

## Program Reception

**Respondents were asked to comment on how their particular Program had been received. Generally, responses divided into Program reception by: Students, Faculty (or the larger institution in which the program is housed), Community and Others.**

**Students** (also referred to as “the Program market” by some respondents) –

- Very well received - “wild enthusiasm”
- Positive feedback from alumni – one respondent noted that opportunities for alumni involvement have been created
- Many noted that they measure the “success” of their in terms of growth indicating that since inception, in many cases, both student enrollment and course offerings have grown significantly
- Treated as a great opportunity, students are “happy to be out of the day to day grind”
- Can’t satisfy everyone, but majority are very happy
- Thought of as ‘progressive’
- In one law program, where DR programming is integrated into the curriculum, the importance of ADR isn’t questioned - students see it as an essential part of learning about the law, an essential piece of knowledge/skill.
- Another law school programmer noted that a small percentage have indicated that this orientation has kept them from dropping out and has renewed their commitment to being a lawyer as they can see “alternative ways of being”. Others – in the same program - don’t like it, however, because it isn’t “court room based”

**Faculty** –

- Mixed views – as the program has historically been driven by a single personality. It requires a lot of passion to keep the program going, and this has not been forthcoming.
- Not much practical support due to “program classification” issues.
- Several noted that heads of uni-disciplinary units commonly appear unwilling to share or to aid with the “resourcing” of multi/interdisciplinary units – this was especially noted in areas where there is an “interdepartmental sense of competition”

(other programs are shrinking – and ADR/ CR or Peace Programming is growing)

- Programming (particularly 'bringing the field into the classroom') is considered innovative and useful – its importance is understood
- "Soft" support
- Neutral
- Treated, initially, with some suspicion as it seen to be possibly undermining "intellectual capital" – a concern that the program wasn't academic enough. This has been, largely, overcome.
- The larger institution is seen to be increasingly supportive as they see increased funding flowing to the institution as a result of increased enrollment/interest in the program.

### **Community –**

- Generally well received, 'though often not as well known as the respondent would like
- Several respondents suggested that they should be contacted by the media as 'experts' in situations where "conflict commentary" is required – this is not yet happening
- Local community doesn't know much about program, or that it exists as faculty time devoted to teaching instead of promotion
- School faculty members receive many invites from "interesting places" to attend and partner on events.
- The NGO community is aware and supportive of the program.
- Law firms are happy to have students who know something about ADR.
- Many inquiries from overseas re: program content.