

IIRP Factbook

2019-20 Academic Year



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.

What is Restorative Practices?

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 an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities.

About Us

The International Institute for Restorative Practices (IIRP) Graduate School was established to advance restorative practices, the science of relationships and community. We offer advanced master's degrees and graduate certificates to dedicated individuals who believe healthy relationships are the key to continual improvement in their professional environment.

Our learners are passionate about developing the soft skills to sustain positive changes with their colleagues, supervisees, students and clients. In every course, our graduate students engage in useful projects, draw on the experience of faculty and form supportive networks of peers. Our programs allow students to study while they work, with their ongoing professional life as their laboratory and practicum. Our graduates emerge as seasoned changemakers, who bring their own understanding of restorative practices with them wherever they go, and lead others by their example.

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 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 2019-20 academic year.

	Full tuition	Admitted students
Tuition (per course)	\$1,761	\$1,614
Graduate Certificate (4 courses)	\$7,044	\$6,456
Master of Science (10 courses)	\$17,610	\$16,140
Master of Science with Thesis Option (10 courses plus Thesis seminar at a flat fee of \$3,507)	\$21,117	\$19,647

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

Stacey Miller, Ed.D.

Chair

Trustee since 2014

Assistant Provost for Inclusion,
Valparaiso University
Managing Partner for CIE, LLC
Burlington, Vermont, USA

Vidia Negrea

Vice Chair

Trustee since 2014

Executive Director of CSF Hungary
Budapest, Hungary

Flor García Mencos

Secretary

Trustee since 2019

Executive Director, Asociación para el
Liderazgo en Guatemala, Antigua,
Guatemala

Mark Vander Vennen, Ph.D.

Treasurer

Trustee since 2019

Executive Director, Shalem Mental Health
Network
Ontario, Canada

Lynn Branham, J.D.

Trustee since 2020

Distinguished Visiting Scholar, Saint Louis
University School of Law
St. Louis, Missouri, USA

Dennis P. DePaul

Trustee since 2020

Executive Director, Camp Ta-Kum-Ta
South Hero, Vermont, USA

Stijn Deprez

Trustee since 2020

Training and Development Coordinator,
Ligand
Kortrijk, Belgium

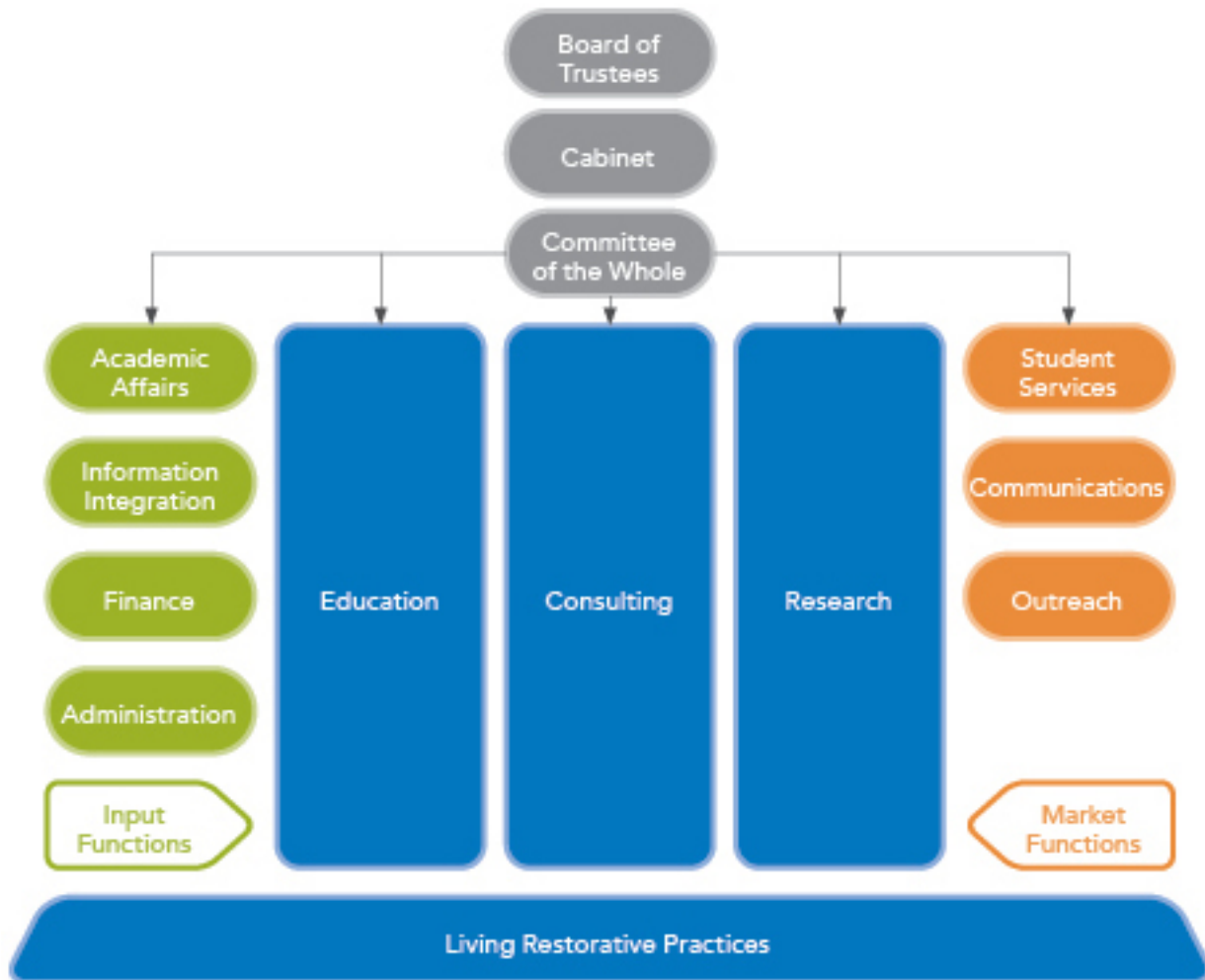
John Braithwaite, Ph.D.

Honorary Trustee

Professor, Law Program, Research School of
Social Sciences, Australian National
University

IIRP Organizational Chart

As of 09/1/2020



Governance

Board of Directors

Stacey Miller	Chair
Vidia Negrea	Vice Chair
Flor García Mencos	Secretary
Mark Vander Vennen	Treasurer
John Bailie	Trustee
Lynn Branham	Trustee
Dennis P. DePaul	Trustee
Stijn Deprez	Trustee

Cabinet

John Bailie	President
Craig Adamson	Provost
Linda Kligman	Vice President for Administration
Robin Turner-Tolley	Chief Financial Officer

Committee of the Whole

John Bailie	President	Keith Hickman	Executive Director of Collective Impact
Craig Adamson	Provost	Jamie Kaintz	Director of Student Services
Linda Kligman	Vice President for Administration	Zeau Modig	Librarian
Robin Turner-Tolley	Chief Financial Officer	Fernanda Rosenblatt	Assistant Professor
Gina Abrams	Director of Research and Program Evaluation and Associate Professor	Frida Rundell	Professor
Borbála Fellegi	Assistant Professor	Elizabeth Smull	Lecturer
Steven Grieger	Marketing Director	Courtney Tobin	Director of Information Integration
Mary Jo Hebling	Dean of Continuing Education	Shari Sauer	Director of Strategic Initiatives

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.

Access to the physical Library at 531 Main Street is limited for the duration of the COVID-19 pandemic; please contact the Librarian for assistance. Information resources available through the Library website are available 24/7.

Parking

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

Academic Information

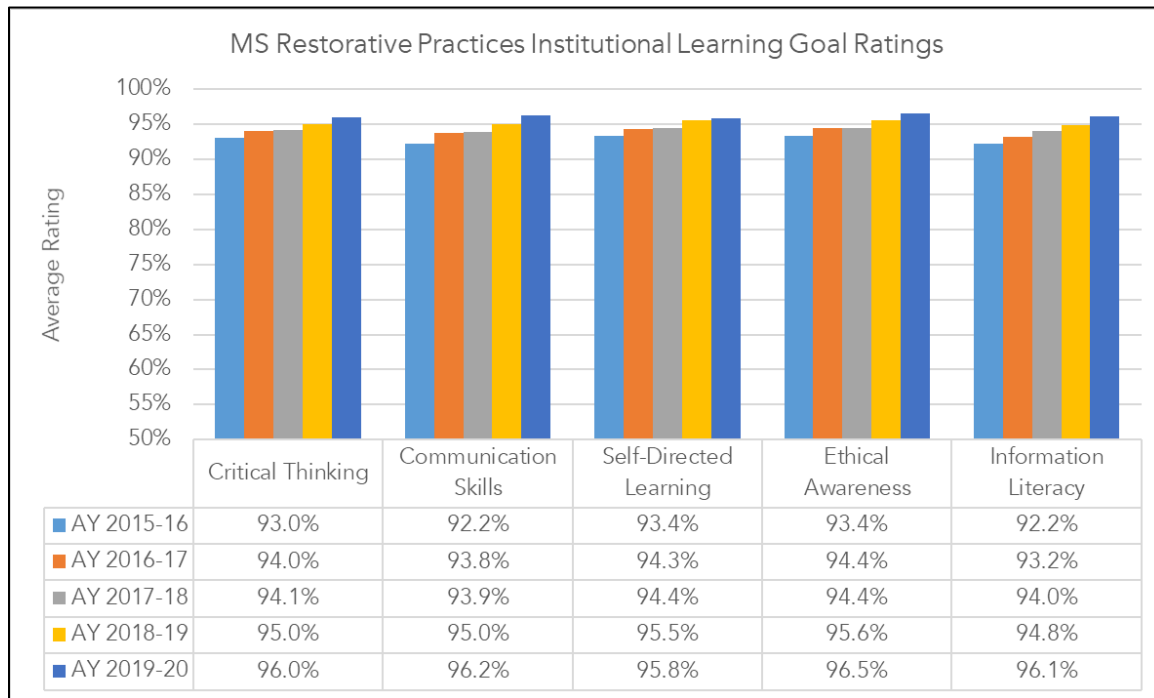
The International Institute for Restorative Practices is a private, not-for-profit independent higher education institution. The IIRP is dedicated to the development of a graduate degree-granting institute for the education of professionals and for research in the emerging field of restorative practices.

Institutional Learning Goals

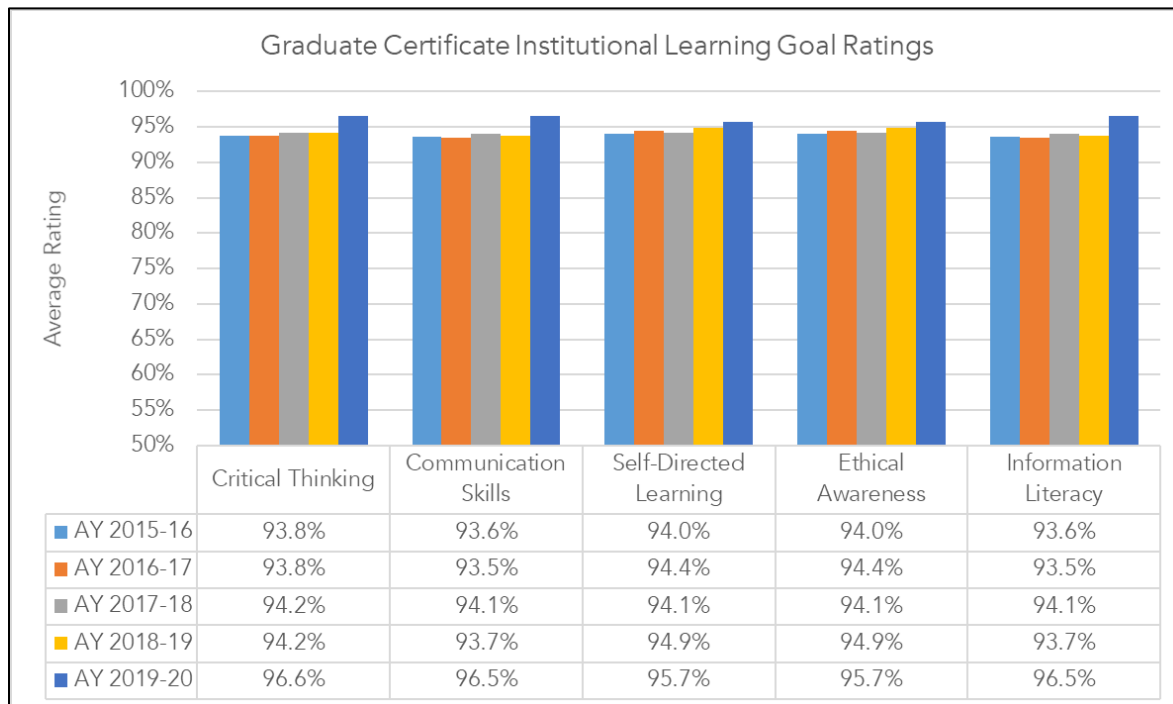
- **Critical Thinking:** Members of the IIRP learning community will analyze, synthesize and interpret texts, experiences, feedback and other information.
- **Communication Skills:** Members of the IIRP learning community will write and speak well in different contexts.
- **Self-Directed Learning:** 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



Graduate Certificate in Restorative Practices



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 2016-17 (n=16)	AY 2017-18 (n=19)	AY 2018-19 (n=20)	AY 2019-20 (n=19)
Verify knowledge and skill in restorative processes, from basic to advanced and from informal to formal.	94.60%	94.50%	95.7%	96.9%
Analyze and evaluate history, philosophy, theory and significant research about restorative practices and apply it appropriately to area of concentrated study.	93.70%	93.90%	95.1%	96.2%
Apply strategies for self-evaluation and professional growth in a variety of increasingly complex situations.	94.20%	94.90%	95.4%	96.0%
Critique area of concentrated study as it relates to restorative practices.	94.20%	94.50%	94.2%	96.2%
Identify a problem or problems within area of concentrated study and determine a restorative approach to addressing the identified problem.	93.30%	93.70%	94.1%	94.6%
Demonstrate proficiencies in technological capabilities and information literacy appropriate to the graduate study of restorative practices.	90.90%	94.00%	93.6%	95.9%

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 2016-17 (n=28)	AY 2017-18 (n=22)	AY 2018-19 (n=51)	AY 2019-20 (n=66)
Verify knowledge and skill in restorative processes, from basic to advanced and from informal to formal.	95.0%	94.8%	95.0%	96.9%
Analyze and evaluate history, philosophy, theory and significant research about restorative practices and apply it appropriately to area of concentrated study.	93.5%	94.9%	93.9%	96.5%
Apply strategies for self-evaluation and professional growth in a variety of increasingly complex situations.	94.7%	94.5%	94.2%	94.7%

Curricula Overview

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) Restorative Practices Capstone	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 and 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 541 (hybrid)	IIRP World Conference	3
RP 550 (online)	Transforming Relational Harm	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 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)	Restorative Practices Capstone	3

AY 2019-20 Annual Student Data

Enrollment Information

Enrollment by Year

	2015-16	2016-17	2017-18	2018-19	2019-20
Credit Hours	1,023	1,179	1,200	1,437	1,818
FTEs	42.6	49.1	50.0	59.9	75.8
Unduplicated Headcount	149	191	222	255	277

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
2018-19 Enrollment		147	154	128	429
2019-20 Enrollment		171	175	165	511

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

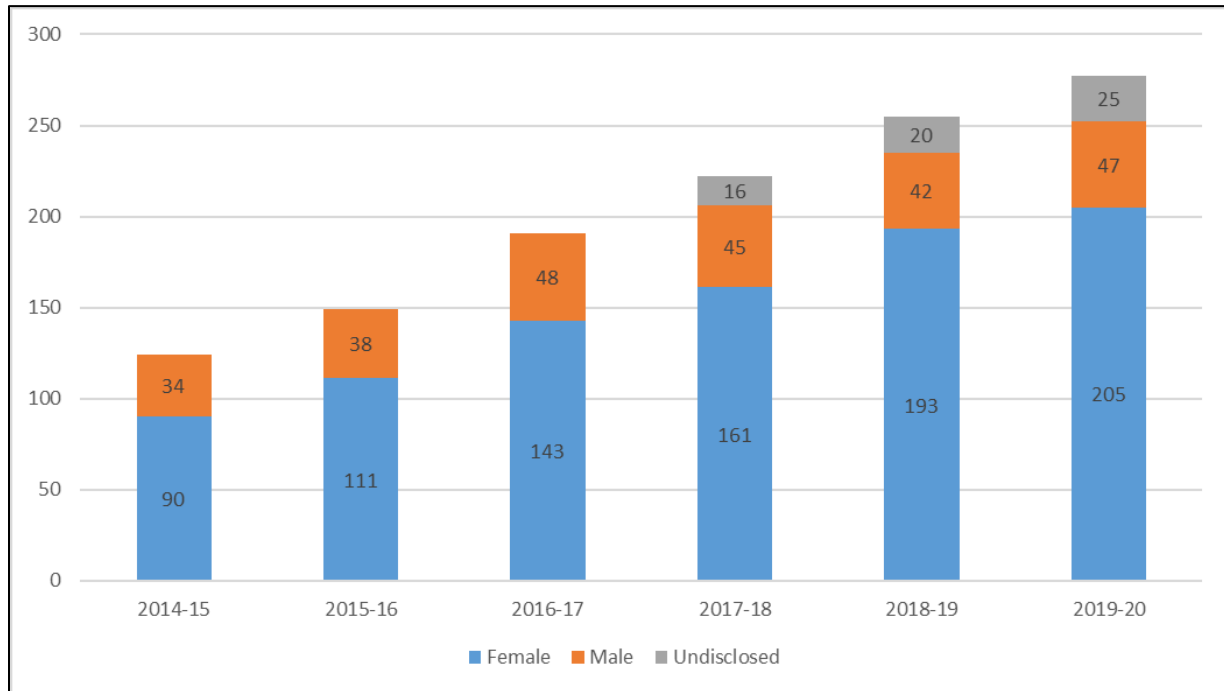
First Term Cohort by Term

	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
2018-19 Cohort		45	40	35	120
2019-20 Cohort		49	31	47	127

Admitted Students by Year

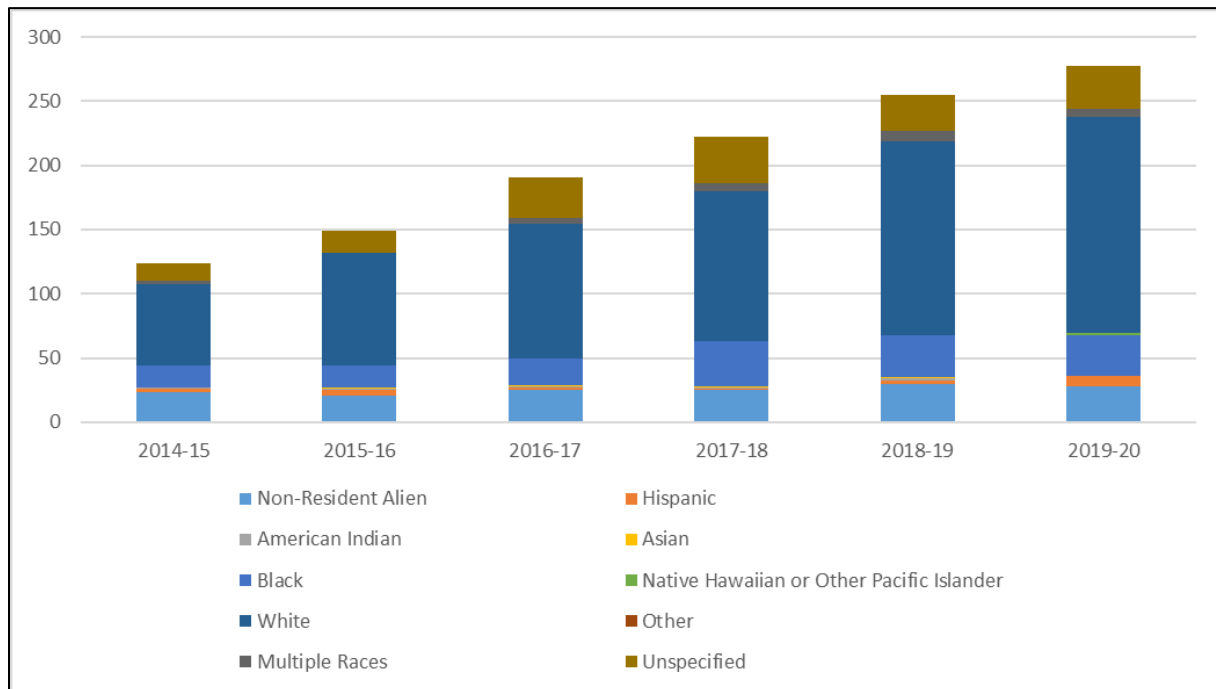
	Total
2012-13 MS Admissions	16
2013-14 MS Admissions	15
2014-15 MS Admissions	25
2015-16 MS Admissions	25
Summer 2016	6
2016-17 MS Admissions	16
2017-18 MS Admissions	22
2018-19 MS Admissions	38
2019-20 MS Admissions	57

Unduplicated Headcount by Gender



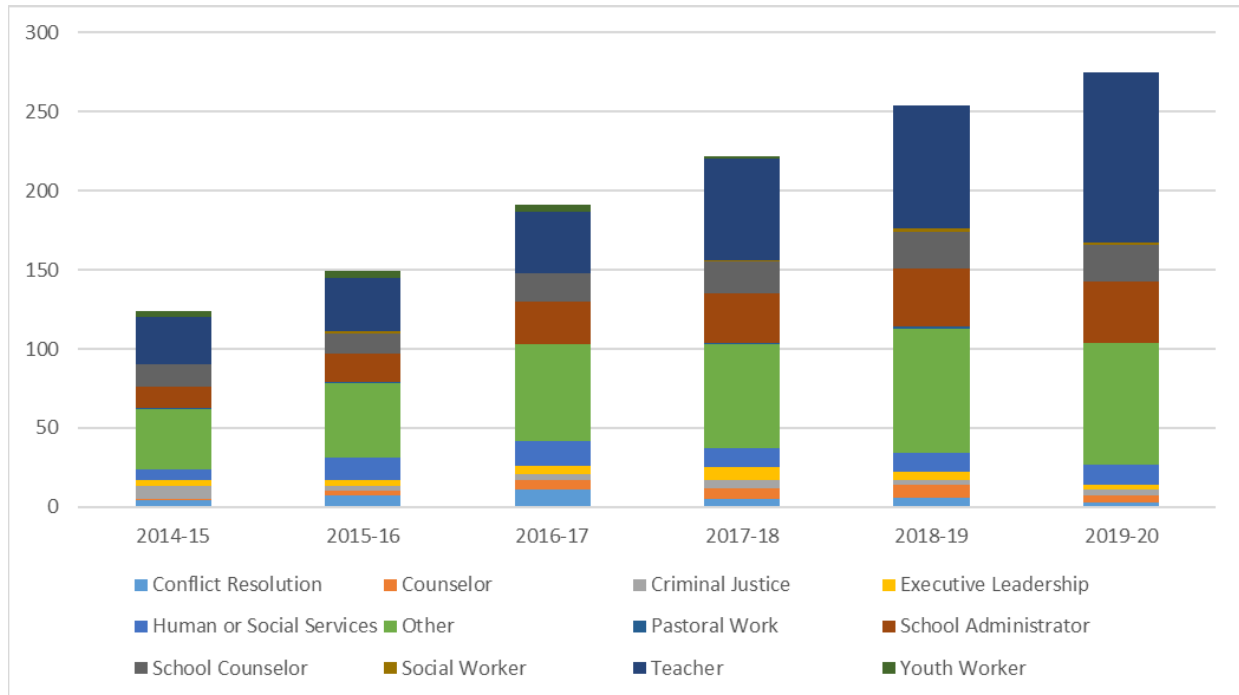
Gender	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20
Female	143 56.08%	161 63.14%	193 75.69%	205 74.01%
Male	48 18.82%	45 17.65%	42 16.47%	47 16.97%
Undisclosed		16 6.27%	20 7.84%	25 9.03%
Total	191	222	255	277

Unduplicated Headcount by Race & Ethnicity



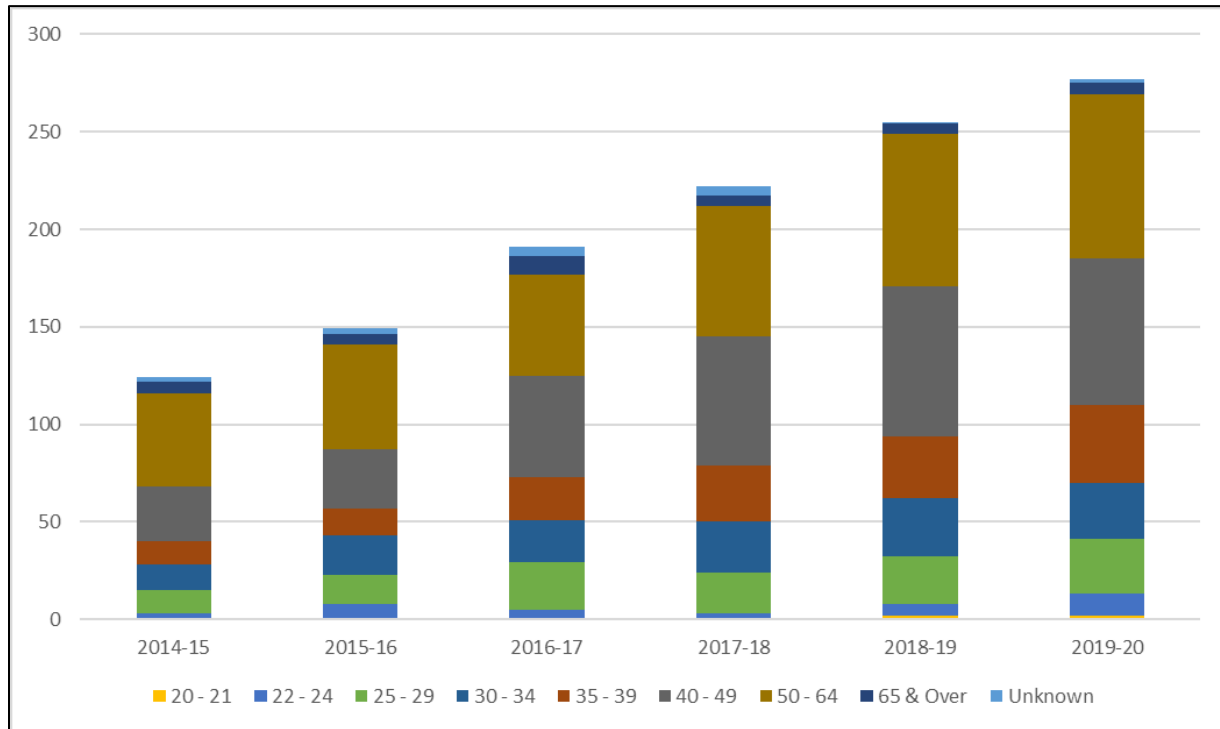
Race / Ethnicity	AY 2016-17		AY 2017-18		AY 2018-19		AY 2019-20	
Non-Resident Alien	25	13.09%	25	9.80%	30	11.76%	28	10.11%
Hispanic	2	1.05%	1	0.39%	2	0.78%	8	2.89%
American Indian	1	0.52%	1	0.39%	2	0.78%	0	0.00%
Asian	1	0.52%	1	0.39%	1	0.39%	0	0.00%
Black	21	10.99%	35	13.73%	33	12.94%	32	11.55%
Native Hawaiian or Other Pacific Islander	0	0.00%	0	0.00%	0	0.00%	1	0.36%
White	104	54.45%	117	45.88%	151	59.22%	169	61.01%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Multiple Races	5	2.62%	6	2.35%	8	3.14%	6	2.17%
Unspecified	32	16.75%	36	14.12%	28	10.98%	33	11.91%
Total	191		222		255		277	

Unduplicated Headcount by Occupation



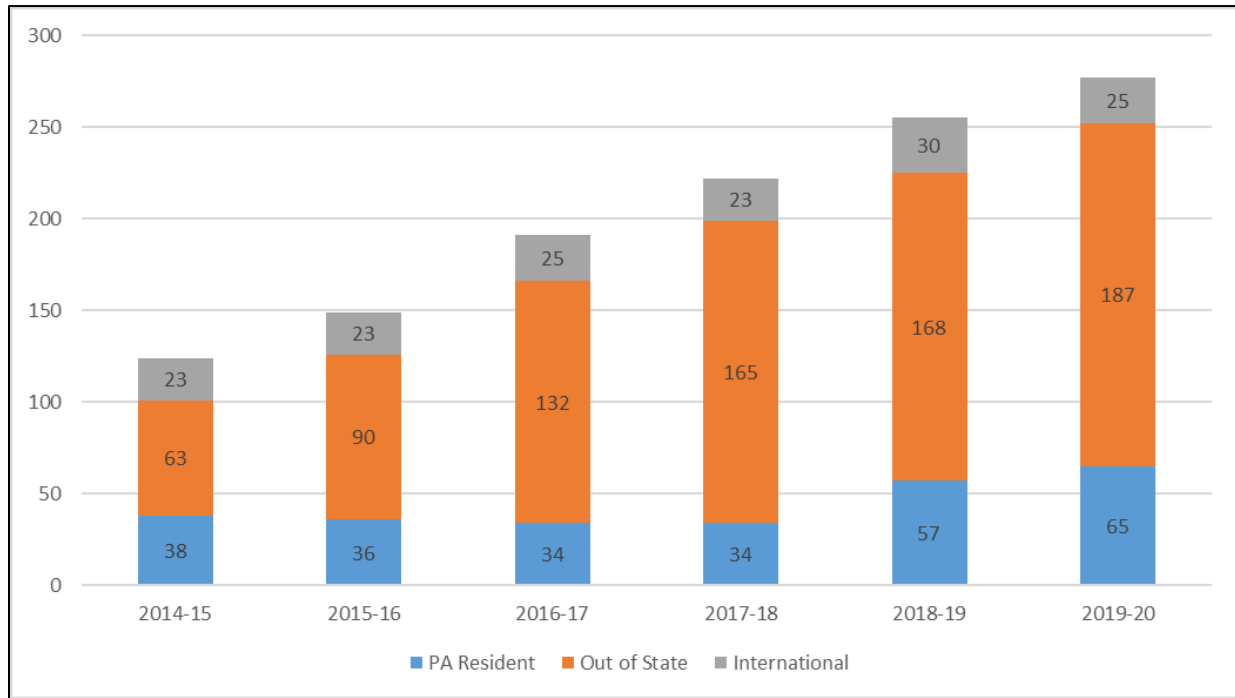
Occupation	AY 2016-17		AY 2017-18		AY 2018-19		AY 2019-20	
Conflict Resolution	11	4.31%	5	1.96%	5	1.96%	3	1.08%
Counselor	6	2.35%	7	2.75%	7	2.75%	4	1.44%
Criminal Justice	4	1.57%	5	1.96%	5	1.96%	4	1.44%
Executive Leadership	5	1.96%	8	3.14%	8	3.14%	3	1.08%
Human or Social Services	16	6.27%	12	4.71%	12	4.71%	13	4.69%
Lawyer / Legal Work	0	0.00%	0	0.00%	1	0.39%	2	0.72%
Other	61	23.92%	66	25.88%	66	25.88%	77	27.80%
Pastoral Work	0	0.00%	1	0.39%	1	0.39%	0	0.00%
School Administrator	27	10.59%	31	12.16%	31	12.16%	39	14.08%
School Counselor	18	7.06%	20	7.84%	20	7.84%	23	8.30%
Social Worker	0	0.00%	1	0.39%	1	0.39%	1	0.36%
Teacher	39	15.29%	64	25.10%	64	25.10%	108	38.99%
Youth Worker	4	1.57%	2	0.78%	2	0.78%	0	0.00%
Total	191		222		255		277	

Unduplicated Headcount by Age



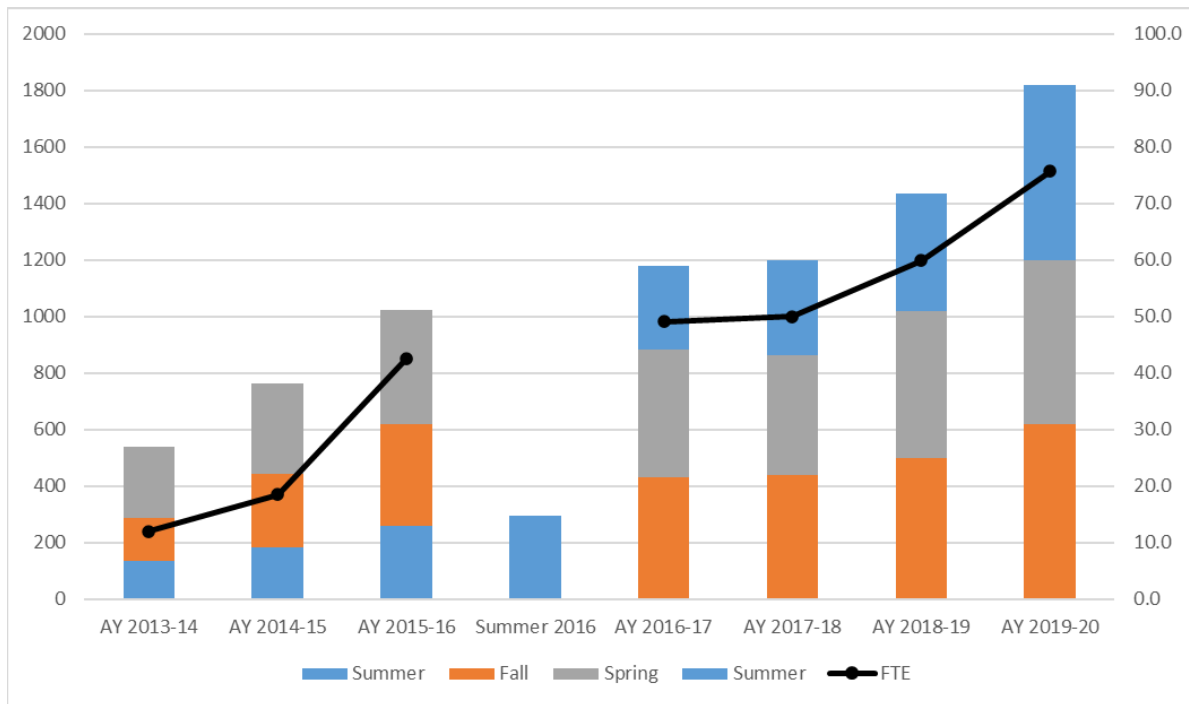
Age Range	AY 2016-17		AY 2017-18		AY 2018-19		AY 2019-20	
Under 18	0	0.00%	0	0.00%	0	0.00%	0	0.00%
18 - 19	0	0.00%	0	0.00%	0	0.00%	0	0.00%
20 - 21	0	0.00%	0	0.00%	2	0.78%	2	0.72%
22 - 24	5	2.62%	3	1.18%	6	2.35%	11	3.97%
25 - 29	24	12.57%	21	8.24%	24	9.41%	28	10.11%
30 - 34	22	11.52%	26	10.20%	30	11.76%	29	10.47%
35 - 39	22	11.52%	29	11.37%	32	12.55%	40	14.44%
40 - 49	52	27.23%	66	25.88%	77	30.20%	75	27.08%
50 - 64	52	27.23%	67	26.27%	78	30.59%	84	30.32%
65 & Over	9	4.71%	5	1.96%	5	1.96%	6	2.17%
Unknown	5	2.62%	5	1.96%	1	0.39%	2	0.72%
Total	191		222		255		277	

Unduplicated Headcount by Residency



Residency	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20
PA Resident	34 13.33%	34 13.33%	57 22.35%	65 23.47%
Out of State	132 51.76%	165 64.71%	168 65.88%	187 67.51%
International	25 9.80%	23 9.02%	30 11.76%	25 9.03%
Total	191	222	255	277

Credits by Term



Academic Year	Summer	Fall	Spring	Summer	Total	FTE*
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
AY 2018-19		501	519	417	1437	59.9
AY 2019-20		618	582	618	1818	75.8

*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 changed from July 1 through June 30 to September 1 through August 31, leaving Summer 2016 between two academic years.

Graduation Data

Time to Complete Graduate Programs

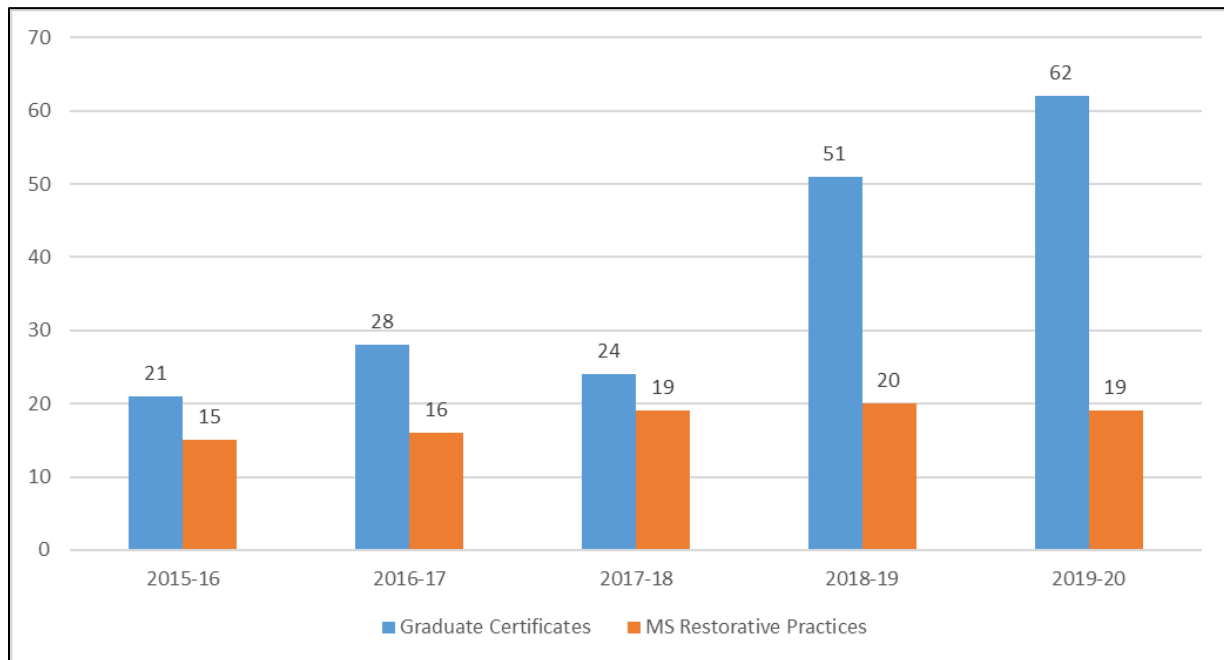
For MS in Restorative Practices, from First Term Enrollment Date

Academic Year of Graduation	Graduates	Average Months to Degree	Months to Degree Range	
			Minimum	Maximum
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
2018-19	20	44.00	17	95
2019-20	19	39.58	17	84
Grand Total	101	41.67	13	125

From Admission Date

Academic Year of Graduation	Graduates	Average Months to Degree	Months to Degree Range	
			Minimum	Maximum
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
2018-19	20	28.20	14	62
2019-20	19	25.68	11	58
Grand Total	101	26.58	10	63

Program Completions by Academic Year



Academic Year	2015-16	2016-17	2017-18	2018-19	2019-20
Graduate Certificates	21	28	24	51	62
MS Restorative Practices	15	16	19	20	19
Total	36	44	41	71	81

Note: In AY 2018-19, the IIRP began to automatically grant Graduate Certificates to all students in the certificate program who had completed the program requirements. Previously, students had to request certificates individually. Much of the increase in certificates granted was due to this change, though some of the change was due to the greater volume of students and credits taken.

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 2019

Profiles: Full-Time Faculty and Administration

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

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 Communications

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

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

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, Director of Collective Impact

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, Ph.D., Vice President for Administration

Drexel University, B.S., Civil Engineering/Applied Technologies, 1991
International Institute for Restorative Practices, M.S., Restorative Practices, 2015
Union Institute and University, Ph.D., Interdisciplinary Studies, 2020

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, BBA, 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

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

Shari Sauer, PMP, Director of Strategic Initiatives

Eastern University, BS, Business Management, 2013

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

Pam Thompson, Lecturer

Penn State University, B.S., Rehabilitation Education, 1988
International Institute for Restorative Practices, M.R.P.Y.C., 2008

Courtney Tobin, Director of Information Integration

Ramapo College of New Jersey, B.A., Psychology, 2007
Montclair State University, M.A., Psychology, 2017

Robin Turner-Tolley, Chief Financial Officer

The Pennsylvania State University, B.S. Finance, 1987

Theodore Wachtel, Founder

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

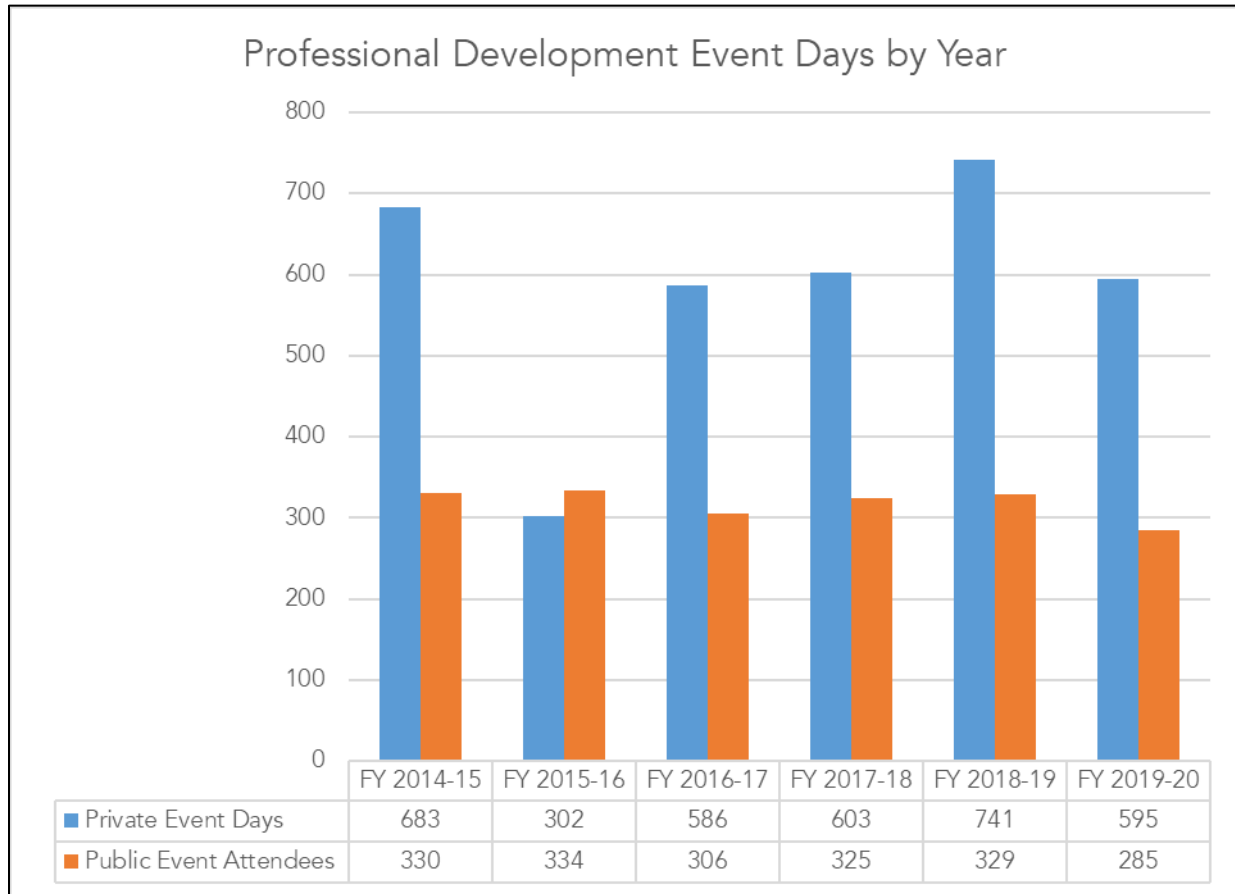
Staff

31 full-time

3 part-time

Non-Credit Professional Development

Number of Events and Annual Attendees



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

Because the IIRP offered online professional development starting in Summer 2020, trainings were accessible to more learners from areas previously not served. In 2019-20 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, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming, and Washington, DC.

- 6 Canadian provinces: Alberta, British Columbia, Northwest Territories, Nova Scotia, Ontario, and Quebec
- 6 other countries: Bermuda, Brazil, Germany, Hungary, Mexico, and the United Kingdom.

IIRP Partner Organizations

As of September 1, 2020, the IIRP recognized 8 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.

Eigen Kracht (Netherlands)

Eigen Kracht is a non-governmental social service agency in Amsterdam, Netherlands. They thrive 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 is key for one's well-being, LCCS engages individuals, families and the community to build connectedness and strengthen and restore relationships by creating new experiences through restorative conversations. LCCS works with a wide range of stakeholders, including the 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 fulltime. 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. With a focus on Indigenous communities and responding to the Truth and Reconciliation Commission of Canada Calls to Action. 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.