

RESTORATIVE WORKS

2025 YEAR IN REVIEW

BUILDING RESILIENT RELATIONSHIPS AND COMMUNITIES



International Institute
for Restorative Practices
Graduate School

AI FOR RELATIONSHIPS

The Integration of Restorative Practices and Technology

GRADUATE SPEAKER SPOTLIGHT

Daniel Rios, Working to Heal a History of Harm in Colombia

RESTORATIVE WORKS

2025 YEAR IN REVIEW

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BUILDING MORE INCLUSIVE AND RESILIENT COMMUNITIES



Dear IIRP Community,

We celebrated our 18th commencement in July, a joyous time of celebration for our students and their families and friends, as well as our faculty, staff, and trustees. Each graduate demonstrated a steadfast commitment, not just to earning a distinguished degree, a Master of Science in Restorative Practices, but to studying a practice that will distinguish their value. The IIRP graduates share an ethos and dedication to build more inclusive and resilient communities and motivate us to be more curious, be more compassionate, and be truer to our convictions.

Read along and become acquainted with our students, faculty, and staff who are leaning into their diverse talents and challenging the status quo while remaining grounded in their commitments to affirm our human powers of voice, agency, and belonging. They provide us with the inspiration to remain resilient as an institution. You have the opportunity to witness the resilience of our students who are navigating challenges

and violence with humility and grace; the resilience of our staff who face grief, and instead of letting that weight crush them, they heal by pouring into others; the resilience of the IIRP to consistently respond and adapt to a changing educational landscape.

Resilience is learned through acknowledging fear and unease but not giving way to it. Resilience is built, one challenge at a time, and is fortified by support.

Supporting the IIRP can look like monetary giving, volunteering your expertise and experience, attending our events, connecting with our students, enrolling in the graduate school, and more. You are a part of our community, your example fuels our mission, and your support is vital.

Although our global society is facing particularly challenging times, we find comfort in knowing that the path forward is made brighter by our students and alumni, who are the compassionate leaders, competent changemakers, and inspirational community-builders our world needs to create thriving communities. I invite you to study with us, or support our studies, because this is a particularly inclusive and caring education that we need to survive and thrive in volatile times. Together, we can learn, teach, and share the wisdom that will help us disregard the noise and prize our shared humanity.

Linda J. Kligman, Ph.D.
President

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2025 PUBLICATIONS



Gendered Violence and Restorative Justice: Giving Survivors Voice and Choice

by Fernanda Fonseca Rosenblatt, D.Phil.

Compelling evidence exists to support the use of restorative justice in the field of gendered violence. However, a clear gap exists between what research has demonstrated about the effectiveness of restorative justice and public knowledge of it, as reflected in legislative and policy circles.

Dr. Rosenblatt provides an updated and comprehensive summary of research findings, including her own research in Brazil, to help build awareness, guide legislative efforts, and support funding proposals. Dr. Rosenblatt argues further, however, that for restorative justice to reach its full potential within the dynamics of gendered violence, its theory and practice must evolve to incorporate systemic issues.



Expanding Our Public Imagination of Justice: The Role of Artists and Storytellers

by Lindsey Pointer, Ph.D.

This paper explores the crucial role of narrative change in advancing the restorative justice movement, with a particular emphasis on the role of artists and storytellers. Deeply held cultural beliefs or narratives influence how we understand what justice is and how it ought to be pursued. These ideas are repeated in news media; in popular culture such as TV shows, movies, and books; and even in the way we understand and approach conflict and harm in our personal lives. Grounded in theories of narrative and artistic activism, this paper analyzes specific examples of visual art, fiction, and creative nonfiction that intentionally challenge conventional ideas of justice. Dr. Pointer, Principal Investigator of the National Center on Restorative Justice and Research Professor at Vermont Law and Graduate School, argues for the importance of imagining the world we are trying to build—and drawing others into the promise and possibility of that imagination to make it real.



WHAT DOES THE RESEARCH SAY?

Scan to read an advanced chapter of our forthcoming new edition of *Restorative Practices for Educators*, focusing on the data and research around the effectiveness of restorative practices in schools.

GRADUATE SPEAKER SPOTLIGHT: DANIEL RIOS WORKING TO HEAL A HISTORY OF HARM IN COLOMBIA



In 2016, the government of Colombia signed a historic peace agreement with the largest guerrilla group in the country, the Revolutionary Armed Forces of Colombia (FARC). Despite this agreement, violence and its effects still ripple through communities across the country. In an effort to create healing within the community, Daniel Rios '25 works at the Council for Peace, Victims, and Reconciliation in Bogotá City Hall, Colombia, where he designs and implements restorative strategies to promote participation and reconciliation in communities affected by ongoing armed conflict. He also serves as a restorative practices facilitator at Human Partner, leading processes in school and community settings to foster positive relationships and promote nonviolence.

In a recent interview, Daniel discusses what brought him to the IIRP and how what he learned is helping him serve those affected by this ongoing political conflict, to bring peace and reconciliation to victims, former insurgents, and the larger community.

What brought you to the IIRP?

I lived abroad for many years, and when I returned to Colombia, I wanted to contribute to peacebuilding in my country. A good friend of mine, Iván Torres, invited me to join the Bogotá Juvenile Restorative Justice Program, where I worked for over four years. Iván explained to me that restorative justice was key to building peace from the foundation of our society. As I got involved, I realized I wanted to deepen my knowledge of the topic and specialize in it. This led me to enroll in the Master of Science in Restorative Practices graduate degree program at the IIRP. The support from the IIRP, particularly being awarded the [Impact Scholarship](#), has made it possible for me to pursue this program.

The IIRP team has been incredibly kind and supportive throughout my studies, which I truly appreciate.

What was your biggest takeaway from your experience with the IIRP Graduate School?

The IIRP Graduate School helped me realize that restorative practices are not simply tools or techniques but a way of being. My biggest takeaway has been the importance of relational presence and community-based wisdom as the foundation for sustainable impact.

What course had the biggest impact on your learning and why?

The courses taught by Dr. Frida Rundell had a profound impact on me, especially those integrating neuroscience with restorative practices. Learning how the nervous system responds to safety and connection completely changed how I approach trauma, healing, and human development.

Please tell us about your restorative work now and what makes you passionate about it.

Currently, I work at Bogotá's City Hall in the Council for Peace, Victims, and Reconciliation, where I focus on promoting participation with victims of conflict, former combatants, and the surrounding society in restorative initiatives linked to the Peace Agreement signed with the FARC. This agreement marked the end of over 50 years of armed conflict and established transitional justice as a path to truth, reparation, and reconciliation.

In parallel, I collaborate with Human Partner, an organization led by Evert Silva, who was trained by the IIRP and has been one of my mentors here in Colombia. His vision and commitment have allowed the principles promoted by the IIRP to resonate deeply in our communities. At Human Partner, we implement restorative practices in school and community settings,



fostering positive relationships, preventing violence, and promoting peace through education. In both roles, a restorative approach is my primary tool for fostering dialogue, repairing harm, and rebuilding relationships in affected communities.

What would you like to see in the future of this work?

I hope restorative practices continue to expand as effective in various fields, from transitional justice to school and community settings. I strive to continue developing programs supporting community healing and collective agency, particularly in contexts of violence and historical harm. I plan to use my degree to advocate for policies that embed restorative values into public systems and to support training initiatives grounded in relational integrity. I'd love to see more people and organizations trained in restorative practices to address conflicts constructively and strengthen the social fabric, especially in contexts where violence and pain have left deep scars.



To learn more about Daniel's work, check out his feature on [Restorative Works! Podcast](#), episode titled, *Discovering what is held dear with Daniel Rios, connecting and correcting with young offenders in Colombia*.

Alumni like Daniel are doing the boots-on-the-ground work necessary in creating peace and healing trauma and harm, while navigating violent and generations-long conflict. Supporting the Impact Scholarship fund means supporting students like him in their efforts, helping to relieve them of financial barriers and situating them for success. Scan here to donate to our **Impact Scholarship Fund**.

2025 GRADUATE SCHOOL HIGHLIGHTS

GRADUATES

We welcomed **57 new graduates** to the IIRP alumni family:

27

MASTER OF SCIENCE
IN RESTORATIVE
PRACTICES ALUMNI

30

GRADUATE
CERTIFICATE
RECIPIENTS

PROFESSIONAL DEVELOPMENT

IIRP offered professional development opportunities across:

30

STATES,
WITH A TOTAL OF...

1263

EVENTS!

2025 GRADUATES

MASTER OF SCIENCE IN RESTORATIVE PRACTICES

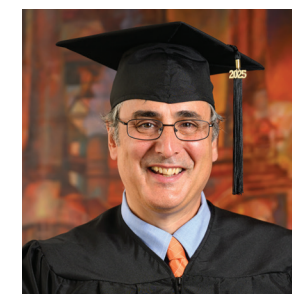


Karina Bauza
Michele Chubirka
Mary Ferguson
Ellison Rose Gossett
Joseph Eduardo Iacona
Kelli Krieger
Matthew Robbins Leaf
Tracey Lenhart
littlewoo
Ana Luisa Lopez Silva
Megan O. Morgan
Christina R. Neuschwander
Katie Owens-Murphy
Jean M. Pettengill
Robert Todd Rich
Daniel Alejandro Rios Moreno
Amanda Saunders
Carlos Solis
Victoria M. Torres
Maura Caitlin Wamsley
Clifford M. Wright, Jr.



CLASS OF 2025 TESTIMONIALS

Alumni of the IIRP graduate school are taking their education and applying it to real-world situations of proactive community-building and responding to harm and conflict. Our students come from varying backgrounds and diverse areas of expertise—including criminal justice, education, and mediation—and they are effecting positive change and making an impact in their communities, nationally and internationally. Their voices reflect the graduate school and its programs. We asked our class of 2025 alumni about their experience earning their Master of Science, which courses impacted them the most, and how they are putting their degree to use.



MATTHEW LEAF
ASSISTANT PRINCIPAL
OF CREW AND CULTURE

What skills or knowledge did you learn throughout the program that you found most useful in your career?

Broadly speaking, one of the most important skills I gleaned from my coursework was how to listen when working with people. Active listening goes well beyond being responsive and affirming when a student or co-worker is speaking. It also involves connecting with their experience and utilizing curiosity to gain an empathetic understanding. Being with someone in this setting may require us to determine what needs may be unmet or what responses are being activated for the storyteller. In listening and honoring the individual, we are given a glimpse of who their authentic self is, and we can work with them to understand and develop that part of their being.

How did your time at the IIRP positively impact your current career, interests, friends, and/or family?

While I did not know it for several years, studying restorative practices is just what I needed in my role as an educator. The coursework at the IIRP enabled me to clarify and understand values that I long held as a classroom teacher and administrator. It may seem strange to say it, but the timing of doing my coursework and refining my practice couldn't have been more appropriate. As schools emerged from a global pandemic that cut off vital connections and brought to light deep inequities impacting the lives of students and their families, the need for a shift in how we view student behavior was needed more than ever. As challenging as it was to navigate the return to school while also taking on coursework, my learning was wholly aligned with the needs we were seeing in our students, families, and teachers. I am immensely grateful that the IIRP's approach allowed me to directly apply my learning to my work as an educator and put theory directly into action.

How are you applying what you have learned in your workplace, community, and/or family?

As a founding teacher at my school 22 years ago,

CLASS OF 2025 TESTIMONIALS CONT.

I take tremendous pride in the fact that we do not view our role as educators as static. We always need to be listening to what our students and caregivers are telling us so that we can meet the emerging needs present in our world. To this end, I am currently working to apply my learning to well-established parts of my school, like our Crew (Advisory) program. We've had strong circle practice in that setting and are poised to bring more Social Emotional Learning into the curriculum. While I have been out of the classroom for several years, one of the best parts of my job involves working directly with students on leadership initiatives. I run our version of Student Council, called Crew Council, and get to hear from the students each week about the challenges and joys in their lives.

Recently, a beautiful student initiative came forward to start a peer-mediation program, and I have been working with those students to partner with a local organization to formalize what that would look like and develop the training that role would require.

I am also working with local organizations to launch an initiative to bring restorative practices to schools in our county. My principal interest in this initiative is focused on developing a sense of belonging so that students can feel seen and valued as they work to learn new skills, develop a healthy sense of independence, and contribute to a better world.

What was your favorite course, and why?

This is not a fair question! I have learned so much in each of my classes and have been able to put new learning into action from all of them. If I have to give a direct answer, I would say RP625: Restorative Practices in Life Space Crisis Intervention was one of the more transformative classes for me. The LSCI model is so immensely helpful in understanding and working with the different factors that might be driving student behavior, especially trauma. RP625 also introduced me to the Circle of Courage as a holistic and strengths-based framework for recognizing student needs and how they can be met. Learning how Indigenous wisdom aligns with contemporary psychology and neuroscience was inspiring and illuminated the need for us to be open to different cultural models as we work to meet the needs of these times. On the whole, my favorite thing about my learning at the IIRP was how synergistically the content from all the courses works together.



**KARINA
BAUZA**
SHAWN SUZCH
SCHOLARSHIP
RECIPIENT, SCHOOLWIDE
RESTORATIVE PRACTICES
& SOCIAL-EMOTIONAL
COACH

What brought you to the IIRP?

My introduction to restorative practices began in the most meaningful way, through relationship. A colleague and friend shared and modeled a restorative circle, gifting me The Little Book of Restorative Practices. That simple act ignited my curiosity to understand the science and full potential behind restorative practices. At the time, I held a Masters in Education from the University of Washington and was searching for deeper tools to match the heart I was already bringing into my work with students. When I asked where I could learn more, I was told to "follow the writing, see who is doing the studies and who is publishing the most in the field." I didn't just stumble upon the IIRP; I found it at a time when I was craving something both accessible and rooted in real wisdom. What drew me in was how the IIRP blended practical strategies with field-shaping theory. The professors bring tangible, real-world knowledge that resonated deeply with the challenges I faced in schools. Their work honored lived experience while offering the clarity, compassion, and credibility I needed to grow in this field. For me, restorative practices was never just a set of interventions. It became a way of being, a lens for justice, a method for healing, and a blueprint for leading with empathy and equity.

Please tell us about your restorative work now and what makes you passionate about it.

My passion for restorative work stems from the deep belief that healing and human connection are essential to transforming systems and fostering equity. In my current work, I am focused on using restorative practices to drive antiracist cultural change in schools, particularly within diverse high school communities. Working with a large high school, I've seen firsthand how restorative practices can create significant cultural shifts—not only in student behavior but also in relationships between staff and students, and the overall school climate.

What drives me is the knowledge that restorative practices is a key strategy for addressing the persistent racial disparities that impact historically marginalized groups. The data we've gathered clearly shows that

when restorative practices is embedded in school systems and staff development, it fosters a greater sense of belonging, dismantles harmful behaviors, and advances the moral imperative of antiracist reform. I'm passionate about this work because it speaks to a broader vision: building communities where everyone feels seen, valued, and capable of growth, and where we can begin to dismantle systemic barriers that prevent some from flourishing.



LITTLEWOO!
IMPACT SCHOLARSHIP
RECIPIENT, LEAD COACH
AND RESTORATIVE
PRACTITIONER

What skills or knowledge did you learn throughout the program that you found most useful in your career?

As I graduate and reflect upon my journey at IIRP, I have been really appreciating a core skill I have revitalized through the Masters program, the practice of grounding critical thinking with a robust review of current research and literature. It has expanded my awareness and intrinsic regard for the deep and thoughtful work of other scholars and researchers, as I tune into a global network of thought leaders. It has been very empowering to develop this skill further at the IIRP and discover the individual and collective actualization of human intellect through research and scholarly discussion.

What was your favorite course, and why?

Another key skill I have gained is a deeper synthesis and integration of restorative principles. All the courses interconnected in ways that enriched my understanding and appreciation of the power of proactive relational



practices. One of my favorite courses was RP635: Narrative Inquiry for Empowering Facilitators, as the narrative principles and practices were extremely aligned with my own work and values, and the weekly Zooms that Frida Rundell facilitated (morning and evening) were a generous, intimate, and compassionate space to practice the skills and further embody the principles as a cohort.

How are you applying what you have learned in your workplace, community, and/or family?

My time at the IIRP has greatly enhanced and solidified my commitment to building restorative cultures. It has also helped me better convey the value and need for relational approaches, inspiring me to continue educating myself and others to spread awareness and collective capacity. I have been actively applying what I've learned by facilitating proactive spaces for mutual listening, understanding, compassionate witnessing, and bridge-building in my family, communities, and workplaces. I feel deep gratitude to everyone at the IIRP—the Student Services team, all my instructors and colleagues—for your embodiment and dedication to the field of restorative practices!



These recently graduated professionals are creating positive change in their classrooms and communities every day. Your gift to our **Annual Giving Fund** supports students through their journey by providing crucial, unrestricted support for the institution's immediate needs, ensuring our mission's and students' continued success and growth each year.

THESIS STUDENTS MOVING THE FIELD OF RESTORATIVE PRACTICES FORWARD



Congratulations to IIRP alum Katie Owens-Murphy and current student Thomas Levy, for successfully defending their theses in Summer 2025! The thesis option provides students with the opportunity to bridge scholarship and practice. Through an investigation into their specific area of interest, students truly dig into the uses and mechanisms of restorative justice and restorative practices in various contexts. Offering students a pathway to publication and growing their experience with research, thesis students are encouraged to explore the

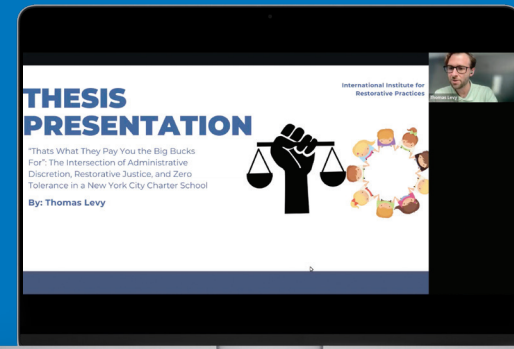
intricacies of the application of restorative practices, its influence on outcomes, and where pitfalls may appear.

Katie's thesis, titled *Restorative and Retributive Rhetoric in Louisiana's Parole Hearings*, investigates how candidate demographics and language used during parole hearings influence parole outcomes, and she identifies potential opportunities for restorative justice interventions during the parole process. Thomas's thesis, titled *"That's What They Pay You the Big Bucks For": The Intersection of Administrative Discretion, Restorative Justice, and Zero Tolerance in a New York City Charter School* explores how school administrators in a New York City charter school make disciplinary decisions in the context of zero-tolerance policies and emerging restorative justice approaches.

Dr. Fernanda Fonseca Rosenblatt, IIRP associate professor, thesis advisor, and book review editor for

the International Journal of Justice, helped guide these students from ideation to defense and passionately described the thesis option. She says,

It gives students the structure, support, and framework they need to conduct original research that can genuinely expand the field. Many of our students are deeply embedded in practice and close to powerful data and lived realities that could significantly enrich the restorative movement worldwide. **What I find particularly rewarding is how often students come in thinking they're "just" practitioners — not researchers — and leave with the realization that not only can they do research, but their practitioner lens is essential.** We need more academics doing rigorous, grounded work that speaks to both practice and theory. The thesis option also allows students to amplify their voices and experiences through something tangible and publishable — a contribution that goes beyond the IIRP classrooms and into the wider world, where others grappling with similar issues are eager to learn from their insights. And while it's certainly a stepping stone for those considering a PhD, it doesn't have to be. The careful collection and analysis of sound data — with solid support along the way — can immediately impact their work on the ground. That, to me, is what makes the thesis option such a worthwhile and transformative endeavor.



The efforts of our thesis students will serve as valued sources of reference for current and future researchers alike. To support the research initiatives of future thesis students, make a gift to our **Endowment Fund**. This fund ensures long-term financial stability, supporting scholarships, research, and program development. It helps advance the field of restorative practices and guarantees ongoing institutional growth.



AI FOR RELATIONSHIPS: THE INTEGRATION OF RESTORATIVE PRACTICES AND TECHNOLOGY

AI IS MORE THAN SUMMARIES AND AUTOMATION; IT HAS THE POTENTIAL TO STRENGTHEN AND TRANSFORM RELATIONSHIPS FOR GREATER CONNECTIVITY AND COLLABORATION.



The quickly expanding uses of Artificial Intelligence (AI) are seemingly boundless. From home kitchens to space stations, AI has found its way into many aspects of human life. But what about using AI to improve our relationships? AI for better conversations with fellow humans? Can AI support the use of restorative practices?

IIRP student Lee Fletcher-McGookin, a retired leader in education, challenged herself to have better conversations, and she used AI to help her do it. During her coursework, she was required to create an experiential model to implement restorative practices. Since she is no longer working in a professional setting, she engaged her sister, and she agreed to enter into six weeks of discussions aimed at deepening their relationship. Lee came up with several questions to ask her sister but found that, even after having a close relationship for more than 50 years, there was still a sense that their conversation-sharing was superficial and often avoided sensitive topics. Lee turned to AI to help her expand on what she already knew and hone the questions she wanted to ask. By

feeding an AI platform her initial questions and supplying it with the outcome she was seeking (deepening her relationship with her sister and others), she was able to refine a list of 39 questions for her sister and an additional seven to ask her adult children.

Lee reflects that, "After six weeks, my sister and I both sincerely felt the exercise had significantly changed, deepened, and enriched our relationship. We were able to openly (and with vulnerability) discuss all topics, particularly sensitive ones." On using the questions with her children, she mentions, "I have found these questions push the conversation to a more profound level and have built trust, empathy, and greater understanding between us. These questions do not come naturally to me, but I am trying to weave them (or similar ones) into conversations when appropriate."

The potential for the use of AI in restorative practices is being explored by our students with great success. That success lies within the human desire to connect and the discernment needed to navigate new technologies. As the world changes, our students change with it. Fiercely grounded in their humanity, they move forward—guided by restorative principles—and let innovation support them along the way.

AI FOR INTELLIGENCE



SUPPORT OUR AI INITIATIVE

We are seeking funds to pilot the use of ReadyRecruit.ai in our enrollment and recruitment process. This AI project aims to modernize outreach, streamline applications, deliver timely and personalized communications, and reduce barriers for underrepresented students. We need your help to make it happen. Gifts of any size are welcome and will be proudly recognized. Contact David Reinfeld, Director of Development, at [dreinfeld@iirp.edu](mailto:dreinfield@iirp.edu) or 610.816.0442 to learn more.





STAFF DONOR SPOTLIGHT: KRISTEN WEBBER DIRECTOR OF GRADUATE ENROLLMENT AND STUDENT SUCCESS

HONORING HER ROOTS AND THE WORK SHE BELIEVES IN

Our investments back into the IIRP benefit our students, which in turn benefits the world. Kristen Webber, MA, is our senior advisor for student enrollment. When a student is admitted into the IIRP, Kristen is there to guide them through the process of course selection, as well as support them through balancing life and pursuing graduate education. (She even serves as a shoulder to cry on from time to time.) Kristen is a recurring donor who exemplifies what it means to give back. Her desire to give back was present from a young age, highlighting an upbringing steeped in love and understanding toward community members and a wish to help others. Kristen's generosity, instilled in her by her father, is one that sustains our graduate school community, including fellow staff, students, and friends.

What made you want to invest in the mission of the IIRP?

When I came to the IIRP six years ago, I was at a fork in the road. I had just finished my master's degree, was leaving a teaching career that I loved and gave me experiences I couldn't have dreamed of, and I felt unsure about what to do next. My colleagues and our students at the IIRP took me in with welcome arms, valued my experiences, honored who I am as a person, and have continued to hold me up through some of the most challenging experiences of my life. Restorative practices builds that in us as individuals and as communities. I invest in us, specifically, with a monthly donation because I would love others to be able to experience healthy environments in the way I get to experience them. And there's so much work to be done!

What inspires you to give back, and why do you think others should join you in giving back?

It's because I was heavily influenced by really good, generous, hardworking people. I am so proud of the small, rural community I come from, and I strive to honor my roots every day. If I do nothing else well, it must be that one thing, and I couldn't imagine not being this way.

My dad quit school when he was 17 and worked in a foundry for 32 years where he hand-ladled (think giant soup ladle) 2,000-degree iron into little molds to make park benches, car parts, all kinds of things. There was no relief from the heat in the summer, and it was freezing in the winter. One day, he came home and told me someone had stolen his only winter jacket out of his locker, and without missing a beat, he said he just wished they would have asked because he would have given them the coat. They were cold. Of course they should have a coat. My dad was a simple guy; he was soft-spoken, gentle, and tough-as-nails. He wore a Hanes t-shirt (white for home, black for work), Wrangler jeans, and work boots every day. But he would have given anyone, even a stranger, his only warm jacket. When he died four years ago, I was lost because I had very suddenly and unexpectedly lost my best friend. In that moment, I made a promise to myself, and to him, to honor his life through generosity.



I know from experience how important generosity is for our communities. We can all share something with each other to give each other a boost where we need it, when we need it. It's our money, our time, our love, our hugs. We can serve our communities in big and small ways.

Why do you believe that access to education in restorative practices is important?

I believe the people in our communities and spaces are beautiful and overwhelmingly good. Unfortunately, sometimes we are put in a pressure cooker without the right ingredients or the proper cooking time. Restorative practices are a way to exist within the difficult moments as well as the happy ones. It seems so simple to say that our relationships are essential to thriving, and yet it requires great intentionality that restorative practices provides a structure for.

Recurring donations are a hassle-free way to support the staff and students at the IIRP. Scan here to learn more about recurring donations and to set up yours today!



ALUMNI DONOR SPOTLIGHT: JENNIFER BALL CEO & GENERAL CONSULTANT, RESTORAPATH CONSULTING

BRINGING RESTORATIVE PRACTICES TO THE PATIENT EXPERIENCE WITH COMPASSION AND EMPATHY

Jenn is an IIRP alum and a member of our Development Advisory Group, where she brings her insight and expertise as an alum and professional so that the impact of an education in restorative practices can be felt by more individuals and more communities across the globe. She is a passionate restorative practitioner in the healthcare sector with a drive to bring the restorative principles of trust, shared understanding, and inclusion to her patients' and staff's experiences.

Please tell us about your restorative work and what makes you passionate about it.

My restorative work focuses on transforming culture within healthcare by building stronger, more empathetic relationships among staff, patients, and leadership. I integrate restorative principles into patient experience strategies, leadership training, and team development. What drives me is seeing how intentional dialogue and relational accountability can shift entire organizations from systems rooted in hierarchy and blame to ones built on trust, inclusion, and shared ownership. Whether facilitating a circle or coaching a leader, I'm passionate about helping people feel seen, heard, and valued. That's where real change begins.

How did your time at the IIRP positively impact your career, interests, friends, and/or family?

My time at the IIRP was life-changing. It gave me the tools and confidence to lead with empathy while still holding others accountable. The community of students, faculty, and thought partners expanded my lens beyond healthcare into broader systems-change. I found language for things I had always felt intuitively—about justice, equity, and relationship-centered leadership—and the courage to bring that language into my work. I also made meaningful friendships that continue to support and challenge me personally and professionally. It's a community I'm proud to be part of.

As a member of the Development Advisory Group, what motivates you to advance the mission of the IIRP Graduate School?

Being a member of the DAG allows me to pay forward what the IIRP has given me. I'm motivated by the belief that restorative practices can and should be embedded in every sector, especially those like healthcare and education, where human connection is at the core. I want to help ensure the IIRP continues to grow in reach, accessibility, and relevance. Supporting new voices, building bridges across disciplines, and elevating the impact of relational work is what drives me in this role.

Why do you believe that access to education in restorative practices is important?

Access to education in restorative practices is critical because it equips people with the mindset and tools to heal, connect, and lead in more human-centered ways.

In a world full of division, disconnection, and burnout, restorative practices offer a path forward. They don't just help fix problems; they help us prevent harm, build resilience, and strengthen community. When more people understand how to hold space for others, navigate conflict with dignity, and lead with relational integrity, we create a better future—one conversation at a time.

BE A CATALYST FOR CHANGE: SUPPORT THE IIRP

To join Jenn and donors like her, visit iirp.edu/about/support-our-work to learn how you can get involved in broadening the impact of restorative practices, one gift at a time.

THE DEVELOPMENT ADVISORY GROUP: ADVANCING THE IIRP'S VISION AND IMPACT

Join a dedicated team of changemakers expanding global access to healing, connection, and justice. The IIRP's newly launched Development Advisory Group comprises a powerful network of individuals committed to advancing our mission, vision, and values—and to amplifying our global impact. This forward-thinking team plays a vital role in shaping innovative fundraising strategies, sparking high-impact partnerships, and expanding access to restorative practices for individuals and communities around the world.

Development Advisory Group members help make possible transformative initiatives—like educator training in under-resourced schools, graduate scholarships for future restorative leaders, and new collaborations with organizations working at the heart of systemic change.

Representing a broad cross-section of our community—board members, alumni, students, staff, and friends—the Development Advisory Group brings together diverse voices, skills, and experiences. Members meet quarterly and contribute based on their availability and interests—whether that means making introductions,

generating ideas, or identifying new opportunities to support our mission.

“Being part of the Development Advisory Group allows me to contribute meaningfully to a movement I believe in—and connect with others who share that vision.”

— LISA SKOGLUND
IIRP Alumna and Victim Advocate & Restorative Justice Practitioner

As a member, you'll help shape the IIRP's strategic direction, gain insight into our evolving work, and build meaningful relationships with others who care deeply about creating restorative systems. We value and actively seek the perspectives of people from all backgrounds—especially those whose lived experiences reflect the communities we aim to serve.



NOW IS THE PERFECT TIME TO GET INVOLVED

Whether you are a connector, a strategist, or someone ready to help move this work forward, there is a role for you. To learn more, contact David Reinfeld, Director of Development, at [dreinfeld@iirp.edu](mailto:dreinfield@iirp.edu).

THANK YOU!

The IIRP and its consortium of organizations appreciate all gifts, great and small. We want to acknowledge the following donors who gave to the IIRP, Community Service Foundation, and Buxmont Academy from September 2024 through August 2025 in support of our work in our community, supporting our students, and strengthening our Impact Scholarships.

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IMPACT SCHOLARSHIPS

IIRP students and alumni are engaging individuals, tackling racism, and promoting educational and professional equity and inclusion. They are educating the next generation, supporting those who've been incarcerated as they reenter their communities, and developing new strategies for building strong relationships across colleges and universities.

We want to expand this positive impact to areas of the world that need it most. Our Impact Scholarships provide full tuition for graduate students who demonstrate promise for greatly impacting their communities. Our intention is to make a graduate-level education in restorative practices more accessible to more people from a variety of backgrounds, benefiting the recipients and the communities they serve. This initiative also elevates our entire IIRP learning community by infusing new, diverse perspectives into the student body.

We need your help to continue this vital work.

Donate today at iirp.edu/give



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