

IIRP Factbook

2024-25 Academic Year



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General Information

All data as of September 1, 2025.

Mission Statement

The mission of the International Institute for Restorative Practices Graduate School is to strengthen relationships, support communities, influence social change, and broaden the field of restorative practices by partnering with practitioners, students, and scholars.

Restorative Practices Explained

All humans are hardwired to connect. Just as we need food, shelter and clothing, human beings also need strong and meaningful relationships to thrive.

Restorative practices is a transdisciplinary field of study that examines how to strengthen relationships between individuals and improve social connections within communities. Restorative practices are used in conflict resolution, creating dialogue, bridging gaps across divided groups, and building cultures where all members have a voice, work more effectively together, and become more innovative.

Restorative practices has a deep resonance with and has been influenced by a variety of collective philosophical and theoretical perspectives, including indigenous cultures and traditions from around the world. The IIRP seeks to respect and connect the integrity and heart of traditional practices with relevant interdisciplinary knowledge and a commitment to relationality and community across the globe.

About Us

The International Institute for Restorative Practices (the IIRP), located in Bethlehem, PA, is the world's first accredited graduate school that specializes in studying the field of restorative practices, providing education, research, and collaborative application services.

At the heart of restorative practices is the understanding that human beings are instilled with the need to connect and grow with each other. The IIRP supports students and community leaders with the tools they need to transform relationships and effect change within their own lives as well as within public and private K-12 educational institutions, public and private four-year residential colleges and universities, non-governmental organizations (NGOs), and community-based organizations (CBOs). Through strong academic offerings combined with a real-life approach to education, the IIRP helps build communities and makes resilient and meaningful relationships thrive.

Conflict, community, and shared humanity are global issues. From the content in our curriculum to the diversity of our trustees, faculty, students and staff, we formed an international institution that benefits from wisdom gathered from around the world. As the field of restorative practices

grows and evolves, we are dedicated to always being at the forefront of exploring and testing new concepts, new approaches, and new methods.

Our Work

Living Restorative Practices — We model a relational approach and honor human dignity in all that we do. This is the foundation for all our work.

Education — We provide advanced education, professional development, and transformative learning experiences.

Collaborative Application — We leverage our trusted expertise with institutions, organizations, and schools to build stronger relationships and more inclusive and healthy communities.

Research — We generate and disseminate knowledge regarding the influence of relationships on social health.

History

The face of higher education is changing rapidly and dramatically around the world. The IIRP has designed its offerings and services to meet the needs of 21st century adult learners and professionals. All that the IIRP offers is mission driven, rooted in everyday professional practice, and accessible from anywhere in the world through a wide range of flexible learning options.

We are dedicated to the study of restoring relationships, social discipline, emotional well-being, and civic participation through participatory learning and decision making.

Our faculty and graduate students engage in reflection, scientific inquiry, and academic discussion, drawing on theory as well as their own professional practice and personal experience. Our entire institution is guided by the premise that “people are happier, more cooperative, more productive, and more likely to make positive changes when those in authority do things with them, rather than to them or for them.”

With roots in restorative justice, a way of looking at criminal justice that emphasizes repairing the harm done to people and relationships, restorative practices has the broader goal of proactively developing community, managing conflict, building relationships, and increasing social capital.

The establishment of the IIRP Graduate School was the culmination of decades of work in restorative practices by a number of pioneers around the world, among them the IIRP’s founders, Ted and Susan Wachtel, who developed many of the theories at Buxmont Academy and the Community Service Foundation.

The IIRP is an accredited institution and a member of the Middle States Commission on Higher Education (MSCHE or the Commission). The IIRP’s accreditation status is Accredited Reaffirmed. The Commission’s most recent action on the institution’s accreditation status in 2025 was to reaffirm the IIRP’s accreditation. MSCHE is recognized by the U.S. Secretary of Education to

conduct accreditation and pre-accreditation (candidate status) activities for institutions of higher education including distance, correspondence education, and direct assessment programs offered at those institutions. The Commission's geographic area of accrediting activities is throughout the United States.

Commitment to Diversity, Equity, Inclusion, and Belonging

Dignity manifests in relationships when all people have voice, agency, and a sense of belonging. Members of our learning community have insights gained from aspects of their personal stories such as geographic location, age, ethnicity, religion, parental status, family and relationship structure, formal educational attainment, physical and mental health, socioeconomic status, gender identity and gender expression, and political affiliation. All people experience harm; we know that by attending to the needs created by that harm, we may be able to restore trust and repair relationships. As curious learners, we also must be cognizant of systemic harm and be humble as we examine our own biases, their impacts, and our actions to create a more compassionate and just future.

The IIRP draws knowledge from many sources, including Indigenous cultures from around the world, and we recognize that we have not always done this in partnership with those cultures. Cultural appropriation creates an epistemic injustice, silencing people's voice and limiting knowledge creation to those who are legitimized by the dominant culture. It erases people's contributions and heritage, especially of diasporic and marginalized communities, perpetuating these patterns of appropriation.

To fully realize our mission, we must embrace diversity, promote equity, model inclusion, and nurture a sense of belonging. We strive to intentionally amplify the voices of marginalized people who have been silenced – including Indigenous, Black, Asian, and other people of color, women, LGBTQIA+ people, disabled people, neurodiverse people, and many other communities. We recognize and celebrate the efforts of those whose contributions have been historically hidden or forgotten.

Our Reparative Actions:

- Faculty and staff create learning environments that value the many ways of knowing and producing knowledge and embed the principles of diversity, equity, inclusion, and belonging into our graduate curricula.
- We cultivate welcoming, supportive, curious, and bold spaces where we respectfully listen to every voice. Faculty, staff, trustees, and learners honor the similarities and differences that are represented in our diverse shared space and challenge our communities to have authentic conversations around difficult topics.
- We recognize our responsibility to provide accessible educational programs. We will also expand the capacity of our Impact Scholarships and explore other ways to minimize financial barriers for our graduate students.

- We forge a reciprocal partnership with the Lenape Nation of Pennsylvania, upon whose traditional lands our school is located, referred to as Bethlehem, PA.
- We commit to equitable hiring processes and supporting the development of all our employees through the cultivation of defined competencies that fortify our commitment to advance diversity, equity, inclusion, and belonging.

Lenape Nation Acknowledgement

The IIRP Graduate School acknowledges with reverence the land on which we work and practice. This land was once called Lenapehokink, which, in the Lenape language, means “land of the Lenape.” This land has been and will continue to be honored by and cared for by the Lenape ancestors, members in the present, and all Lenape members to come.

We join them in a communal responsibility to celebrate their presence, their culture, and to be active in our friendship far beyond this acknowledgment.

The calculated displacement of members of the Lenape tribe began in the late 1700s, pushing some members of the community west. Other members remained in Pennsylvania and continued their cultural practices in hiding for fear of persecution. This history is retold in the prophetic Lenape story the “Legend of the Four Crows.” The tale lays out the story of the Lenape nation’s struggle to survive the terror of colonization and their foretold reemergence and reunification with the world outside of hiding. The four crows each represent a part of the history of the Lenape people. The first crow, living in its purpose to be at one with nature, represents the time before contact with Europeans. The second crow’s demise depicts the death and destruction introduced by colonialism. The third crow goes into hiding, showing the effort of those who remained in their homeland and maintained their culture in secrecy. The fourth crow prophesizes the nation coming out of hiding and once again thriving and continuing to honor the past, present, and future of the Lenape people.

Present day members of the Lenape Nation of Pennsylvania, and of Lenape nations in New Jersey and Delaware, are descendants of those who remained in their homeland, those who migrated back after expulsion, and those who created families with early German settlers.

The IIRP desires to be in alignment with fulfilling the prophecy of the fourth crow, to look toward a future filled with hope and synchronicity, one that does not ignore or sanitize the past.

We know that these words without action mean little. We are committed to continual learning of Lenape history and culture with an emphasis on supporting present-day initiatives. Through partnership with the Lenape people, we strive to support their efforts to foster cultural, historical, and environmental education and preservation.

Transparent Tuition

We believe that when choosing a graduate school, students don't want any surprises when it comes to tuition and fees. Once students are admitted, we guarantee tuition will never increase and they will receive an additional 8.35% discount.

Unlike most schools, the IIRP does not charge fees for course registration, graduation, and transcripts. Transparent Tuition means there are no hidden costs.

The IIRP has the following tuition schedule for the 2024-25 academic year.

	Full tuition	Admitted students
Tuition (per course)	\$1,867	\$1,711
Graduate Certificate (4 courses)	\$7,468	\$6,844
Master of Science (10 courses)	\$18,670	\$17,110
Master of Science with Thesis Option (10 courses plus Thesis seminar at a flat fee of \$3,507)	\$22,117	\$20,617

Transparent Tuition at the IIRP also has the following features:

- Students who take a professional development event associated with a blended course before matriculating will receive credit for the event.
- Admitted students are eligible for financial aid using our Interest-Free Payment Plan.

Board of Trustees

As of September 1, 2025.

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Jenkintown, Pennsylvania, USA

Dennis P. DePaul

Chair

Trustee since 2020

Executive Director, Camp Ta-Kum-Ta

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Stephen Robert Young

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Certified Community Mediator, Restorative

Justice Trainer, and Board President, Community

Justice Alternatives of Durham Region, Canada

Sethu L. Nair

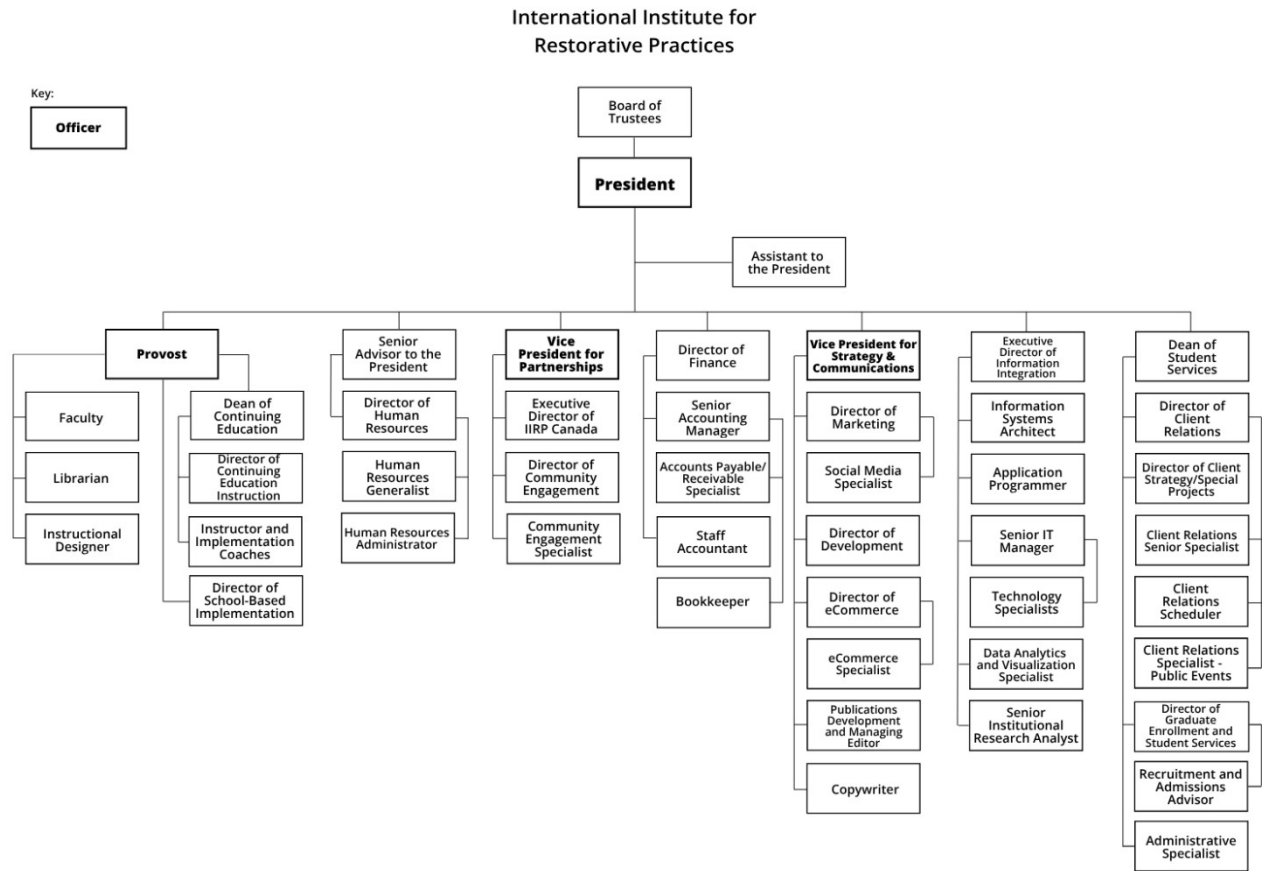
Trustee since 2024

Director of ADR and Restorative Practices, Center

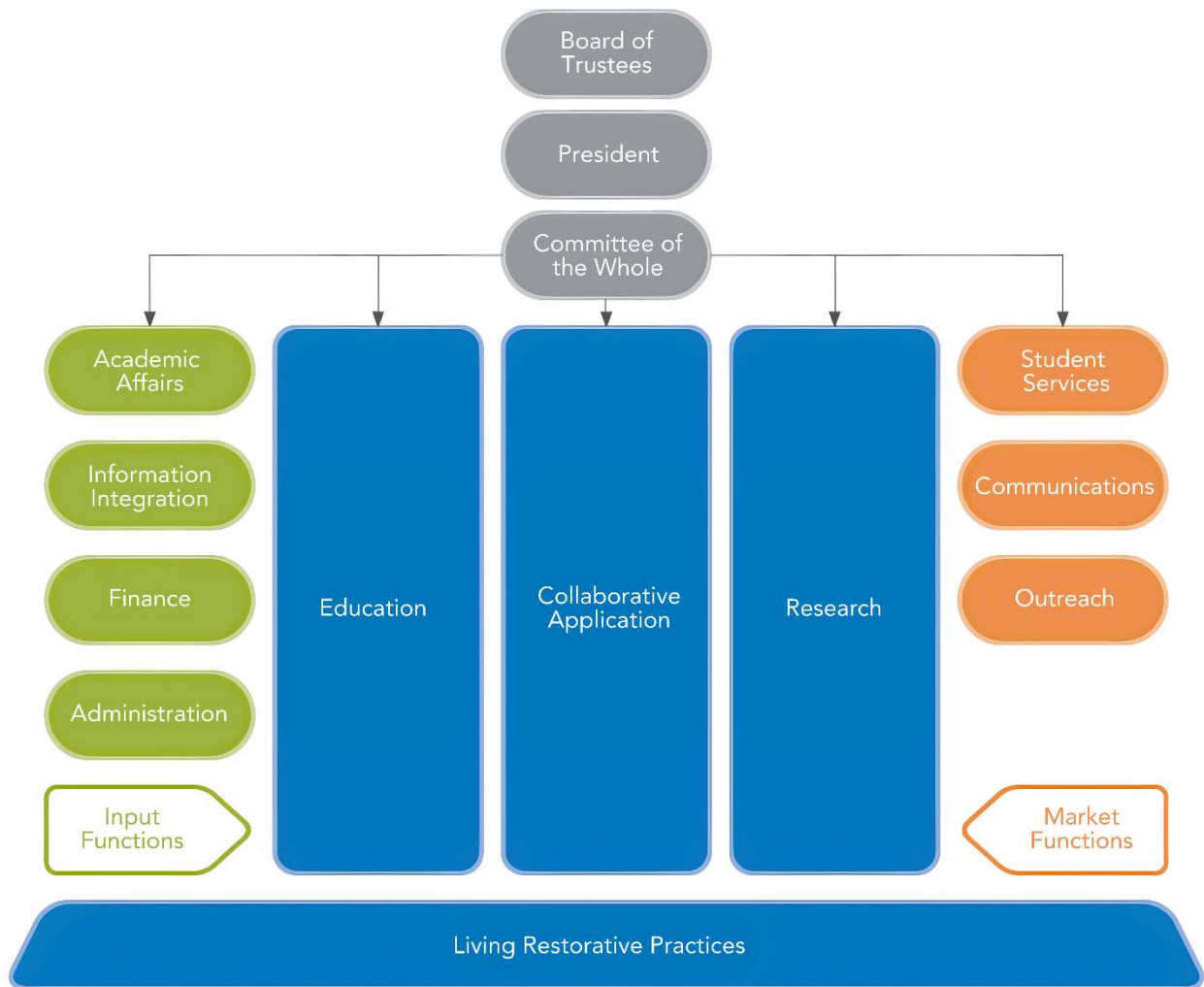
for Creative Conflict Resolution, New York City,

New York, US

IIRP Organizational Chart



IIRP Multidimensional Model



Governance

As of September 1, 2025.

Board of Trustees

Dennis P. DePaul	Chair
The Honorable Mark Ingram	Vice Chair
Patience Whitworth, Ph.D.	Secretary
Mark Gerald Twomey, M.P.A	Treasurer
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Harold Michael Butler	Trustee
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Deborah Anne McLeod, Ph.D.	Trustee
Abdul-Malik Muhammed, Ph.D.	Trustee
Stephen Robert Young	Trustee
Sethu L. Nair	Trustee

Committee of the Whole

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Borbála Fellegi, Ph.D.	Assistant Professor
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Jamie Kaintz	Dean of Student Services
Paul Leese	Vice President for Strategy and Communications
Zeau Modig	Librarian
Jim Rippert	Director of Finance
Fernanda Fonseca Rosenblatt, Ph.D	Associate Professor
Frida Rundell, Ph.D.	Professor
Elizabeth Smull	Lecturer
Doug Judge, Ph.D.	Associate Professor
Michael A. Washington, Ph.D.	Assistant Professor

Facilities

IIRP Main Campus and Graduate School Office

The IIRP Main Campus is located in the historic district of downtown Bethlehem, Pennsylvania, at 544 Main Street, on the corner of Main and Walnut streets.

The IIRP Graduate School office is located at 531 Main Street, 1st Floor, Bethlehem.

Library

The IIRP Graduate School maintains an academic social science research library whose scope comprises all aspects of restorative practices, including relevant areas in education, criminology, social services, psychology, conflict resolution, statistics, management, and human resources. The Library supports the IIRP's blended and online curriculum by maintaining both a physical collection at 531 Main Street and gateway access to digital research content at www.iirp.edu/library.

In addition to IIRP research content, the Library's collection includes books, journals, conference proceedings, reports, grey literature, and audiovisual materials. Digital services include the Library's online catalog and access to publicly-available research tools (Google Scholar, OCLC WorldCat, ERIC, NJCRS, Open Access resources, etc.), plus twelve premium scholarly databases on EBSCOhost and ProQuest exclusively for the IIRP community.

Resources not owned by the Library can be obtained for students, faculty, and staff through interlibrary loan.

The Library also provides online support resources on APA Style usage and the Institutional Review Board for human research.

Access to the physical Library at 531 Main Street is by appointment only; please contact the Librarian for assistance. Digital information resources are available through the Library website 24/7.

Parking

Parking is available at municipal lots near the IIRP Main Campus.

Academic Information

The International Institute for Restorative Practices is a private, not-for-profit independent higher education institution. Our students' learning process is measured in every course to ensure we serve our mission. Students will find that each course has learning outcomes and objectives, linked with program goals, institutional learning goals, institutional goals, and the mission.

Institutional Learning Goals

- **Critical Thinking:** Members of the IIRP learning community will analyze, synthesize, and interpret texts, experiences, feedback, and other information.
- **Communication Skills:** Members of the IIRP learning community will write and speak well in different contexts.
- **Self-Directed Learning:** Members of the IIRP learning community will take initiative and responsibility and assess their own learning activities.
- **Ethical Awareness:** Members of the IIRP learning community will identify and analyze ethical issues associated with restorative practices.
- **Information Literacy:** Ability to locate, analyze, and use information appropriately.

Master of Science in Restorative Practices

The IIRP Graduate School offers a Master of Science in Restorative Practices. Thirty credits are required for completion.

Courses begin at various times throughout the fall, spring, and summer terms.

Program Goals

1. Explain foundational principles of restorative practices.
2. Apply conceptual and analytical skills in evaluating the links among practice, systems, and policy issues.
3. Demonstrate the ability to improve professional skills through self-reflection.
4. Develop knowledge and skills to work with culturally and socially diverse populations in local and global contexts through a restorative practices frame.
5. Apply critical thinking skills to an issue and determine a restorative approach.

6. Demonstrate proficiencies in information literacy.
7. Thesis Option only: Design a research study to advance the field of restorative practices.

Non-Degree Graduate Certificate in Restorative Practices

This program will help you establish a firm understanding of how restorative practices works to distinguish yourself as a practitioner in your setting. This option is ideal for professionals who already have an advanced degree or who are still deciding to pursue a Master of Science. You may complete your certificate within a year and all courses taken for the Certificate can be applied toward a Master of Science degree after completion.

Program Goals

1. Explain foundational principles of restorative practices.
2. Apply conceptual and analytical skills in evaluating the links among practice, systems, and policy issues.
3. Demonstrate the ability to improve professional skills through self-reflection.

Non-Degree Graduate Certificate in Relational Facilitation for Healing Trauma

This series of four relational practices-informed facilitation courses is designed for those who support individuals or communities in need. The online courses equip facilitators with practical techniques to recalibrate difficult situations, incorporating the relational care ladder in their approach. Self-respect, reciprocity with self and others, and role modeling processes are explored at different levels to inform facilitators as they create essential structures to nurture those experiencing adversity or trauma. Students engage in weekly sessions to practice various facilitation techniques with classmates and outside volunteers. Coursework covers how different relational approaches can be utilized to support individuals and communities through the healing process.

Program Goals

1. Explain foundational principles of restorative practices.
2. Apply conceptual and analytical skills in evaluating the links among practice, systems, and policy issues.
3. Demonstrate the ability to improve professional skills through self-reflection.
4. Demonstrate the ability to employ restorative principles to facilitate relationship change and healing from interpersonal trauma.

Non-Degree Graduate Certificate in Change Implementation in Organizations and Social Systems

Grounded in the field of restorative practices, students earning this certificate will focus on the human side of change and the centrality of relationships and group dynamics in the change process. Through this series of four courses, students will expand their knowledge and skills in implementing change initiatives in varied contexts leading to enhanced performance. They will improve their ability to strengthen interpersonal relationships and build social networks, paving the way to implement, embed, and sustain positive change. Theoretical and practical learning in this certificate focuses on key areas, including change management and leadership; implementation science and practices; models of personal and social change; systems thinking; human capital theory; and ethical and cultural considerations.

Program Goals

1. Explain foundational principles of restorative practices.
2. Apply conceptual and analytical skills in evaluating the links among practice, systems, and policy issues.
3. Demonstrate the ability to improve professional skills through self-reflection.
4. Demonstrate the ability to utilize restorative practices principles in change implementation processes.

Curricula Overview

Master of Science in Restorative Practices (30 credits)

Required Courses (12 credits)	Credits
RP 500 (blended) Basic Restorative Practices	3
OR	
RP 504 (online) Foundations of Restorative Practices	(3)
AND	
RP 525 (online) Restorative Practices in Action	3
RP 610 (online) Evaluation of Research	3
OR	
RP 680 Designing Restorative Practices Research	(3)
RP 699 (online) Integrating Seminar	3
Plus 18 additional elective course credits, coherent with the intentions of the curriculum, approved in consultation with a graduate advisor and upon approval by the faculty.	18
	Total 30

Master of Science in Restorative Practices with Thesis Option (30 credits)

Students in our Master of Science degree program and alumni of the IIRP master's degree program who wish to expand knowledge of restorative practices by conducting original research may choose to pursue the Thesis Option. This may be a desirable choice for those who wish to gain research experience and develop advanced competencies in scholarly writing, are considering a research-intensive career, or are interested in pursuing doctoral-level study.

Required Courses (12 credits)	Credits
RP 500 (blended) Basic Restorative Practices	3
OR	
RP 504 (online) Foundations of Restorative Practices	(3)
AND	
RP 525 (online) Restorative Practices in Action	3
RP 610 (online) Evaluation of Research	3
RP 680 (online) Designing Restorative Practices Research	3
RP 685 (online) Data Analysis for Restorative Practices Research	3
RP 699 (online) Integrating Seminar	3
RP 707 (online) Thesis Seminar	0

Plus 12 additional elective course credits, coherent with the intentions of the curriculum, approved in consultation with a graduate advisor and upon approval by the faculty.

12

Total 30

Master of Science in Restorative Practices: Education Specialization

The education specialization provides students with a cluster of courses that focus on teaching and learning. Themes explored in the education specialization include strategies to enhance student-teacher engagement; practical classroom activities; development of teacher pedagogy; understanding students' social, emotional, neurological, and academic needs; and building on restorative frameworks to develop anti-racist education and challenge current educational systems and practice.

Requirements

To earn the specialization recognition on a transcript, the following are required in addition to the required coursework for the Master of Science:

Four electives, including two at the 600 level, must be related to the specialization. These include:

- RP 550 Transforming Relational Harm
- RP 625 Restorative Practices in Life Space Crisis Intervention
- RP 652 Social and Emotional Learning in the Restorative Classroom
- RP 662 A Restorative Approach to Educating the High-Risk and High-Need Student

Additionally, the project for the final course, RP 699 Integrating Seminar, must be rooted in the specialization.

Master of Science in Restorative Practices: Community Engagement Specialization

The community engagement specialization provides students with a cluster of courses that focus on relationships and social connections in the community through processes, programs, and policies. Students who choose this specialization will develop competencies in facilitation, collaboration, planning, intervention, and implementation from a community perspective. They will learn to understand different communities' characteristics, dynamics, cultures, and contexts; how to become a change agent in the communities they wish to influence; and ways to challenge systems of oppression to create opportunities for more connected community.

Requirements

To earn the specialization recognition on a transcript, the following are required in addition to the required coursework for the Master of Science:

Four electives, including two at the 600 level, must be related to the specialization. These include:

- RP 550 Transforming Relational Harm
- RP 556 Restorative Practices for Community Health and Well-Being
- RP 635 Narrative Inquiry for Empowering Facilitators
- RP 637 Social Justice and Restorative Practices*
- RP 645 Transgenerational Trauma and Community Resilience*

Additionally, the project for the final course, RP 699 Integrating Seminar, must be rooted in the specialization.

Non-degree Graduate Certificate in Restorative Practices (12 credits)

Foundational Required Courses (6 credits)	Credits
RP 500 (blended) Basic Restorative Practices	3
OR	
RP 504 (online) Foundations of Restorative Practices	(3)
AND	
RP 525 (online) Restorative Practices in Action	3
Plus 6 additional elective course credits, coherent with the intentions of the curriculum, approved in consultation with a graduate advisor and upon approval by the faculty.	6
Graduate Certificate in Restorative Practices	Total 12

Non-degree Graduate Certificate in Relational Facilitation for Healing Trauma (12 credits)

Required Courses (12 credits)	Credits
RP 550 (online) Transforming Relational Harm	3
RP 625 (online) Restorative Practices in Life Space Crisis Intervention	3
RP 635 (online) Restorative Facilitation for Empowering Facilitators	3
RP 645 (online) Transgenerational Resilience and Community Striving	3
	Total 12

Non-degree Graduate Certificate in Change Implementation in Organizations and Social Systems (12 credits)

Required Courses (12 credits)	Credits
RP 500 (blended) Basic Restorative Practices	3
OR	
RP 504 (online) Foundations of Restorative Practices	(3)
RP 667 (online) The Challenge of Change: Intrapersonal and Relational Models and Strategies	3
RP 668 (online) Reframing Change Implementation: Participatory Approaches and Mutual Accountability	3
RP 525 (online) Restorative Practices in Action	3
	Total 12

Course List

For AY 2024-25

Foundational Required Courses for all Programs		Credits
RP 500 (blended)	Basic Restorative Practices	3
RP 504 (online)	Foundations of Restorative Practices	3
RP 525 (online)	Restorative Practices in Action	3
Master of Science Degree Required Courses (6 Credits)		
RP 610 (online)	Evaluation of Research	3
OR RP 680 (online)	Designing Restorative Practices Research	
RP 699 (online)	Integrating Seminar	3
Master of Science Degree with Thesis Option Required Courses (6 Credits)		
RP 680 (online)	Designing Restorative Practices Research	3
RP 685 (online)	Data Analysis for Restorative Practices Research	3
RP 701 (online)	Thesis Seminar	0
General Electives		
RP 506 (online)	Restorative Practices: The Promise and the Challenge	3
RP 517 (online)	Restorative Approaches to Leadership	3
RP 532 (blended)	Aggression Replacement Training®: Behavioral Interventions that Work	3
RP 541 (blended)	IIRP World Conference	3
RP 550 (online)	Transforming Relational Harm	3
RP 556 (online)	Restorative Practices for Community Health and Well-Being	3
RP 590 (online)	Special Topics in Restorative Practices I	3
RP 591 (online)	Special Topics in Restorative Practices II	3
RP 622 (online)	History, Evolution, and Critical Issues in Restorative Justice	3
RP 623 (online)	Restorative Justice: Global Perspectives	3
RP 625 (online)	Restorative Practices in Life Space Crisis Interventions	3
RP 635 (online)	Narrative Processes for Empowering Facilitators	3
RP 637 (online)	Social Justice and Restorative Practices	3
RP 645 (online)	Transgenerational Trauma and Community Resilience	3
RP 652 (online)	Social and Emotional Learning in the Restorative Classroom	3
RP 662 (online)	A Restorative Approach to Educating the High-Risk and High-Need Student	3
RP 667 (online)	The Challenge of Change: Intrapersonal and Relational Models and Strategies	3
RP 668 (online)	Reframing Change Implementation: Participatory Approaches and Mutual Accountability	3
RP 680 (online)	Designing Restorative Practices Research	3
RP 685 (online)	Data Analysis for Restorative Practices Research	3
RP 694 (ind. study)	Directed / Independent Study	3
RP 707	Thesis Seminar	0

AY 2024-25 Annual Student Data

Enrollment Information

Enrollment by Year

	2020-21	2021-22	2022-23	2023-24	2024-25
Credit Hours	2,013	1,998	1,449	1230	999
FTE*	83.9	74.1	60.4	51.3	41.6
Unduplicated Headcount	291	286	233	214	178

*FTE (Full Time Equivalency) is calculated by dividing total credits by 24: the equivalent of a full year of full-time enrollment.

Enrollments by Term

	Fall	Spring	Summer	Total
2017-18 Enrollment	118	128	105	351
2018-19 Enrollment	147	154	128	429
2019-20 Enrollment	171	175	165	511
2020-21 Enrollment	185	180	174	539
2021-22 Enrollment	185	182	144	511
2022-23 Enrollment	161	154	127	442
2023-24 Enrollment	136	131	116	383
2024-25 Enrollment	117	112	88	317

First Term Cohort by Term

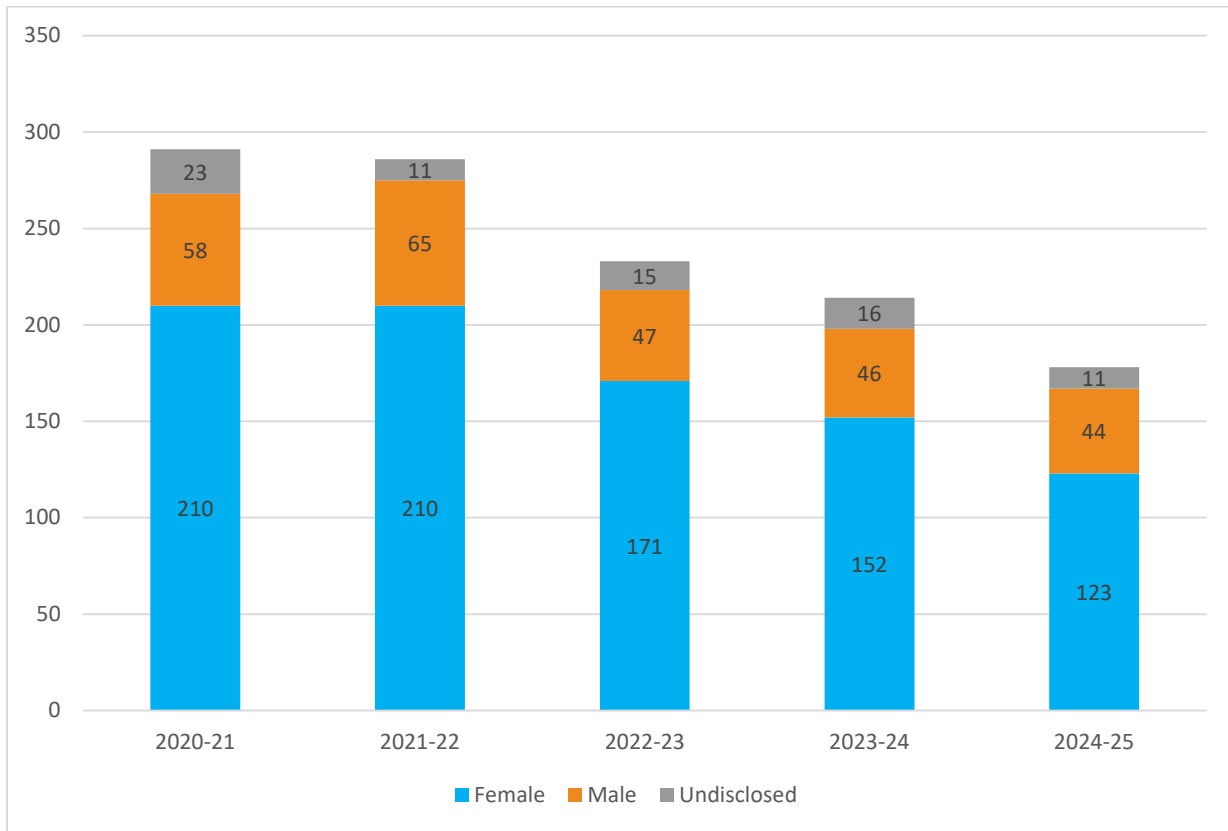
	Fall	Spring	Summer	Total
2017-18 Cohort	47	35	26	108
2018-19 Cohort	45	40	35	120
2019-20 Cohort	49	31	47	127
2020-21 Cohort	36	31	42	109
2021-22 Cohort	29	22	38	89
2022-23 Cohort	22	24	27	73
2023-24 Cohort	25	20	21	66
2024-25 Cohort	13	18	17	48

Admitted Students by Year

	Total
2017-18 MS Admissions	22
2018-19 MS Admissions	38
2019-20 MS Admissions	57
2020-21 MS Admissions	57
2021-22 MS Admissions	39
2022-23 MS Admissions	22
2023-24 MS Admissions	35
2024-25 MS Admissions	34

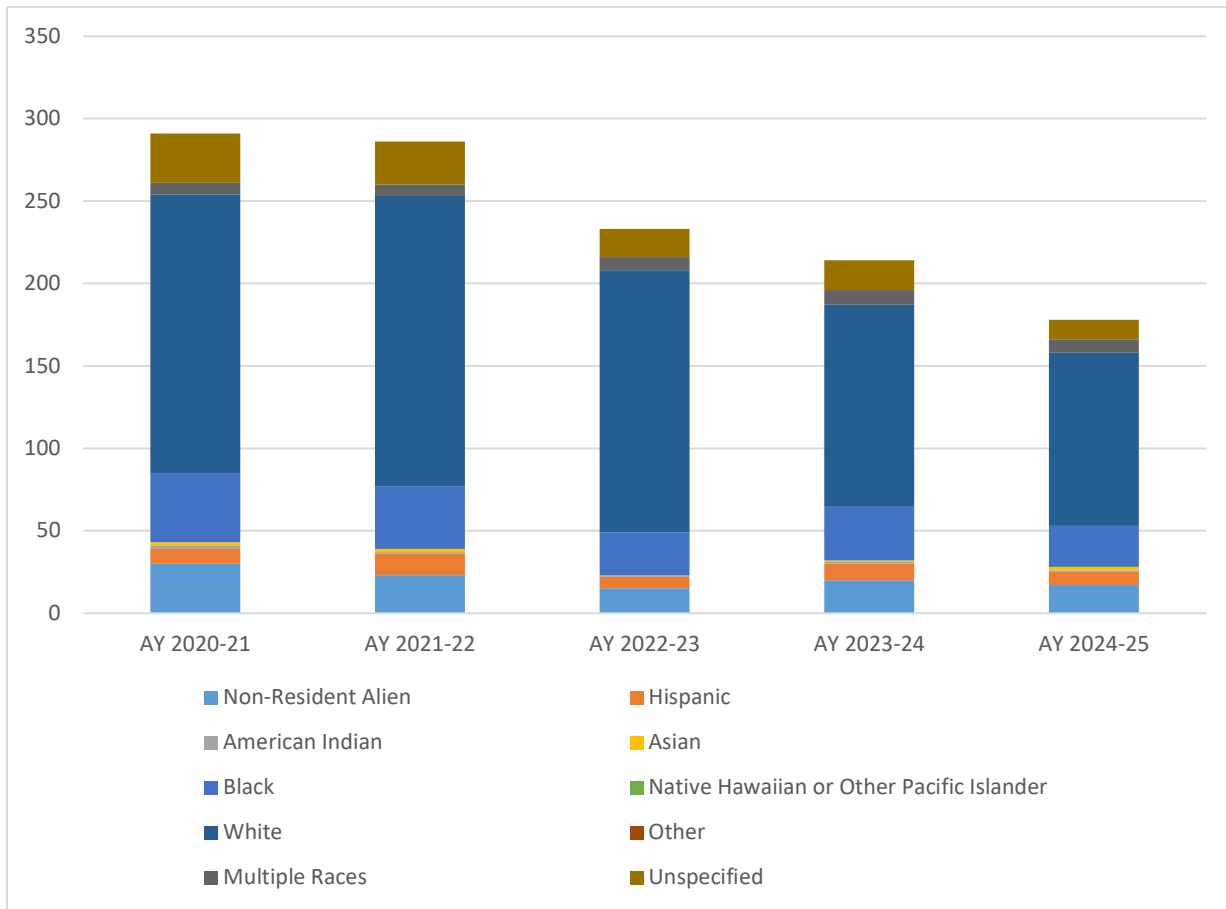
Unduplicated Headcount

Unduplicated Headcount by Gender



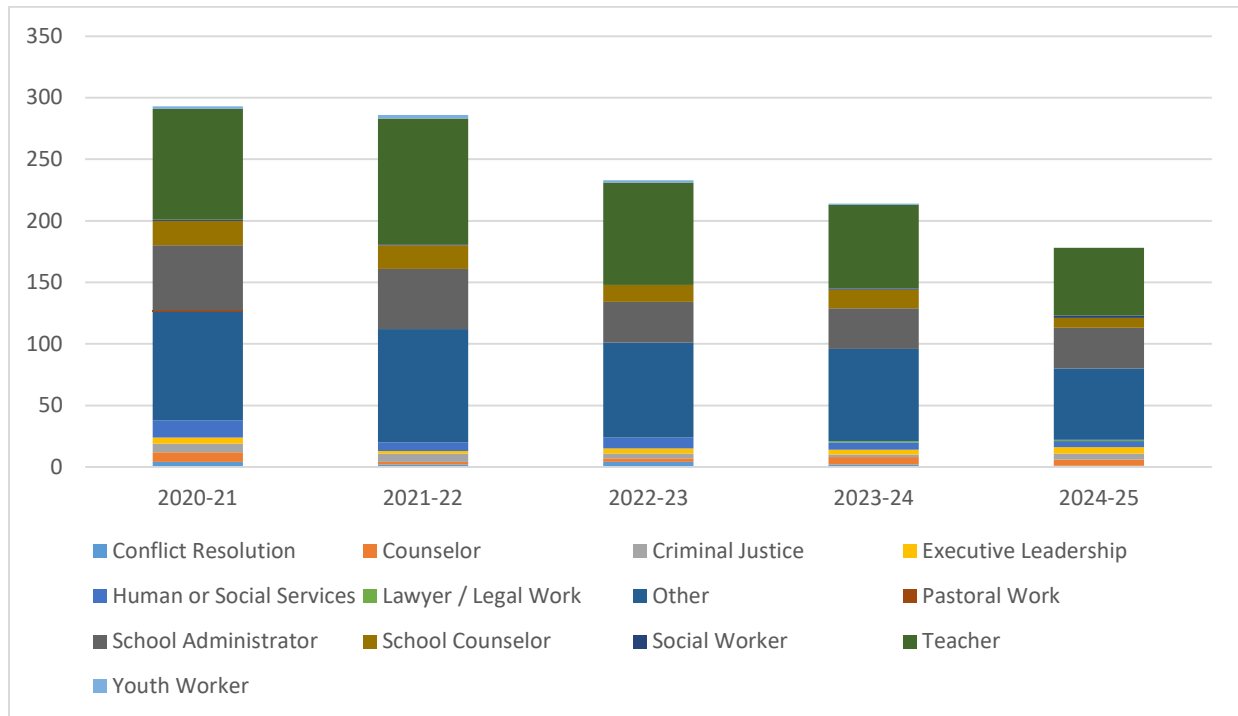
Gender	AY 2020-21		AY 2021-22		AY 2022-23		AY 2023-24		AY 2024-25	
Female	210	72%	210	73%	171	73%	152	71%	123	69%
Male	58	20%	65	23%	47	20%	46	21%	44	25%
Undisclosed	23	8%	11	4%	15	6%	16	7%	11	6%
Total	291		286		233		214		178	

Unduplicated Headcount by Race and Ethnicity



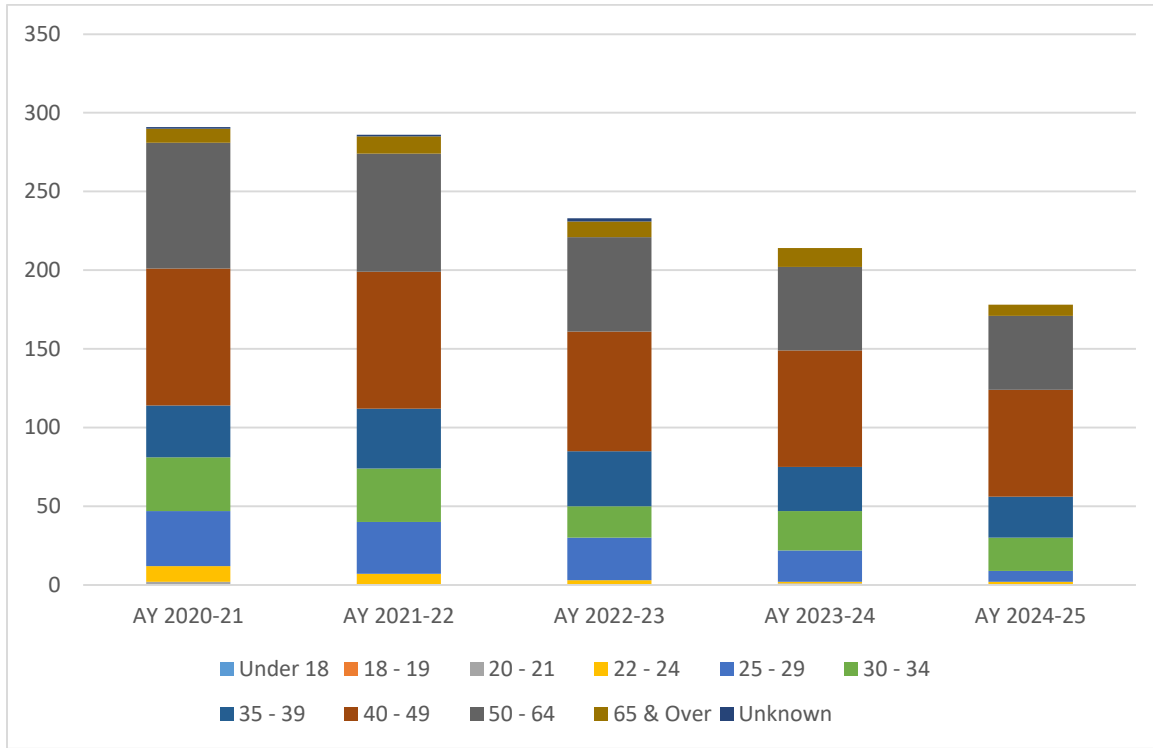
Race / Ethnicity	AY 2020-21	AY 2021-22	AY 2022-23	AY 2023-24	AY 2024-25
Non-Resident Alien	30 10%	23 8%	15 6%	20 9%	17 10%
Hispanic	9 3%	13 5%	7 3%	10 5%	8 4%
American Indian	2 1%	1 0%	1 0%	1 1%	1 1%
Asian	2 1%	2 1%	0 0%	1 1%	2 1%
Black	42 14%	38 13%	26 11%	33 15%	25 14%
Native Hawaiian or Other Pacific Islander	0 0%	0 0%	0 0%	0 0%	0 0%
White	169 58%	176 62%	159 68%	122 57%	105 59%
Other	0 0%	0 0%	0 0%	0 0%	0 0%
Multiple Races	7 2%	7 2%	8 3%	9 4%	8 4%
Unspecified	30 10%	26 9%	17 7%	18 8%	12 7%
Total	291	286	233	214	178

Unduplicated Headcount by Occupation



Occupation	AY 2020-21		AY 2021-22		AY 2022-23		AY 2023-24		AY 2024-25	
Conflict Resolution	4	1%	2	1%	4	2%	2	1%	1	1%
Counselor	8	3%	2	1%	3	1%	6	3%	5	3%
Criminal Justice	7	2%	7	2%	4	2%	2	1%	5	3%
Executive Leadership	5	2%	2	1%	4	2%	4	2%	5	3%
Human or Social Services	14	5%	7	2%	9	4%	6	3%	5	3%
Lawyer / Legal Work	0	0%	0	0%	0	0%	1	0%	1	1%
Other	88	30%	92	32%	77	33%	75	35%	58	33%
Pastoral Work	1	0%	0	0%	0	0%	0	0%	0	0%
School Administrator	53	18%	49	17%	33	14%	33	15%	33	19%
School Counselor	20	7%	19	7%	14	6%	15	7%	8	4%
Social Worker	1	0%	1	0%	0	0%	1	0%	2	1%
Teacher	90	31%	102	36%	83	36%	68	32%	55	31%
Youth Worker	2	1%	3	1%	2	1%	1	0%	0	0%
Total	291		286		233		214		178	

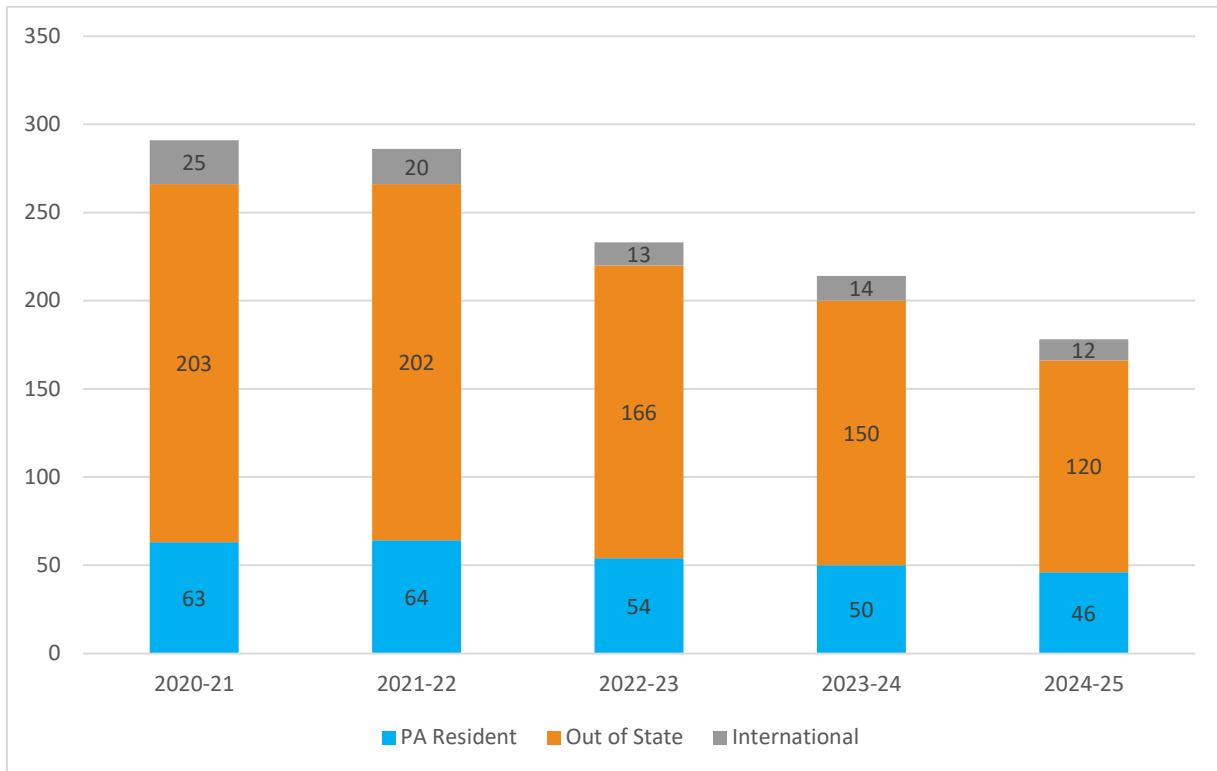
Unduplicated Headcount by Age*



Age Range	AY 2020-21		AY 2021-22		AY 2022-23		AY 2023-24		AY 2024-25	
Under 18	0	0%	0	0%	0	0%	0	0%	0	0%
18 - 19	0	0%	0	0%	0	0%	0	0%	0	0%
20 - 21	2	1%	0	0%	0	0%	1	0%	0	0%
22 - 24	10	3%	7	2%	3	1%	1	0%	2	1%
25 - 29	35	12%	33	12%	27	12%	20	9%	7	4%
30 - 34	34	12%	34	12%	20	9%	25	12%	21	12%
35 - 39	33	11%	38	13%	35	15%	28	13%	26	15%
40 - 49	87	30%	87	30%	76	33%	74	35%	68	38%
50 - 64	80	27%	75	26%	60	26%	53	25%	47	26%
65 & Over	9	3%	11	4%	10	4%	12	6%	7	4%
Unknown	1	0%	1	0%	2	1%	0	0%	0	0%
Total	291		286		233		214		178	

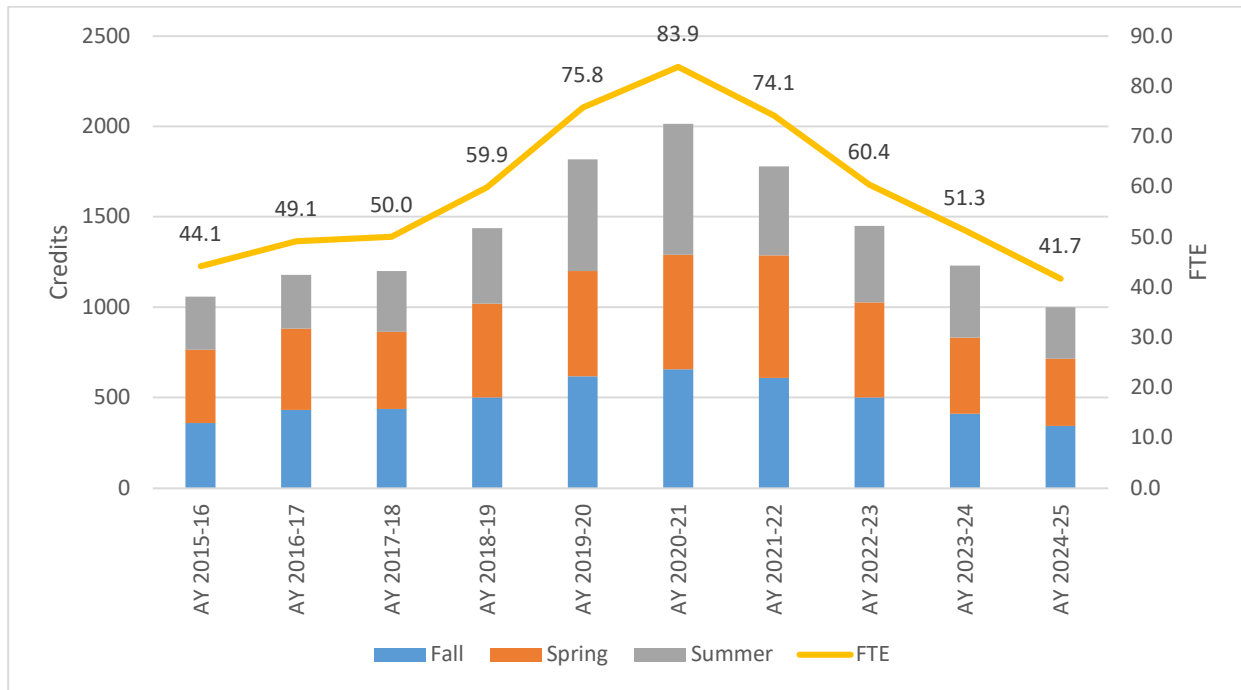
*Age is calculated as of the first day of the academic year.

Unduplicated Headcount by Residency



Residency	AY 2020-21		AY 2021-22		AY 2022-23		AY 2023-24		AY 2024-25	
PA Resident	63	22%	64	22%	54	23%	50	23%	46	26%
Out of State	203	70%	202	71%	166	71%	150	70%	120	67%
International	25	9%	20	7%	13	6%	14	7%	12	7%
Total	291		286		233		214		178	

Credits by Term



Academic Year	Fall	Spring	Summer	Total	FTE*
AY 2015-16	360	405	294	1,059	44.1
AY 2016-17	432	450	297	1,179	49.1
AY 2017-18	438	426	336	1,200	50.0
AY 2018-19	501	519	417	1,437	59.9
AY 2019-20	618	582	618	1,818	75.8
AY 2020-21	657	633	723	2,013	83.9
AY 2021-22	609	678	492	1,779	74.1
AY 2022-23	501	525	423	1,449	60.4
AY 2023-24	411	420	399	1,230	51.3
AY 2024-25	343	372	285	999	41.6

*FTE (Full Time Equivalency) is calculated by dividing total credits by 24: the equivalent of a full year of full-time enrollment.

Graduation Data

Time to Complete Graduate Programs

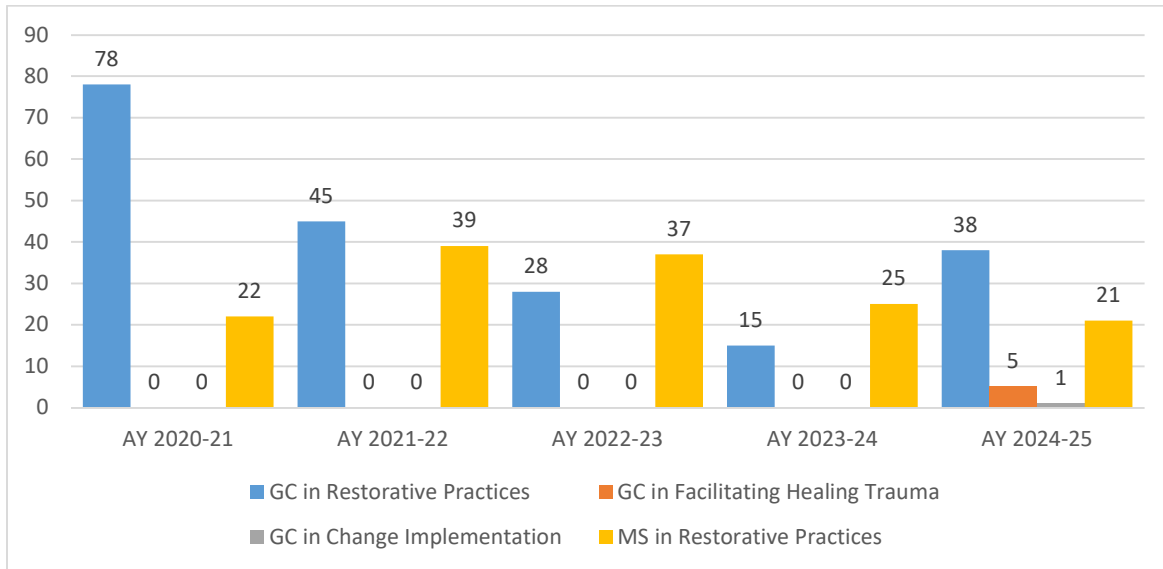
For MS in Restorative Practices, from First Term Enrollment Date

Academic Year of Graduation	Graduates	Average Months to Degree	Months to Degree Range	
			Minimum	Maximum
AY 2020-21	21	37.19	17	69
AY 2021-22	39	35.44	21	72
AY 2022-23	37	39.46	18	90
AY 2023-24	25	43	23	86
AY 2024-25	21	41	23	75
Average	29	39	20	78

From Admission Date

Academic Year of Graduation	Graduates	Average Months to Degree	Months to Degree Range	
			Minimum	Maximum
AY 2020-21	21	30.71	13	72
AY 2021-22	39	26.15	13	44
AY 2022-23	37	31.89	18	90
AY 2023-24	25	35.40	21	54
AY 2024-25	21	34.29	14	52
Average	29	32	16	62

Program Completions by Academic Year



Academic Year	2020-21	2021-22	2022-23	2023-24	2024-25
GC in Restorative Practices	78	45	28	15	38
GC in Facilitating Healing Trauma	*	*	*	*	5
GC in Change Implementation	*	*	*	*	1
MS Restorative Practices	22	39	37	25	21
Total	100	84	65	40	66

*The Graduate Certificates in Healing Trauma and Change Implementation completions did not begin until AY 2024-25

Student Affairs

Campus Safety and Security

Crime statistics are reported on the IIRP website: <https://www.iirp.edu/about/higher-education-opportunity-act-consumer-information#safety-and-security-student-right-to-know>. This information is provided in compliance with Pennsylvania Act 73, the Federal Student Right-to-Know, the Crime Awareness and Campus Security Act of 1990, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

Faculty and Staff

Profiles: Full-Time Faculty and Administration

Gina Baral Abrams, Associate Professor

University of Delaware, B.S., Physical Education Studies, 1995
 Boston University, M.S.W., Social Work Macro Practice, 1999
 Boston University, M.P.H., Social and Behavioral Health, 2000
 Rutgers University, Ed.M., Educational Statistics, Measurement & Evaluation, 2012
 Boston University, Dr.P.H., Leadership, Management and Policy, 2017

Craig Adamson, Senior Advisor to the President

Temple University, B.A., Criminal Justice, 1995
 International Institute for Restorative Practices, M.R.P.Y.C., 2008
 Lesley University, Ph.D., Educational Studies with Specialization in Adult Learning, 2012

Borbala Fellegi, Assistant Professor

Eötvös Loránd University, M.A., Social Policy, 2002
 University of Cambridge, Trinity Hall, M.Phil., Criminology, 2004
 Eötvös Loránd University, Ph.D., Social Policy, 2008

Ryan Fenderson, Director of School-Based Implementation Programs

Bob Jones University, B.A., English, 2000
 Grand Canyon University, M.A., Teaching, 2006
 Walden University, Ed.D., Teacher Leadership, 2010

John Glasgow, Executive Director of Information Integration Technology

Mansfield University, B.S., Computer Science, 2003
 Penn State University, MBA, Business Architecture, 2021

Steven Grieger, Director of eCommerce

Full Sail University, A.S., Film and Digital Video, 2003

Mary Jo Hebling, Dean of Continuing Education / Lecturer

Temple University, B.A., Communications and Theater, 1979
 International Institute for Restorative Practices, M.S., Restorative Practices and Youth
 Counseling, 2012

Keith Hickman, Vice President for Partnerships

Antioch College, B.S., Sociology, 1990
 International Institute for Restorative Practices, M.S., Restorative Practices, 2022

Zachary Howard, Senior Institutional Research Analyst

Ramapo College, B.A, Social Science: Cultural Studies, 2015
 Hunter College, M.S, Urban Policy and Leadership 2023

Douglas Judge, Associate Professor

University of Washington, BA, Social Welfare, 1998

Western Washington University, MA, Teaching: Sociology and Special Education, 2008

University of Washington, PhD, Special Education, 2018

Jamie Kaintz, Dean of Student Services

Lehigh Carbon Community College, A.A., Social Sciences, 2012

Cedar Crest College, B.A., Applied Psychology, 2016

International Institute for Restorative Practices, M.S., Restorative Practices, 2021

Linda Kligman, President

Drexel University, B.S., Civil Engineering, 1991

Drexel University, B.S., Appropriate Technology, 1991

International Institute for Restorative Practices, M.S., Restorative Practices, 2015

Union Institute and University, Ph.D., Interdisciplinary Studies, 2020

Paul Leese, Vice President for Strategy & Communication

DeSales University, B.A., Business Communications/Management, 1998

DeSales University, MBA, Management, 2001

Pat Lewis, Director of IIRP Canada

University of Western Ontario, B.A., Honours History, 1983

Queen's University, B. Ed., 1984

Brock University, M.Ed., Leadership and Administration, 2018

Henry L. McClendon, Jr., Director of Community Engagement

Western Michigan University, B.B.A., Business, 1984

Patrick McDonough, Ph.D., Vice President for Academic Affairs Emeritus

Zeau Modig, Librarian

Stockton State College, B.A., Historical Studies, 1981

Rutgers University, Information and Library Studies, M.L.S., 1985

Michael Valdez Raffanti, Provost

Fielding Graduate University, EdD, Leadership and Change, 2005

The Evergreen State College, MIT, Elementary Education, 2000

Boston College Law School, JD, 1989

University of Portland, BA, History and Philosophy, 1983

Fernanda Fonseca Rosenblatt, Associate Professor

Catholic University of Pernambuco (Brazil), B.A., Law, 2004

Catholic University of Leuven (Belgium), MSc., Criminology, 2005

Oxford University, PhD, Criminology, 2014

James Rippert, Director of Finance

Thomas Jefferson University, B.S., Business Administration - Accounting, 1998

Frida Rundell, Professor

Johannesburg College of Education Transvaal, Teachers' Diploma, 1967

University of South Africa, Diploma in Special Education, 1981

Graduate School of Marketing, Diploma in Marketing Management, 1983

University of Witwatersrand, Certificate in Instrumental Enrichment, 1988

South African Institute of Marital & Family Therapy, Family Therapy, 1990

University of South Africa, B.A., 1991

University of South Africa, B.A. (Hons.), Psychology, 1993

University of Natal, M.Ed., Psychology, 1996

University of Zululand, Ph.D., Community Psychology, 2000

Thomas Simek, Ed.D., Professor Emeritus

Elizabeth Smull, Director of Continuing Education Instruction / Lecturer

Millersville University, B.S., Secondary Education, 2000

International Institute for Restorative Practices, M.R.P.Y.C., 2008

Pam Thompson, Lecturer / Instructor & Implementation Coach

Pennsylvania State University, B.S., Rehabilitation Education, 1988

International Institute for Restorative Practices, M.R.P.Y.C., 2008

Theodore Wachtel, Founder

Miami University, B.A., History, 1967

Lehigh University, M.A., Education, 1969

Temple University, Media Specialist Certificate, 1975

Michael Washington, Assistant Professor

Union Institute and University Cincinnati, Ph.D., Interdisciplinary Studies, 2019

Union Institute and University Cincinnati, M.A., History and Culture 2015

Tuskegee University B.S, Chemical Engineering 1985

Fisk University, B.S, Chemistry 1983

Jody Weaver, Director of Human Resources

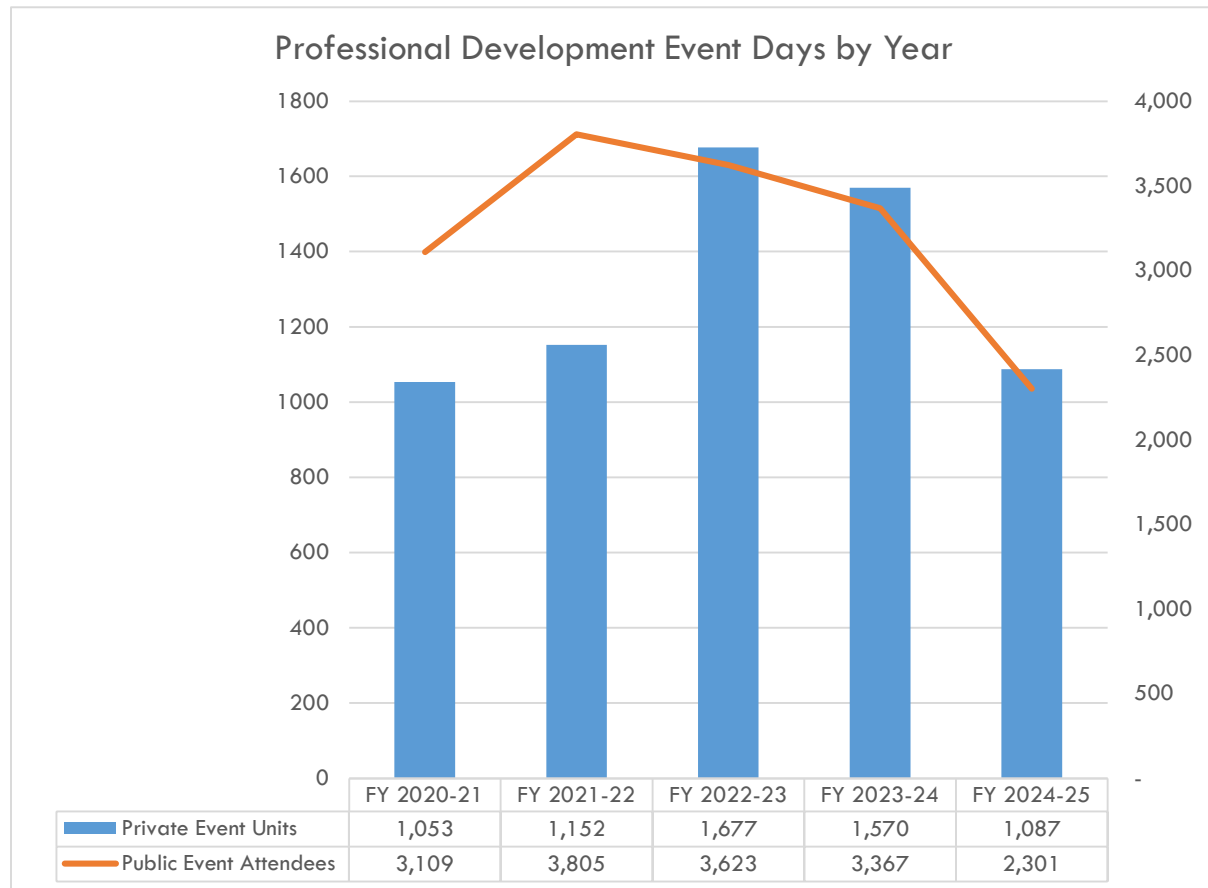
Staff

53 full-time

1 part-time

Noncredit Professional Development

Number of Events and Annual Attendees



U.S. States, Canadian Provinces, and Other Countries Served

Because the IIRP offered both online and in-person professional development starting in Summer 2020, training is accessible to more learners from areas previously not served. In 2024-25 the IIRP served professional development learners in:

- 49 U.S. states: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, and Wisconsin as well as Washington, D.C. and Puerto Rico.
- 6 Canadian provinces: Alberta, British Columbia, Newfoundland and Labrador, Nova Scotia, Ontario, and Saskatchewan.

- 27 other countries: Brazil, Chile, China, Colombia, Costa Rica, Curacao, Germany, Guyana, Iceland, India, Ireland, Jamaica, Kenya, Luxembourg, Mexico, Netherlands, Peru, Republic of Korea, Romania, Saint Lucia, Singapore, Spain, Switzerland, Trinidad and Tobago, United Kingdom, and Vietnam

IIRP Partner Organizations

Black Family Development (USA)

Black Family Development, Inc. (BFDI) is a private, non-profit comprehensive family counseling agency that was created in 1978 by the Detroit Chapter of the National Association of Black Social Workers (NABSW). By establishing BFDI as a family counseling agency, NABSW sought to promote and provide quality social work services in Detroit that were culturally relevant and culturally sensitive.

CASEL – Collaborative for Academic, Social, and Emotional Learning (USA)

Collaborative for Academic, Social, and Emotional Learning (CASEL) is the nation's leading organization advancing the development of academic, social, and emotional competence for all students. Their mission is to help make evidence-based social and emotional learning (SEL) an integral part of education from preschool through high school.

Designed Learning (USA)

Designed Learning is a Peter Block company focused on providing learning experiences that affirm the belief that connections between people sustain our humanity and are central to the success of every organization. They support persons and organizations in their search to create meaningful contributions at work and in the world. They co-create conversational spaces with both clients and suppliers to generate greater possibilities for connectedness, relatedness, and positive impact.

Eigan Kracht (Netherlands)

Eigen Kracht is a non-governmental social service agency in Amsterdam, Netherlands. They strive for a society based on participation and mutual self-reliance of citizens, where citizens remain in charge of their own life, especially when dealing with organizations and government bodies.

LCCS – Lutheran Community Care Services (Singapore)

Lutheran Community Care Services Ltd. (LCCS) is a non-government agency established in 2002. Believing that relationships are key for one's well-being, LCCS engages individuals and families to build connected communities and strengthen and restore relationships through restorative conversations. LCCS works with a wide range of stakeholders, including schools, institutions (residential homes and prisons), state courts, and the child protection system to address issues of harm and hurt, as well as foster healthy relationships for support and growth. Through research, application, and training, LCCS aspires to contribute to the growth of practice and knowledge in restorative practices.

Ligand (Belgium)

Ligand began in 1975 with Oranjehuis, a residential group home for young people in trouble with the law who were referred by the court. Over the years, the focus at Oranjehuis shifted from reactive to proactive and preventive strategies, including restorative circles to build relationships. They now work in a broader context with families. Originally, young people lived in the group home

full time. To incorporate more family engagement, youth now live at Oranjehuis two-to-three days a week and at home for the rest of the week.

NACRJ – National Association of Community and Restorative Justice (USA)

The National Association of Community and Restorative Justice (NACRJ) is a non-profit membership association of citizens, practitioners, educators, and researchers who are interested in the use of community justice and restorative justice practices to build trust and strengthen communities, as well as address conflicts, harm, and crime in meaningful, effective, and sustainable ways that reduce future harms. NACRJ is dedicated to the development of safe, just, and equitable communities through widespread implementation of these practices, public policy advocacy, training, education, and research.

SynRJ (United Kingdom)

The team at SynRJ have a long and distinguished track record in restorative justice and practices, education, residential care, personal and community safety, policing, crime reduction, and criminal justice.

True Dialogue (Canada)

True Dialogue is a training and consulting company based in St. Paul, Alberta, Canada. True Dialogue offers workplace and family mediation services, writing of pre-sentence (Gladue) reports, Peacemaking Circles and Family Group Conference training, Restorative Resolution services, and community conference facilitation for students experiencing learning engagement and absenteeism issues.