- Conduct de-centralized exit interviews with persons who leave AGS by graduation or other routes – de-centralize these interviews at supervisory/program/unit-specific levels – especially with those persons for whom you may have administrative/supervisory responsibility.
- Make use of email and other electronic/written communications strategies whenever appropriate but, as a general rule, communicate on an In-person basis whenever the sensitivity of a message suggests that in-person communications are/will be more constructive/effective than electronic/written communications.
- As it concerns email and other electronic/written communications strategies, as a general rule, strive to never write what you are not willing to say on an in-person basis.
- When you are part of a group meeting (e.g., council, committee, discussion forum) , please do not bring or use electronic devices such as cell phones and computers unless, for example, you are the convener and may need to access information in order to effectively facilitate proceedings. Please keep in mind, it is acceptable to either not attend a group meeting or to step out of a group meeting if you need to address pressing matters, on any given day, and you believe that is the best use of your time.

- Address issues on a situation-by-situation basis. For example, if an issue is better addressed on a one-to-one basis than as a group, then strive to address that issue accordingly and do not treat it as a group issue.
- Strive to courageously confront gossip whenever you hear it – do not rely on others to stand up to gossip. Strive to uphold the standard – “Talk to people – not about people”.
- Conduct conversations with everyone in such a way that if our students were listening you would be proud to stand behind your conversations.
- Consistent with our commitment to diversity – including the diversity of perspectives, beliefs and opinions, and our commitment to constructive communication patterns – communicate in a manner that honors the belief, we are all related.

### **Natural Resources**

The Adler Graduate School continues to organize its programs and institutional units around three primary natural resources – Human, Financial and Physical Resources. These natural resources are carefully developed, distributed and monitored.

- **Human Resources**

During fiscal year 2016/2017, the Adler Graduate School worked with approximately 120 individual faculty and staff members. As such, compared to past years, AGS’s human resources have grown substantially as we build the infrastructure necessary to serve and support our students. As part of this commitment, compared to previous years, the past four fiscal year budgets, starting with the 2014/2015 budget, have appropriated comparatively more financial resources to faculty and staff members.

- **Financial Resources**

The Adler Graduate School is financially healthy and continues to invest in both our educational programs and the human resources that support these programs. This commitment is mission-sensitive and consistent with the Strategic Priorities identified above. It is a commitment that will continue, going forward.

The Higher Education community is currently in the midst of a marketplace transition. The Adler Graduate School is part of this transition and, as such, is presently responding to a changing marketplace. Ironically, when the economy is strong, especially as measured by unemployment rates, many higher education programs’ admissions patterns change. This is particularly true of graduate schools; especially schools in domains other than high technology and business, for example.

As part of AGS’s unique marketplace transition, for the first time in many, many years we experienced budgetary deficits during fiscal years 2015/2016 and 2016/2017. Our fiscal year 2017/2018 budget projects a small deficit. We are taking a very focused approach to the changing marketplace. We are changing the way we do certain things such as admissions, marketing and alumni relations. We have intensified our development of new and/or expanded revenue streams,

as well other strategies for bringing greater visibility to the Adler Graduate School. I might also add that as we adapt, we remain financially healthy.

- **Physical Resources**

The Jim Ramstad Community Services Building – our building – is home to both the Adler Graduate School and our non-profit tenants. More specifically, AGS occupies the Ramstad Building’s entire top floor, as well as the new Presentation Hall and Non-Profit Incubator on our first floor. Our tenants lease a significant portion of the Ramstad Building’s first floor. A portion of our first floor and our entire lower level are currently vacant. First floor tenants include Canvas Health and The Miriam Pew Counseling and Family Education Project – doing business as Encouraging Life Resources. We are always open to inquiries about the use and/or rental of AGS space – which can be directed to me, Dan Haugen.

### **Enrollment Management – Admissions and Registration**

The Adler Graduate School maintains detailed admissions and registration data. By definition, admissions data describe AGS’s pattern of admitting new students. Registration data describe AGS’s pattern of students’ enrolling in individual courses for course credits. Admissions and registration data combine to provide AGS with important enrollment management measures.

The Adler Graduate School has displayed a robust admissions pattern for most of the last decade, since moving to the Jim Ramstad Community Services Center in 2006. That said, as has been the case with much of the higher education community across the United States during the past few years, admissions for fiscal years 2014/2015 and 2015/2016 have been down slightly, compared to AGS’s pattern dating to 2006. That said, admissions for fiscal year 2016/2017 were up slightly, compared to 2015/2016.

Similarly, course registration, as measured by our credit count, was down in fiscal years 2015/2016 and 2016/2017, compared to fiscal year 2014/2015 and other previous years. That said, compared to Summer Term 2017, Summer Term 2017 – the first term of fiscal year 2017/2018 – reflects an early increase in course registration.

As a result of the patterns described above, the Adler Graduate School has increased its investments in the human and financial resources necessary for effective marketing and admissions-related activities. These investments have begun to produce positive results.

AGS’s admissions policy continues to emphasize a balance between clear admissions criteria and flexibility, as appropriate. Based on AGS’s pattern of admissions and subsequent patterns of retention and graduation, approximately 400 to 500 students are associated with the Adler Graduate School, at any given time.

### **Enrollment Management – Persistence and Retention**

The Adler Graduate School’s Enrollment Management activities emphasize student retention and student persistence. By definition, student persistence refers to and is measured by students’

enrollment in courses from three-month term to three-month term. Student retention refers to and is measured by students' enrollment in courses from academic year to academic year.

The Adler Graduate School has worked hard to build upon a solid record of student persistence and retention. A number of staff positions have been added or bolstered so as to support persistence and retention. The net result of these and other commitments is that students are better able to meet their educational objectives, as measured by both persistence and retention data.

### **Student Services**

As suggested in the Enrollment Management sections above, the Adler Graduate School's Student Services constitute a rapidly developing institutional unit. For example, AGS has improved a variety of student services, including writing support, internship support and advising. Similarly, in recent years, staff hours have been added to support AGS's academic programs which, in turn, serve to better support our students. In addition, the role of Director for Student Success Services was added to build upon our foundation of student services and to essentially oversee our student support capabilities. Our Director for Student Success Services and is also helping to re-shape AGS's Career Services Office, which was temporarily closed. A specific timeline for re-opening this office has not been set. In the meantime, once again, we are actively building upon our foundation of student services. Clearly, AGS is dedicated to the continuous improvement of our student services as we support an increasingly rich and diverse student body.

### **Financial Aid**

Through the years, AGS students have consistently made active use of federal financial aid. This continues to be the case. More specifically, although AGS students also make use of other sources of financial support, federal financial aid is used by approximately 75 percent of our students. Administrators monitoring AGS's relationship with federal financial aid work hard to facilitate our students' prudent and conscientious use of this resource. In fact, we counsel prudent use of all funding resources, whatever their source. As a result, AGS is proud of our high integrity relationship with students, as it concerns the way students fund their educational objectives, and particularly proud of the low student loan default rate displayed by our students and graduates.

In addition to the sources of financial support identified above, the Adler Graduate School has, when possible, appropriated a small fund for Social Interest in Action Scholarships – based on applicants' financial need, their community-centric internship activities and/or their future plans for addressing pressing community needs, and their relative integration into the life of the Adler Graduate School. We have also begun to develop other scholarship programs (e.g., Meixner and Pew Scholarship Funds) and are presently working to develop additional funds, as well.

### **Academic Programs**

The Adler Graduate School is accredited to offer one Master's Degree – in Adlerian Counseling and Psychotherapy – with six related Emphasis Areas (sometimes referred to as Majors). AGS is also accredited to offer seven Certificates – some of which are presently inactive. Emphasis Areas and Certificates are listed below.

## **Current Master's-Level Emphasis Areas**

- Adlerian Studies
- Art Therapy
- Clinical Mental Health Counseling
- Marriage and Family Therapy
- Co-Occurring Disorders
- School Counseling

## **Current Certificate Programs**

- Advanced Adlerian Practice
- Business Coaching and Consulting in Organizations – Inactive
- Career Coaching and Counseling – Inactive
- Clinical Mental Health Counseling
- Co-Occurring Disorders
- Parent Coaching – Inactive
- Professional Life Coaching – Inactive

## **Adler Institute for Professional Development and Continuing Education**

The Adler Graduate School was proud to announce the opening of The Adler Institute for Professional Development and Continuing Education during fiscal year 2016/2017.

As the Adler Graduate School was being founded in the 1960s, no one could have anticipated the challenges facing higher education institutions today, including the content demands of state boards and regional and profession-specific accreditors, requirements related to student learning outcomes and the ongoing assessment of those outcomes, the proliferation of online learning opportunities for students and opportunities for institutions like AGS to do business on inter-state and international bases, to name just a few characteristics of what might be considered higher education's "new normal". Through it all, AGS has continued to grow and mature as an institution. As part of this process, once again, during the past year, the Adler Graduate School was proud to announce the opening of The Adler Institute for Professional Development and Continuing Education.

The idea for The Adler Institute for Professional Development and Continuing Education emerged through the ongoing, collaborative work of AGS's senior administrators, dating back approximately two years when it was determined that AGS would become an active source of continuing education for local professionals. Work on this idea was further stimulated by Dr. John Newbauer, one of AGS's Board Members and the current Executive Director of the North American Society of Adlerian Psychology (NASAP), when he began to articulate the elements of a distinctive institute; one that would complement and add value to the Adler Graduate School's MA and Certificate Programs.

The Adler Institute for Professional Development and Continuing Education honors the early work of the Minnesota Adlerian Society and, over time, its programming will complement the Adler

Graduate School's current MA-level Emphasis Areas and Certificates. In the process, this new Institute will benefit current students, alumni, other professionals and community members, in general.

In adding a complementary Institute to the Adler Graduate School's current programming model, the Institute also honors our beginnings as a close-knit group of professionals who came together for the free exchange of ideas and the ongoing development and promotion of Adlerian Psychology. This ongoing free-exchange of ideas will serve to support and revitalize both current and future members of our Adlerian community, honor Adlerian traditions, and lead to new or enhanced programming here at the Adler Graduate School.

Unlike the Adler Graduate School's MA-level Emphasis Areas and Certificates, the parallel Adler Institute for Professional Development and Continuing Education does not necessarily have to meet all of the requirements of state licensure boards (other than CEU pre-certification) and/or the demands of regional and profession-specific accreditation. In fact, persons who take part in programming offered through The Adler Institute for Professional Development and Continuing Education may flexibly receive professional support and consultation, continuing education, or even graduate-level credits, depending on the scope and intensity of individual events.

We at AGS believe a re-vitalized institute – The Adler Institute for Professional Development and Continuing Education – does indeed complement our current, MA-level Emphasis Areas and Certificate programs. We also believe it helps to deepen our commitment to the Adlerian community and to the teaching of Adlerian Psychology.

### **Growth and Development**

The Adler Graduate School's academic programs remain dynamic. Among other positive examples of growth and development, AGS's academic programs have been subject to comprehensive curriculum review, the expansion of advising, internship and writing supports, the expansion of on-line educational opportunities, the ongoing development of new educational programs and continuing education opportunities, the careful review of additional accreditation possibilities and the clarification of key policies and procedures, in general. AGS's New Initiatives Committee continues to facilitate the review of high potential programmatic ideas and other opportunities.

Among the many academic and other growth opportunities AGS is presently either implementing or considering, the following examples stand out.

- The expansion of on-line programming in Greater Minnesota
- The expansion of continuing education programming
- The development of programming with international partners
- The implementation of modest discounts for select community partners
- The development of parenting resources
- The expansion of AGS's program-related service centers
- The development of doctoral-level programming

- The development of collaborative relationships with other academic institutions and/or human services organizations
- The expansion of alumni relations activities
- The expansion of resource development/fundraising activities (e.g., scholarship development)
- The adaptation of admissions-related activities
- The expansion of community relations and marketing activities – see below

### **Community Visibility/Community Relations**

The Adler Graduate School has become increasingly visible and, as such, more active with marketing and community relations tasks. AGS's efforts in the related areas of community visibility and community relations are wide-ranging. Examples of these activities are listed below.

- **Philosophy-Based Community Visibility/Relations** – Strong commitment to three fundamental principles; all of which are critical to AGS's community visibility/community relations (i.e., Commitment to a foundation of Adlerian Psychology; Commitment to a distinctive customer service orientation; Commitment to training an increasingly diverse student body for service to an increasingly diverse community)
- **Technology-Based Community Visibility/Relations** – Increased internet presence, Website upgrades and improved exterior signage
- **Service-Based Community Visibility/Relations** – Post-Graduate Supervision, including supporting new graduates' post-graduate supervision obligations and their movement toward licensure goals according to an affordable fee structure – Ongoing development of Mosak Family Institute, including its three current components, the School Counseling Service Center, the Art Therapy Studio, and the Miriam Pew Counseling and Family Education Center (operating as Encouraging Life Resources); a service center related to AGS's Co-Occurring Disorders Program as also initiated during fiscal year 2016/2017 and is in its very early stages – Expanding staffing support for AGS's internship program – Hiring of a Grant Writer/Resource Development Associate to focus on grant-writing
- **Relationship-Based Community Visibility/Relations** – Expanding collaborations with other higher education institutions – Working actively with AGS Alumni Association – Working actively with AGS Student Association
- **Events-Based Community Visibility/Relations** – Hosted 2016 annual meeting of North American Society of Adlerian Psychology (NASAP) – Hosted 2017 Congress (held every three years) of the International Association of Individual Psychology (IAIP)
- **Publications-Based Community Visibility/Relations** – Expanding AGS's regular publications (e.g., annual report, newsletter) – Developed a Special Edition of the Journal of Individual Psychology (JIP), focusing on the intersection of human services and technology – Published two collections of scholarly Adlerian articles translated into English

### **Growing Edges**

The Adler Graduate School has many growing edges. We are proud of our flexible acceptance of change as an inevitable and necessary ingredient of growth and maturation. One challenge, of

course, is pairing change with a prudent and sane pace. Another critical challenge is monitoring change for both its desired effects and, just as importantly, its unintended consequences – and, especially in the case of change’s unintended consequences, being willing to adapt the focus and pace of change based on important feedback loops. This 2017 State of the School message offers insights into some of the areas where the Adler Graduate School needs to keep improving. Moving forward, all faculty and staff members will play a significant part in this continuous improvement. Some examples of areas for ongoing improvement – or our growing edges, if you will – are listed below.

- Internal communications
- Integration of Adlerian principles
- Organizational diversity
- Customer service orientation
- Continuum of student services
- Educational technology
- Technological proficiency
- Fully integrated curriculum and internship programs
- Models for financial oversight and re-investment in AGS as an organization
- Models for the ongoing development of AGS’s financial and physical resources
- Faculty and staff development
- Marketing/Visibility/Community Relations
- Community involvement
- Faculty/Staff/Board Member orientation
- Additional accreditation possibilities
- Additional clarification of policies and procedures

In wrapping up this 2017 State of the School message, I would make one simple statement. The Adler Graduate School depends on feedback from students, alumni, faculty, staff, community members and Board Members – whether this feedback comes in the form of comments, concerns, questions or new ideas. As such, please – PLEASE – do not hesitate in offering this feedback to anyone associated with the Adler Graduate School, including me. My contact information appears below. In the meantime, I once again want to thank everyone associated with the Adler Graduate School for both their individual and collective contributions to the School and its students.

Respectfully submitted,

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