

Name: _____

Date: _____

Your School Board of Trustees 2010 Trustee SELF-ASSESSMENT

	Use the following five point rating scale for each statement.				
	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1. I have a clear sense of my responsibilities as a Trustee	1	2	3	4	5
2. As of today, I wish to be considered for another term on the Board	1	2	3	4	5
3. I assure appropriate time is spent preparing for each Board and committee meeting, reviewing the agenda, minutes from previous meetings and reading the advance materials	1	2	3	4	5
4. I participate on at least one standing committee or ad hoc task group	1	2	3	4	5
5. I contributed time in the past year at an occasion that served to support the school, faculty, staff or students.	1	2	3	4	5
6. In 2009 or 2010, I have recommended at least one viable Trustee candidate	1	2	3	4	5
7. In 2009 or 2010, I have made myself available for a leadership role as an officer, committee chair or ad hoc task group chair	1	2	3	4	5
8. I actively participate at Board Meetings. When I have a perspective different than one already articulated during the Board meeting, I share the perspective.	1	2	3	4	5
9. Once a decision is made at the Board meeting, I actively support the decision, even though I may have voted against the decision	1	2	3	4	5
10. I recognize that unless assigned by the Board, I act as an individual with no authority, and not on behalf of the Board	1	2	3	4	5

Date: _____

Your School Board of Trustees 2010 Board Assessment

Your name: _____

	Use the following five point rating scale for each statement.				
	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1. The Board's time is appropriately spent on governance and not management	1	2	3	4	5
2. The Board's time is well spent in Board meetings	1	2	3	4	5
3. The right amount of time is requested of the Trustees outside the regular meetings	1	2	3	4	5
4. Appropriate advance materials are made available to Trustees, in order for each Trustee to adequately prepare for Board meetings	1	2	3	4	5
5. The Trustees fulfill their commitments to the Board as delineated in Board policy.	1	2	3	4	5
6. Board meetings have a good balance of information-sharing, discussion and decision-making.	1	2	3	4	5
7. The Board appropriately supports the President in his decision-making	1	2	3	4	5
8. The Board is appropriately involved in strategic planning and decision-making	1	2	3	4	5
9. The board examines the "downside" or possible pitfalls of any important decision it must make	1	2	3	4	5
10. The Board gets the information it needs to meet its governance responsibilities.	1	2	3	4	5
11. The Board takes regular steps to keep informed about important trends in the larger environment that might affect the organization	1	2	3	4	5

	Use the following five point rating scale for each statement.				
	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
12. The Board receives the appropriate amount of financial information to carry out its fiduciary and stewardship responsibilities.	1	2	3	4	5
13. The Board receives the appropriate amount of information about academic affairs to carry out its governance of the School.	1	2	3	4	5
14. The Board does a good job of setting goals for itself on an annual basis (specifically Board Goals, rather than School Goals for the President).	1	2	3	4	5
15. There is an effective orientation program for new members of the Board	1	2	3	4	5
16. The Board is welcoming to new Trustees.	1	2	3	4	5
17. The Board has an effective process for identifying and recruiting new members.	1	2	3	4	5
18. There is an effective committee structure for the Board.	1	2	3	4	5
19. The Board performs an appropriate role in supporting the School's fundraising activities	1	2	3	4	5
20. Diverse perspectives and conflicts are appropriately handled by the Board	1	2	3	4	5
21. Board leadership effectively perform their roles.	1	2	3	4	5
22. The President and Board Officers effectively utilize the talents, skills, experiences, and knowledge and expertise of individual Trustees.	1	2	3	4	5
23. The Board operates with a sense of cooperation and collegiality.	1	2	3	4	5
24. Trustees serve as advocates and "connectors" for the School.	1	2	3	4	5
25. The Board effectively evaluates the President.	1	2	3	4	5

	Use the following five point rating scale for each statement.				
	1	2	3	4	5
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
26. The President's compensation is effectively determined and administered by the Board.	1	2	3	4	5
27. The annual goal setting process for the President is effective, timely, and demonstrates appropriate collaboration with the President.	1	2	3	4	5

Written Responses:

1. Please comment on any "1" or "2" responses above.

2. What are the greatest strengths of the Board?

3. What are the weaknesses of the Board?

4. How can the effectiveness of the Board be enhanced?

5. What do you as a Trustee feel proud of in the past year, related to the work of the Board?

6. What thoughts do you have for Board Goals for the coming year (specifically Board Goals for 2010-2011, rather than School Goals for the President)?

Special focus question for the coming year:

What do you believe are the 3 to 4 strategic issues that warrant the Board's greatest time and attention over the next 12 months?

**Your School
Board of Trustees
Composition Report, April 2011**

	Gender Age Diversity	Expertise	Interest	Asset	Board Class (Date First Joined)	Committee Assignment
Minnie Mouse	Female 51-65 LGBT	Philanthropy Non-Profit Management	<ul style="list-style-type: none"> ▪ Social Justice ▪ Human Rights ▪ Marginalized Communities ▪ Global /Cross-Border ▪ Women's and Girls Issues 	<ul style="list-style-type: none"> ▪ All Things Philanthropy ▪ Cross Cultural Communications 	2014 Class (Feb. 2011)	<ul style="list-style-type: none"> ▪
Daisy Duck	Female 51 - 65	Finance Non-Profit Management	<ul style="list-style-type: none"> ▪ Education ▪ Community Development ▪ Social Change 	<ul style="list-style-type: none"> ▪ Financial expertise 	2011 Class (May 2008)	<ul style="list-style-type: none"> • Compensation
Cinderella	Female 51-65	Clinical expertise in child & youth mental health Higher Ed Teaching	<ul style="list-style-type: none"> ▪ Strategic Planning ▪ Organizational Development ▪ Clinical Program Development ▪ Change Management ▪ Incorporating evidence-based practice in clinical programs 	<ul style="list-style-type: none"> ▪ Public Speaking 	2013 Class (Feb. 2007)	<ul style="list-style-type: none"> ▪ Academic Affairs (Chair) ▪ Compensation
Snow White	Female 51-65 Chinese-American	Higher Education Teacher Education Urban Education Literacy Education	<ul style="list-style-type: none"> ▪ Education of African American and Latino students ▪ Diversity ▪ Evidence-based practice 	<ul style="list-style-type: none"> ▪ Analysis 	2012 Class (Feb. 2009)	<ul style="list-style-type: none"> • Development (Chair)
Mickey Mouse	Male 30-50 LGBT					<ul style="list-style-type: none"> ▪ Finance ▪ Board Recruitment & Development ▪ Development ▪ Academic Affairs
Donald Duck	Male 51-65 African-American	Executive Mgmt Law Enforcement Public Safety	<ul style="list-style-type: none"> ▪ Multi-agency operations and coordination ▪ Public policy 	<ul style="list-style-type: none"> ▪ Organizational development ▪ Government relations 	2012 Class (August 2009)	<ul style="list-style-type: none"> ▪ Finance

	Gender Age Diversity	Expertise	Interest	Asset	Board Class (Date First Joined)	Committee Assignment
Prince Charming	Male 51-65 LGBT	Policy Development Community/Public Relations Scientific Analysis Project/Team Management Communications	<ul style="list-style-type: none"> ▪ Policy Development ▪ Social Change ▪ Marginalized Populations/ Communities ▪ Community Development 	<ul style="list-style-type: none"> ▪ Public Speaking ▪ Government relations ▪ Community Relations ▪ Technical Expertise ▪ Scientific Point of View 	2011 Class (August 2005)	<ul style="list-style-type: none"> ▪ Academic Affairs
Goofy	Male 66+	Government Relations Public Policy Administration	<ul style="list-style-type: none"> ▪ Adler 	<ul style="list-style-type: none"> ▪ Business management ▪ Understanding government ▪ Community involvement 	2012 Class (August 2009)	<ul style="list-style-type: none"> ▪ Academic Affairs
Aladdin	Male 51-65	-Executive & Career Development Coach -Professor, Leadership -Adlerian Knowledge -Leadership/ Organizational Development -Career Development	<ul style="list-style-type: none"> ▪ Career Development ▪ Executive Development ▪ Organizational Development ▪ Teaching ▪ Strategic change management ▪ Adlerian Model 	<ul style="list-style-type: none"> ▪ Experience as both teacher and coach of leadership and career development in business environment 	2011 Class (August 2005)	<ul style="list-style-type: none"> ▪ Compensation (Chair) ▪ Academic Affairs
Mad Hatter	Male 51-65 years LGBT	Not for profit management Global programming Issues of social marginalization	<ul style="list-style-type: none"> ▪ Social Justice 	<ul style="list-style-type: none"> ▪ Strategic Planning ▪ Management and accountability 	2013 Class (Feb. 2010)	<ul style="list-style-type: none"> ▪ Development
Br'er Rabbit	Male 30-50 years Latino	Not for profit Community Development Education	<ul style="list-style-type: none"> ▪ Social justice ▪ Human development 	<ul style="list-style-type: none"> ▪ Community relationships 	2014 Class (Feb. 2011)	<ul style="list-style-type: none"> ▪
Sleeping Beauty	Female 51 – 65 years	Work w/ teens & youth Communication / Motivation	<ul style="list-style-type: none"> ▪ Strategic planning ▪ Community development ▪ Strategic change management ▪ Politics 	<ul style="list-style-type: none"> ▪ Community / political activism ▪ Organizational development 	2012 Class (Feb 2009)	<ul style="list-style-type: none"> ▪ Development
Peter Pan	Male 30-50 years LGBT	Not for profit management Youth work Finance	<ul style="list-style-type: none"> ▪ Social justice ▪ Community development ▪ Leveraging partnerships 	<ul style="list-style-type: none"> ▪ Government relations ▪ Partnership development 	2014 Class (Feb. 2011)	<ul style="list-style-type: none"> ▪

	Gender Age Diversity	Expertise	Interest	Asset	Board Class (Date First Joined)	Committee Assignment
Captain Hook	Male 30-50 Person of Color	Finance Higher Education	<ul style="list-style-type: none"> ▪ Strategic change management ▪ Investing 		2013 Class (2004)	<ul style="list-style-type: none"> ▪ Finance (Chair)
Robin Hood	Male 30-50 African American	Health care Executive Management For-profit management	<ul style="list-style-type: none"> ▪ Public policy on health care ▪ Diversity ▪ Strategic planning 	<ul style="list-style-type: none"> ▪ Business management ▪ Strategic planning ▪ Organizational development 	2014 Class (Feb. 2011)	<ul style="list-style-type: none"> ▪
Belle	Female 51 - 65 African American	Leadership Development Operational Improvement Working on teams within organizations going through major transformation	<ul style="list-style-type: none"> ▪ Recruitment ▪ Governance ▪ Human Capital 	<ul style="list-style-type: none"> ▪ Government relations 	2011 Class (May 2008)	<ul style="list-style-type: none"> ▪ Recruitment (Chair)



BOARD OF TRUSTEES GOVERNANCE POLICIES

Last Update 8/5/10

INTRODUCTION

The Adler School of Professional Psychology Policy manual consists of a series of policies which taken collectively define the governance role of the board and how this role is to be carried out. The Board Policy Manual and the School's bylaws are the primary governing documents for the organization.

The Board Policy Manual contains four types of policies. They are:

Board Governance Policies: define the role of the board and delineate how the board will carry out its responsibilities.

Board-President Relationship Policies: state the role of the President and delineate how the board works with the President.

Executive Limitations Policies: set explicit limits to the authority of the President with the explicit understanding that the Presidents's authority is only limited by these explicit policies.

Organizational Goals Policies: establish board expectations for programs and services at the broadest level.

- The Board Policy Manual is available at each board meeting and provides guidance for decision-making.
- The date on the cover identifies the most recent date changes were approved for the manual.
- The date on each page identifies the most recent date changes were approved for any individual policy.
- The board is responsible for monitoring these policies and establishing a process and timetable to achieve this.

Last Update 06/05/01

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Last Update 2/18/2010

MISSION, VISION, VALUES

our mission

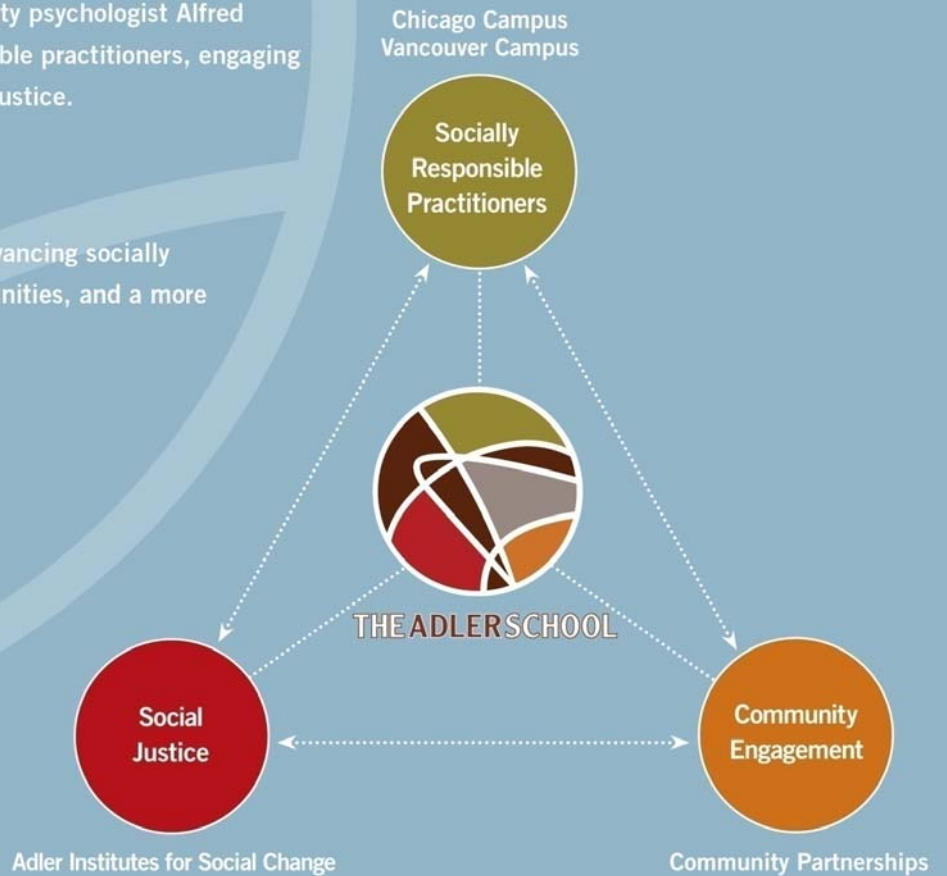
The Adler School of Professional Psychology continues the pioneering work of the first community psychologist Alfred Adler by graduating socially responsible practitioners, engaging communities, and advancing social justice.

our vision

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

our values

Social Interest
Pluralism
Courage
Excellence
Pragmatism



Last Update 3/4/2011

ROLE OF THE BOARD

Policy Type: Board Governance

In carrying out its responsibilities, the Board of Trustees for the Adler School of Professional Psychology has the following role:

- Assuring **MISSION**
- Embracing a future **VISION**
- Making **VALUES** explicit
- Establishing **POLICY**
- **MONITORING** performance
- Enhancing **GOVERNANCE**
- Maintaining the **CEO** role
- **FUNDRAISING**

❖ **MISSION** – assuring:

- Clarity around to what end, for whom, and at what cost
- An external responsiveness to the constituents served
- Decisions are weighed against the standards of purpose

❖ **VISION** – enabling a future:

- By thrusting its thinking beyond today
- Toward leading and away from reacting

❖ **VALUES** making explicit

- what the Adler School of Professional Psychology believes
- what the Adler School of Professional Psychology stand for
- what is important

- ❖ **POLICY** – establishing
 - clarity around the role of the board
 - clarity around the role of the President and the relationship with the Board
 - Executive limitations
 - Broad expectations for quality of programs and services

- ❖ **MONITORING** – performance:
 - Which is goal and outcome oriented
 - Based on measurable indicators of success
 - Maintaining fiscal health and availability of resources

- ❖ **GOVERNANCE** – enhancing:
 - Board recruitment, selection, and orientation
 - Board development, preparedness, leadership, and evaluation
 - Board/President relationship

- ❖ **CEO** – maintaining the role:
 - Assuring an executive whose values, talents, skills, and experiences are aligned with the organization’s future
 - Establishing clear expectations and responsibilities
 - Routinely evaluating performance

- ❖ **FUNDRAISING**
 - Assuring fundraising alignment with the mission and planning priorities
 - Establishing Board fundraising goals and expectations
 - Networking and making introductions on behalf of Adler

Last Update 2/8/07

BOARD SIZE AND COMPOSITION

Policy Type: Board Governance

The goal is for the Adler School of Professional Psychology to not exceed 19 Trustees and no fewer than 5 Trustees, and to remain diverse in its representation by the professional and personal interests, education preparation, age, ethnic and geographic background.

At the annual meeting, an assessment of the Board's composition will be presented by the Recruitment and Development Committee.

Last Update 02/09/06

TRUSTEES' JOB DESCRIPTION AND COMMITMENTS

Policy Type: Board Governance

Trustees are elected and agree to serve for a three-year term. The Board expects ethical and businesslike conduct of itself and its Trustees. During the three-year term, Trustees make the following commitments:

Attendance

- Trustees are required to participate in a majority of the five meetings during the calendar year (includes four regular meetings and one retreat).
- A Trustee not in compliance automatically withdraws from the Board. Reinstatement may be requested in writing and approved by a majority of votes of Trustees present at the meeting at which the request is considered. Reinstatement is allowed only once during the three-year term, barring any extraordinary circumstances.
- A Trustee may request a leave of absence from the Board during a period where short-term circumstances will keep one from fulfilling Board responsibilities.
- Absent extraordinary circumstances attendance by phone should be the exception instead of the rule.
- The two founders of the School are exempt from automatic withdrawal from the Board due to lack of attendance.

Time Commitment

- Trustees are expected to review all pre-reading materials in advance of the board meeting.
- During the Trustee's three-year term, each individual is expected to:
 - Participate on at least one standing committee or ad hoc task group
 - Contribute time on at least one occasion to build the image of The Adler School of Professional Psychology through:
 - Public affairs activity
 - Speaking on behalf of The Adler School of Professional Psychology

- Attendance at The Adler School's sponsored meeting
- Other related activity

Role in Recruitment

- During the Trustee's three-year term, each individual is expected to recommend one viable Trustee candidate.

Accepting Leadership Roles

- During the Trustee's three-year term, each individual is expected to be eligible for at least one leadership role. Leadership roles might include:
 - Officer position
 - Committee Chair
 - Ad Hoc Task Group Chair

Fundraising

- Trustees make an annual monetary contribution to the School, at a level consistent with each individual's financial capacity, to demonstrate unanimous Board support for the School.
- Trustees participate in fund raising activities of the School through identifying, cultivating, and soliciting donors.

Speaking As One Voice

- Trustees are expected to deliberate as individuals and govern as one.
- Trustees may not attempt to exercise individual authority except as explicitly set forth in Board policies.
 - In his or her interaction with the President or the School's staff, a Trustee acts as an individual with no authority unless such authority has been explicitly given by the bylaws, these policies, or an act of the Board, documented in writing.
 - An individual Trustee's interaction with the public, press or other entities must recognize the same limitation.

Confidentiality

- Deliberations of the Board should remain confidential.
- Trustees read and sign a Confidentiality Agreement on an annual basis.

Conflict of Interest

- If a Trustee has any actual or perceived conflicts of interest in matters pending before the board, these must be disclosed to the Board.
- When the Board is to decide upon an issue and a Trustee has an unavoidable conflict of interest, he/she must not participate during the deliberation and the vote.
- Commercial transactions between an individual Board member and the school must be disclosed.
- A Trustee must not use his or her position to obtain preferential treatment for his or herself, family members or close associates.
- Trustees read a more detailed Conflict of Interest Policy, as well as read and sign a Conflict of Interest Agreement, on an annual basis.

Trustees' Role in Resolution of Staff and Faculty Concerns and Complaints

- Trustees should not attempt to resolve staff or faculty complaints. The President manages personnel matters.
- When approached as a Trustee with a staff or faculty complaint, as an example, Trustees may express concern and desire that the complaint be handled appropriately as outlined in the Personal Policy. Trustees should inform the President of the contact.
- If the complaint involves the President, the _____ policy prevails.

Board Evaluation

- Trustees participate in an annual Board evaluation.

Last Update 11/18/10

TERM LENGTH AND TERM LIMITS

Policy Type: Board Governance

This policy addresses the length of terms and limits of terms for Trustees and Officers of the Board.

Trustees

The founders of the School, who have served on the Board since the inception of the School, will remain Trustees as long as they are physically and mentally able to actively participate.

Trustees serve three-year terms from the date of their first meeting as a Trustee. A Trustee may serve for no more than three consecutive terms. Starting in 2008, any Trustee who has served for at least 9 consecutive years must leave the Board for a minimum of a one-year period after which their name may be submitted again for Board candidacy.

It is the responsibility of the Recruitment and Development Committee of the Board to present Trustees for re-election at the end of any 3-year term. The Recruitment and Development Committee will consider the Trustee's ability to carry out the commitments identified in Board policy in making their re-election recommendation.

Officers

The Chair and Vice-Chair officers serve for a 2-year term, beginning with the annual meeting. If an officer begins mid-term, the term still ends with the annual meeting 2 or less years into the future.

The Chair and Vice-Chair officers may serve for no more than 2 consecutive terms in the same office.

In the event a Trustee is elected as Chair or Vice-Chair during their third consecutive term as a Trustee, the Trustee term will be extended if necessary to coincide with the end of their maximum available term in the current officer position.

Last Update 04/14/05

BOARD MEETINGS

Policy Type: Board Governance

The Board of Trustees has four business meeting and one retreat each year. This policy provides the framework for the meeting.

Agenda

- At the end of every Board meeting, Trustees identify agenda topics for the next Board meeting.
- The Chair of the Board and the President establish the meeting agenda.
- The agenda is sent out by e-mail at least one week in advance of the meeting with supporting materials for the meeting.

Meeting Process

- Trustees contact the School Secretary in advance if he or she will not be in attendance, will be late, or will need to leave the meeting early.
- The Chair convenes the meeting on time or when a quorum (one half of the Trustees) is in attendance.
 - In the event the Chair is absent or has not arrived by 10 minutes after the scheduled start of the meeting, the Vice Chair or Secretary (in that order) will convene the meeting.
- The minutes will indicate meeting attendees who are not present for a given vote.

Executive Session

- An Executive Session is called when the Board wants to limit deliberations to only the Trustees and President.
- Any Trustee or the President may request an Executive Session.
- The requesting Trustee or the President may request the Executive Session exclude the President or another Trustee(s).
 - In this event, the identified President or Trustee leaves the meeting. The requesting Trustee then explains their reason for the exclusion. The remaining individuals vote whether to continue the Executive Session, with the requested exclusion.

Last Update 02/09/06

OFFICERS' ROLES AND RESPONSIBILITIES

Policy Type: Board Governance

The officers of the board are a Chair and a Vice-Chair. Officers are elected for two-year terms at the annual meeting. The Recruitment and Development Committee prepares the slate of candidates for the election. The officers have the following roles:

Chair

Responsible for:

- Planning the Board meetings with the President
- Managing the Board process and work
- Managing the participation of Board members
- Appointing committee chairs

Vice-Chair

Responsible for:

- Performing duties of the Chair in his or her absence
- Performing other duties as assigned by the Chair
- Taking minutes of deliberations during Executive Sessions and keeping those minutes for reference purposes

Last Update 02/09/06

BOARD COMMITTEES AND TASK GROUPS

Policy Type: Board Governance

The Board appoints both standing committees and ad hoc task groups. This policy applies to both, whether or not the standing committees and ad hoc task groups include non-Board members.

1. Board Committees and task groups help the Board do its job; they do not help the staff do its job. Board committees and task groups are not created to advise staff, but to only advise the Board.
2. Board committees and task groups may not speak or act for the Board except when formally given such authority for specific and time-limited purposes. Expectations and authority will be carefully stated in order to prevent conflict with the authority delegated to the President.
3. Board committees and task groups cannot exercise authority over staff. The President will not be required to obtain approval of a Board committee or task group before an executive action.
4. Committee and task group meeting are open to all Trustees. Only the appointed members of the committee or task group are allowed to vote.
5. Committees and task groups are established by Board action. The action should also assign a specific charge and may suggest membership.
6. Membership on committees and task groups may include staff and other individuals who do not serve as Trustees.
7. Standing committees are established at each annual meeting.
8. Ad hoc task groups are given a charge with a specific timeframe in which to accomplish their task. Ad hoc task groups conclude their work within a one-year period.

Last Update 02/05/02

BOARD STANDING COMMITTEES

Policy Type: Board Governance

There are 5 standing committees of the Board.

Academic Affairs Committee

The purpose of the Academic Affairs Committee is to assist the Board in monitoring and assessing the academic program of the School. To this end the Committee:

- Receives and reviews the annual Student Learning Outcomes Assessment Program (SLOAP) Report of the School to understand the academic endeavors of the School.
- Receives regular updates on proposed academic programs, and contributes feedback and ideas. Receives and reviews proposals for new academic programs, and presents proposals for review and approval by the Board.
- Provides the Board with information about student learning and helps the Board to understand the academic endeavors of the School

Trustee and Governance Committee

The purpose of the Trustee and Governance Committee is to develop and maintain a strategy to assure the Board has qualified Trustees, committed leadership, and excellent governance practices. To this end the committee:

- Identifies and annually confirms or updates the criteria for Trustee candidates and Board leadership
- Recommends a slate of officer candidates at the annual meeting or at such other time as the Board requires
- Manages the Trustee recruitment and orientation process
- Develops and implements the annual Board self-evaluation process and follow-up plans
- Reviews governance practices and makes recommendations for improvement
- Prepares the annual Board composition report
- Presents Trustees for re-election at the end of any 3-year term

Finance Committee

The purpose of the Finance Committee is to assist the Board in oversight of the financial health of the School and the integrity of its financial processes. To this end the committee:

- Reviews budgets for Board consideration
- Provides the Board financial information and helps the Board understand the financial condition of the School
- Reviews the annual independent audit in preparation for Board review
- Reviews Board fiscal and asset policies for Board consideration

Compensation Committee

The purpose of the Compensation Committee is to assist the Board in discharging the Board's responsibilities relating to compensation of the School's President and to review and make recommendations to the Board regarding the School's Compensation Philosophy. The Committee shall consist of members of the Board, each of whom is free of conflict of interest. To this end the committee:

- Reviews and makes recommendations to the Board, on an annual basis, regarding the compensation structure, salary, bonus and incentives for the President. In making any recommendation to the Board, the Committee considers trends in executive compensation, peer group compensation comparisons and target compensation positioning.
- Reviews and makes recommendations to the Board regarding the School's Compensation Philosophy. Reviews the implementation of the philosophy with the President to assure consistency between practice and the philosophy.
- Performs such other duties or responsibilities expressly delegated to the Committee by the Board from time to time relating to the Committee's purpose.

Development Committee

The purpose of the Development Committee is to assist the Board in securing funding from individuals, corporations, and foundations. To this end the Committee:

- Reviews the School's overall development program to ensure that the Adler School's fundraising program is aligned with its mission and planning priorities as approved by the Board
- Encourages all board members to participate in fundraising activities
- Identifies prospects and monitors prospect solicitation efforts
- Recommends goals for board member giving and solicits board gifts

Last Updated 8/5/10

FOUNDING MEMBERS OF THE BOARD

Policy Type: Board Governance

The policy defines the role and responsibilities for the special category of “Founding Member” of the Board.

Founding Member of the Board of Trustees

The founders of the School, who have served on the Board since the founding of the School, may choose to change their service to the School from participating as a regular Member of the Board to participating as a Founding Member of the Board, based on their expressed desire to do so and vote of the Board.

Founding Member Role and Responsibilities

Founding Members are non-voting Members of the Board. They receive all regular board communications and materials, and they are invited to participate in Board meetings.

They are exempt from fulfilling regular Board Member responsibilities described under Attendance, Time Commitment, Role in Recruitment, and Accepting Leadership Roles, though not excluded from participation in these roles. They must continue to adhere to Board Member responsibilities described under Speaking as One Voice, Confidentiality, Conflict of Interest, and Trustees’ Role in Resolution of Staff and Faculty Concerns and Complaints (See Trustees’ Job Description and Commitments).

Last update 05/10/07

SUCCESSION AND SELECTION OF THE PRESIDENT

Policy Type: Board Governance

The Board of Trustees selects the President of the Adler School of Professional Psychology.

For planned succession or selection of the President, the Board will use the following steps:

- Constitute a Search Committee which includes Board, faculty, staff, and student representation. The Board Chair will appoint the Search Committee membership and a Trustee to serve as the Committee Chair.
- Select a Search Firm with national experience in higher education leadership.
- Define the timeline for the search for a process across approximately 4 to 6 months.
- Approve an Institution and Position Profile as developed by the Search Committee and Search Firm.
- Monitor and participate in the Search Committee's review of firm-generated candidates.
- Appoint a new President.

In an emergency, if the current President becomes unavailable, the Board may:

- Appoint the 4 Vice Presidents to together manage the School in the short term.
- Appoint an Interim President to lead in the mid term.
- Complete a Presidential Search as described above.

Last Update 11/06/08

AUTHORITY OF THE PRESIDENT POLICY

Policy Type: Executive Limitations

1. The President has the authority to employ, evaluate, and terminate all employees of the School (6/23/86).
2. The President will notify the Chair of any significant expenditure not in the approved budget and prior to any significant affiliations or sponsorships. (02/09/06)
3. The President and the Chair of the Board are authorized to establish tuition rates. The Board will conduct a review of tuition rates, annually. (6/23/86)
The President negotiates the rate for the annual School's audit. (2/4/97)

Last Update: 02/09/06

PERFORMANCE GOAL SETTING AND REVIEW PROCESS FOR THE PRESIDENT

Policy Type: Board-President Relationship

1. The performance year for the President is from September 1st through August 31st.
2. Performance goals (typically 4-5) are established for the performance year. These include clear, simple statements of such goals, and specify measures that demonstrate the degree to which each goal is accomplished.
3. The President receives an interim progress review at the midpoint and a comprehensive performance review at the end of each performance year.
4. *Prior to the August meeting:*
 - The President prepares a self-evaluation of performance to date during the performance year
 - The President drafts potential performance goals for the upcoming performance year
 - The Chair and Vice-Chair meet with the President to discuss the extent each current-year goal was met/not met, and to review other achievements during the performance year
 - The Board Chair and Co-Chair meet with the President to agree on specific performance goals and measures to recommend to the Board for the upcoming performance year
 - The Board Chair forwards to the Board the President's self-evaluation, as well as the President's recommended performance goals for the coming year
5. *At the August meeting, in Executive Session:*
 - The Board Chair solicits input from the Board regarding the President's performance to date during the performance year
 - The Board Chair solicits input from the Board regarding performance goals for the upcoming performance year
 - The Board determines any changes in compensation to the President, based on his/her performance and in accordance with the "Compensation of the President" policy.

6. At the August meeting:
 - The Board may provide feedback to the President regarding his performance
 - The Board approves performance goals for the President for the upcoming year
7. After the August meeting:
 - The Chair and Vice Chair present a written performance review to the President and forwards it to the Board
8. Prior to the February meeting:
 - The Chair and Vice Chair meet with the President to discuss mid-year progress against goals
9. At the February meeting:
 - The Chair leads a full Board discussion of progress to date

Last Update 08/05/10

PRESIDENT'S COMPENSATION PHILOSOPHY

Policy Type: Board-President Relationship

The Compensation Policy for the President shall be in alignment with the School's compensation philosophy, rewarding both individual excellence and collective achievement by the entire Adler community, under the President's leadership. The program should enhance the Adler School's ability to attract, retain and develop a superior leader.

Every other year the Board will authorize a compensation study to benchmark the total compensation of the President, and to insure that the President's compensation is internally equitable, externally competitive, and consistent with the financial resources of the School. This report will review the pay, both salary and short and long-term bonuses, benefits and prerequisites of regional professional institutions. The total compensation program will reward and recognize the annual achievement of the financial, operational, professional and strategic goals.

The specific procedure for setting the annual performance goal and review process for the President is outlined in the Board's Policy guidelines.

Last Updated 12/09/04

INVESTMENT POLICY

Policy Type: Executive Limitations

Adler School's investments should provide for long-term preservation, and modest long-term growth, of the School's capital. The following guidelines are intended to support those goals.

Adler School of Professional Psychology shall invest its funds, other than day-to-day operating cash, in a manner so as to achieve the investment objectives set forth in this policy.

- Over a three-year period, the School seeks a return on its overall portfolio of investments, net of all fees, that meets or exceeds the return earned by a composite index that reflects the portfolio's target allocation of bonds and equities.
- The specific vehicles in which the School's available capital is invested should match the School's mission and vision statements. The School seeks to invest in socially responsible firms and funds, consistent with Adler School's commitment to social justice and social responsibility.
- Investment distributions (interest, dividends) are to be allocated or reinvested according to management's discretion.
- While a critical shortage of available capital is never expected, the School's investments should be liquid enough to provide for one month's operating expenses in cash within two month's notice of a need.
- Transfer of cash out of the investment assets requires approval of the Board Chairperson, or the Vice Chairperson in the Chair's absence. The Board Chairperson or Vice Chairperson will consult with a member of the Board Finance Committee prior to approving such a transfer, and the transfer will be reported at the Board's next business meeting.

- The School's management, in consultation with the Finance Committee of the School's Board of Trustees, may hire an external investment manager to manage the School's investment assets. The investment manager must receive approval from the School's President, and must follow all other aspects of this Investment Policy, before shifting the School's investment asset mix between equities, cash equivalents, and long-term fixed income securities. Such investment manager is prohibited, without express written consent from the School's President, from investing in high-risk investments. Such high-risk investments may include, but may not be limited to, the following: commodities, futures, derivatives, private placements, direct real estate transactions, short sales, put options or margin transactions.
- The Finance Committee assists the School's Board of Trustees for oversight of the School's investments.
- The Finance Committee shall review this Investment Policy every two years.

Last update: 2/08/07

DRUG FREE SCHOOL POLICY

Policy Type: Goal Statement Policy

The Board affirms its position to comply with the Drug-Free Schools and Communities Act Amendments of 1989.

Except at School sponsored events, and in compliance with State and Federal laws according to the School's policies, the use of alcoholic beverages on campus is prohibited.

Last Update: 04/06/04

AFFIRMATIVE ACTION POLICY

Policy Type: Goal Statement Policy

The Adler School of Professional Psychology declares and affirms a policy of equal educational and employment opportunities, affirmative action in employment, and nondiscrimination in providing its programs and services to the public.

The Adler School is committed to nondiscrimination and equal opportunity in employment and education regardless of race, color, religion, sex, national origin, sexual orientation, disability, or veteran status. The Adler School will make a major effort to identify and eliminate underutilization of minority members and women in the student body, faculty, and staff. In these endeavors, the Adler School shall promote nondiscrimination and equal opportunity through a positive and continuing Affirmative Action Program. Furthermore, the Adler School shall make reasonable accommodations, as prescribed by law, on the basis of physical and mental disability.

Last Update: 1997

SCHOOL'S COMPENSATION PHILOSOPHY

Policy Type: Goal Statement Policy

The Adler School of Professional Psychology Compensation Philosophy supports the beliefs and principles of Alfred Adler. These include the concepts of individual challenge and accountability, as well as collective – and institutional – cooperation and collaboration. Thus, our compensation recognizes and rewards both individual excellence and collective achievement.

Our compensation practices strive to insure both internal equity and external competitiveness. Adler's policy is to maintain a program that attracts, motivates and retains superior employees who contribute to the success of the School. The Compensation Program is designed to be simple, flexible, cost effective and in compliance with applicable state and federal laws and regulations.

Last Update: 12/09/04

APPENDIX

Changes Made to Policy Manual

Policy	Location of Change	Date	Change From	Change To
Vision Statement	Last paragraph	6-05-01	In our quest for growth, development and improvement, we <i>oblige ourselves</i> to use effective marketing...	In our quest for growth, development and improvement, we <i>seek</i> to use effective marketing...
Authority of the President	Second paragraph	10-01-02	The President may issue contract up to \$25,000 without the prior approval of the Board of Trustees. (6/23/86) All contracts over \$25,000 require the approval of the Board of Trustees.	The President may oblige the School for non employment contracts up to \$50,000 without prior approval of the Board of Trustees.
Investment	First paragraph	10-01-02	The Adler School of Professional Psychology shall invest its funds allocated among a broadly diversified portfolio	The Adler School of Professional Psychology shall invest its funds, <i>other than day-to-day operational funds</i> , allocated among a broadly diversified portfolio
Role of the Board	Introduction and new last paragraph	12-02-03		<ul style="list-style-type: none"> ▪ CEO – maintaining the role: <ul style="list-style-type: none"> ○ Assuring an executive whose values, talents, skills, and experiences are aligned with the organization’s future ○ Establishing clear expectations and responsibilities ○ Routinely evaluating performance
Trustees’ Job Description and Commitments	Attendance, second bullet	12-02-03	Reinstatement is allowed only once during the 3-year term.	Reinstatement is allowed only once during the 3-year term, <i>barring any extraordinary circumstances</i> .

Policy	Location of Change	Date	Change From	Change To
Trustees' Job Description and Commitments, Conflict of Interest	New bullet	02-03-04		A Trustee must not use his or her position to obtain preferential treatment for his or herself, family members or close associates
Board Meetings	New policy	02-03-04		<p>The Board of Trustees meets bi-monthly. This policy provides the framework for the meeting.</p> <ul style="list-style-type: none"> ➤ Agenda ➤ Meeting Process ➤ Executive Session
Officers' Roles and Responsibilities	New policy	02-03-04		<p>The officers of the board are a Chair and a Vice-Chair:</p> <ul style="list-style-type: none"> ➤ Chair ➤ Vice-Chair
Board Standing Committees	New policy	02-03-04		<p>There are two standing committees of the board:</p> <ul style="list-style-type: none"> ➤ Development and Recruitment Committee...
Trustees' Job Description and Commitments Trustees' Role in Resolution of Staff and Faculty Concerns and Complaints	New policy	04-06-04		<ul style="list-style-type: none"> ▪ Trustees should not attempt to resolve staff or faculty complaints... ▪ When approached as a Trustee with a staff or faculty complaint... ▪ If the complaint involves the President, the _____ policy prevails (to be defined).

Policy	Location of Change	Date	Change From	Change To
Trustees' Job Description and Commitments, Board Evaluation	New policy	04-06-04		Trustees participate in a board evaluation, conducted at each annual meeting.
Board Meetings, Meeting Process	New bullet	04-06-04		The minutes will indicate meeting attendees who are not present for a given vote.
Drug Free School Policy	First paragraph	04-06-04		Delete
Drug Free School Policy	Second paragraph	04-06-04	In compliance with The Drug-Free Schools and Communities Act Amendments of 1989, Public Law 101-226, The Adler School of Professional Psychology has implemented the Drug-Free School Policy.	The Boards affirms its position to comply with the Drug-Free Schools and Communities Act Amendments of 1989
Drug Free School Policy	Third paragraph	04-06-04	Unlawful possession, use, or distribution of illicit drugs and alcohol by employees, students, or volunteers is prohibited on School premises or as part of any school-sponsored activity.	Except at School sponsored events, and in compliance with State and Federal laws according to the School's policies, the use of alcoholic beverages on campus is prohibited
Board Standing Committees	Second Paragraph	06/01/04		The purpose of the Finance Committee is ...
Authority of the President Policy	Point 2	12/09/04	The President may oblige the School for non-employment contracts up to \$50,000 without prior approval of the Board of Trustees.	The President will notify the Chair of any significant expenditure not in the approved budget.
Performance Goal Setting and Review Process for the President	New Policy	12/09/04		Guidelines for goal setting, measurement and timetable for Chair and Vice Chair to assess President's job performance.

Policy	Location of Change	Date	Change From	Change To
President's Compensation Policy	New Policy	12/09/04		The Compensation Policy for the President shall be....
School's Compensation Philosophy	New Policy	12/09/04		The Adler School of Professional Psychology Compensation Philosophy supports the beliefs...
Term Length and Term Limits	New Policy	04/14/05		This policy addresses the length of terms and limits of terms for Trustees and Officers of the Board.
Board Size and Composition	Second Paragraph	02/09/06	At the annual meeting, an assessment of the Board's composition will be presented by the <i>Nominating Committee</i> .	At the annual meeting, an assessment of the Board's composition will be presented by the <i>Recruitment and Development Committee</i> .
Officer's Roles and Responsibilities	First Paragraph	02/09/06	The <i>Development and Recruitment Committee</i> prepares the slate of candidates for the election.	The <i>Recruitment and Development Committee</i> prepares the slate of candidates for the election.
Board Standing Committees	Heading and First Paragraph	02/09/06	(Heading:) <i>Development and Recruitment Committee</i> The purpose of the <i>Development and Recruitment Committee</i> is to develop and maintain a strategy to assure the Board has committed and qualified Trustees and leadership.	(Heading:) <i>Recruitment and Development Committee</i> The purpose of the <i>Recruitment and Development Committee</i> is to develop and maintain a strategy to assure the Board has committed and qualified Trustees and leadership.
Trustees' Job Description and Commitments	Board Evaluation	02/09/06	Trustees participate in a Board evaluation at each annual meeting.	Trustees participate in an annual Board evaluation.
Board Meetings	First Sentence	02/09/06	The Board of Trustees meets bi-monthly	The Board of Trustees has four business meetings and one retreat each year.

Policy	Location of Change	Date	Change From	Change To
Board Standing Committees	Two new bullets	02/09/06		<ul style="list-style-type: none"> ➤ Prepares the annual Board composition report ➤ Presents Trustees for re-election at the end of any 3-year term
Performance Goal Setting and Review Process for the President	Number Four	02/09/06	At the <i>June</i> meeting (in Executive Session)	At the <i>May</i> meeting (in Executive Session)
Mission Statement, Vision Statement	Pages 4 and 5	02/09/06	Mission and vision statements	Adler Center image
Authority of the President	Page 16	02/09/06	The President will notify the Chair of any significant expenditure not in the approved budget.	The President will notify the Chair of any significant expenditure not in the approved budget and prior to any significant affiliations or sponsorships.
Board Standing Committees	First Paragraph	02/09/06	There are 2 standing committees of the Board.	There are 4 standing committees of the Board.
Board Standing Committees	Committee listing	02/09/06		<i>Compensation Committee</i> and <i>Development Committee</i> sections
Officers' Roles and Responsibilities	1 st paragraph	02/09/06	Officers are elected for one-year terms at the annual meeting.	Officers are elected for two-year terms at the annual meeting.
Board Standing Committees	Compensation Committee	05/25/06	The purpose of the Compensation Committee is discharge the Board's responsibilities relating to compensation of the School's President...	The purpose of the Compensation Committee is to assist the Board in discharging the Board's responsibilities relating to compensation of the School's President...

Policy	Location of Change	Date	Change From	Change To
Job Description and Commitments	Attendance	8/3/06	Trustees are required to participate in a majority of the regular meetings during the calendar year.	Trustees are required to participate in a majority of the five meetings during the calendar year (includes four regular meetings and one retreat).
Role of the Board	One new bullet	2/8/07		<ul style="list-style-type: none"> • Fundraising
Role of the Board	One new bullet	2/8/07		<ul style="list-style-type: none"> ❖ FUNDRAISING <ul style="list-style-type: none"> ➤ Assuring fundraising alignment with the mission and planning priorities ➤ Establishing Board fundraising goals and expectations ➤ Networking and making introductions on behalf of Adler
Job Description and Commitments	New Commitment	2/8/07		<p><u>Fundraising</u></p> <ul style="list-style-type: none"> ➤ Trustees make an annual monetary contribution to the School, at a level consistent with each individual's financial capacity, to demonstrate unanimous Board support for the School. ➤ Trustees participate in fund raising activities of the School through identifying, cultivating, and soliciting donors.
Job Description and Commitments	New bullet	2/8/2007		<ul style="list-style-type: none"> ➤ The two founders of the school are exempt from automatic withdrawal from the Board due to lack of attendance.

Policy	Location of Change	Date	Change From	Change To
Investment	Entire Policy	2/8/2007	Entire Policy Replaced	Adler School's investments should provide for long-term preservation, and modest long-term growth, of the School's capital...
Founding Members of the Board	New Policy	5/10/2007		The policy defines the role and responsibilities for the special category of "Founding Member" of the Board...
Board Standing Committees	First paragraph	11/30/07	There are 4 standing committees of the Board.	There are 5 standing committees of the Board.
Board Standing Committees	Committee listing	11/30/07		<i>Academic Affairs Committee</i> section
Succession and Selection of the President	New Policy	11/6/2008		The Board of Trustees selects the President of the Adler School of Professional Psychology...
Board Standing Committees	Two new bullets under Academic Affairs Committee	2/18/2010		<ul style="list-style-type: none"> ➤ Receives regular updates on proposed academic programs, and contributes feedback and ideas. Receives and reviews proposals for new academic programs, and presents proposals for review and approval by the Board. ➤ Provides the Board with information about student learning and helps the Board to understand the academic endeavors of the School
Board Standing Committees	Committee listing	8/5/2010	Recruitment and Development Committee	<i>Trustee and Governance Committee</i> section
Board-President Relationship	Entire Policy	8/5/2010	Entire Policy Replaced	The performance year for the President is

Policy	Location of Change	Date	Change From	Change To
				from September 1 st through August 31st...
Job Description and Commitments	One new bullet	11/18/2010		Confidentiality <ul style="list-style-type: none"> ➤ Trustees read and sign a Confidentiality Agreement on an annual basis.
Job Description and Commitments	One new bullet	11/18/2010		Conflict of Interest <ul style="list-style-type: none"> ➤ Trustees read a more detailed Conflict of Interest Policy, as well as read and sign a Conflict of Interest Agreement, on an annual basis.
Mission Statement, Vision Statement	Page 4	03/04/2011	Mission and vision statements	Adler Center image