

Equity Audit
For the Master of Public Administration
University of Utah

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Executive Summary

This commissioned report provides findings and analyses of the Master of Public Administration (MPA) equity audit conducted in Fall 2020 through Spring 2021. There are two sections in this report. The first section is a systemic analysis of formal MPA's documents to identify if and how equity, diversity, and inclusion are part of the curriculum, admissions, programming, and other important components of the MPA program. Four main documents were identified to have language associated with equity, diversity, and inclusion and therefore reviewed for this audit: the Diversity Plan, the Mission Statement, the Self-Report 2018, and 13 Syllabi. The second section of this report focuses on the experiences of students and alumni of Color and white allies in the MPA program.

Initial findings from the equity audit indicate that formal MPA documents are largely race-neutral in that they seldom mention, address, define, and/or meaningfully engage with issues of racial inequity, systemic racism, or any other topic associated with diversity, equity, and inclusion. For example, even when documents such as the Diversity Plan outlined potential actions towards inclusion, there was no specific systemic change to address equity (access to resources specifically for students of Color) and inclusion in supporting students, staff, and faculty of Color. Given that this document is not visible to the University of Utah community and there were no other documents to accompany it, the Diversity Plan is stagnant. In addition, the MPA curriculum (90% of the syllabi) is overwhelmingly dominated by traditional public administration text and lacks readings associated with racial inequities, systemic racism, intersectional feminism, and, but not limited to, marginalization of Native Americas.

The findings from the second section illustrate students' experiences with racial microaggressions, language bias, an unsupportive environment, professors' lack of awareness regarding systemic racism, and a curriculum that lacks attention to systemic racism and other inequities. For example, students and alumni shared how professors lacked awareness of systemic racism in the field of public administration, disregard of any potential conversation on racism, and perpetuated stereotypes. They also shared recommendations on how the MPA program can be supportive of students and the need for professors and administrators to learn how to disrupt racism and bias. As explained by a participant, "I need my white faculty to understand racism and call it out when they see it and to be there for their students of Color." Students and alumni have a strong commitment to addressing inequities in the field of public administration and they believe that the MPA program can prepare students to address racism and systemic inequities if they make necessary changes.

Overall, this report was compiled for the MPA program to better understand the experiences of students of Color and alumni and to evaluate the presence of EDI in foundational documents. It's also noteworthy to mention that the MPA statement on Georgy Floyds' murder had a tremendous impact on students and alumni, and this statement is only one of the many incidents that demonstrate the need for the MPA program to enact structural changes to better support minoritized students and to address contemporary racial inequities that impact our society and the field of public administration. The following sections outline the findings of the equity audit and provide recommendations.

Equity Audit for the Master of Public Administration Program at the University of Utah

This commissioned report provides findings and analyses of the Master of Public Administration (MPA) equity audit conducted in Fall 2020 through Spring 2021. There are two sections in this report; the first provides a systemic analysis of formal MPA documents to identify if and how equity, diversity, and inclusion are present. The second section of this report draws from focus group conversations to analyze the experiences of students and alumni of the MPA program among two distinct cohorts: students and alumni of Color and those who identify as white allies. Concluding are recommendations to increase equity mindedness (Dowd & Bensimon, 2015) based on the findings.

What is Equity, and What is the Purpose of an Equity Audit?

Common definitions of equity often include notions of justice or fairness. In higher education, equity generally refers to creating opportunities for underrepresented and underserved student populations to be successful. The conditions necessary for students to be successful are systemic, meaning that power and disadvantage in the broader society influence opportunities and experiences in higher education. In other words, colleges and universities do not exist in a vacuum. Thus, to be achieved and sustained, equity in higher education needs to be thought of as a structural and systemic concept (Center for Urban Education, 2020).

Distinct from commitments to diversity and inclusion, a focus on equity includes an understanding of context; that is, of history, of society, and how forms of power function to create opportunity (Castro, 2015). Equity requires recognition of systemic domination, such as white supremacy and systemic racism. Committing to equity entails committing the resources necessary to equalize opportunity for the most disadvantaged student populations: students of Color, lower-income students, students with disabilities, undocumented students, and related marginalized and minoritized student populations. Committing to equity also means that academic departments pay close attention and recognize the extent to which they may perpetuate unfairness and bias. In general, there are four broad categories of equity in higher education¹:

- *Compositional equity* - the proportion of faculty who teach in the unit or department;
- *Representational equity* - the proportional and valued participation among students in the unit or department;
- *Resource equity* - the distribution of educational resources to close equity gaps and;
- *Equity-mindedness* - the demonstration of an awareness of and willingness to address equity issues among institutional leaders and staff

¹ These categories were adapted and then edited for this report from the following: Bensimon, 2012; Castro, 2015; New England Resource Center for Higher Education, n.d.

The purpose of an equity audit is to provide insight into systemic patterns of inequality that may be present in programmatic, curricular, cultural, and/or procedural processes at the department or unit level. Equity audits are useful assessment tools to understand how and why issues of inequity persist, despite stated claims and efforts to the contrary. In higher education, equity audits are useful to evaluate institutional norms, standards, and practices as they relate to the distribution of opportunity and the extent to which they perpetuate discrimination (see The Annie E. Casey Foundation, 2014). For purposes of this audit, the following three definitions are used:

- *Equity* - fairness in providing all students what they need to be successful.
- *Diversity* - individual and group social and demographic differences such as race, ethnicity, gender expression and identity, sex, physical and/or cognitive abilities, language, and, but not limited to, nationality.
- *Inclusion* - active engagement with diversity in every component of an educational program or institution. In education, this means engaging with the lived experiences of minoritized students via curriculum, programming, practices, and policies.

I: Content Analysis

The focus of the content analysis is to conduct a systematic review of key documents in the MPA program. Formal documents provide a glimpse into how the MPA program communicates and understands issues of diversity, their applications, and their value to the department and the broader field. For this review, I chose documents that explicitly mentioned equity, diversity, or inclusion and used the following keyword searches: equity, diversity, inclusion, race, ethnicity, gender identity, gender expression, institutional racism, systemic racism, white supremacy, and specific racial and ethnic groups such as Black, African American, Native American, Asian, Pacific Islander, Latinx, and Hispanic. Using these search terms, I scanned the MPA's shared drive that contained policy documents, reports, enrollment data, and other foundational documents. Three documents contained terminology associated with equity, diversity, or inclusion and were reviewed for this report: the Diversity Plan, the Mission Statement, and the Self-Report. Additionally, I reviewed all course syllabi (a total of 13) from Spring and Fall 2020 using the keywords. This scan yielded 13 syllabi that explicitly mentioned issues of equity, diversity, or inclusion.

To conduct the content analysis, I used an equity rubric that asked the following questions of each document: what language was used related to equity, diversity, and inclusion?; how many times was equity, diversity, and inclusion mentioned?; how were equity, diversity, inclusion and related terms defined?; and, how were equity, diversity, inclusion and related terms

meaningfully engaged? Using the answers to each of these questions, I ranked each document at a stage of 1-4² (See Table 1):

Stage 1: Absent - the campus unit does not recognize equity, diversity, nor inclusion as strategic priorities.

Stage 2: Emerging - the campus unit is beginning to recognize equity, diversity, and inclusion as strategic priorities

Stage 3: Developing - the campus unit is focused on ensuring the development of its institutional and individual capacity to sustain equity, diversity, and inclusions

Stage 4: Transforming - the campus unit has institutionalized equity, diversity, and inclusion into its culture and continues to assess its efforts to ensure progress and sustainability.

Analysis of the 13 syllabi slightly differed from the Mission Statement, the Self-Study Report 2018, and the Diversity Statement. For equity engagement, the syllabi must have included either a learning outcome or assignment related to equity, diversity, or inclusion. Additionally, I coded the syllabi using two additional questions regarding whether 1) the instructor included any readings on issues of equity, diversity, or inclusion, 2) the instructor included readings by authors of Color, 3) the instructor included understanding and engaging with equity, diversity, and inclusion or any systemic racism and other forms of inequity as a course outcome (See Table 2).

Findings from the equity audit indicate that issues of equity, diversity, and inclusion are largely absent from key MPA documents. Indeed, I was only able to review three formal documents for this report, which means that the vast majority of MPA documents do not mention the words equity, diversity, nor inclusion. Such an absence in key documents reflects a gap in identifying, communicating, and most importantly - valuing - issues of equity on behalf of the program.

Among the documents that did mention equity, diversity, and inclusion, they provided little else to gain insight into how the MPA program and its faculty understand and meaningfully engage issues of equity. The following section details each finding across all documents.

² Stages adapted from the New England Resource Center for Higher Education (NERCHE) and the Center for Urban Education's Equity Scorecard.

Table 1

MPA Content Analysis				
Document	Equity mentions	Equity defined?	Equity engaged?	Stage
The Diversity Plan	Yes	No	Yes	Stage 2
The Mission Statement	No	No	N/A	Stage 1
The Self-Study Report 2018	Yes	No	N/A	Stage 1
Course Syllabi				See Table 2

Document 1: The Diversity Plan

MPA's Diversity Plan is a stand-alone document published in 2019. There are no authors or explicit attribution to the Plan. There is no stated history prior that provides insight into its development, rationale, nor application to the MPA's program. This absence is important to note because the creation of such an important document develops over time and with the buy-in of faculty, staff, and most importantly, students. Without the voices of these groups, the Diversity Plan appears superficial.

Most importantly, diversity is not defined in the Diversity Plan, nor is equity or inclusion. These terms need to be clearly defined and applied since they provide clarity on how the MPA program plans to implement the Diversity Plan. Consequently, the Plan carries little weight and cannot be effectively used as a vision nor accountability statement. Combined with the lack of historical context, one is left to wonder why the MPA program has a Diversity Plan. What are the reasons that the MPA program desires such a document? Making these desires clear is important for stakeholders to learn about the Program.

While language is always evolving, some of the language used in the Diversity Plan is dated and offensive. The terms "minority" and "disabled students" need to be updated given that, in the field of education, these terms are no longer used to describe humans. There is much debate in the field of Disability Studies regarding person-first language. The Diversity Plan should use contemporary language to describe populations and to properly align with equity, diversity, and inclusion terminology and application.

Furthermore, the Diversity Plan mentioned support for students of color via already established programming. However, this type of approach does not address the inclusion of students of color in the MPA program given that there are no specific programs aimed to support students of color and other marginalized populations, and there is a lack of understanding on

what are the needs of these populations. Thus, the Diversity Plan does not focus on resource-equity.

One of the plans clearly articulated in the Diversity Plan is to recruit and hire faculty of Color. Compositional equity is an essential component of departmental equity. Yet, simply recruiting faculty of Color to the department without structural changes runs the risk of tokenism. The research is clear that faculty of Color disproportionately bear the burden of diversity, equity, and inclusion work in higher education. They are expected to take on the role of diversity educators, serve on diversity committees, and act as mentors to all students of Color (Laden & Hagedorn, 2000; Settles, Jones, Buchanan, & Dotson, 2020). The Diversity Plan clearly outlines these expectations for potential faculty hires but does not outline structural changes in the MPA program that would alter the climate for all people, including faculty of Color. Also, there is no clear plan to recruit and retain faculty of Color. Compositional equity is absent from the Diversity Plan.

Tokenism: the practice of making only a perfunctory or symbolic effort to do a particular thing, especially by recruiting a small number of people from underrepresented groups to give the appearance of racial or gender equality within a workforce.

Document 2: The Mission Statement

The MPA's mission statement outlines the goals of the Program in preparing "a diverse group of experienced and aspiring administrators in application of essential administrative competencies to public and nonprofit organizations, within political, legal, and ethical contexts" (MPA Mission Statement, para. 1). The only reference to the concept of diversity is in mentioning a "diverse group" of administrators or aspiring administrators. "Diverse" is not defined in the statement and one is left to wonder what the MPA program believes a "diverse group" means.

This document does not directly mention equity, diversity, or inclusion. The absence of diversity and its definition dismisses the importance of preparing administrators to engage with the history of public administration and its complicity in sustaining inequities in communities of Color and other marginalized communities (Gaynor, 2018; Starke, Heckler, & Mackey, 2018; Stivers, 2007). The brief mention of a "diverse group" of administrators begs the question of why: why does the MPA program believe that a diverse group of administrators is a worthy goal?

Community stakeholders and communities are two words that are present in the mission statement but are not defined. Which communities are the focus, and why do such foci matter? Who are the stakeholders for the Program and broader field? These are questions that leave much room for improving how the MPA program addresses equity, diversity, and inclusion.

Document 3: The Self-Study Report 2018

The Self-Study Report from 2018 provides useful information on how the MPA program aligns NASPAA's competency #5 with the learning outcomes of the Program. The report indicates that the least strong outcome in students' capstone seminar has continuously been competency #5, which focuses on diversity in very general terms. Competency #5 is included as a general diversity competency, described as "communication and interact[ion] with diverse workforce and citizenry" (Self-Study Report, 2018). This definition of diversity does not acknowledge the necessity to prepare MPA students to engage with issues of inequality, such as racial inequity or social justice in the field of Public Administration. Race, ethnicity, gender, and gender identity and expression are left out from defining diversity and there is an assumption when using the term 'Diversity' that implies 'contact' with or inclusion of people from racially diverse backgrounds can create tolerance, inclusive environment, and "can prepare individuals to work effectively in a more diverse workforce" (Dowd & Bensimon, 2015, p. 18). Although this competency is from NASPAA, and it is one of five competencies used to assess MPA students' capstones, its application in the MPA leaves little to no actual clarity on what is considered "a diverse workforce and citizenry" (Self-Report, 2018, p. 5). Moreover, there is no explanation why this kind of competency is valued by the Program and correspondingly, should be valued by students.

One of the challenges in assessing the Self-Study Report is that the report was done for accreditation purposes. Nevertheless, this report provides a useful understanding of how the MPA program addresses equity, diversity, and inclusion. The most salient point to make from the Self-Study Report is that given the general definition and use of NASPAA's competency #5 and the absence of equity, diversity, and inclusion in the MPA program, preparing students to understand and tackle the realities of systemic racism and inequities will continue to be a challenge.

Document 4: Course Syllabi

A total of 13 syllabi (see Table 2) from Fall 2020 and Spring 2021 were analyzed using an equity audit tool. This tool was developed to assist in the identification of terminology and its definition and applications across syllabi. Further, the equity audit tool was applied to each syllabus to examine how class outcomes and reading assignments were tied to issues of equity such as racial injustice, intersectionality (i.e., race/ethnicity, gender expression and identity, disability), and structural racism present in public administration.

Findings from fall and spring course syllabi indicate that issues of equity are scarce. For example, about half of the syllabi dedicated one to three weeks to issues of diversity. This meant that students, potentially, only read about and discussed diverse issues three times through the length of their classes. However, there were only two courses with approximately half of their class dedicated to topics of inequity impacting marginalized populations. Nevertheless, some assignments or final papers did not have a critical component for students to specifically address racial inequities as a systemic issue.

Upon further analysis of fall and spring syllabi, the term "diversity issues" was used but never explained in the main body of the syllabi. Not defining diversity within the context of equity and inclusion can cause confusion in understanding the term and its application. For example, racial inequity is an issue about access to resources for people of Color, and labeling it as a diversity issue does not address the importance of systemic racism or oppression and the need for systems change. Similarly, the phrase "diversity issues" seems out of context when used in the syllabi given that often only a handful of readings on inequity (i.e., gender pay gap, racism, indigenous sovereignty, etc.) were assigned.

In addition, the majority of the syllabi (80%) did not list understanding and engaging with social inequity (e.g., racial inequity, systemic oppression, discrimination, bias, power imbalance) as learning outcomes regardless of the course content. This is specifically an issue for courses that use the term inequities in their syllabus and assigned readings on this topic but don't list understanding and engaging with inequities as an outcome. Not having clear course outcomes dedicated to racial injustice or systemic oppression can potentially leave students to opt-out from deep engagement in-class conversations, canvas posts, and any other assignment or even from grappling with the practical implications to their field.

Another finding points to the use of diversity statements in syllabi. Inclusivity statements that inform students about expectations when engaging in conversations about racial inequity, systemic oppression, use of preferred pronouns, and the validation of intersectional identities (i.e., Queer black women, Latinx immigrant, Trans non-able body) were absent in the majority (85%) of the syllabi. It's important to include inclusivity statements outlining students' expectations in discussions about systemic racism, oppression, and exclusionary history. This statement also provides students with resources to report bias incidents on campus. Four syllabi included a general diversity or inclusivity statement but didn't address harmful behaviors such as microaggressions or provided students with resources to report such incidents.

Listing resources for minoritized groups is also important to have in the syllabi and to verbalize in class. About 50% of the syllabi did not include resources such as the LGBT (Lesbian, Gay, Bisexual, and Transgender) Center, Women's Resource Center, Dream Center, Black Cultural Center, and the American Indian Resource Center, just to name a few. However, the absence of resources in the syllabi does not necessarily imply that faculty are not sharing them during class. But it is important for students to know about these resources and for professors to talk about them and use them to support students.

One particular finding in the analysis of the syllabi is the minimal to no presence of readings focus on issues impacting different marginalized communities such as Native American communities, Lesbian, Gay, Bisexual, Transgender, Questioning, and Asexual (LGBTQA), and students with disabilities and different abilities. This is important to note given that in the Self-Study Report 2018 there was a mention of Native American students with regards to diversity. The Diversity Plan mentioned LGBTQA and students with disabilities. Nevertheless, over 90% of the MPA syllabi did not include any readings focused on the oppression and marginalization of indigenous tribes, LGBTQA, and students with disabilities throughout U.S. history and especially in the field of public administrations.

Overall, the MPA curriculum can highly benefit from restructuring courses to offer students a robust understanding of systemic oppression of racialized and marginalized populations, examination of racist and exclusionary policies throughout the history of the U.S., and the importance of addressing inequities through public administration. Perhaps one of the most important feedback to include in the MPA curriculum is to add courses on critical social theories and intersectional feminist theories in the field of public administration.

Table 2

MPA Syllabi Analysis 2020-2021						
Fall Syllabi 2020						
Syllabi	Equity mentions?	Equity defined?	Equity engaged?	Equity readings?	Required texts by people of Color?	Stage
PADMN 6289 Research Design	Yes	No	Yes	Yes	Yes	Stage 3
PADMN 6300: Administration Theory	No	No	Yes	Yes	No	Stage 2
PADMN 6320: Public Policy Theory and Application	No	No	Yes	Yes	No	Stage 2
PADMN 6240 Local Government Law	Yes	No	No	Yes	No	Stage 2
PADMN 6360 Public Human Resources Management	No	No	No	Yes	No	Stage 1
PADMN 6330 Practice of Public Management	No	No	No	No	No	Stage 1
PADMN 6380: Public Budgeting & Finance	No	No	No	No	No	Stage 1
PADMN 6550-01: NonProfit & Non-	No	No	No	Yes	No	Stage 1

Government Org.						
PADMN 6580: NonProfit Financial & Grant Management	No	No	No	Yes	No	Stage 1
Spring Syllabi 2021						
Syllabi	Equity mentions?	Equity defined?	Equity engaged?	Equity readings?	Required text readings by people of Color?	Stage
PADMN 6289: Research Design	Yes	No	Yes	Yes	Yes	Stage 3
PADMN 6323: Policy Analysis	Yes	No	Yes	Yes	No	Stage 3
PADMN 6850: Program Meth. & Eval	No	No	Yes	Yes	Yes	Stage 2
PADMN 6335: Governance & Economy	No	No	Yes	No	No	Stage 1

II: Student Experiences

This section focuses on student and alumni experiences in the MPA program. Two group conversations took place across two different participant groups, students and alumni of Color and white allies. The purpose of these group conversations was to understand the experiences of students and alumni of Color in the MPA program. Particularly, the focus of our conversations was on equity and inclusion. Further, white allies (students and alumni) in the MPA provided their insights on how they perceived equity and inclusion in the MPA program. During my conversation with each group, we touched on topics such as reasons for entering the MPA program, racial diversity and inclusion, classroom environment, curriculum, and, but not limited to, racialized and gendered experiences with peers and professors.

The following section is divided into two sections. The first section focuses on students and alumni of Color narratives that shed light on how they experienced or are experiencing the MPA program via interactions with professors and the curriculum. The second section provides a look at how white students and alumni who self-identify as white allies perceive the MPA concerning equity and inclusion.

During February 2021, three emails were sent to students and alumni to invite them to participate in an hour-long conversation regarding their experiences in the MPA program as people of Color or White Allies. The conversation with people of Color took place on February

24, 2021. A total of six participants attended the conversation, three students and three alumni. Half of the participants were women of Color and the other half men of Color. The white ally conversation took place February 25th, 2021, and a total of three participants attended, two alumni and one student, who took part in the conversation. All three participants identified as white women and one as queer. Each conversation was scheduled for 60 minutes, however, given the depth of experiences each conversation lasted approximately 90 minutes.

The following themes outline how participants of Color experienced the MPA program and the challenges they faced or are facing. Themes from the participants of Color conversation are: reasons for being in the MPA program, invisibility and microaggressions in the classroom, critiquing the curriculum, and recommendations for the MPA. The themes present in the white ally conversation are: curriculum and classroom discussion, racial microaggressions in the classroom, and lack of support for students of Color.

The Experiences of Students of Color in the MPA Program

The findings from this section illustrate the many challenges students of Color are facing and the challenges alumni of Color faced in the MPA program. Participants shared how they felt invisible in their program given that professors and/or administrators often failed to understand their lived experiences when asking for support, and experienced racial microaggression. Similarly, the lack of readings by people of Color, focus on issues of inequities in public administration, and addressing the challenges of students who are English learners left them feeling invisible, their struggles and lived experiences unacknowledged. Often, they shared how some students of Color left the program due to racial microaggression and/or lack of support. Microaggressions are subtle for "everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional" that communicate hostility or negative language by well-intended individuals (Hubain et al., 2016, p. 947). Particularly, participants experienced three types of racial microaggressions that are common in predominantly white spaces and institutions; stereotypes, marginalization, and tokenization (Gildersleeve, Croom, & Vasquez, 2011; Mahtani, 2004; Torres et al., 2010). Participants also shared that one of the reasons why they chose the MPA program was to enact systemic change to address social inequities. Although many shared negative experiences, most participants did acknowledge how some professors changed their syllabi to include and address inequities. The following themes outline some of these experiences.

I. Reasons for Being in the MPA Program

Students, as well as alumni, expressed the importance of having an MPA degree in their field for career advancement and gaining confidence in navigating government bureaucracy. Participants explained that the flexibility provided by the MPA program regarding courses for working professionals was one of the main reasons they chose the program. Additionally, a strong theme among the participants was a desire to pursue social change for equity and justice. Participants saw the MPA program as the vehicle for systemic change, as one of the women of

Color expressed, "I am more interested in learning about where I can move from here [non-profit] within public administration to try and make meaningful change as much as we can."

Being able to lead and facilitate social change resonated with all participants as one of the primary reasons for entering the MPA program. As people of Color, participants expressed the importance of and need for increased racial and ethnic representation in the field of public administration and they wanted to use the MPA degree as a form of validation in a field that doesn't fully acknowledge them. The following narratives also support this theme:

Female 1: And I took a Sociology of Development class. And this class made me feel like some of the more shady things that happen in government are done by administrators. And if we want to make any kind of institutional changes, we need to have seats at that table. So, I went straight from my bachelors into my Masters because I wanted to kind of jump the line. And I felt like getting an MPA was the most dynamic degree I could get for just working in government.

Female 2: And for me, again, like [one of the participants] said, seat at the table. One Masters wasn't enough. People still weren't taking me seriously. Granted, I'm a young, brown woman. I'm sure that has something to do with it. I've had written up grants and written up proposals, been told no and then, seeing the same idea put forward by a white male and had it been approved and be all praises. So, for me, it's like I am in administration. What can validate my voice even more? Let's do the MPA program, which people hold in high regard.

Male 1: For me, [the reason I] ended up [in the MPA program]– I think a lot of it was the culture that I was working in, the department, which I worked for at the time. It was almost kind of it felt like – it was almost kind of okay, "he shouldn't be trying to advance himself." I worked for the [name of department]. I worked in Maintenance. It was dominated by white men, older men. And here's this man of Color advancing himself and pursuing a graduate degree... I just – until we have a seat at every table, younger individuals need to be able to see people of Color helping making decisions is the way I look at it.

Participants saw the MPA program as an opportunity to enact change in public administration. Specifically, the women of Color in this group shared the importance of representation in positions of authority given the history of public administration, the invalidation of their voices in a white male dominated field, and the importance of creating change at the systemic and institutional level. Similarly, the men of Color also shared the importance of representation in administrative positions. Participants not only saw the MPA program as a vehicle for change, but as an important step to "have a seat at the table" within their field. The MPA program was perceived by participants as the program that can prepare them to address systemic social change.

II. Invisibility and Racial Microaggressions in the Classroom

In this theme, participants shared how they felt invisible in the MPA program. Participants expressed how their lived experiences were invisible to most professors and administrators. For example, this came in the way they perceived inequities in the MPA program when supporting white students versus students of Color. Participants share how administrators and professors often favor white students over students of Color. Specifically, two of the males of Color shared how they didn't receive the support they needed. One had his fellowship taken away without any explanation and the other students, whose English was his second language, didn't receive the support needed to improve his learning. Both students felt that administrators and professors didn't listen to their concerns. Often leaving them feeling invisible since no one reached out to them or even took the time to address their concerns.

The women of Color in this group share their experiences with microaggressions in the classroom. Particularly, one of the participants expressed how, in the classroom, a professor not only overlooked the experiences of women of Color in the history of women's voting rights but also lacked any awareness of the experiences of people of Color. This experience was not an isolated event, but rather a consistent one that left this student feeling like "it's not my job to bring that up [experiences of people of Color]." In other words, this participant summed up how students and alumni of Color experienced the classroom, they were constantly being othered.

The following quotes summarize this theme:

Male 2: And one of the things that [MPA administrator] told one of the students who wanted to come back to the program was, "I'm sorry but the train has already left." And, to me, I was like but we have other classmates here who are white that [MPA administrator] was being super flexible with who were working long hours. They're beat cops for Salt Lake City Police. No problem. They can leave the program for a little bit and come right back. And I'm over here observing this. I'm like all right. This ain't my first rodeo in higher ed. I've seen this before.

But I lost my job and I got this fellowship and I was so proud. I just had my baby boy was born. And I was finally getting back on my feet. And I was going through – I had gone through the HR process to be okay to work with [name of program on campus]. And then, [MPA administrator] drops a letter on me the next week saying I don't think so. And that's when I was like there's a pattern because this is not happening with any of my other classmates.

And I'm studying. I stay up until 2:00 in the morning. My wife is helping out with the baby so that we can get a good night's rest. And, to me, that's when I was like here we go again. And I had an opportunity and it got taken away from me without coming to speak to me or talk to me to see what happened.

Male 3: [M]ost of the classes I went through I was like the only person who is English second language. And so, the first year of the program, I struggled a lot because everybody speaks very fast. And it was hard for me to absorb all of the information they want. So, I was very frustrated about that. I struggled. I was frustrated. I felt like I'm going to leave the program because I can't keep up with everybody with the all white people around me with the English as a first language. So, I felt that the program doesn't take people with English as a second language seriously because the way they teach is not for us.

Even when I was passing the class, I felt like I passed without learning anything. I feel just like they just want me to pass because I paid money for this [class]. It was like you are there [in the program, taking classes]. "You're fine. That's all we need." But I feel that the first year, I didn't learn a lot. I spoke with [name of administrator] that time and I told her what I felt. I said "I'm just struggling. I feel like I'm going to drop the class." But she spoke with the professors. But I think they [administrator and professor] let me go [back to class] just because they wanted me to pass without changing anything.

Female 1: I have been dealing with the microaggression side of things of being in the MPA program. My first semester was, actually, [name of class]. And I remember there was this – I walk into class of the first two classes and it's like oh, this is like the embodiment of white feminism.

And I remember the first real are you fucking kidding me moment was like it was 2020 – maybe it was 2019. Whatever. Whatever the 100-year anniversary of women getting the right to vote was. And we had this guest speaker come in. And I was like do I have to be the one [to speak about women of Color] because I'm the one person of Color in this group. And I remember there was this girl there and I thought she got what I was trying to say and she didn't. Finally, I just had to go, "No. It's not the 100-year anniversary. Women of Color have not been able to vote for that long."

And I just remember [name of professor] and this guest speaker like really, you didn't come up with any solutions or goals to the general thing [essentializing the experiences of women]. You just spent all of your time – and I'm just like of fucking course we did. You won't acknowledge it [the experiences of women of Color] as a presenter. You're here trying to build a memorial for these white women, which fine. Kudos, white women. I'm so glad you all have been able to vote for as long as you have.

This constant other – this constant having to remind professors like hey, this is not the experience people of Color and students of Color are having. And I really hated that because I felt like as a student, it's not my job to bring that up.

Overall, this theme brings attention to issues of inclusivity beyond student representation in the classroom. Participants expressed how they experienced microaggression due to language, gender, and race and their narratives speak to how they are not visible in a predominately white program. Their experiences with the lack of support from the administrators and professors or the unwillingness for the MPA program to address their concerns lead to an experience of exclusion and microaggressions. Overall, participants' narratives point to how administrators and professors made them feel invisible and excluded in the classroom.

III. Critiquing the Curriculum

Participants shared their concerns with the MPA's curriculum. As we continue to talk about experiences in the classroom, the majority of participants shared how professors' syllabi often left little to no room to critically engage in conversations about injustices, critique readings, or historical figures who have oppressed racialized groups and didn't provide students with historical context that was crucial to understanding public administration. The following quotes provide examples of how students experienced the curriculum and professors' lack of engagement with topics of injustice.

Female 2: I have one more thought to add to that. I find the MPA's fascination with Abraham Lincoln kind of frustrating, particularly in the [name of class] because great, he did the bare minimum because he was socially pushed to free the slaves. But, again, he didn't free all of the slaves and it wasn't exactly like he was for equality. And I brought this up in my [name of class] and my professor just had that deer in the headlights look, which it doesn't surprise me.

Male 2: And we have these folks that we revere. FDR and then, they [professors] talk about Woodrow Wilson. But Woodrow Wilson, he implemented some really racist laws, I guess you could say, policies targeted towards Black folks in this country. And FDR, there were internment camps. They are contributions to public administration. But also, they used public administration as a tool to keep the oppressed silent.

And that's something that we didn't really talk about in a lot of the curriculum or even in the [name of class] that we had at least that I took. A lot of the HR policies that are written for a lot of organizations, who are they written by? They were written by white men. Dress codes? We never really talked about who writes dress codes in a lot of these organizations. So, that was something I feel like that was really lacking is doing a really deep dive and really exposing where a lot of these policies came from and where they were rooted from. And back in history, I don't think a lot of them were written to be inclusive of everyone. They were being written to keep folks pretty silent and just keep them away, "included" but to an extent.

Male 1 And I was just thinking about during our [name of class], which we had with [name of professor]. And when my fellow classmate, [name of student], he shared a story of how the Navajo Nation views Lincoln and the struggles that they encountered from the federal government and really detailed a story of how it's really difficult to hear people idolize this president and try to justify what he – and then, having their story and a lot of people not knowing it. And that was the first time I had ever heard about what some of the policies that affected the Navajo Nation that he did [Lincoln]. And it was eye opening.

Female 3: I think with the [name of class], even when we read Camilla Striver. Stivers talking about the history of nonprofits and women being oppressed. And me and another person brought up that she's only talking about white women. She's not talking about women of Color. And the instructor really didn't know how to handle that. And he was like, "Well, then maybe we should just take it off the syllabus." That's not the answer. The answer is being able to talk about this and explore and see what isn't being talked about.

But it seemed just very apparent that he wouldn't be the person that would be able to teach that material. And so, it didn't seem like it was a productive conversation

Participants' narratives demonstrated how topics of injustices were either address through a white feminist lens or not address at all. All participants shared their frustration with how the MPA faculty were not aware of public administration inequities impacting people of Color, the racist historical figures, or how to facilitate critical conversations around issues of women of Color or address what's being left out from class readings. Often participants perceived professors' lack of critical awareness on issues impacting communities of Color and saw them as not the right person to address them even when they were brought up in class.

Several participants shared the importance of having representation among faculty members given that the current faculty is composed of white males, one white woman, and one male of Color. For example, one female participant shared the importance of having a professor of Color and how their presence is validating. She also shared that one professor of Color is not enough. The MPA program needs more racial and gender-diverse professors. It needs professors of Color with diverse life experiences to understand what it means to be a Latina "a woman... [and] what it's like to want to wear my big hoops to work. But will I be taken seriously when I'm talking if I'm wearing my hoops?" as one participant shared. The below narratives encapsulate this theme:

Male 1: So, I think to really help our program out and to diversify the program, a lot of our – especially, I think, if we want individuals in government that are going to be able to make policy changes, we need to have individuals that look like all of us helping on that. And in a lot of our government agencies in our state, we do not. And that's where we need a lot of change.

It was such a dream of mine to get this to this point [graduate with an MPA degree] that I don't want to see this program suffer. And it's time for them to really start listening, especially as we do have the opportunity to – we have – our program, our group of professors have been around for a long time. A lot of them are retiring. So, we do have the opportunity to bring in some new blood and some new ways of thinking and ways of –and some new educators.

- Female 3: I don't think bias training is going to be enough. It's got to be by people in leadership, in the instructor positions deciding the curriculum.
- Male 3: I think you need change – you don't need to change the statement [MPA mission statement]. You need to change the people inside there. Change the bodies. I think we need – I don't know if even training would be helpful for them. If you don't change what you think or what your bias is, you can't change any system.
- Female 2: But I would ask for representation and experience. And [having a male professor of color] while he might look like me, I don't think [he] and I share a lot of the same personal history. And so, for recruiting more diverse people, people in administration that can advocate for the populations they serve.
- He'll never understand what it's like to be a woman. He'll never understand what it's like to want to wear my big hoops to work. But will I be taken seriously when I'm talking if I'm wearing my hoops? Just representation, not just physically but in life experience and really being active and searching for people that are going to be able to connect with all of the different people in the program.
- Female 1: And so, I need my white faculty to understand racism and call it out when they see it and to be there for their students of Color. So, I mean recognizing – their experience of recognizing like privilege or racism within their lives [...] Being self-aware and having them find ways to bring it into the class without it being the Diversity Week. Do you know what I mean? I don't want it to just I don't want it to just be relegated to one time in the classroom. I want this to be – it doesn't have to be the whole lecture but a few minutes recognizing how racism or racist policies are affecting how policy has been shaped and the specific topic that we're talking about. If we're talking about nonprofits and leadership in nonprofits, let's talk about why so many nonprofits are so white and for white people. So, yeah.

Participants share the importance of having representation beyond one professor of Color, faculty training to address racism and white privilege, address racism and white privilege in the curriculum, and for faculty to learn how to support students of Color. These are the most salient recommendations students shared to move the MPA program into an equitable and inclusive program for students. Overall, participants are asking for an epistemological shift from their

faculty, and without this, they feel that the program will continue to reproduce inequities for students and the overall field of public administration.

Graduate students of Color often experience different forms of racism, genderism, sexism, microaggressions, and marginalization in predominantly white graduate programs across different disciplines (Borum and Walker, 2012; Hubain et al., 2016). Particularly, racial microaggressions are perpetuated by well-intended individuals like faculty, administrators, peers, and/or other institutional representatives (Guzman et al., 2010; 2012; Hubain et al., 2016; Nadal et al., 2010; Truong & Museus, 2012). The type of microaggression can vary and in the case of students and alumni of Color in the MPA program, stereotype, marginalization, and tokenization were common racial microaggressions experienced. Students and alumni who identify as white allies witnessed these racial microaggressions on multiple occasions and shared that the MPA program did not address these incidents. The reasons for this were unclear, but one can speculate that the MPA program, as a whole, does not have the training, language, nor policies needed for its administrators and faculty to create a validating and welcoming environment for students of Color and other marginalized student populations. Further, the absence of faculty of color is another issue in addressing the validation of students of color in the MPA program and, in general, higher education (National Center for Education Statistics, 2020). It's important to also note that not all students or alumni expressed negative experiences in the MPA program. Some of them had good interactions with professors, especially with those who decided to update their syllabi after the MPA's statement on George Floyd's murder. But as students of Color recall, it was a handful who did this, and even when they introduced critical readings, they still had a lot to learn about how to manage their privileges and assumptions without harming students of Color.

The Experiences of White Allies in the MPA Program

My conversations with self-identified white allies in the MPA program focused on questions regarding how they perceived the program addressing equity and inclusion of racialized and marginalized student groups. All participants shared their concerns with how the MPA program engages with minoritized student groups and the absence of a critical curriculum focused on understanding and addressing systemic and institutional racism. The themes that arose from this conversation are: curriculum and classroom discussions, racial microaggression in the classroom, and lack of support of students of Color. The themes in the following sections highlight some of the concerns white allies have with how the MPA program engages with students of Color.

I. Curriculum and Classroom Discussions

In this theme, participants shared their concerns with the MPA's curriculum. For example, participants were discouraging by the lack of readings from feminists of Color, critical readings on systemic racism, the constant glorification of white men in the literature, and no critical conversation on the issue of racism and its relation to Public Administration. Here are a few narratives that speak to this:

Female 1: Well, things that both the other women on this call have said, has really resonated with me so far, but mainly just coming into it [MPA program]. And when we approached anything from a feminist lens, it was all through the lens of white liberal feminism from the 1980s, 1990s. And that's what I did my undergrad in 17 years ago...

Female 2: So, aside from a lack of critical race theory, discussion on white supremacy, discussion on slavery, segregation, Jim Crow laws, racist laws, the foundation of how our nation came to be, and no discussion on how as public administrators we were to address these issues – yes, he was – we were to address these issues in the real world as public administrators going into work to make our governing systems and our public administration better, we were never even given the opportunity to discuss these issues.

We only had one professor who was a person of Color. We never had a guest speaker invited that was a person of Color. When given the opportunity to seek a legislator, no legislators of Color were invited to the classroom, and we know Representative Romero and Senator Escamilla will show up to class at the drop of a dime. No questions asked.

Female 3: In the [name of class] that I took last semester with [name of professor], we had a few readings related to discrimination and race, and how that all fits into public administration.

But I feel like they were all kind of afterthoughts, and they were all kind of summaries. We never really got in-depth into anything. Out of all of our discussion posts, only one asked a question about the Invisible Knapsack article. So, that was one of the articles that we had to read. And so, that was the only – so, we had discussions, like for every week, and we had three different questions that we had to answer.

Female 1: Excuse me again. I think it was [name of participant] that said it. We had *Impacting the Invisible Knapsack*, that was written at least 30 years ago now. And I know it was key at that time, maybe more so. I don't know, time goes by so quickly now, and so much stuff is happening all the time. But at least in 2016, it was the first-time white privilege was coming into the mainstream, but we could have done so much more with that.

Overall, participants' narratives illustrate how they experienced the MPA curriculum as severely missing critical readings on systemic racism and other critical works by people of Color and, as white students, they wanted to engage with issues of social justice but hardly had the opportunity to do so. Their narratives point out the missed opportunities for the MPA program to

critically engage students on issues related to racism, oppression, and other forms of subjugation. These experiences left participants with a gap in their education and professional development.

II. Witnessing Racial Microaggressions in the Classroom

The majority of participants shared how they saw professors create a hostile environment for students of Color. Racial microaggressions were a common experience in the classroom, according to participants. For example, participants shared how professors spread an offensive stereotype of Asians and Asian-Americans by mocking accents, tokenizing students of Color, and ignore the history of indigenous genocide committed by historical figures. The following narratives speak to this:

Female 2: At one point, one of the professors –actually, and I can't remember which course it was. I don't think it was [name of course], because that was in my last year, and this was pretty early on. And I remember him impersonating a Chinese accent, or Eastern Asian accent.

I also remember him calling on the few students of Color in our cohort, like with particular ethnic backgrounds as part of the lesson to try and make a point about a particular time in history or policy practice. And I can't say what that experience was like for those students, so my feelings don't matter here. I just knew at the time, "Yeah, I hope they're okay with that," because that was pretty messed up. So, those were the two prime incidents I can think of right now.

Female 1: Our cohort started with 12 people, and four students of Color. One indigenous woman in that class – [name of professor] said that Andrew Jackson was the greatest president that we'd ever had regarding public administration.

And I remember looking at her face and seeing the horror, and I tended to be the flippant, kind of just like I'm gonna drop a comment if you're not gonna bring it up, and I said, "Probably minus the indigenous genocide," and I think [name of professor] looked at me, and he was just confused as to why I would even bring that up. Because he clearly wasn't meaning to be offensive, and I just don't think he saw that, and she ended up leaving the program, and it went entirely unaddressed.

And I will say, also, I felt like students of Color were looked to in the classroom to speak for all students of Color, all people of Color. It was easy to point out a student who is Mexican; his parents immigrated here. He talks about being a Mexican. He's proud of it, but it's easy to point to him every time you needed an example of a person of Color who happened to grow up on the South Side of [name of city]. My God, can you get more stereotypical? And this is who you have to point to, right?

The type of microaggression depicted by participants is troubling. Participants saw racial microaggression go unaddressed by the MPA program and the impact it had on retaining students of Color in their cohort. In all, participants saw how students of Color were not only tokenized but also stereotyped in the MPA program and the absence of any actions to address professors' behaviors.

III. Witnessing Lack of Support for Students of Color

In this last theme, participants talked about the lack of support for students of Color in the MPA program. Two participants shared how students of Color were overlooked and at times treated differently than their white peers. Two out of the three participants had concrete examples. For instance, one participant shared how she witnessed a fellowship taken away from a peer of Color without any explanation. And another one saw how two Latinx students left the MPA program due to no support.

The following narratives summarize this theme:

Female 1: We then had two students, one is an English-as-a-second-language speaker, and the other identified as Latinx and they were coworkers and had agreed as like a pact to join the program together and support each other.

So, one of the students decided that they wanted to try the evening program, because they felt that the way the weekends in the executive program were so condensed with information, they weren't receiving much of it. And both of them decided to go to the evening program, it ended up not working out with their work schedules. They struggled even more the following semester [...] And they went to [name of administrator] at the end of the semester and said, "We tried it, and it's not really working for us, so we'd love to go back to the executive program."

And [name of administrator] refused to allow them to return to the program, and expressed to them that the MPA executive program was a train that was gonna leave the station, and if you got off the train, you got off the train. And suggested to them – because what I was told, too, by these students – is that it would be disruptive to our learning to have them return to the program, a question we were never even given the opportunity to answer.

Oh, and those two students who left the program to switch to the night program dropped out of the program and never returned, and it was never a question as to why they left. But when the white single parent had to skip a semester because of a family emergency, she was allowed to come back and rejoin the cohort. And I'm not saying she shouldn't have been. I'm saying those other students should have been allowed to come back.

Female 2: [Name of professor] actively took that opportunity [fellowship] away from a student of Color. So, we're not getting students out there [in the community], and we are harming students who are getting the opportunity. And all it would have taken is a conversation... All it would have taken is a conversation for [name of professor] to understand what had fully happened, and that conversation was never presented.

And like I said, [name of professor] was our next professor, so he wasn't gonna fight them on it. So, that would be something else that the program really needs to figure out how to do better [support students of Color].

Participants witness how, in this case, Latinx students are left with little to no support when faced with challenges in the Program. From their perspective, the MPA program is not supportive of students of Color and consequently, can cause students to leave the Program. In all, participants did feel optimistic that the MPA program can do better but warranted the need for professors and administration to become aware of systemic racism and address it in their classrooms and throughout the Program. White allies' narratives further demonstrated the absence of equity and inclusion of students of Color in the MPA program. Racial microaggression, absence of systemic racism and inequities in the curriculum, and lack of support for students of Color were some themes addressed by white allies in the MPA program.

Summary

The initial findings outlined in this report highlight the urgent need for the MPA program to develop its understanding of equity, diversity, and inclusion and communicate this understanding to key stakeholders via formal documents. Each document analyzed for this report illustrated that, although the MPA has made efforts to include diversity in their curriculum, there is still work to be done, especially when creating a cohesive Diversity Plan that creates action in every area of the MPA program such as policy, practices, programming, culture, and, but not limited to, course syllabi. I encourage the MPA program to reflect on the term diversity, define it, and apply it to its mission statement, program outcomes, and policies and practices. Diversity cannot and should not be an undefined term decoupled from equity and inclusion, especially when preparing administrators to engage in policy development and implantation. By ignoring the importance of diversity, equity, and inclusion students aspiring to become administrators or administrators looking to further their career can (re)produce inequities in communities of Color and other marginalized communities.

Students and alumni of Color shared several of their experiences and concerns about how the MPA program treats students of Color and other marginalized groups. Each theme in the student experience section illustrates how challenging it is to be in a program that is not conducive to the lived experiences of minoritized students or rather one that is not equitable and inclusive. One major takeaway from the students' narratives section is that students and alumni had high expectations for the MPA program to prepare them to critically engage with the public

administration sector to enact systemic change and provide them with the validation they needed to be seen as public administrators in a predominantly white male sector. Their narratives instead illustrated how professors and administrators disregarded their experiences, used racial microaggressions, and lacked awareness of inequities related to race, racism, sexism, language bias, and other systemic inequities. In all, participants felt adamant that the MPA program needs to drastically change, but held some reservations on the commitment of the faculty to learn and understand systemic racism and support students of color. As one participant of color shared, "I need my white faculty to understand racism and call it out when they see it and to be there for their students of Color." This is what students expect from the MPA program, to address racism and to learn to support students of Color. Similarly, white allies also expressed the importance for the faculty and administration to learn and understand not only systemic racism but to also engage with their privileges in ways that will better help them teach and support students of color.

Recommendations

The findings from this commissioned equity audit provide a baseline understanding for the MPA program to begin to meaningfully engage with equity, diversity, and inclusion. Overall, there is great room for growth regarding issues of equity, diversity, and inclusion for the MPA program. In this final section of the report, I provide recommendations based on the findings from each section.

Given what participants shared, it is not simple to provide recommendations without considering the need for deep departmental change regarding equity and inclusion. MPA leadership should support faculty self-work and department-wide efforts to learn about issues of bias, prejudice, and white privilege. The following recommendations should not be taken as a one-time effort but as an ongoing commitment to improving the racial climate of the MPA program and the department should draw from campus resources to support ongoing equity, diversity, and inclusion improvements:

1. Formal Departmental Documents:
 - a. Revise and update formal departmental documents and course syllabi. The Content Analysis identified only three documents and four syllabi as potentially engaging with equity, diversity, and inclusion.
 - b. Clearly define terminology in informal department documents and course syllabi. Equity, diversity, and inclusion should be clearly defined and present across MPA's foundational documents.
 - c. Develop clear action steps towards the implementation of equity, diversity, and inclusion in the MPA program. A timeline with tangible outcomes is needed to carry out with meaningful outcomes.
 - d. Create an internal working group composed of students, faculty, administration, and staff to draft a meaningful, relevant, and clear Diversity Plan and Statement for the department that accurately communicates the value and competency of the

MPA program related to equity, diversity, and inclusion. This committee will also be tasked with an annual review of documents to ensure equitable and inclusive practices are met.

2. Curriculum

- a. MPA program needs to include in the curriculum current issues of equity impacting the field of public administration to engage and prepare students to address systemic inequities in their work.
- b. Define the equity, diversity, and inclusion competencies for student outcomes. In the absence of a clear diversity competency from NASPAA, the MPA program should develop its competency grounded on equity and inclusion.
- c. Critical curriculum development. Faculty need training on the application of critical theories and practices in their syllabi. Professional facilitation is needed for faculty to address and understand how systemic racism, white privilege, and oppression work, and to learn how to facilitate these topics in class.
- d. Provide MPA students with information regarding campus-wide reporting of bias incidents. Course syllabi and program orientations should share with students information on how to file bias incidents on campus:
<https://diversity.utah.edu/initiatives/rbirt/>.

3. Data Collection:

- a. Begin annual post-completion and post-stop-out data collection efforts for students. It is important to collect these data to better understand the experiences of students of Color and identifying equity gaps in the program.
- b. Disaggregate student data collection efforts by race, ethnicity, and related identity
- c. Equity in admissions and representation. To this extent, the MPA program needs to not only focus on increasing the representation of students of Color but also understand who they are. There is a need for an equitable admissions process focused on increasing students of color presence and requiring faculty, administrators, and staff to read personal statements and to learn who their students are.

4. Student Experiences:

- a. The MPA program needs to host conversations with students to listen to their concerns and address them.

5. Faculty Development and Recruitment:

- a. The department should support and encourage faculty to participate in professional facilitation for equity and diversity. It is recommended for the department to hire a professional facilitator for this purpose and to commit to ongoing self-work in this area.
- b. Faculty need to be able to have the language to address racist incidents in or outside classrooms. This required training in learning how to disrupt potential hostile conversations towards minoritized student groups.

- c. The department should implement plans to support English language learners in the program.
- d. Increase efforts to recruit and retain faculty of color from diverse backgrounds. A faculty composition is important for students and they expressed the need to have diverse faculty of color in the MPA program.

Overall, the above recommendations are important to consider increasing the MPA program's commitment to equity, diversity, and inclusion and supporting students of Color. These recommendations are initial, but crucial steps needed. They are by no means fixed and can be modified as long as they align with an equitable and inclusive framework. It is admirable for the MPA program to commission this report as it truly speaks to the importance and urgency to move the program towards an equitable, diverse, and inclusive program.

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