

RESTORATIVE WORKS

2021 YEAR IN REVIEW

A VISION FOR THE FUTURE



Graduate School

ON THE HORIZON

Consulting Division Improves Workplace Cultures

IMPACTING K-12

Helping Educators Challenge Racism

RESTORATIVE WORKS

2021 YEAR IN REVIEW

TABLE OF CONTENTS

1 FROM THE PRESIDENT

A Vision for the Future

2-4 GRADUATE SCHOOL NEWS

New Thesis Option Expands Research Capacity

Alumni and Students Make a Global Impact

2021 Graduates

2021 Scholarship Recipients

4 IMPACTING HIGHER EDUCATION

Ongoing Learning Collaborative

Inspires Innovation

5 ON THE HORIZON

New IIRP Consulting Division Improves
Workplace Cultures

New Conversations, New Directions

6-7 IMPACTING K-12

New Resources for Educators

Helping Educators Challenge Racism

8 IMPACTING YOUTH AND FAMILIES

Providing Space for Change

9 GRATITUDE

Acknowledging Generosity

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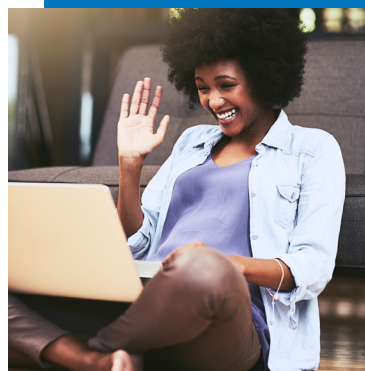
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A VISION FOR THE FUTURE

A MESSAGE FROM OUR PRESIDENT

Having just marked our first 20 years, the IIRP Graduate School faces great horizons. To set our sails for 2025, we mapped a course through a participatory strategic planning process that involved stakeholders in designing a future that anchors the IIRP in the world of higher education.

Our Strategic Plan is built upon a foundation of living restorative practices, by which we model a relational approach and honor human dignity in all that we do.

And it's working. We've grown our graduate school more than 50 percent during the past five years, from 191 to 291 students in 2021!

We will continue to provide advanced and transformational educational experiences both at the graduate school level and through our professional development. We have piloted a Consulting division to leverage our relational expertise that helps organizations put people and relationships first. Through our research endeavors, we generate and disseminate knowledge regarding the influence of relationships on social health.

The IIRP Graduate School, our alumni, and our extended community of partners and friends are rapidly expanding the scope of this work. In order to advance our mission, we are committed to:

- **Act nimbly.** We encourage creativity by moving quickly and taking risks that often defy conventional wisdom.
- **Work boldly.** We create the capacity to mount projects that are unique, scalable and relevant.
- **Share openly.** We influence through generosity to accelerate the advancement of social health.
- **Reach globally.** We include key stakeholders whose diverse knowledge and experience are critical to driving progress.

In a world where complexity and uncertainty are the new normal, our strategic vision provides real solutions to today's challenges and readies us for what comes next.

Please enjoy reading about examples in this magazine of students, alumni, faculty and our community who are influencing social change and broadening the field of restorative practices. Thanks to all of you for all the ways you continue to support our collective efforts.



John W. Bailie, Ph.D.
President



NEW THESIS OPTION EXPANDS OUR RESEARCH CAPACITY



Graduate students are invited to expand our field of knowledge. This summer IIRP Graduate School launched a thesis option open to students and alumni of our Master of Science in Restorative Practices, providing an opportunity to conduct and publish research in the restorative practices field.

To help facilitate the program, IIRP Assistant Professor Fernanda Fonseca Rosenblatt, Ph.D., has been appointed a full-time faculty member and will serve as Faculty Advisor for students choosing the thesis option.

Fernanda completed her doctorate at Oxford University and has been a Professor of Law at the Catholic University of Pernambuco — UNICAP (Brazil). She has researched

restorative justice community processes in the U.K. and the potential for restorative processes in domestic violence cases in Brazil. Fernanda is in a unique position as both the Faculty Advisor for the IIRP and as an Associate Book Review Editor for the *International Journal of Restorative Justice* to support students on their path to publication.

Students in the program have access to the international pool of IIRP faculty and will be supported to connect with faculty from other institutions whose research interests and expertise align.

To prepare for the thesis, students complete research requirements as part of their course of study. Upon approval, student-selected advisors support the student through their research, which takes about one year from the initial design phase and research through writing and defense.

ALUMNI AND STUDENTS MAKE A GLOBAL IMPACT



ARTI MOHAN, '19

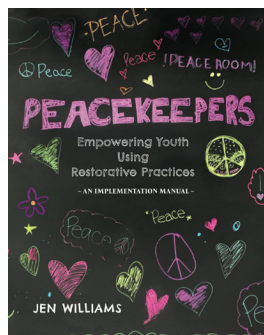
IIRP alumna Arti Mohan, '19, is the Restorative Justice Program Officer at the Counsel to Secure Justice (CSJ) in India, which provides healing and pathways to justice for communities affected by gender-based harm, including training in restorative circles

across the country, and in the past year began offering restorative experiences to frontline workers and organizations.

Since 2016 she has been designing and implementing a restorative justice pilot program that provides restorative spaces and experiences for children in conflict with the law or otherwise in need of care. The program has gone from incubating ideas to implementing tangible processes for adults and children across many states in India. "We've tried to interweave an approach of child rights, social-emotional learning, and trauma-informed practice in all our restorative work," Arti says.

Arti is hopeful for the future of this work. She aspires to help expand the reach of restorative practices, not just geographically but through thoughtfully intersecting with related fields. By these means she hopes to provide communities with spaces that are truly equitable, anti-oppressive and trauma-informed.

The value of Arti's work extends beyond India. She recommends that practitioners around the world remember that "it is important to render culturally appropriate restorative spaces." Arti feels that engaging in a global view of restorative justice practices will help expand the science and create a stronger global community.



JEN WILLIAMS, '16

Congratulations to IIRP alumna Jen Williams on the release of her publication, *Peacekeepers: An Implementation Manual for Empowering Youth Using Restorative Practices*.

This workbook is a grab-and-go for those working with youth and conflict, complete with

implementation plans and skills that can be applied immediately. Conceived during her capstone course in the IIRP Graduate School and developed over the course of more than five years, *Peacekeepers* positions youth as the experts of their own story. Children are part of the solution, mediators of their own feelings and actions; the text provides tools to empower and encourage them.

Included in the book are sample forms, assessments, evaluations, organizational tools, and QR codes to directly access cited articles. This text can be used in any education setting, faith-based organization or youth-centered initiative.

Notably, in the corner of each page there is the image of a caterpillar through its various stages of becoming a butterfly. From learning to planning to implementation, the reader knows where they are in the process as they change and grow along with the caterpillar!

The cover of Peacekeepers is adorned with drawings made by Jen's students, an expression of their part in the creation of this book.

KAILANI CAPOTE 2021 IMPACT SCHOLARSHIP RECIPIENT



Kailani Capote, the IIRP Graduate School's 2021 Impact Scholarship recipient, had been working to build her capacity for restorative action for several years. But when the pandemic hit, she found her work immediately relevant to address calls for support and dialogue in New York City.

"I started off by offering community building circles for whoever wanted to talk about the pandemic. People were asking, 'Where do we go from here?'" explains Kailani.

After George Floyd's murder and the historic protests it inspired, various communities in upper Manhattan reached out to the New York Peace Institute, where Kailani has worked for four years. She ended up facilitating numerous conversations about racism and the harms it causes.

In one incident, the conversations addressed people's outrage when they feared a noose had been hung in a nearby park to intimidate black residents. She also facilitated a restorative conference for a housing community that wanted to address a racial interaction that happened five years ago, which came to the surface in conjunction with the rise of the Movement for Black Lives.

The New York Peace Institute is the community dispute resolution center for Manhattan and Brooklyn, a decades-old statewide program that has offered mediation services for both civil and criminal justice matters. As the only person on her team trained in restorative practices, Kailani finds her experience increasingly in demand.

"I was trained in restorative practices and started out working full-time in a school to help with implementation," she says. "I also knew I really wanted to understand the foundation of restorative practices and learn as much as I could."

Kailani enrolled in the IIRP Graduate School Master of Science in Restorative Practices program, and this spring she was awarded an Impact Scholarship.

Lecturer Elizabeth Smull comments, "Kailani's work has immediate relevance to some of the most pressing concerns facing communities stemming from racism, the pandemic and policy."

The Impact Scholarship is a full-tuition scholarship awarded each year to a student who demonstrates an ability to make an impact in their community.



Kailani, right, with a group of middle schoolers from Genesee Community Charter School. They came to the Peace Institute in 2020 to learn about how restorative justice could support changes to their school's outdated discipline policies.

CONGRATULATIONS TO OUR 2021 GRADUATES!

Natalie Abinante, California

Anne Ainsworth, New South
Wales, Australia

Karen Brohart, Ontario, Canada

Abigail Clough, Ohio

Garolyn Cornelius Hector, Antigua

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Donovan Robinson, Illinois

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Dax Torres, Pennsylvania

Mijana Trifkovic, Pennsylvania

Brittany Williams, Pennsylvania

Megan Wimpelberg, Tennessee

JAMES MUREITHI RECIPIENT OF SHAWN SUZCH SCHOLARSHIP

James Mureithi, founder and executive director of Youth Promise Centre Kenya, has been awarded the Shawn Suzch scholarship. The Centre is associated with Urban Promise International, a Christian-based youth development organization that serves vulnerable children and teens in under-resourced communities around the world. Located at Embu at the foot of Mount Kenya in Kenya, Africa, the Youth Promise Centre focuses on training in computer literacy, basic life skills, leadership and entrepreneurship for young people, ranging from middle schoolers to post-college graduates. The programs empower students to develop their individual interests and talents to help them realize their potential and that of their community.

As a result of his studies, James has taken steps to implement restorative techniques at the Centre. He uses circles to onboard new students and staff, giving them an opportunity to express their goals and interests. When students commit infractions that formerly led them to being removed from the Centre, they now are invited to participate in restorative circles or conferences that allow them the space to express what is happening in their lives and make changes. These practices have reduced the number of expulsions and created a more open and trusting relationship with students.



James believes restorative practice is all about establishing good relationships. He views his investment in a degree from the IIRP Graduate School as an opportunity to gain and practice skills that directly enhance his students' experiences at the Centre. He hopes to impart the skills he learns to his staff, so they in turn can help foster a restorative community culture and grow the roots of restorative practices in Kenya.

The Shawn Suzch scholarship, made possible by a generous legacy donation from Katie Kyndely, is awarded each year in memory of Shawn Suzch, a young man who overcame adversity with courage and determination and gave his life for his country.

IMPACTING HIGHER EDUCATION

ONGOING LEARNING COLLABORATIVE INSPIRES INNOVATION



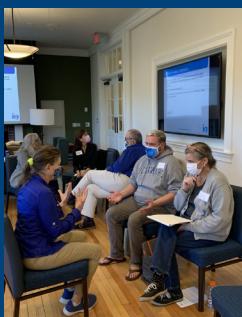
The IIRP Graduate School is three years into its novel research with the Restorative Practices in Higher Education Learning Collaborative led by IIRP Director of Research and Program Evaluation and Associate Professor Gina Baral Abrams, Dr. P.H. Participants in the study set out to determine how they can create supportive environments that facilitate well-being by prioritizing and strengthening the social determinants of health, including a sense of community, social connectedness, belonging and collective efficacy.

This year the Learning Collaborative has inspired the creation of a new IIRP professional development event, Reimagining Campus Community

with Restorative Practices. The inaugural event was facilitated by IIRP Lecturer Beth Smull, M.R.P.Y.C., and a Collaborative participant, Kaleigh Mrowka, M.S., from University of Maryland, College Park. The event, like the Learning Collaborative itself, is sure to see change and transformation as the needs and challenges of higher education leadership evolve.

Gina, supported by members of the Learning Collaborative, will present at the 2022 Annual NASPA Strategies Conference in Boston, Massachusetts. In a panel format, members of the Collaborative will discuss the need to be intentional in creating a restorative framework for leadership and how to create and manage influence around campus.

"This project is ongoing and evolutionary," Gina comments. "It was created in the spirit of co-creation through a restorative lens. The unification of community health and restorative pathways has always been the goal. It has done, and continues to do, exactly that!"



NEW IIRP CONSULTING DIVISION IMPROVES WORKPLACE CULTURES



Pressures on corporations, especially as they emerge from the pandemic, have left workforces feeling a lack of healthy relationships and lack of trust in leadership. Successful organizations will be those that excel at building strong bonds in addition to organizing technically

and financially. The IIRP Graduate School has launched a new Consulting division to leverage the “science of relationships and community” to help organizations improve culture, leadership and relational competencies.

“The most visionary organizational leaders are recognizing that the new climate they find themselves in demands a strategy for building a healthy culture for staff that matches and enhances their other forms of strategic planning,” comments IIRP President John Bailie, Ph.D.

IIRP alumnus Koury Cook, M.S., '19, now serves as IIRP Director of Organizational Development and is leading

the formation of the division. Our consulting team has decades of experience teaching practical human relationship skills, leadership development, and how to align strategic initiatives with stakeholders. From the c-suite to entry-level staff, the team is helping Fortune 500 companies and community-based cultural and educational institutions build the needed skills to promote community growth and human dignity.

Koury is pleased by the response to the services we are offering. “One company told us they are addressing internal challenges in ways they couldn’t imagine before we worked with them,” says Koury.

He adds, “The relational skills needed to move beyond the challenges of pre-pandemic behavior and into the 21st century are clear. These skills were once a ‘nice to have,’ but they are now needed as the driving force to re-create community within any organization.” He looks forward to making these services more widely available in early 2022.

NEW CONVERSATIONS, NEW DIRECTIONS

In remote Northern Ontario, Canada, travel can be challenging and prohibitive due to distance and expense. However, virtual communications, which became so prominent during the pandemic, opened up new ways for professionals there to connect and learn from one another.

Led by new director, Pat Lewis, IIRP Canada offered virtual circles online for a team of eight physicians to demonstrate how they could form a more cohesive team. During one meeting, the physicians shared with one another feedback they received from a recent evaluation. They then asked one another for support to address their professional goals.

Pat became Director of IIRP Canada just a few short months into the 2020 Covid-19 lockdown. A former school administrator, she says the sudden widespread use of virtual meeting platforms was an unexpected boon for the IIRP Graduate School affiliate. It has allowed the organization to extend its reach and move into new areas.

In the Northwest Territories, IIRP Canada is working with the Human Rights Commission to incorporate restorative practices into the complaint process. Instructors provided one-on-one and group coaching for people across the territory who were doing similar work but had never before had the opportunity to meet one another — in this case virtually! Pat also facilitated a remote restorative conference to achieve a resolution between an individual

and an organization, which included financial restitution as well as emotional healing.

In schools, virtual training has also provided flexibility and accessibility. IIRP Canada now works with French language schools, which in Ontario are spread out over a wide area. Materials and books have been translated into French, and a bilingual instructor has begun delivering training and coaching to schools in Ontario and elsewhere.

“We are uniquely positioned to support local partners to do really impressive work,” explains Pat. For example, St. Leonard’s Community Services, a large social services agency based in London, Ontario, (which also happens to be Pat’s hometown) has developed their capacity in-house to train their staff in restorative practices for use with local schools and clients. Now, St. Leonard’s CEO has set the goal to implement the practices among organizational leaders and staff.

“We have places and people to engage with, and there’s such good energy,” concludes Pat. “The future looks bright!”



NEW RESOURCES FOR EDUCATORS

INTENTIONAL CLASSROOM ENGAGEMENT BY CRAIG ADAMSON, PH.D.



Intentional Classroom Engagement by IIRP Provost and Associate Professor Craig Adamson, Ph.D., is the premier workbook in the IIRP Graduate School's new Advanced Practitioner Series. The book helps restorative practitioners proactively build better relationships with their students, families and school

communities. Craig shares over 25 years of experience to help readers create a thriving learning community, virtually or on-site.

Supported by a growing body of research that informs restorative practitioners, Craig speaks to issues such as tone, mindset, and the value of silence and critical voices. He also addresses bullying, violence and reintegration. Each chapter includes individual and group exercises to increase awareness and build skills, as well as highlighted resources to consult.

Pamela Randall-Garner, Senior Staff Advisor of CASEL (Collaborative for Academic, Social, and Emotional Learning) calls the book "A welcome and practical guide for educators looking for that 'go to' resource to build community in their classroom, school and district."

Craig and Lecturer Kevin Jones, '17, led a successful workshop demonstrating ways the book can be used by educators to dive deeper into the topics covered. Many school districts are using the book as part of their plan to implement restorative practices.

The Advanced Practitioner Series is a workbook series supporting restorative practitioners in a variety of fields. Future workbooks include facilitating conversations about race and managing organizations restoratively.

RESTORATIVE LITERACIES: CREATING A COMMUNITY OF CARE IN SCHOOLS BY DEBORAH WOLTER



The IIRP Graduate School co-published *Restorative Literacies: Creating a Community of Care in Schools*, by Deborah Wolter, with Teachers College Press of Columbia University.

Deborah offers an innovative approach to the complex process of learning to read and write by blending extensive

research with a restorative perspective to teaching.

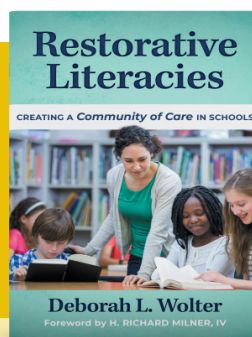
"The basic premise of restorative literacies is how we learn with our readers, not teach to or provide for our readers," Deborah explains. "Both supporting the cognitive processes of reading and writing and embracing the social views of literacies occur in restorative literacies. Restorative literacies require parents, caregivers, mentors and educators to be incredibly reflective of the ethnocentrism and diversity surrounding them in order to build a village of learners of literacies."

With 30 years of experience in education, Deborah shows in the book how to build and strengthen positive relationships between readers' backgrounds and perspectives; their various skills, proficiencies and fluencies; the multiple texts they encounter; and the authors of such texts. She merges multiple literacies with cognitive and metacognitive processes of reading proficiency, fluency, comprehension and writing effectiveness.

IIRP President John Bailie, Ph.D., comments, "Wolter offers educators a definitive deep dive into transforming a classroom into a vital and inclusive space. Through storytelling and empowering the voices of students, *Restorative Literacies* takes restorative practices beyond 'managing' behavior and toward creating classrooms that honor human dignity and the uniqueness of every young person's experience."



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HELPING EDUCATORS CHALLENGE RACISM

Microsoft Educator Center partnered with the IIRP Graduate School to create a free professional development resource for educators seeking to do effective anti-racism work in the classroom. A series of courses for individualized, self-directed learning, the modules can also be worked through by an independent team of educators within a professional learning community.

The Anti-Racism Journey for Educators with Students includes a kit of resources grounded in social and emotional learning and curated by experts in the fields of equity and inclusion, restorative practices and education technology. The course empowers educators to build the knowledge and capability needed to support equity and anti-racism work with students. It can be a first step toward establishing an inclusive, caring classroom where students and teachers feel safe having authentic conversations on social justice topics.

Additionally, the courses are designed as a transformative adult learning experience for colleagues to engage in together. The course provides guidance on how to go through the modules with colleagues in your school or online.

“We could have built this solely as an individual learning experience, as Microsoft Educator Center has done so well in the past,” comments IIRP Executive Director of Collective Impact Keith Hickman. “However, the designers believed it was very critical to provide the opportunity for group learning and accountability.”

“The course uses a restorative framework to help structure the adult learning experience,” continues Keith. “When relationships are built between adult learners, they can hold each other accountable for what it means to do anti-racism education.”

Once educators complete the first four courses on the topics of Identity, Bias, Privilege and Fragility, they gain access to a fifth module of resources to use with students.

Keith emphasizes the importance of the symbiotic relationship between Social Emotional Learning (SEL) and restorative practices:

“The basic competencies developed by SEL — self-awareness, self-management, relationship skills and responsible decision-making — are all supported by being in a restorative environment. Furthermore, the restorative ethos honors each voice and provides a container for challenging and relevant conversations to happen with students, teachers, administrators, families and the surrounding community.”

The group at Microsoft was supported by a team of Innovative Educator Experts. In addition to Keith, the designers included Megan Fuciarelli, Laura Lara-Brady and Ken Shelton.

“The more we normalize discussions about racism, and the more voices and narratives we bring into the classroom, the better,” comments Ken.

Megan concludes, “In partnership with some really great people at Microsoft, we were able to provide tactical solutions so that people who wanted to do the work but didn’t know where to start were able to go through this journey to make that happen.”

Scan to start learning path



PROVIDING SPACE FOR CHANGE

IIRP model program Community Service Foundation (CSF) is always striving to refine its offerings to meet the changing needs of our community. Jerry Bradley, Assistant Director of Community Based Services, says they recently launched a new weekend program for young people on juvenile probation called Citizenship and Social Responsibility (CSR) Weekend Program. Those youth take part in meaningful community service projects in the morning followed by life- and social-skills building exercises such as personal financial literacy, public speaking, study skills, computer skills, and social and digital responsibility. Families are also invited to participate with staff and students to discuss what has been learned.

During the pandemic, demand for Restorative Conferencing Services has grown. Conferencing Services Coordinator Amber Doundas says her team conducted over 60 Family Group Decision Making (FGDM) conferences this year.

Recently Amber facilitated a conference for a 16-month-old child who sustained major injuries along with her mother when they crossed the street and were hit by a car. The mother recognized her misjudgment was a result of her drug addiction and checked herself into a drug rehabilitation center. A conference was held



Under the guidance of art teacher Heather Walter, students at the newly renovated Buxmont Academy Pottstown campus designed a mural depicting the promise and challenge of making life changes!

to bring together their family, including the fathers of the mother's older children. The family successfully found means to care for the hospitalized child as well as her older siblings.

Amber says, "What was so moving was the level of positive support from all sides. Mom was in tears. The family came together. They told her, 'You are a phenomenal mom. We want you to get the treatment you need!'"

In CSF's foster care program, young people are supported by full-time foster parents in three homes. This year two LGBTQ youth successfully completed the program. Plans are in the works to develop traditional foster care options for youth in transition. Few programs in the state accommodate transgender youth, and CSF is considering ways to further meet these young people's needs. One way was through a new summer program developed in partnership with CSF's sister organization, Buxmont Academy.

Buxmont Academy operates five school sites, which also host CSF's after school, weekend and evening programs. Buxmont has plans to launch a new alternative high school in Easton, Pennsylvania, starting early in 2022.

Terri Trotter, Buxmont's Supervisor of Special Education, says the summer program allows students to earn elective credits to help them get back on track. The theme for the program was "Identity Exploration." Students watched and discussed relevant films and took part in community-based instruction, including a ropes course, hikes and visits to Philadelphia historical sites and museums where they learned about "striving for equality." Terri explains, "Our goal was to get our students back to loving learning again!"



Congratulations to Josh Harvey, a 2015 high school graduate of Buxmont Academy's Sellersville campus, who this year graduated from West Chester University with a B.S. in Nutrition. Josh received a Middle Earth Scholarship to help with tuition and costs. He says his college years were "the best years of my life, yet."

THANK YOU!

The IIRP and its consortium of organizations appreciate all gifts, great and small. We want to acknowledge the following donors who gave to the IIRP, Community Service Foundation and Buxmont Academy from September 2020 through October 2021 in support of our work to restore community, including Impact Scholarships.

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