

IIRP Factbook

2020-21 Academic Year



 **International Institute
for Restorative Practices**

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General Information

All data as of September 1, 2021.

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.

Our Work

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

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

Consulting — We deliver strategic consulting that leverages our relational expertise.

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

History

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

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

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

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

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

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 starting with the Summer Term in June to an academic year which starting 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 2020-21 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

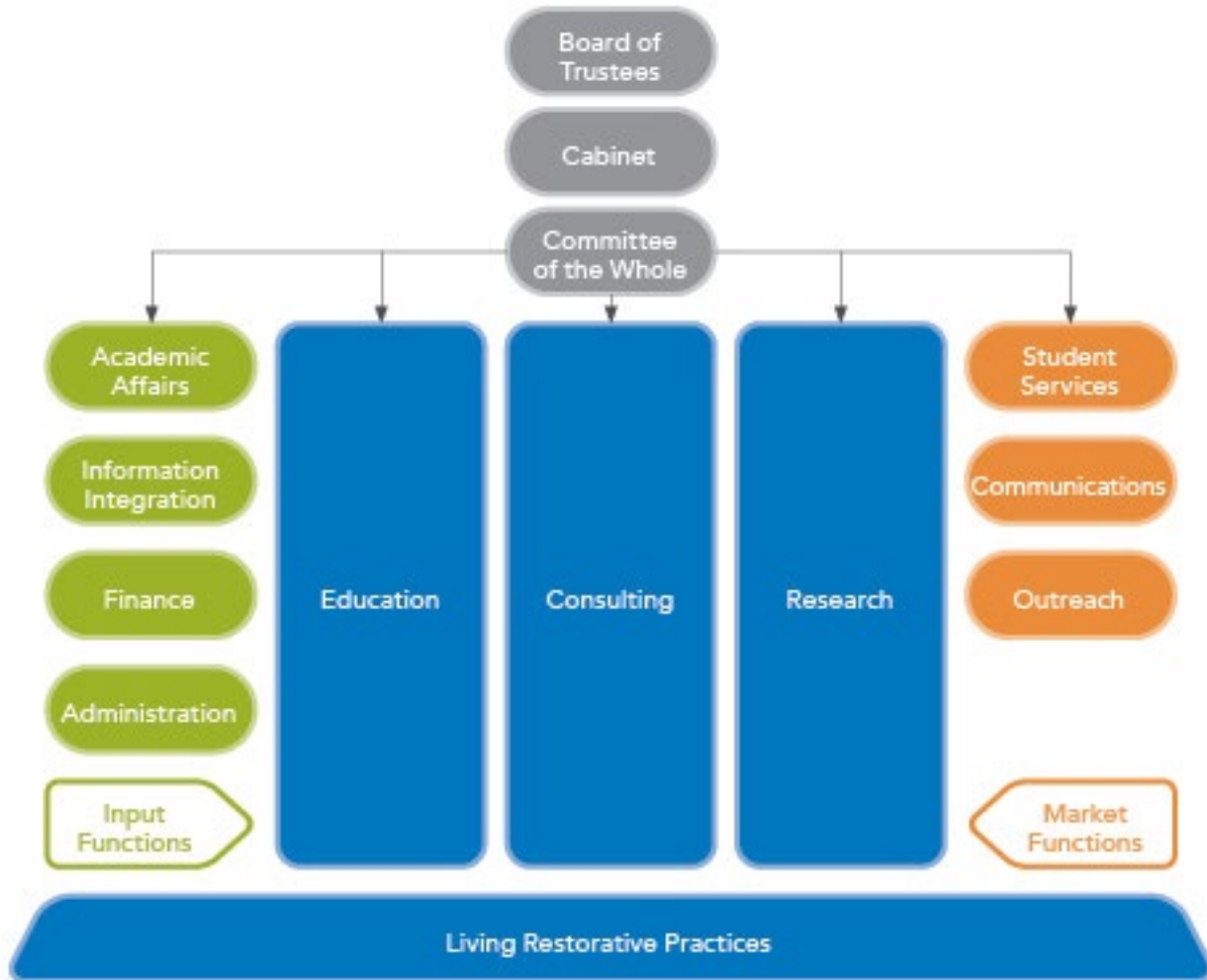
Stijn Deprez

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



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	Steven Grieger	Marketing Director
Craig Adamson	Provost	Mary Jo Hebling	Dean of Continuing Education
Linda Kligman	Vice President for Administration	Keith Hickman	Executive Director of Collective Impact
Robin Bell	Chief Financial Officer	Jamie Kaintz	Dean of Student Services
Gina Abrams	Director of Research and Program Evaluation and Associate Professor	Zeau Modig	Librarian
Borbála Fellegi	Assistant Professor	Fernanda Rosenblatt	Assistant Professor
		Frida Rundell	Professor
		Elizabeth Smull	Lecturer

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. Our students' learning process is measured in every course, to ensure we serve our mission. Students will find that each course has a learning outcome and objective, linked with program goals, institutional learning goals, institutional goals and the mission.

Institutional Learning Goals

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

Master of Science in Restorative Practices

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

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

Program Goals

1. Explain foundational principles of restorative practices.
2. Apply conceptual and analytical skills in evaluating the links among practice, systems, and policy issues.
3. Demonstrate the ability to improve professional skills through self-reflection.
4. Develop knowledge and skills to work with culturally and socially diverse populations in local and global contexts through a restorative practices frame.
5. Apply critical thinking skills to an issue and determine a restorative approach.
6. Demonstrate proficiencies in information literacy.
7. Thesis Option only: Design a research study to advance the field of restorative practices.

Non-Degree Graduate Certificate in Restorative Practices

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

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

Curricula Overview

Master of Science in Restorative Practices (30 credits)

Required Courses (12 credits)	Credits
RP 500 (blended) Basic Restorative Practices	3
OR	
RP 504 (online) Foundations of Restorative Practices	3
AND	
RP 525 (online) Restorative Practices in Action	3
RP 610 (online) Evaluation of Research	3
RP 699 (online) Integrating Seminar	3

Plus 18 additional elective course credits, coherent with the intentions of the curriculum, approved in consultation with a graduate advisor and upon approval by the faculty.

Master of Science in Restorative Practices **Total 30**

Master of Science in Restorative Practices with Thesis Option (30 credits)**Required Courses (12 credits)****Credits**

RP 500 (blended) Basic Restorative Practices	3
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OR

RP 504 (online) Foundations of Restorative Practices	3
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AND

RP 525 (online) Restorative Practices in Action	3
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RP 610 (online) Evaluation of Research	3
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RP 680 (online) Designing Restorative Practices Research	3
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RP 685 (online) Data Analysis for Restorative Practices Research	3
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RP 699 (online) Integrating Seminar	3
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RP 707 (online) Thesis Seminar	0
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Plus 12 additional elective course credits, coherent with the intentions of the curriculum, approved in consultation with a graduate advisor and upon approval by the faculty.

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 (blended) Basic Restorative Practices

3

OR

RP 504 (online) Foundations of Restorative Practices

3

AND

RP 525 (online) Restorative Practices in Action

3

Plus 6 additional elective course credits, coherent with the intentions of the curriculum, approved in consultation with a graduate advisor and upon approval by the faculty.

Graduate Certificate in Restorative Practices**Total 12**

Course List

Foundational Required Courses for all Programs

Credits

RP 500 (blended)	Basic Restorative Practices	3
RP 504 (online)	Foundations of Restorative Practices	3
RP 525 (online)	Restorative Practices in Action	3

General Electives

RP 506 (online)	Restorative Practices: The Promise and the Challenge	3
RP 517 (online)	Restorative Approaches to Leadership	3
RP 532 (blended)	Aggression Replacement Training®: Behavioral Interventions that Work	3
RP 541 (blended)	IIRP World Conference	3
RP 550 (online)	Transforming Relational Harm	3
RP 556 (online)	Restorative Practices for Community Health and Well-Being	3
RP 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 680 (online)	Designing Restorative Practices Research	3
RP 685 (online)	Data Analysis for Restorative Practices Research	3
RP 694 (ind. study)	Directed / Independent Study	3
RP 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)	Integrating Seminar	3

Master of Science Degree with Thesis Option Required Courses (6 Credits)

RP 680 (online)	Designing Restorative Practices Research	3
RP 685 (online)	Data Analysis for Restorative Practices Research	3
RP 701 (online)	Thesis Seminar	0

AY 2020-21 Annual Student Data

Enrollment Information

Enrollment by Year

	2016-17	2017-18	2018-19	2019-20	2020-21
Credit Hours	1,179	1,200	1,437	1,818	2,013
FTEs	49.1	50.0	59.9	75.8	83.9
Unduplicated Headcount	191	222	255	277	291

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

Enrollments by Term

	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
2020-21 Enrollment		185	180	174	539

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

First Term Cohort by Term

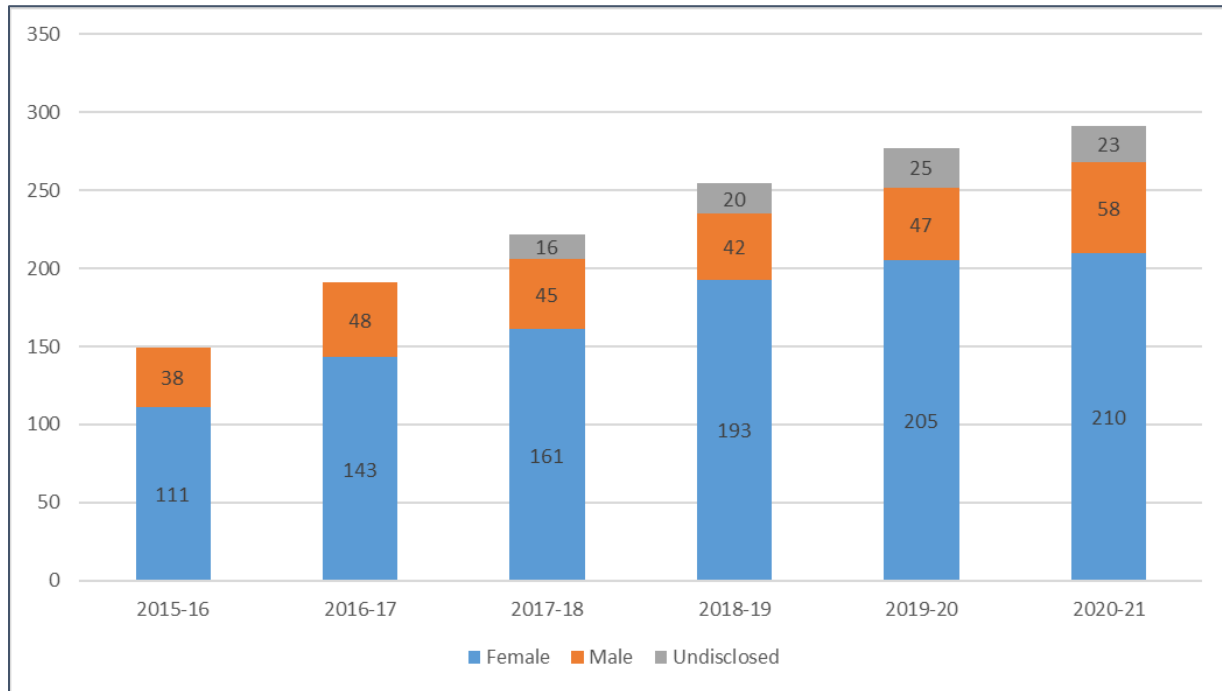
	Summer	Fall	Spring	Summer	Total
2012-13 Cohort	12	11	21		44
2013-14 Cohort	10	17	17		44
2014-15 Cohort	21	25	18		64
2015-16 Cohort	24	43	23		90
Summer 2016	27				-
2016-17 Cohort		46	21	22	89
2017-18 Cohort		47	35	26	108
2018-19 Cohort		45	40	35	120
2019-20 Cohort		49	31	47	127
2020-21 Cohort		36	31	42	109

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
2020-21 MS Admissions	57

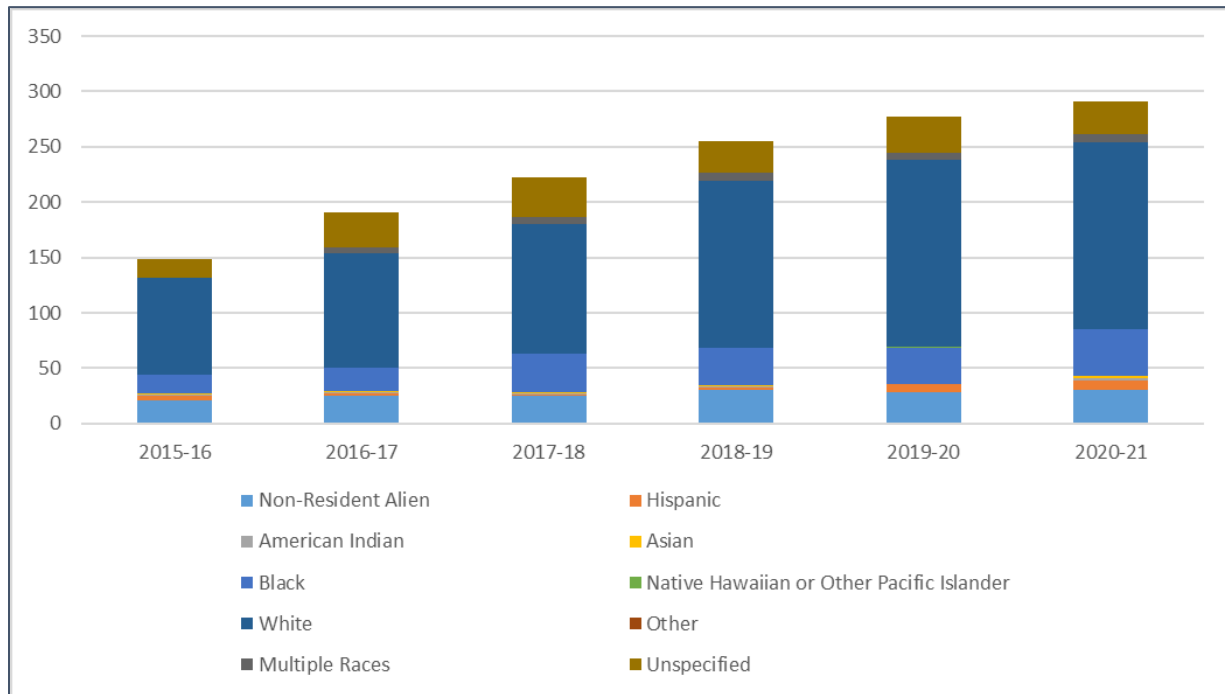
Unduplicated Headcount

Unduplicated Headcount by Gender



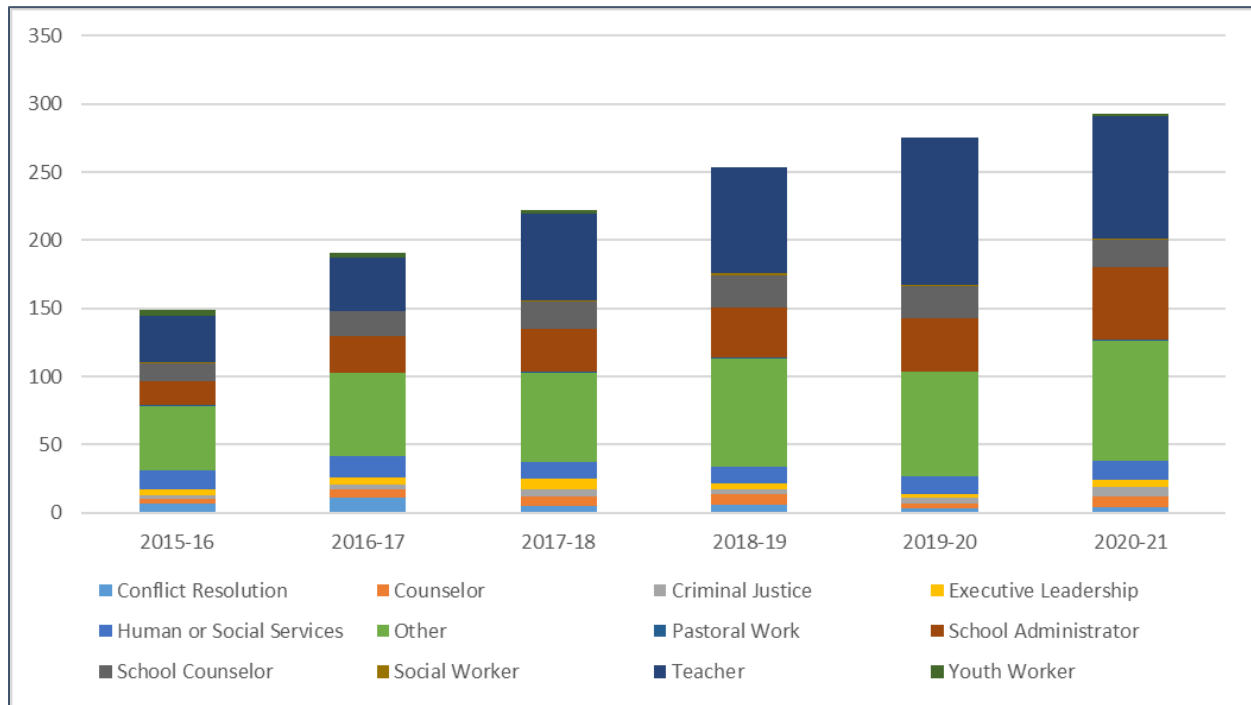
Gender	AY 2017-18		AY 2018-19		AY 2019-20		AY 2020-21	
Female	161	63.14%	193	75.69%	205	74.01%	210	72.16%
Male	45	17.65%	42	16.47%	47	16.97%	58	19.93%
Undisclosed	16	6.27%	20	7.84%	25	9.03%	23	7.90%
Total	222		255		277		291	

Unduplicated Headcount by Race & Ethnicity



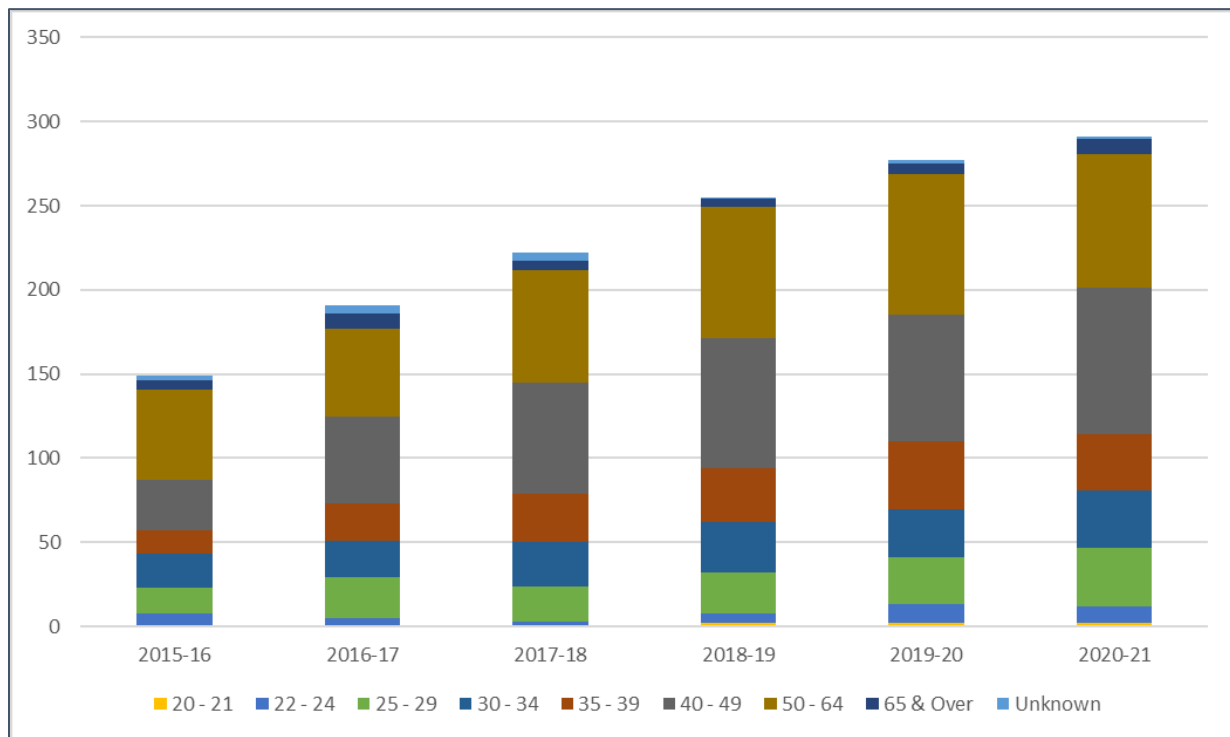
Race / Ethnicity	AY 2017-18		AY 2018-19		AY 2019-20		AY 2020-21	
Non-Resident Alien	25	9.80%	30	11.76%	28	10.11%	30	10.31%
Hispanic	1	0.39%	2	0.78%	8	2.89%	9	3.09%
American Indian	1	0.39%	2	0.78%	0	0.00%	2	0.69%
Asian	1	0.39%	1	0.39%	0	0.00%	2	0.69%
Black	35	13.73%	33	12.94%	32	11.55%	42	14.43%
Native Hawaiian or Other Pacific Islander	0	0.00%	0	0.00%	1	0.36%	0	0.00%
White	117	45.88%	151	59.22%	169	61.01%	169	58.08%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Multiple Races	6	2.35%	8	3.14%	6	2.17%	7	2.41%
Unspecified	36	14.12%	28	10.98%	33	11.91%	30	10.31%
Total	222		255		277		291	

Unduplicated Headcount by Occupation



Occupation	AY 2017-18		AY 2018-19		AY 2019-20		AY 2020-21	
Conflict Resolution	5	1.96%	5	1.96%	3	1.08%	4	1.37%
Counselor	7	2.75%	7	2.75%	4	1.44%	8	2.75%
Criminal Justice	5	1.96%	5	1.96%	4	1.44%	7	2.41%
Executive Leadership	8	3.14%	8	3.14%	3	1.08%	5	1.72%
Human or Social Services	12	4.71%	12	4.71%	13	4.69%	14	4.81%
Lawyer / Legal Work	0	0.00%	1	0.39%	2	0.72%	0	0.00%
Other	66	25.88%	66	25.88%	77	27.80%	88	30.24%
Pastoral Work	1	0.39%	1	0.39%	0	0.00%	1	0.34%
School Administrator	31	12.16%	31	12.16%	39	14.08%	53	18.21%
School Counselor	20	7.84%	20	7.84%	23	8.30%	20	6.87%
Social Worker	1	0.39%	1	0.39%	1	0.36%	1	0.34%
Teacher	64	25.10%	64	25.10%	108	38.99%	90	30.93%
Youth Worker	2	0.78%	2	0.78%	0	0.00%	2	0.69%
Total	222		255		277		291	

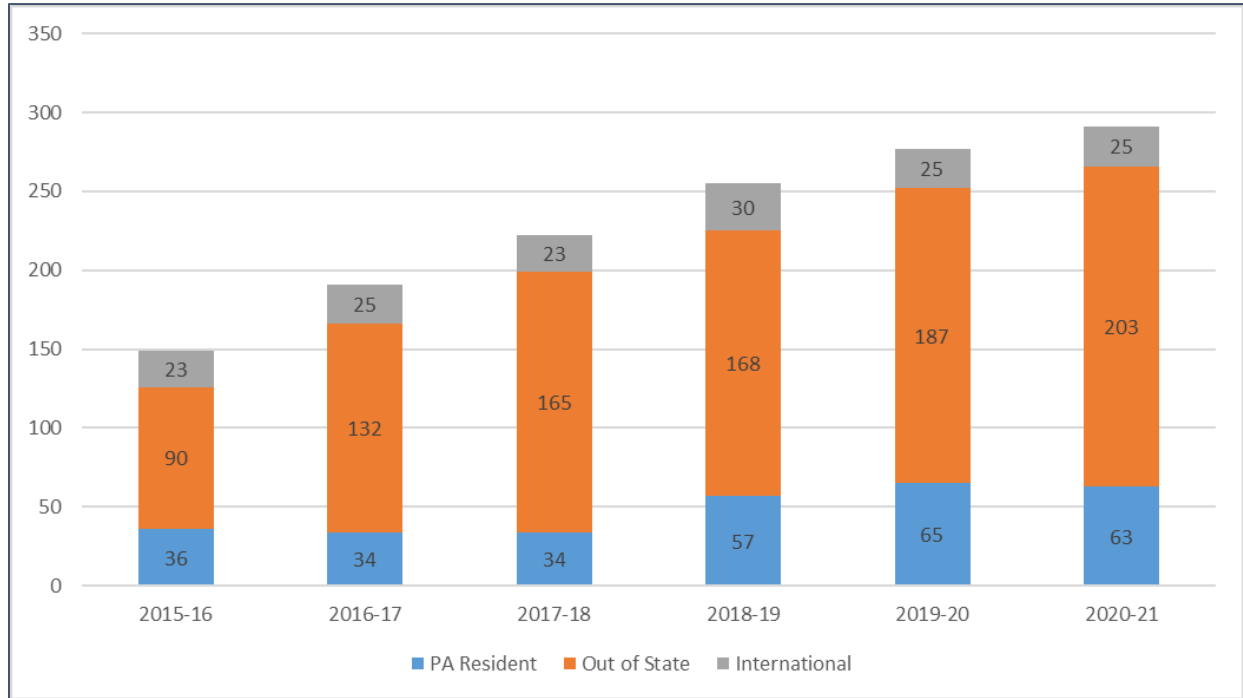
Unduplicated Headcount by Age



Age Range	AY 2017-18		AY 2018-19		AY 2019-20		AY 2020-21	
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%	2	0.78%	2	0.72%	2	0.69%
22 - 24	3	1.18%	6	2.35%	11	3.97%	10	3.44%
25 - 29	21	8.24%	24	9.41%	28	10.11%	35	12.03%
30 - 34	26	10.20%	30	11.76%	29	10.47%	34	11.68%
35 - 39	29	11.37%	32	12.55%	40	14.44%	33	11.34%
40 - 49	66	25.88%	77	30.20%	75	27.08%	87	29.90%
50 - 64	67	26.27%	78	30.59%	84	30.32%	80	27.49%
65 & Over	5	1.96%	5	1.96%	6	2.17%	9	3.09%
Unknown	5	1.96%	1	0.39%	2	0.72%	1	0.34%
Total	222		255		277		291	

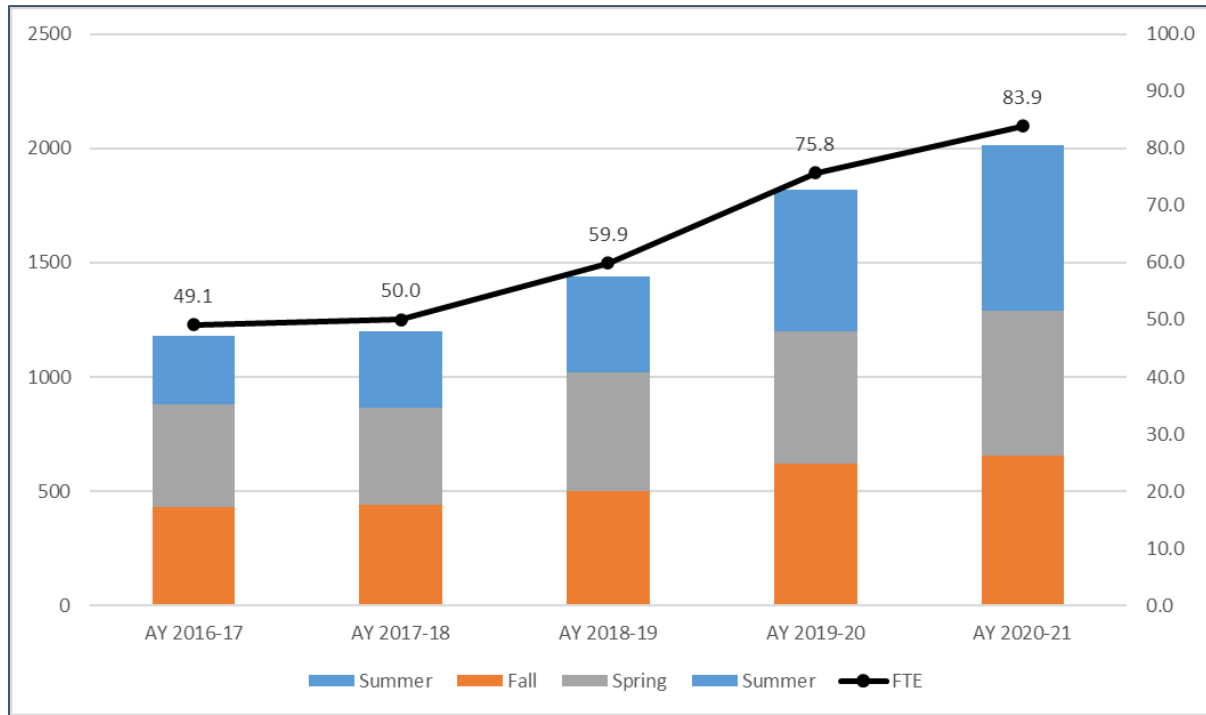
Age is calculated as of the first day of the academic year.

Unduplicated Headcount by Residency



Residency	AY 2017-18		AY 2018-19		AY 2019-20		AY 2020-21	
PA Resident	34	13.33%	57	22.35%	65	23.47%	63	21.65%
Out of State	165	64.71%	168	65.88%	187	67.51%	203	69.76%
International	23	9.02%	30	11.76%	25	9.03%	25	8.59%
Total	222		255		277		291	

Credits by Term



Academic Year	Fall	Spring	Summer	Total	FTE*
AY 2016-17	432	450	297	1,179	49.1
AY 2017-18	438	426	336	1,200	50.0
AY 2018-19	501	519	417	1,437	59.9
AY 2019-20	618	582	618	1,818	75.8
AY 2020-21	657	633	723	2,013	83.9

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

Graduation Data

Time to Complete Graduate Programs

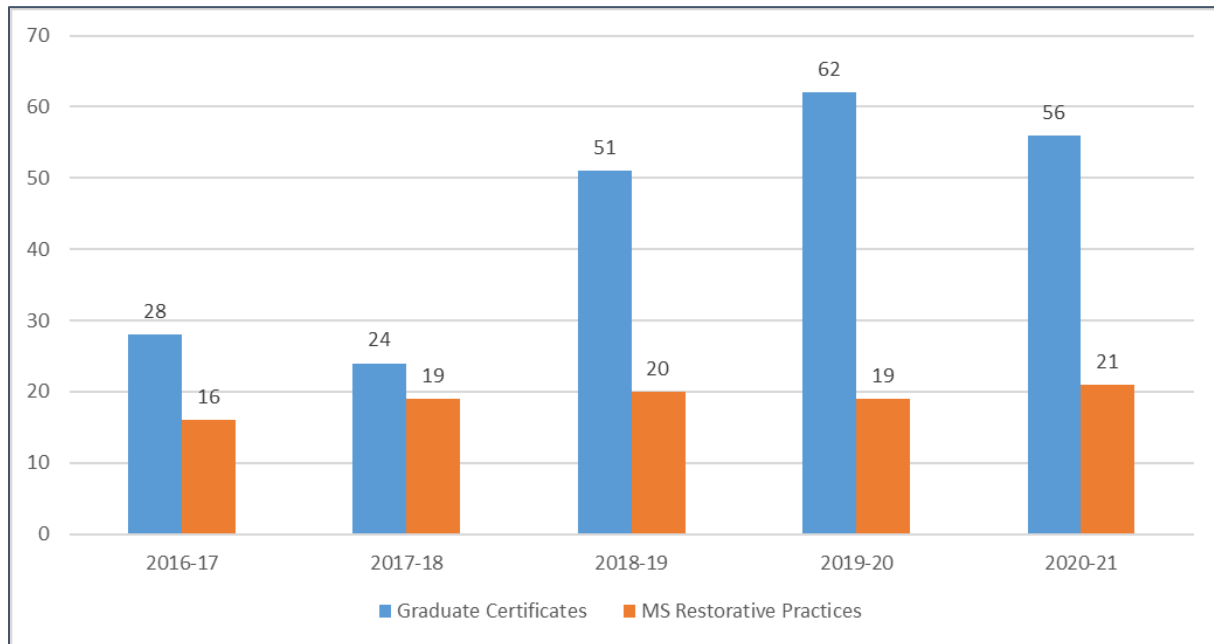
For MS in Restorative Practices, from First Term Enrollment Date

Academic Year of Graduation	Graduates	Average Months to Degree	Months to Degree Range	
			Minimum	Maximum
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
2020-21	21	37.19	17	69
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
2020-21	21	30.71	13	72
Grand Total	101	26.58	10	63

Program Completions by Academic Year



Academic Year	2016-17	2017-18	2018-19	2019-20	2020-21
Graduate Certificates	28	24	51	62	56
MS Restorative Practices	16	19	20	19	21
Total	44	41	71	81	77

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/about/higher-education-opportunity-act-consumer-information#safety-and-security-student-right-to-know>. This information is provided in compliance with Pennsylvania Act 73, the Federal Student Right-to-Know, the Crime Awareness and Campus Security Act of 1990, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

Faculty and Staff

As of September 1, 2021

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

Koury Cook, Director of Organizational Development

Moravian College, B.F.A., (Art Education), 2001
International Institute for Restorative Practices, M.S., 2020

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

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BA in English, 2000, Bob Jones University
MA in Teaching, 2006, Grand Canyon University
EdD in Teacher Leadership, 2010, Walden University

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

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Temple University, B.A., Communications and Theater, 1979
International Institute for Restorative Practices, M.S., Restorative Practices and Youth
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Antioch College, B.S., Sociology, 1990

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Lehigh Carbon Community College, A.A., Social Sciences, 2012
Cedar Crest College, B.A., Applied Psychology, 2016
International Institute for Restorative Practices, M.S., Restorative Practices, 2021

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Drexel University, B.S., Civil Engineering/Applied Technologies, 1991
International Institute for Restorative Practices, M.S., Restorative Practices, 2015
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University of Western Ontario, B.A., Honours History, 1983
Queen's University, B. Ed., 1984
Brock University, M.Ed., Leadership and Administration, 2018

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

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Stockton State College, B.A., Historical Studies, 1981
Rutgers University, Information and Library Studies, M.L.S., 1985

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Oxford University, PhD, Criminology, 2014

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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

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

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

Robin Bell, Chief Financial Officer

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

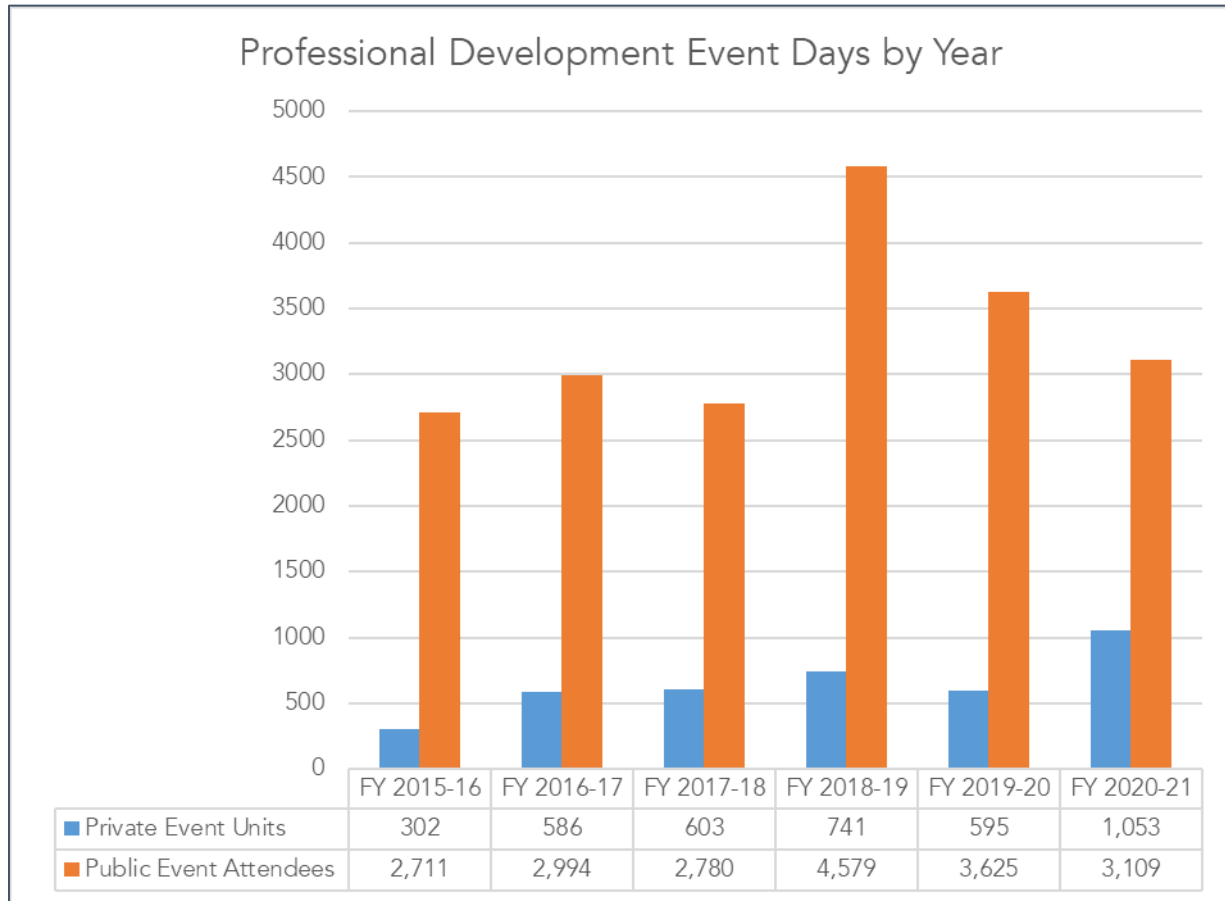
Staff

38 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:

- 48 U.S. states: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming, and Washington, DC.

- 5 Canadian provinces: Alberta, British Columbia, Northwest Territories, Ontario, and Saskatchewan.
- 21 other countries: Antigua, Australia, Belgium, Bermuda, Brazil, China, Colombia, Costa Rica, Hungary, India, Jamaica, Kuwait, the Netherlands, New Zealand, Republic of Korea, Saint Lucia, Senegal, Spain, Trinidad & Tobago, the United Arab Emirates, and the United Kingdom.

IIRP Partner Organizations

Black Family Development (USA)

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

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

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

Designed Learning (USA)

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

Eigan Kracht (Netherlands)

Eigan 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 are 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.