IIRP Factbook

2017-18 Academic Year

December 26, 2018

IIRP International Institute for Restorative Practices

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General Information

Mission Statement

The International Institute for Restorative Practices is dedicated to the advanced education of professionals at the graduate level and to the conduct of research that can develop the growing field of restorative practices, with the goal of positively influencing human behavior and strengthening civil society throughout the world.

About Us

The International Institute for Restorative Practices (IIRP) Graduate School is the world's first graduate school wholly devoted to restorative practices. Our faculty — all scholar/practitioners — are dedicated to helping individuals find new ways to empower people and transform communities. This field, as well as our institution, is developing across national borders and professional disciplines, in order to positively influence human behavior and improve civil society.

The IIRP is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Our campus in Bethlehem, PA, is the international and intellectual hub of our accredited Graduate School. We ensure that quality professional development is accessible, affordable and culturally appropriate with our international affiliates: IIRP Australia, IIRP Canada, IIRP Europe and IIRP Latin America.

We also offer a train-the-trainers model for our alumni as well as to other practitioners. In this way, we have been able to train more 50,000 professionals in more than 70 countries.

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.

On June 23, 2011, the IIRP was accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

As of the 2016-17 academic year, the IIRP moved from an academic year which starts with the Summer Term in June to an academic year which starts with the Fall term in September.

For more information, contact Linda Kligman, Vice President for Administration, at 610-807-9221.

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 you 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 2018-19 academic year.

	FULL TUITION	ADMITTED STUDENT
COST PER COURSE	$1,761.00	$1,614.00 8.35% price reduction
GRADUATE CERTIFICATE	$7,044.00	$6,456.00 8.35% price reduction
MASTER'S DEGREE	$17,610.00	$16,140.00 8.35% price reduction

Transparent Tuition at the IIRP also has the following features:

- Admitted students enjoy the added benefit that registration fees for professional development events associated with blended courses, including conferences and symposia, are rolled into the total program cost.
- Students who take a professional development event associated with a blended course before matriculating will receive a credit for the event.
- Admitted students are eligible for financial aid using our Interest-Free Payment Plan.

Board of Trustees

John Bailie, Ph.D.
President
Trustee since 2015
Riegelsville, Pennsylvania, USA

William Ballantine
Chair
Trustee since 2012
Retired Human Resources Manager
Pipersville, Pennsylvania, USA

Muriel Berkeley, Ph.D.
Trustee since 2008
Retired President,
Baltimore Curriculum Project
Baltimore, Maryland, USA

Zvi Gabbay, Esq., J.S.D.
Trustee since 2008
Partner, Adini, Berger & Gabbay,
Advocates
Ramat-Gan, Israel

Henry L. McClendon, Jr.
Vice Chair
Trustee since 2012
Pastor, Berean Chapel of Detroit
Detroit, Michigan, USA

Stacey Miller, Ed.D.
Secretary
Trustee since 2014
Assistant Provost for Inclusion,
Valparaiso University
Managing Partner for CIE, LLC
Burlington, Vermont, USA

Vidia Negrea
Trustee since 2014
Executive Director of CSF Hungary
Budapest, Hungary

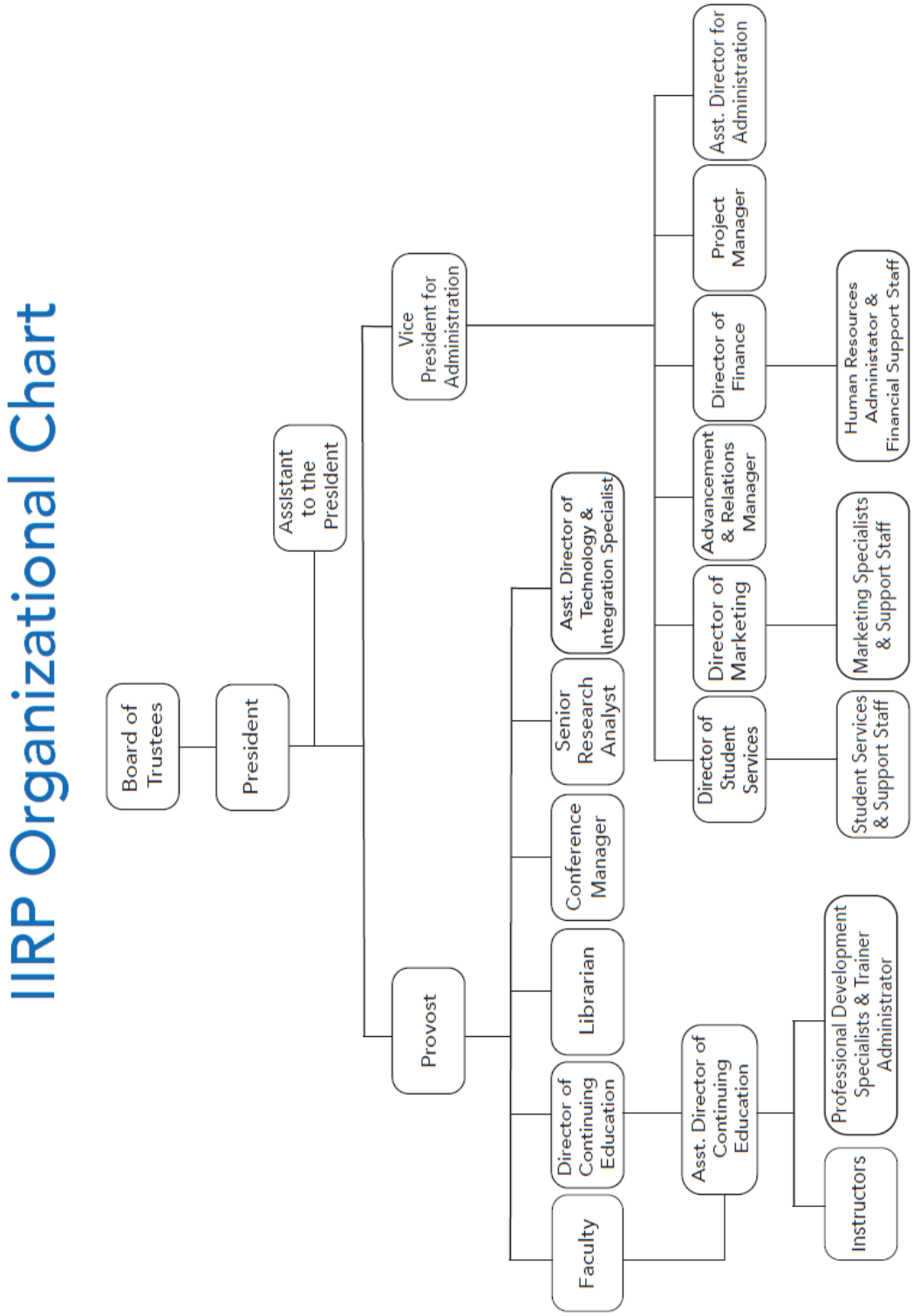
A. Miguel Tello
Trustee since 2015
Executive Director
The Strachan Foundation
Santa Ana, Costa Rica

Rob van Pagée
Trustee since 2012
Founder, Eigen Kracht Centrale
Amsterdam, Netherlands

Ted Wachtel
Trustee since 2000
Founder, IIRP
Pipersville, Pennsylvania, USA

IIRP Organizational Chart

As of 09/01/2018



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 criminology, education, 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, etc.), plus eight premium scholarly databases on EBSCOhost exclusively for the IIRP community.

Resources not owned by the Library can be obtained through interlibrary loan.

The Library also provides online resources to students on APA usage and Institutional Review Board for human research.

Students and researchers may visit the Library at 531 Main Street during office business hours and obtain research assistance by email, telephone or by appointment with the Librarian. Wi-Fi is available. The Library website is accessible 24/7.

Parking

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

Academic Information

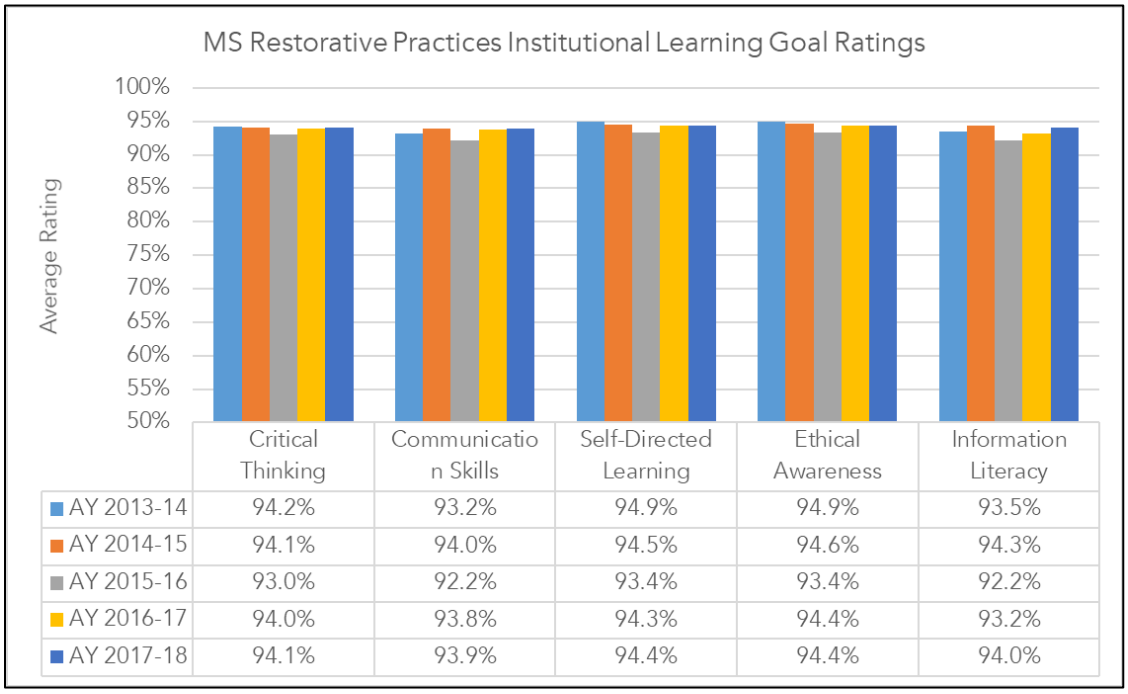
The International Institute for Restorative Practices is a private, not-for-profit independent higher education institution. The IIRP is dedicated to the development of a graduate degree-granting institute for the education of professionals and for research in the emerging field of restorative practices.

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 to manage and assess their own learning activities.
- Ethical Awareness: Members of the IIRP learning community will identify and analyze ethical issues associated with restorative processes and the effect on others.
- Information Literacy: Ability to locate, analyze and use information appropriately.

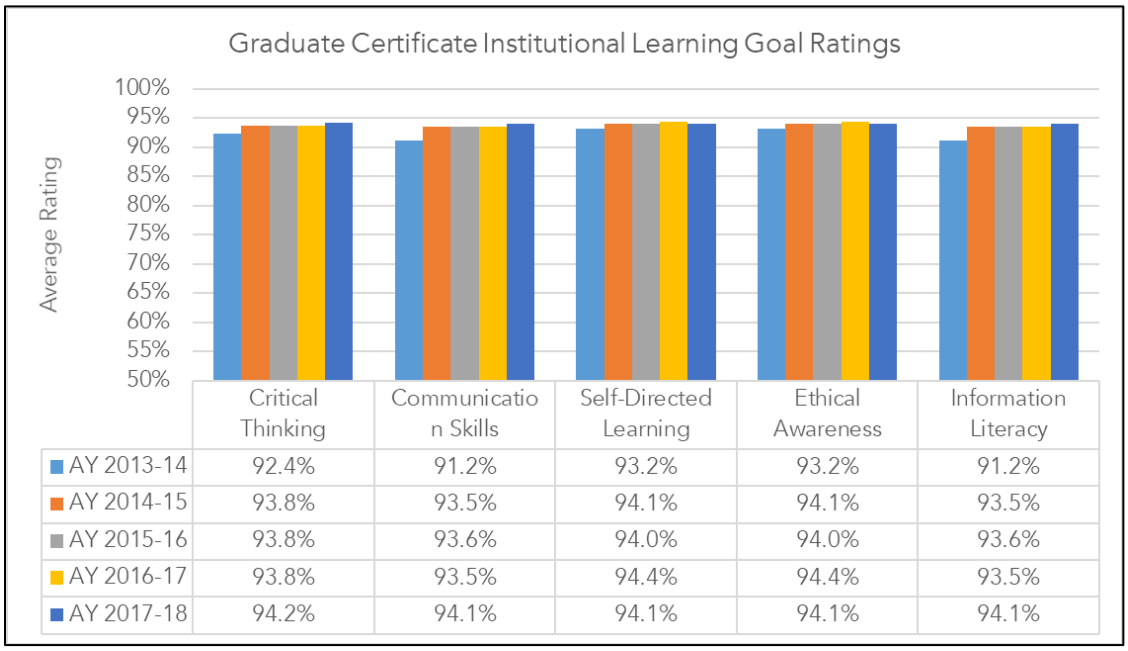
Average Ratings of Institutional Learning Goals

Master of Science in Restorative Practices



	Critical Thinking	Communication Skills	Self-Directed Learning	Ethical Awareness	Information Literacy
AY 2013-14	94.2%	93.2%	94.9%	94.9%	93.5%
AY 2014-15	94.1%	94.0%	94.5%	94.6%	94.3%
AY 2015-16	93.0%	92.2%	93.4%	93.4%	92.2%
AY 2016-17	94.0%	93.8%	94.3%	94.4%	93.2%
AY 2017-18	94.1%	93.9%	94.4%	94.4%	94.0%

Graduate Certificate in Restorative Practices



	Critical Thinking	Communication Skills	Self-Directed Learning	Ethical Awareness	Information Literacy
AY 2013-14	92.4%	91.2%	93.2%	93.2%	91.2%
AY 2014-15	93.8%	93.5%	94.1%	94.1%	93.5%
AY 2015-16	93.8%	93.6%	94.0%	94.0%	93.6%
AY 2016-17	93.8%	93.5%	94.4%	94.4%	93.5%
AY 2017-18	94.2%	94.1%	94.1%	94.1%	94.1%

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 summer, fall and spring terms.

Program Goals

Students will:

1. Verify knowledge and skill in restorative processes, from basic to advanced and from informal to formal.
2. Analyze and evaluate history, philosophy, theory and significant research about restorative practices and apply it appropriately to area of concentrated study.
3. Apply strategies for self-evaluation and professional growth in a variety of increasingly complex situations.
4. Critique area of concentrated study as it relates to restorative practices.
5. Identify a problem or problems within area of concentrated study and determine a restorative approach to addressing the identified problem.
6. Demonstrate proficiencies in technological capabilities and information literacy appropriate to the graduate study of restorative practices.

Program Goals: Average Ratings

Academic Goals	AY 2013-14 *(n=8)*	AY 2014-15 *(n=12)*	AY 2015-16 *(n=15)*	AY 2016-17 *(n=16)*	AY 2017-18 *(n=19)*
Verify knowledge and skill in restorative processes, from basic to advanced and from informal to formal.	94.90%	94.50%	93.60%	94.60%	94.50%
Analyze and evaluate history, philosophy, theory and significant research about restorative practices and apply it appropriately to area of concentrated study.	93.10%	93.90%	92.40%	93.70%	93.90%
Apply strategies for self-evaluation and professional growth in a variety of increasingly complex situations.	95.00%	94.90%	93.90%	94.20%	94.90%
Critique area of concentrated study as it relates to restorative practices.	93.50%	94.50%	93.50%	94.20%	94.50%
Identify a problem or problems within area of concentrated study and determine a restorative approach to addressing the identified problem.	96.70%	93.70%	92.90%	93.30%	93.70%
Demonstrate proficiencies in technological capabilities and information literacy appropriate to the graduate study of restorative practices.	94.00%	94.00%	92.80%	90.90%	94.00%

Non-Degree Graduate Certificate in Restorative Practices

For those professionals who are interested in achieving knowledge and skill in restorative practices, but who are not interested in matriculating in a formal degree program, the IIRP offers a non-degree Graduate Certificate in Restorative Practices. This program can be completed through a series of professional development experiences and graduate courses from the core curriculum, along with two elective courses selected by the student in consultation with their advisor.

Program Goals

Students will:

1. Verify knowledge and skill in restorative processes, from basic to advanced and from informal to formal.
2. Analyze and evaluate the history, philosophy, theory and significant research about restorative practices by completing various restorative projects.
3. Apply strategies for self-evaluation and professional growth in a variety of settings.

Program Goals: Average Ratings

Academic Goals	AY 2013-14 *(n=4)*	AY 2014-15 *(n=11)*	AY 2015-16 *(n=21)*	AY 2016-17 (n=28)	AY 2017-18 *(n-22)*
Verify knowledge and skill in restorative processes, from basic to advanced and from informal to formal.	92.90%	93.80%	93.90%	95.0%	94.8%
Analyze and evaluate history, philosophy, theory and significant research about restorative practices and apply it appropriately to area of concentrated study.	91.20%	93.50%	94.00%	93.5%	94.9%
Apply strategies for self-evaluation and professional growth in a variety of increasingly complex situations.	93.90%	94.70%	94.00%	94.7%	94.5%

Curricula Overview

As of September 5, 2018

Master of Science in Restorative Practices (30 credits)

Foundational Required Courses (6 credits)	Credits
RP 500 (hybrid) Basic Restorative Practices	3
RP 525 (online) Restorative Practices in Action	3

Master of Science Degree Required Courses (6 credits)	Credits
RP 610 (online) Evaluation of Research	3
RP 699 (online) Final Professional Learning Group	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.

Master of Science in Restorative Practices Total 30

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

Foundational Required Courses (6 credits)	Credits
RP 500 (hybrid) Basic Restorative Practices	3
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.

Graduate Certificate in Restorative Practices Total 12

Course List

Foundational Required Courses for all Programs

		Credits
RP 500 (hybrid)	Basic Restorative Practices	3
RP 525 (online)	Restorative Practices in Action	3

General Electives

RP 506 (online)	Restorative Practices: The Promise & the Challenge	3
RP 515 (hybrid)	Restorative Leadership Development: Authority with Grace	3
RP 532 (hybrid)	Aggression Replacement Training® : Behavioral Interventions that Work	3
RP 535 (hybrid)	Restorative Responses to Adversity & Trauma	3
RP 540 (hybrid)	Restorative Practices: Symposia & Conferences	3
RP 541 (hybrid)	IIRP World Conference	3
RP 542 (hybrid)	IIRP Turning the Tides Symposium	3
RP 622 (online)	Restorative Justice in Communities	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 Youth	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 Students	3
RP 694 (ind. study)	Directed / Independent Study	3
RP 695 (ind. study)	Action Research Project in Restorative Practices I	3
RP 696 (ind. study)	Action Research Project in Restorative Practices II	3

Master of Science Degree Required Courses (6 Credits)

RP 610 (online)	Evaluation of Research	3
RP 699 (online)	Final Professional Learning Group	3

AY 2016-17 Annual Student Data

Enrollment Information

Enrollment by Year

	2013-14	2014-15	2015-16	2016-17	2017-18
Credit Hours	540	765	1023	1179	1200
FTEs	22.5	31.9	42.6	49.1	50.0
Unduplicated Headcount	95	124	149	191	222

Enrollments by Term

	Summer	Fall	Spring	Summer	Total
2012-13 Enrollment	24	26	61		111
2013-14 Enrollment	38	46	66		150
2014-15 Enrollment	54	69	71		194
2015-16 Enrollment	59	95	101		255
Summer 2016*	82				-
2016-17 Enrollment		120	116	79	315
2017-18 Enrollment		118	128	105	351

*Academic Year was pushed from Summer-Spring to Fall-Summer, leaving Summer 2016 between two academic years.

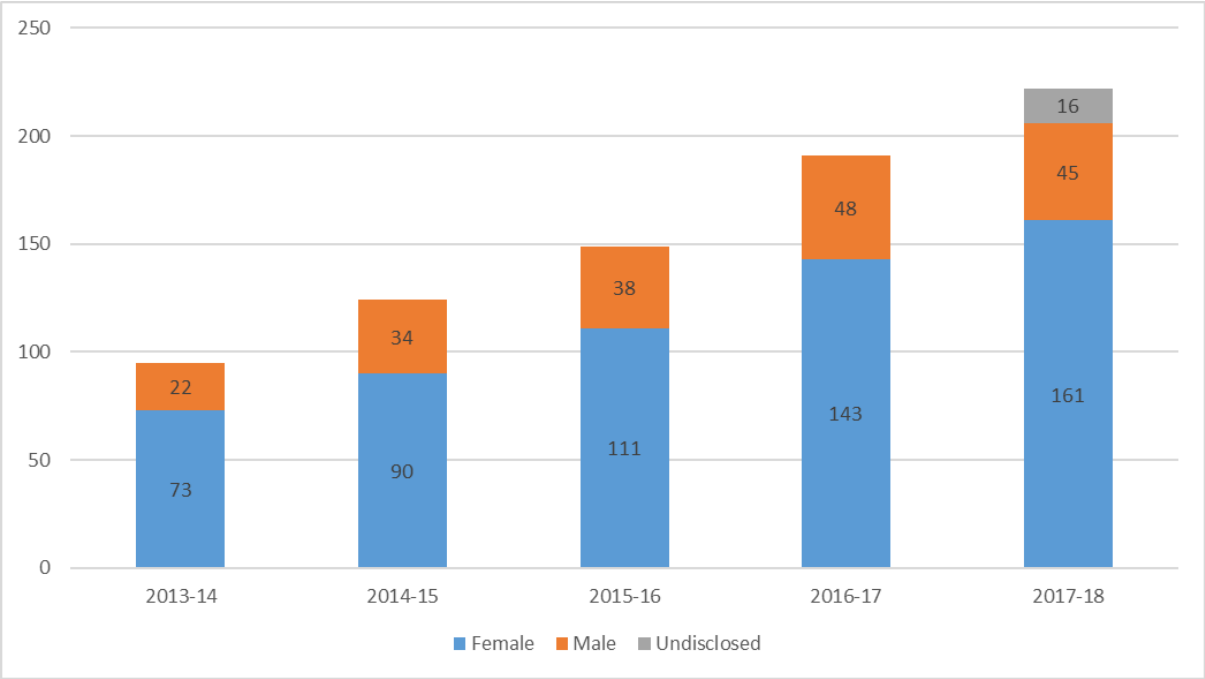
First Time Cohort by Term

	Summer	Fall	Spring	Summer	Total
2012-13 Cohort	12	11	21		44
2013-14 Cohort	10	17	17		44
2014-15 Cohort	21	25	18		64
2015-16 Cohort	24	43	23		90
Summer 2016	27				-
2016-17 Cohort		46	21	22	89
2017-18 Cohort		47	35	26	108

Admitted Students by Year

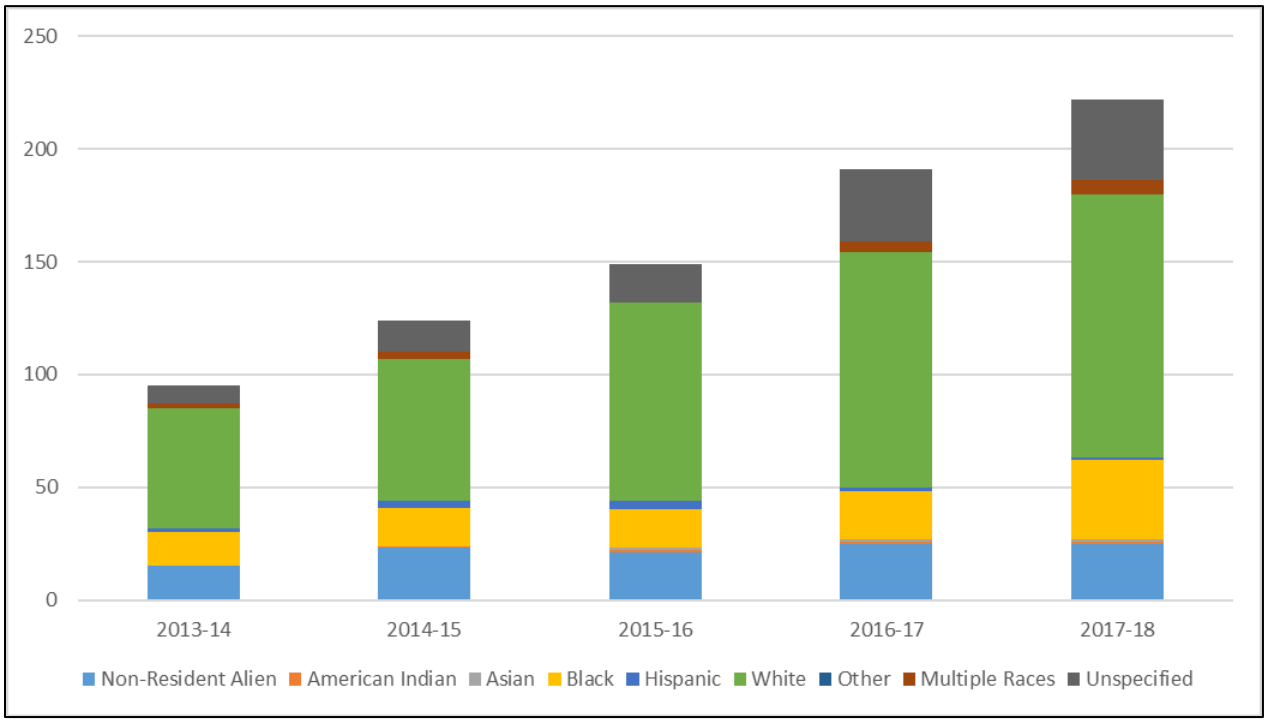
	Total
2012-13 Admissions	16
2013-14 Admissions	15
2014-15 Admissions	25
2015-16 Admissions	25
Summer 216	6
2016-17 Admissions	16
2017-18 Admissions	22

Unduplicated Headcount by Gender



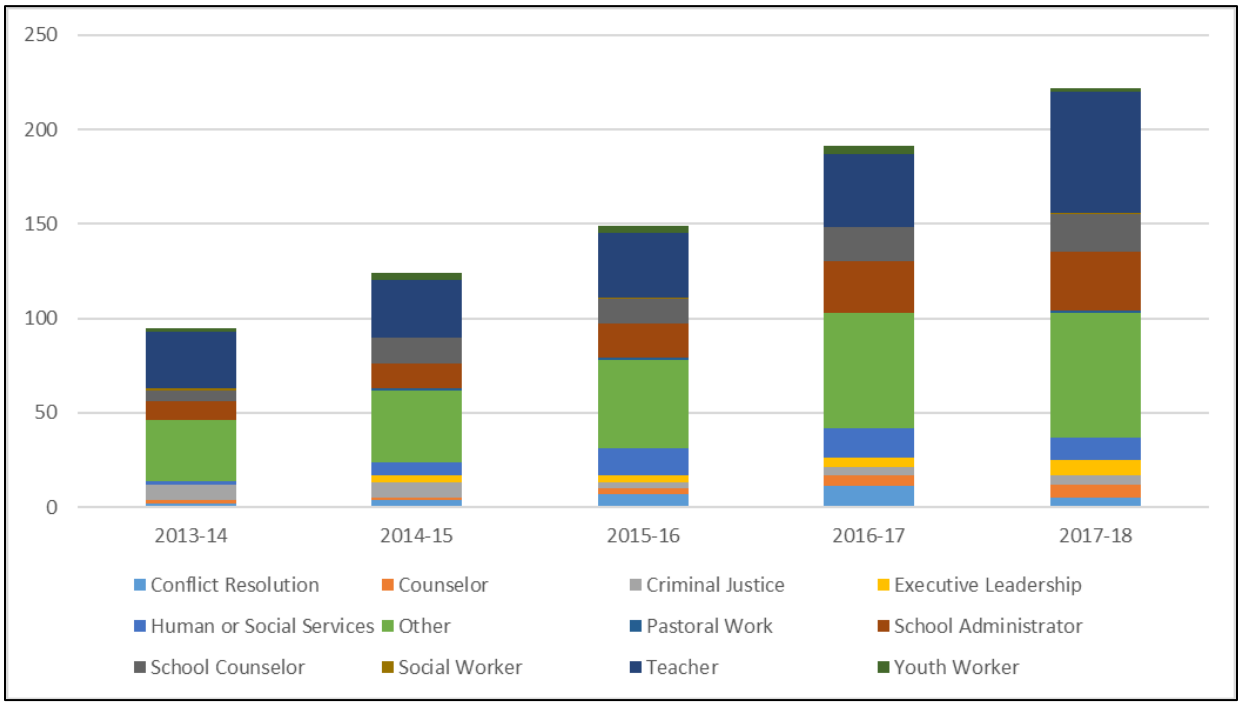
Gender	AY 2014-15		AY 2015-16		AY 2016-17		AY 2017-18	
Female	90	72.58%	111	58.12%	143	74.87%	161	84.29%
Male	34	27.42%	38	19.90%	48	25.13%	45	23.56%
Undisclosed							16	8.38%
Total	124		149		191		222	

Unduplicated Headcount by Race & Ethnicity



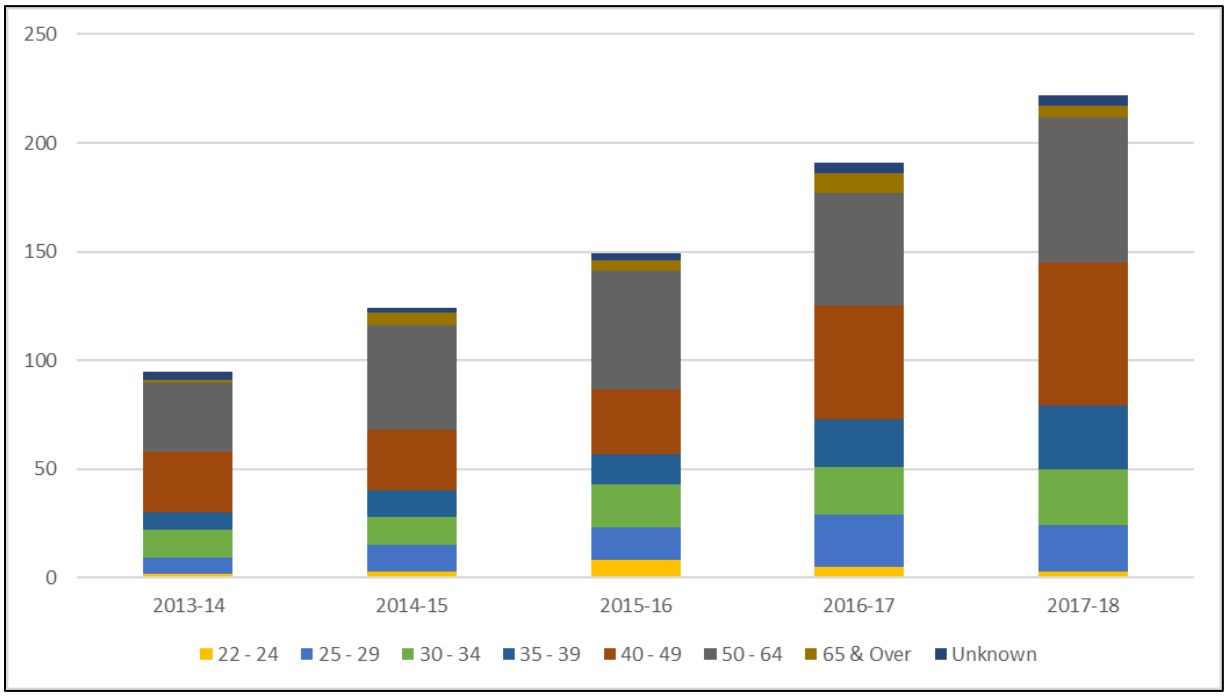
Race / Ethnicity	AY 2014-15		AY 2015-16		AY 2016-17		AY 2017-18	
Non-Resident Alien	23	18.55%	21	14.09%	25	13.09%	25	11.26%
Hispanic	3	2.42%	4	2.68%	2	1.05%	1	0.45%
American Indian	1	0.81%	1	0.67%	1	0.52%	1	0.45%
Asian	0	0.00%	1	0.67%	1	0.52%	1	0.45%
Black	17	13.71%	17	11.41%	21	10.99%	35	15.77%
White	63	50.81%	88	59.06%	104	54.45%	117	52.70%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Multiple Races	3	2.42%	0	0.00%	5	2.62%	6	2.70%
Unspecified	14	11.29%	17	11.41%	32	16.75%	36	16.22%
Total	**124**		**149**		**191**		**222**	

Unduplicated Headcount by Occupation



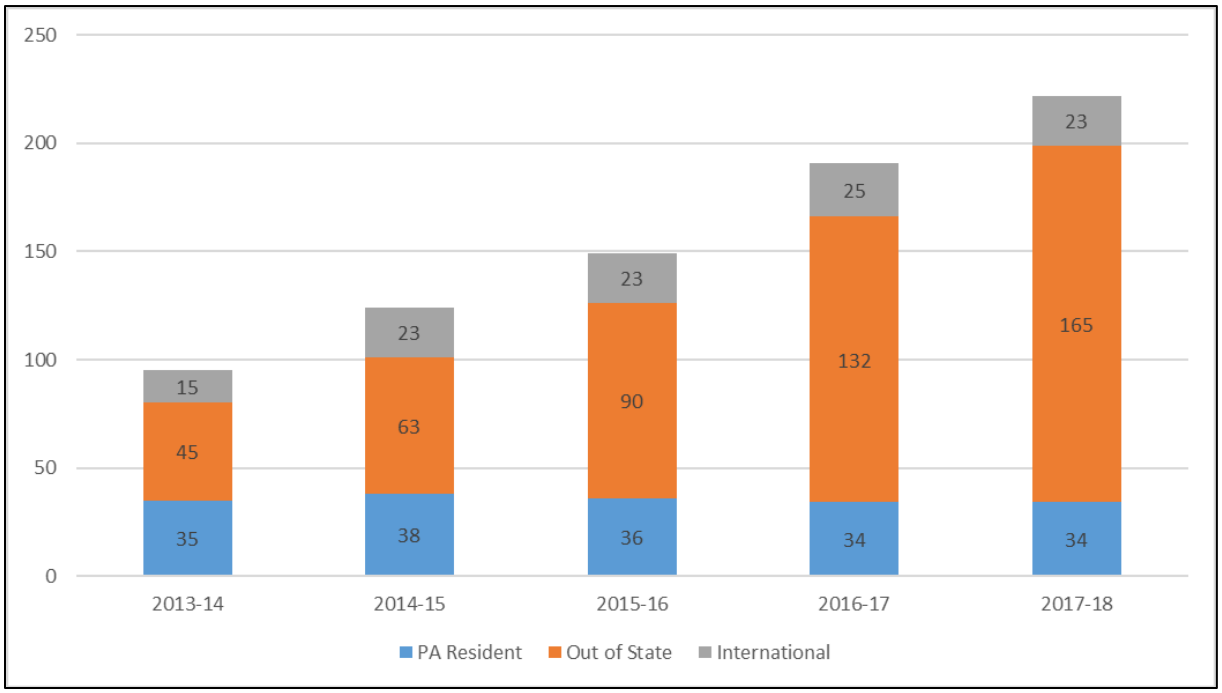
Occupation	AY 2014-15		AY 2015-16		AY 2016-17		AY 2017-18	
Conflict Resolution	4	3.23%	7	4.70%	11	5.76%	5	2.25%
Counselor	1	0.81%	3	2.01%	6	3.14%	7	3.15%
Criminal Justice	8	6.45%	3	2.01%	4	2.09%	5	2.25%
Executive Leadership	4	3.23%	4	2.68%	5	2.62%	8	3.60%
Human or Social Services	7	5.65%	14	9.40%	16	8.38%	12	5.41%
Other	38	30.65%	47	31.54%	61	31.94%	66	29.73%
Pastoral Work	1	0.81%	1	0.67%	0	0.00%	1	0.45%
School Administrator	13	10.48%	18	12.08%	27	14.14%	31	13.96%
School Counselor	14	11.29%	13	8.72%	18	9.42%	20	9.01%
Social Worker	0	0.00%	1	0.67%	0	0.00%	1	0.45%
Teacher	30	24.19%	34	22.82%	39	20.42%	64	28.83%
Youth Worker	4	3.23%	4	2.68%	4	2.09%	2	0.90%
Total	**124**		**149**		**191**		**222**	

Unduplicated Headcount by Age



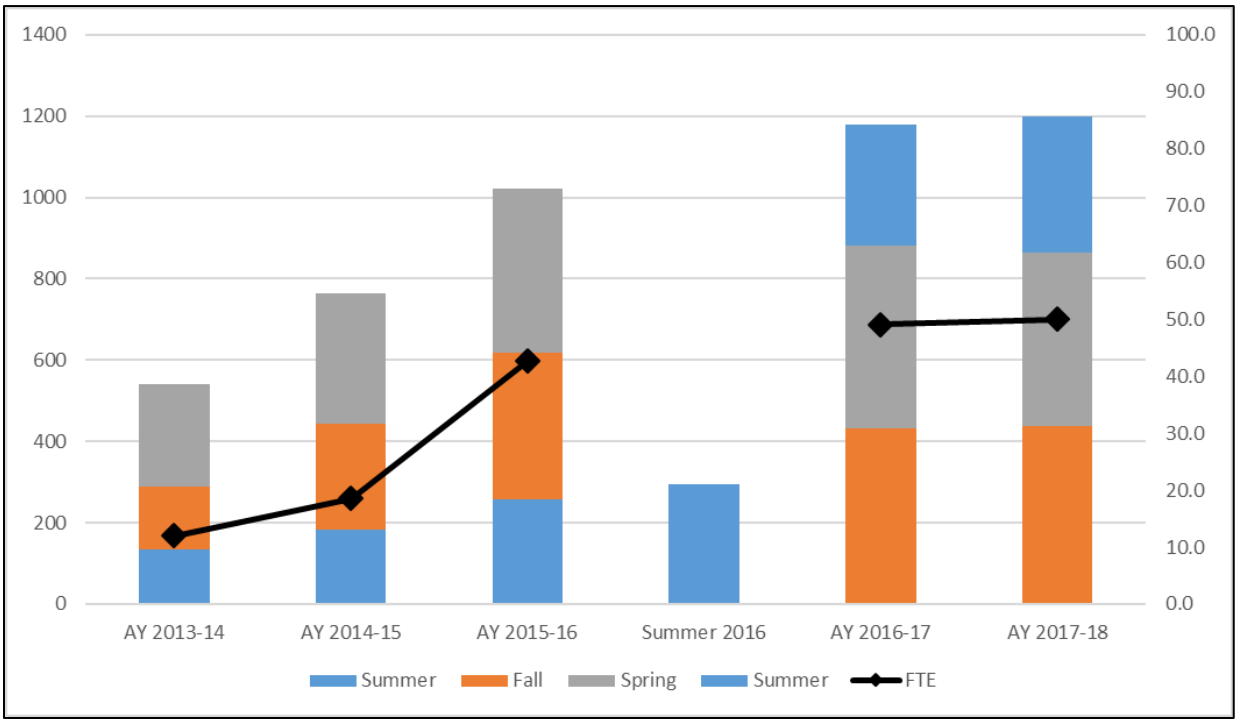
Age Range	AY 2014-15		AY 2015-16		AY 2016-17		AY 2017-18	
Under 18	0	0.00%	0	0.00%	0	0.00%	0	0.00%
18 - 19	0	0.00%	0	0.00%	0	0.00%	0	0.00%
20 - 21	0	0.00%	0	0.00%	0	0.00%	0	0.00%
22 - 24	3	2.42%	8	5.37%	5	2.62%	3	1.35%
25 - 29	12	9.68%	15	10.07%	24	12.57%	21	9.46%
30 - 34	13	10.48%	20	13.42%	22	11.52%	26	11.71%
35 - 39	12	9.68%	14	9.40%	22	11.52%	29	13.06%
40 - 49	28	22.58%	30	20.13%	52	27.23%	66	29.73%
50 - 64	48	38.71%	54	36.24%	52	27.23%	67	30.18%
65 & Over	6	4.84%	5	3.36%	9	4.71%	5	2.25%
Unknown	2	1.61%	3	2.01%	5	2.62%	5	2.25%
Total	**124**		**149**		**191**		**222**	

Unduplicated Headcount by Residency



Residency	AY 2014-15		AY 2015-16		AY 2016-17		AY 2017-18	
PA Resident	38	30.65%	36	24.16%	34	17.80%	34	15.32%
Out of State	63	50.81%	90	60.40%	132	69.11%	165	74.32%
International	23	18.55%	23	15.44%	25	13.09%	23	10.36%
Total	**124**		**149**		**191**		**222**	

Credits by Term



Academic Year	Summer	Fall	Spring	Summer	Total	FTE*
AY 2012-13	102	90	246		438	18.3
AY 2013-14	135	153	252		540	22.5
AY 2014-15	183	261	321		765	31.9
AY 2015-16	258	360	405		1023	42.6
Summer 2016	294					
AY 2016-17		432	450	297	1179	49.1
AY 2017-18		438	426	336	1200	50.0

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

*Academic Year was pushed from Summer-Spring to Fall-Summer, leaving Summer 2016 between two academic years.

Graduation Data

Time to Complete Graduate Programs

For MS in Restorative Practices, from Admission Date

Academic Year of Graduation	Graduates	Average Months to Degree	Months to Degree Range	
			Minimum	Maximum
2013-14	8	44.50	34	58
2014-15	12	46.82	13	85
2015-16	15	39.13	18	85
2016-17	16	36.06	21	60
2017-18	19	46.32	21	125
Grand Total	**70**	**42.11**	**13**	**125**

From Admission Date

Academic Year of Graduation	Graduates	Average Months to Degree	Months to Degree Range	
			Minimum	Maximum
2013-14	8	37.88	20	51
2014-15	12	33.73	14	63
2015-16	15	22.87	13	39
2016-17	16	22.50	12	41
2017-18	19	22.58	10	58
Grand Total	**70**	**27.46**	**10**	**63**

Student Affairs

Campus Safety and Security

Crime statistics are reported on the IIRP website: https://www.iirp.edu/who-we-are/about-the-iirp/higher-education-opportunity-act-consumer-information/safety-and-security. 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

As of September 2018

Profiles

Gina Baral Abrams, Director of Research and Program Evaluation and Assistant 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, Provost, Associate Professor
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

John Bailie, President
Norwich University, B.A., English, 1995
International Institute for Restorative Practices, M.R.P.Y.C., 2008
Lesley University, Ph.D., Educational Studies with Specialization in Adult Learning, 2012

Steven Grieger, Director of Marketing
Full Sail University, A.S., Film and Digital Video, 2003

Borbala Felligi, Lecturer
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

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

Keith Hickman, Director of Continuing Education
Antioch College, B.S., Sociology, 1990

Jamie Kaintz, Director of Student Services
Lehigh Carbon Community College, A.A., Social Sciences, 2012

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

Linda Kligman, Vice President for Administration
Drexel University, B.S., Civil Engineering/Applied Technologies, 1991
International Institute for Restorative Practices, M.S., Restorative Practices, 2015

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

Carolyn Olivett, Professor Emerita

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, Lecturer
Millersville University, B.S., Secondary Education, 2000
International Institute for Restorative Practices, M.R.P.Y.C., 2008

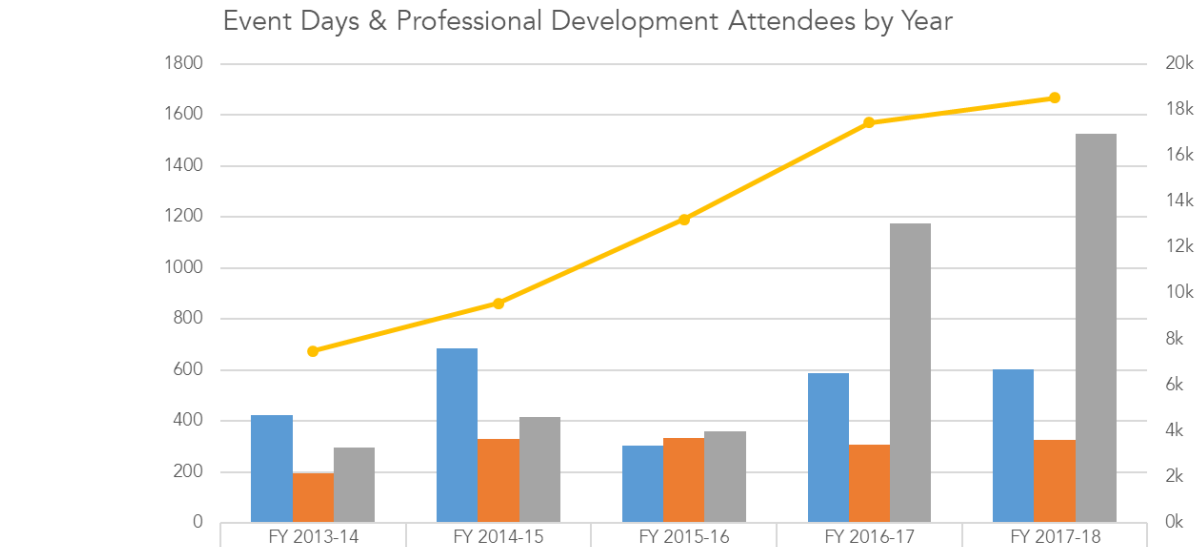
Theodore Wachtel, Founder
Miami University, B.A., History, 1967
Lehigh University, M.A., Education, 1969
Temple University, Media Specialist Certificate, 1975

Staff

33 full-time
7 part-time

Non-Credit Professional Development

Number of Events & Annual Attendees



	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18
Private Event Days	423	683	302	586	603
Public Event Days	195	330	334	306	325
Licensee Event Days	297	416	361	1,175	1526
Total PD Attendees	7,497	9,578	13,219	17,433	18518

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

In 2017-2018 the IIRP offered events to 18,518 attendees in:

- All 50 U.S. states & Washington, DC
- 8 Canadian provinces: Alberta, British Columbia, Manitoba, Nova Scotia, Northwest Territories, Ontario, Quebec and Yukon
- 20 other countries: Australia, Barbados, Belgium, Bermuda, Brazil, Costa Rica, Curaçao, Great Britain, Guatemala, Hungary, Ireland, Israel, India, Jamaica, Netherlands, Peru, Spain, Singapore, Trinidad & Tobago, and Uruguay.

Number of Licensed Trainers & Organizations

As of September 4, 2018, the IIRP licensed 1,738 individuals and organizations in 24 countries that deliver professional development offerings in a specified organization or geographic area. Professional development events and conferences around the globe are conducted in collaboration with our affiliates: IIRP Canada, IIRP Europe and IIRP Latin America, and partners: Black Family Development (Detroit, MI., USA), CASEL – Collaborative for Academic, Social and

Emotional Learning (USA), Coordinated Educational Resources Group, LLC (USA), National Association of Community and Restorative Justice (USA), Eigan Kracht (Netherlands), LCCS (Singapore), Ligand (Belgium), SynRJ (United Kingdom), and True Dialogue (Canada).