



IIRP Factbook 2010

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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.

History

The International Institute for Restorative Practices (IIRP) grew out of the experience of the Community Service Foundation (CSF) and Buxmont Academy, two Pennsylvania nonprofit organizations that have been providing education, counseling, residential and other services for troubled youth and their families in southeastern Pennsylvania since 1977.

In 1994 the strategies employed by CSF and Buxmont were significantly influenced by a practice developed in New Zealand and Australia, originally called “family group conferencing,” and by the criminal justice reform movement that began in North America called “restorative justice.” CSF and Buxmont integrated those practices and philosophies into their own programs and then developed educational programs, websites, international conferences and publications in support of an emerging discipline that came to be known as “restorative practices.”

The underlying premise of restorative practices is simple: that human beings are happier, more productive and cooperative, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them. Punitive and authoritarian *to* styles or permissive and paternalistic *for* styles are not as effective as restorative and authoritative *with* styles — which encourage democratic participation and responsive leadership. Restorative practices have implications for education, counseling, parenting, social work, criminal justice, organizational management and regulating or managing any social phenomenon.

CSF and Buxmont jointly advanced the new field of restorative practices through the 1990s. In 1999 they decided to create a specialized scientific and educational institution to foster the development of restorative practices. The International Institute for Restorative Practices was incorporated in 2000 as a nonprofit organization in Pennsylvania and soon applied to the Pennsylvania Department of Education to become a specialized graduate degree-granting institution.

For more information, contact Judy Happ, Vice President for Administration, at 215-345-9585.

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http://www.iirp.org/faculty_staff.php

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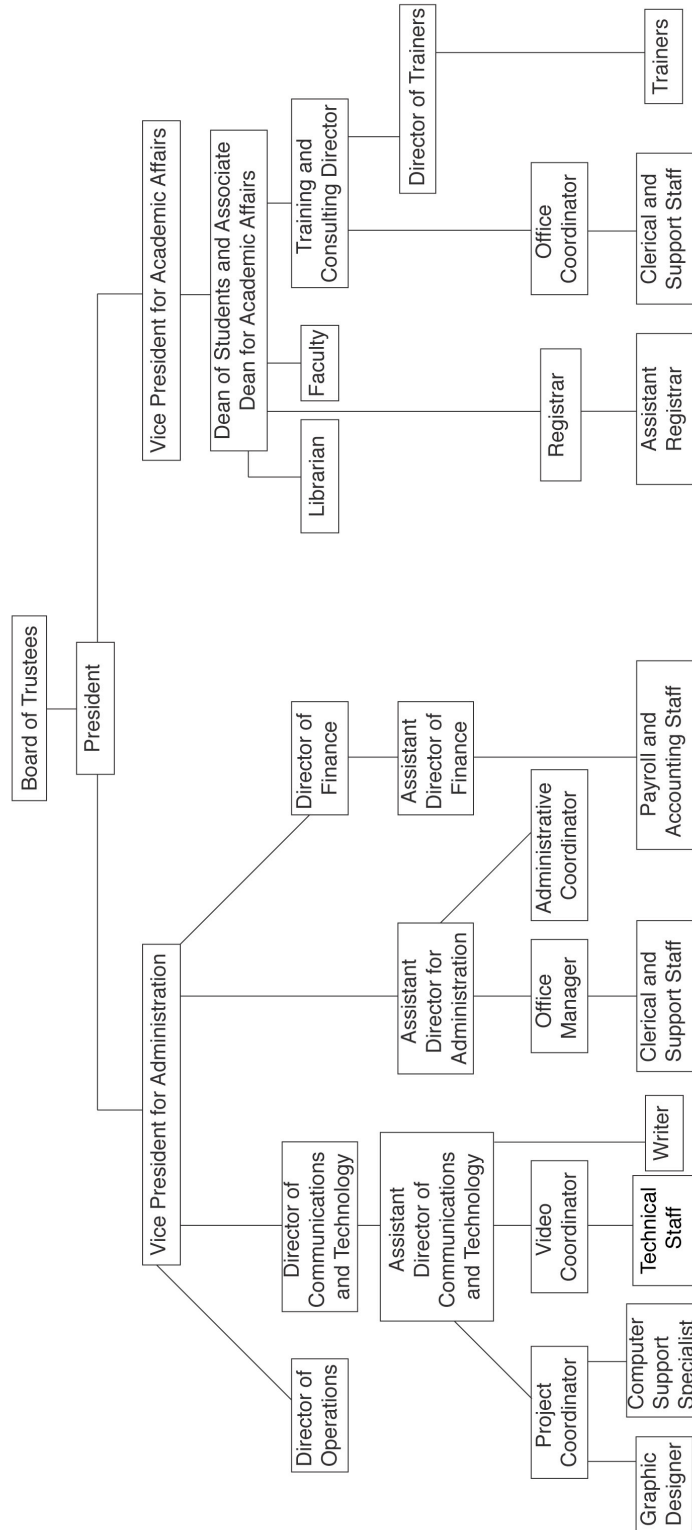
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Board member since 2000
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Organizational Chart

IIRP Organizational Chart



Facilities

IIRP Main Campus, Graduate School Office and Graduate School Bookstore

The IIRP Main Campus is located in the historic district of downtown Bethlehem, Pennsylvania, at 544 Main St., on the corner of Main and Walnut streets.

The IIRP Graduate School office is located at 531 Main St., 1st Floor, Bethlehem.

The online bookstore is located at http://www.iirp.org/books_n_videos_grad.php.

Satellite Classrooms

Lansdale Center, 801 W. 2nd St., Lansdale, Pennsylvania

Woodlyn/Philadelphia Center, 1307 W. MacDade Blvd., Woodlyn, Pennsylvania

Library

The IIRP library is located at 531 Main St., 1st Floor, Bethlehem.

Computers

The library has computer workstations available for student use. Graduate students must have their own personal computer or, at the very least, regular access to computers with internet service and their own personal email addresses.

Parking

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

Students

Enrollment in Academic Year 2009-2010

Total enrollment: 367

1377 credit hours, FTES-143

Unduplicated head count: 217

Fall 2009 Enrollment Data

Gender

- 103 (80.5%) Female
- 25 (19.5%) Male

Gender/Ethnicity (optional student-reported data)

	MEN	WOMEN	TOTAL
American Indian/Alaska Native	0	0	0
Asian	0	0	0
Black	12	35	47
Hispanic	0	1	1
Multiple	0	3	3
Other	0	0	0
White	10	43	53
Unspecified	3	21	24
	25	103	128

Occupation (optional student-reported data)

- 44 Teachers
- 11 School Counselors
- 5 School Administrators
- 3 Criminal Justice Professionals
- 9 Counselors
- 12 Social Workers
- 6 Youth Workers
- 29 Miscellaneous (Adult Literacy Education, Advocate, Anthropologist, Behavioral Therapist, Certified School Nurse, Chaplain Interested, Crisis Counselor/Administrator, Dean Of Students/Mediator High School, Educator, Financial Operations, Healer, House Parent, IIRP Support Staff, Interpreter, Librarian, Management Consultant, Nurse, Occupational Therapist, Residential Counselor & School TSS, Retired Elementary Teacher, School Nurse, Student Advisor, Substitute Teacher, Teacher Assistant/Educational Support, Teacher/Administrator, Trainer/Consultant, Unemployed, Wraparound Coordinator)
- 9 Other/Unspecified

Residence

- 85.2% Pennsylvania
- 14.8% out of state

Age Range

Under 18	0
18-19	0
20-21	0
22-24	5
25-29	11
30-34	14
35-39	14
40-49	30
50-64	50
65 & over	3
Unknown	1
Total	128
Average Age	45.1

Enrollment in Academic Year 2008-2009

Total enrollment: 346

1293 credit hours, FTES-132

Unduplicated head count: 198

Fall 2008 Enrollment Data

Gender

- 94 (78%) Female
- 26 (22%) Male

Gender/Ethnicity (optional student-reported data)

	MEN	WOMEN	TOTAL
American Indian/Alaska Native	1	2	3
Asian/Pacific Islander	0	0	0
Black	6	28	34
Hispanic	0	1	1
Multiple	0	2	2
Other	0	0	0
White, non-Hispanic	11	41	52
Unspecified	8	20	28
	26	94	120

Occupation (optional student-reported data)

- 45 Teachers
- 12 School Counselors
- 8 School Administrators
- 5 Criminal Justice Professionals
- 8 Counselors
- 9 Social Workers
- 6 Youth Workers
- 16 Miscellaneous (Adult Literacy Education, Advocate, Attorney, Certified School Nurse, Consultant/Trainer, Education Administrator, Interpreter, Life Skills Coordinator, Management-Consulting and Communication Trainer, Management Consultant, Non Profit Administrator, Nurse, Reunification Worker, School Nurse, Site Administrator, Teacher/Administrator, TSS Worker)
- 11 Other/Unspecified

Residence

- 80.8% Pennsylvania
- 18.3% out of state

Age Range

Under 18	0	0
18-19	0	0
20-21	0	0
22-24	1	5
25-29	7	12
30-34	7	8
35-39	9	9
40-49	20	26
50-64	26	56
65 & over	1	1
Unknown	5	3
Total	76	120
Average Age	44.7	46.2

Admissions/Graduate Programs in Academic Year 2009-2010

Highest Degree Earned — Matriculated Students

- 35 Master's Degree
- 63 Bachelor's Degree

Master of Restorative Practices and Education (MRPE)

- 4 Graduated
- 28 In Progress
- Time to complete degree from admission date to graduation date — Mean: 13.2 mos.
- Time to complete degree from start of first term to graduation date — Mean: 23.0 mos.

Master of Restorative Practices and Youth Counseling (MRPYC)

- 14 Graduated
- 52 In Progress
- Time to complete degree from admission date to graduation date — Mean: 15.3 mos.
- Time to complete degree from start of first term to graduation date — Mean: 23.8 mos.)

Non-degree Graduate Certificate in Restorative Practices

- 14 Completed
- Time to complete from start of first term to end of last term: 18.5 mos.

Admissions/Graduate Programs in Academic Year 2008-2009

Highest Degree Earned — Matriculated Students

- 1 Doctorate
- 18 Master's Degree
- 32 Bachelor's Degree

Master of Restorative Practices and Education (MRPE)

- 5 Graduated
- 9 In Progress
- Time to complete degree from admission date to graduation date — Mean: 311 days (10.5 mos.)
- Time to complete degree from start of first term to graduation date — Mean: 521 days (1 yr., 5.5 mos.)

Master of Restorative Practices and Youth Counseling (MRPYC)

- 9 Graduated
- 28 In Progress
- Time to complete degree from admission date to graduation date — Mean: 432 days (1 yr., 2.5 mos.)
- Time to complete degree from start of first term to graduation date — Mean: 721 days (2 yrs.)

Non-degree Graduate Certificate in Restorative Practices

- 8 Completed
- Time to complete from start of first term to end of last term: 552 days (1 yr., 6 mos.)

Student Affairs

Campus Safety and Security

Crime statistics are reported on the IIRP website: <http://www.iirp.org/safety.php>. 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.

Student Representatives to the IIRP Board of Trustees

Students serve on each of the three standing Board committees: Finance and Operations, Student Affairs and Academic Affairs. Each summer, the matriculated students select three representatives to serve for the upcoming year.

Faculty and Staff

Profiles

http://www.iirp.org/faculty_staff.php

Margaret Murray, Librarian

- Trent University, B.A. (Hons.) English Literature, 1978
- Trinity College, M.A. English Literature, 1991
- Simmons College, M.S. Library and Information Science, 1995

Carolyn Olivett, Professor

- Lock Haven University, B.S. Education, 1964
- Penn State University, M.Ed. Health Education, 1997

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. Honours Psychology, 1993
- University of Natal, M.Ed. Psychology, 1996
- University of Zululand, Ph.D. Community Psychology, 2000

Alia Sheety, Professor

- University of Haifa, B.A. Education, 1990
- University of Haifa, B.A. Hebrew Language, 1991
- University of Haifa, M.A. Education Administration, 1996
- Arizona State University, Ph.D. Curriculum Studies, 2001
- University of Haifa, M.B.A. Managing Educational Institutions, 2007

Thomas Simek, Professor

- State University College at Buffalo, B.S. Special Education, 1967
- State University College at Buffalo, M.S. Special Education, 1971
- State University College at Buffalo, Certificate of Advanced Study-Administration and Supervision, 1973
- Temple University, Ed.D., 1985

Carol Thomas, Professor

- University of Pittsburgh, B.S. Education, 1997
- Duquesne University, M.S. Education, 1999
- Duquesne University, Ph.D. Counselor Education and Supervision, 2007

Demographics

- 32 full time
- 16 part time

Academic Information

The International Institute for Restorative Practices is a private, not-for-profit independent higher education institution.

The IIRP Graduate School offers two degrees in the emerging field of restorative practices: a Master of Restorative Practices and Education (MRPE) degree and a Master of Restorative Practices and Youth Counseling (MRPYC) degree. Both master's degree programs share a core curriculum that represents the first part of the coursework for each degree and the basis for a 12-credit graduate certificate program. The balance of either master's degree is a curriculum specifically in Restorative Practices and Education or Restorative Practices and Youth Counseling, respectively. Thirty credits are required for completion of either degree.

Courses begin at various times throughout the summer, fall and spring terms. Students are encouraged to register well in advance of scheduled courses.

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.

Program Goals

Master of Restorative Practices and Youth Counseling

Students will:

1. Verify knowledge and skill in restorative processes, from basic to advanced and from informal to formal, in crisis situations and in long-term counseling.
2. Analyze and evaluate the history, philosophy, theory and significant research about restorative practices and apply it appropriately depending on counseling context.
3. Apply strategies for self-evaluation and professional growth in a variety of increasingly complex situations.
4. Critique approaches to counseling that empower young people to take responsibility for their choices.
5. Apply and evaluate contemporary counseling practices and theories.
6. Identify problems experienced by young people and their families and determine an effective and efficient counseling approach.
7. Demonstrate proficiencies in technological capabilities and information literacy appropriate to the graduate study of restorative practices.

Master of Restorative Practices and Education

Students will:

1. Verify knowledge and skill in restorative processes, from basic to advanced and from informal to formal within varied educational settings
2. Analyze and evaluate history, philosophy, theory and significant research about restorative practices and apply it appropriately in various educational settings.
3. Apply strategies for self-evaluation and professional growth in a variety of teaching environments.
4. Evaluate and apply strategies to teaching that empowers students to take responsibility for their choices.
5. Apply and evaluate contemporary educational practices and theories.
6. Identify problems experienced by students and their families that are barriers to learning and propose solutions.
7. Demonstrate proficiencies in technological capabilities and information literacy appropriate to the graduate study of restorative practices.

One-Year FastTrack Master's Degree Program for Full-Time Students

The IIRP offers a one-year FastTrack master's degree program for full-time students in either the MRPE or MRPYC programs. The one-year cycle will begin in July of each year and be completed the next year by the end of June.

Summer (6 credits)

- YC/ED 501 (1 credit)
- YC/ED 502 (1 credit)
- YC/ED 503 (1 credit)
- YC/ED 530 (3 credits — formerly 504)

Fall (9 credits)

- YC/ED 510 (3 credits)
- YC 610 or ED 611 (3 credits)
- YC 630 or ED 631 (3 credits)

Winter (3 credits)

- YC 650 or ED 651 (3 credits)

Spring — early (9 credits)

- YC/ED 520 (3 credits)
- YC 620 or ED 621 (3 credits)
- YC 640 or ED 641 (3 credits)

Spring — late (3 credits)

- YC 660 or ED 661 (3 credits)

The FastTrack program is an intensive experience that includes full-time academic study coupled with part-time non-paid internships working in the restorative milieu of the IIRP's demonstration programs: CSF Buxmont schools, group homes, supervision and drug-and-alcohol treatment programs. (Students may opt to find their own part-time teaching or counseling work settings.)

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. Those seeking the Graduate Certificate beginning no later than the Spring 2010 term must complete the 12 course credits in the Core Curriculum (below). IIRP does not consider participants in the Graduate Certificate program as matriculated students in the master's degree programs of the graduate school, although Graduate Certificate students may later apply for admission to either of the master's degree programs. Due to federal regulation changes the 12 course credit non-degree graduate certificate is being revised to an 18 course credit program slated to begin in the Summer 2011 term.

Credits and Course Hours

With the exception of three one-credit courses in Basic Restorative Processes, all the other IIRP graduate courses earn three credit hours and consist of 45 hours of class time, including final examinations.

Currently the IIRP offers classes only on a whole-day basis — from 8:30 a.m. to 4:30 p.m. They are offered primarily on weekends, but also on weekdays in the summer. The courses are participatory, stimulating and relevant. They address many learning styles by employing a variety of engaging approaches including readings, lecture, reflection, videos, role play, group discussion, small group exercises, problem solving and case study.

The whole-day classes are designed to keep things moving. They also minimize the time and travel cost of commuting to and from campus by consolidating classes into larger units of instruction. Whole-day classes are cost-effective for those students commuting substantial distances.

Curricula Overview

Core Curriculum (12 credits)		Credits
YC/ED 500	Basic Restorative Processes	
—OR—		
YC/ED 501	Basic Restorative Processes — Introduction (prerequisite for all courses)	1.0
YC/ED 502	Basic Restorative Processes — Restorative Conferencing	1.0
YC/ED 503	Basic Restorative Processes — Family Group Decision Making	1.0
—AND—		
YC/ED 510	Professional Learning Group Seminar: Restorative Project	3.0
YC/ED 520	Professional Learning Group Seminar: Restorative Skills	3.0
YC/ED 530	Foundations for Responding to Harm (formerly YC/ED 504)	3.0
—AND—		
Restorative Practices and Youth Counseling Curriculum (18 credits)		Credits
YC 610	Seminar: Youth Counseling Evaluation and Research	3.0
YC 620	Restorative Practice in Communication and Intervention	3.0
YC 630	Individual Counseling: Practices for Empowering Youth	3.0
YC 640	Restorative Practices with Families and Communities	3.0
YC 650	Alcohol and Other Drugs: Working with Abuse and Addiction	3.0
YC 660	Final Seminar	3.0
—OR—		
Restorative Practices and Education Curriculum (18 credits)		Credits
ED 611	Seminar: Education Evaluation and Research	3.0
ED 621	Restorative Practices and the Teacher	3.0
ED 631	Restorative Practices and the Learner	3.0
ED 641	Issues and Innovations for Restorative Education	3.0
ED 651	Educating Individuals with Special Needs	3.0
ED 661	Final Seminar	3.0
Total Master's Degree Program Credits Required		30.0

Library

The Graduate School library, located at 531 Main St., 1st Floor, Bethlehem, specializes in books [,journals, DVDs] and other resources related to restorative practices. The IIRP offers its graduate students online access to [the catalog and] relevant databases, such as its collection of conference papers and abstracts, ERIC, SocINDEX, NCJRS and Restorative Justice Online (see <http://www.iirp.org/library.php>). [Assistance in using the library's resources is available in person, through phone or e-mail, and by using an online introductory video.]

Non-credit Professional Development

International Conferences

The 12th IIRP World Conference, “Restoring Community in a Disconnected World, Part 2”, was held October 21-23, 2009 in Bethlehem, Pennsylvania, USA. In attendance were 273 participants from 14 countries, including those from 7 Canadian provinces and territories and 26 of the continental United States. This interdisciplinary conference, featuring 104 breakout sessions, provided an international perspective on restorative practices theory and practice in a variety of settings, from education to social welfare to criminal justice.

Number of Events — Academic Year 2009-2010

- 96 onsite
- 94 licensee
- 58 speculative

Number of Events — Academic Year 2008-2009

- 104 onsite
- 85 licensee
- 47 speculative

Number of Attendees — Academic Year 2009-2010

- Trainings: 3249
- 1 Day Conferences: 219
- Total: 3468

Number of Attendees — Academic Year 2008-2009

- Trainings: 3180
- 1 Day Conferences: 276
- Total: 3456

States, Provinces and Countries Served

IIRP has offered events with 3,562 registrants in Arizona, California, Chile, Colombia, Colorado, Costa Rica, Indiana, Israel, Jamaica, Maryland, Michigan, New Jersey, New York, Nova Scotia, Ontario, Pennsylvania, United Kingdom, Virginia, Vermont, Washington and Wisconsin.

Number of Licensees (U.S. and abroad)

- 74 total licensees (U.S. and abroad)
- 39 Facilitating Restorative Conferencing (FRC) licensees
- 35 Introduction to Restorative Practices/Using Circles Effectively (Intro/Circles) licensees
- 5 licensees in both FRC and Intro/Circles

Breakout of licensee events

- 31 training events/537 registrations in Facilitating Restorative Conferences
- 43 training events/909 registrations in Introduction to Restorative Practices
- 16 training events/232 registrations in Using Circles Effectively

International Offices/Affiliates

Restorative practices training and consulting is also offered by our four international affiliate organizations: Real Justice Australia, IIRP Canada, Community Service Foundation of Hungary and IIRP UK.

eForum Subscribers

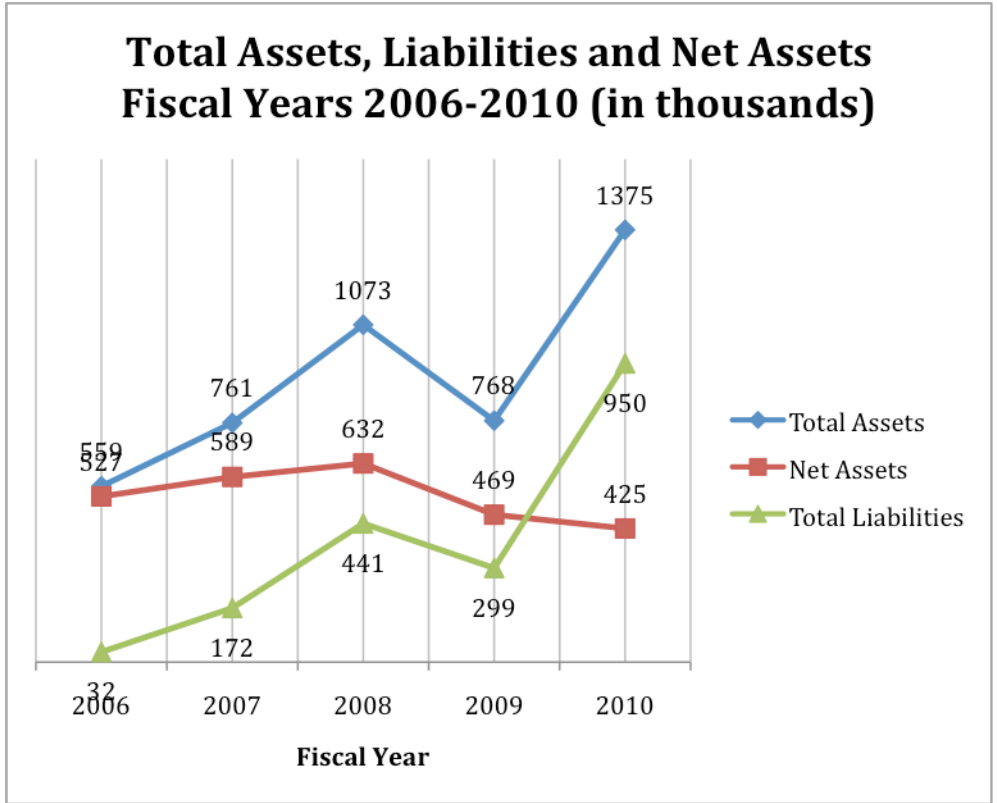
The Restorative Practices eForum is a worldwide network of people (17,741 as of June 30, 2010) who are interested in restorative practices. Members receive hopeful, useful news about meaningful change in education, criminal justice, family and social services and the workplace via a free email information service provided by the IIRP. The eForum provides members with occasional short emails that include brief summaries of significant articles, research reports or information about upcoming restorative practices events — with links to full articles.

Finances

Condensed Statement of Financial Position

Fiscal years 2006-2010 (in thousands)

	2006	2007	2008	2009	2010
ASSETS					
Cash	32	109	106	111	44
Accounts Receivable	0	65	390	95	594
Equipment, Net of Depreciation	22	39	34	42	92
Prepays and Other	5	48	43	20	22
Cash-Permanently Restricted	500	500	500	500	500
Inventory	0	0	0	0	123
TOTAL ASSETS	559	761	1073	768	1375
LIABILITIES					
Accounts Payable	32	66	278	101	739
Deferred Revenue	0	106	163	198	211
TOTAL LIABILITIES	32	172	441	299	950
NET ASSETS					
Unrestricted	27	89	132	-31	-75
Permanently Restricted	500	500	500	500	500
TOTAL NET ASSETS	527	589	632	469	425
TOTAL NET ASSETS AND LIABILITIES	559	761	1073	768	1375



Highlights of Financial Operations

Fiscal years 2006-2010 (in thousands)

	2006	2007	2008	2009	2010
OPERATING REVENUES					
Contributions	517	1437	1595	1374	853
Support Service Fees	0	670	729	752	775
Tuition and Fees	0	154	332	565	887
Training and Consulting	0	312	367	513	806
Interest Income	20	27	19	11	0
Other Income	0	6	1	2	10
TOTAL OPERATING REVENUE / SUPPORT	443	537	2606	3043	2465
EXPENSES					
Instruction	215	440	482	466	454
Academic Support	0	94	125	194	234
Student Services	0	391	97	54	72
Institution Support	317	1618	2296	1915	2615
TOTAL EXPENSES	532	2543	3000	2628	3375
EXCESS OF REVENUE OVER EXPENSES	5	63	43	-163	-44

Operating Expenses FY 09-10 (in thousands)

