



May 21, 2025

**VIA E-MAIL**

Harmeet K. Dhillon  
Assistant Attorney General  
Civil Rights Division  
U.S. Department of Justice  
950 Pennsylvania Avenue, NW  
Washington, D.C. 20530-0001

**Support for Investigation of Ongoing Unlawful DEI Practices at the University of Virginia and Request for Enforcement Action**

Dear Assistant Attorney General Dhillon:

America First Legal Foundation (“AFL”) is a national nonprofit legal organization committed to upholding the rule of law and the constitutional guarantee of equal protection under the law for all Americans.

We write in support of the U.S. Department of Justice’s (“DOJ”) April 28, 2025, letter to the University of Virginia (“UVA” or “the University”), which confirms what the facts now make undeniable: the University is operating programs based on race, sex, ethnicity, national origin, and other impermissible, immutable characteristics under the pretext of “diversity, equity, and inclusion” (“DEI”) in open defiance of federal civil rights law, controlling Supreme Court precedent, and Executive Orders issued by President Donald Trump.<sup>1</sup> This letter puts UVA on notice that AFL is actively monitoring its compliance with these legal mandates, supports the DOJ’s enforcement efforts, and provides additional evidence that UVA has failed to dismantle its discriminatory DEI programs as required—choosing instead to rename, repackage, and redeploy the same unlawful infrastructure under a lexicon of euphemisms.

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<sup>1</sup> Maggie Glass, *Justice Department Accuses UVA of Failing to Dismantle DEI*, NBC29 (Apr. 30, 2025), <https://perma.cc/4J57-LKGN>.

## I. Federal Law Requires the Elimination of Discrimination Based on Race, Sex, Ethnicity, and Other Impermissible Characteristics

On January 21, 2025, President Trump signed Executive Order No. 14151, titled “Ending Racial and Wasteful Government DEI Programs and Preferencing,” which categorically prohibits the use of any structures, policies, or practices that rely on race, skin color, ethnicity, national origin, or other impermissible, immutable characteristics to guide institutional decision-making.<sup>2</sup> The following day, President Trump issued Executive Order No. 14173, titled “Ending Illegal Discrimination and Restoring Merit-Based Opportunity,”<sup>3</sup> which revoked the Biden administration’s DEI directives and requires that federal agencies enforce long-standing civil rights laws uniformly, combat illegal DEI preferences, policies, and programs, and condition federal grants and contracts on certification that recipients, including public institutions like the University of Virginia, do not engage in such discriminatory practices. Together, these Orders make clear that publicly funded institutions have no permissible basis for maintaining DEI programs and assign them the affirmative obligation to end all discriminatory practices, whether labeled as “DEI” or any other euphemism for unlawful discrimination.

On February 14, 2025, the U.S. Department of Education Office for Civil Rights (“OCR”) issued a Dear Colleague Letter clarifying the nondiscrimination obligations of institutions receiving federal funds<sup>4</sup> under Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, the Equal Protection Clause of the Fourteenth Amendment, and other applicable federal civil rights laws.<sup>5</sup> Accompanying the letter was a Frequently Asked Questions (“FAQ”) document<sup>6</sup> explaining how OCR interprets the Supreme Court’s decision in *Students for Fair Admissions, Inc. v. President & Fellows of Harvard College (SFFA)*, 600 U.S. 181 (2023), in the context of race-based classifications, preferences, and stereotypes prohibited under Title VI.<sup>7</sup> While several federal courts have issued preliminary injunctions temporarily prohibiting OCR from enforcing the Dear Colleague Letter and FAQ, the principles articulated therein are

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<sup>2</sup> Exec. Order No. 14151, 90 Fed. Reg. 8339 (Jan. 29, 2025), <https://perma.cc/4XZP-KB4S>.

<sup>3</sup> Exec. Order No. 14173, 90 Fed. Reg. 8633 (Jan. 31, 2025), <https://perma.cc/8ASH-GVED>.

<sup>4</sup> *Dear Colleague Letter: Students for Fair Admissions v. Harvard and University of North Carolina*, U.S. DEP’T OF EDUC. (Feb. 14, 2025), <https://perma.cc/T4YA-TYFP>.

<sup>5</sup> *Id.*

<sup>6</sup> *Frequently Asked Questions About the Prohibition of Racial Preferences and Stereotypes Under Title VI of the Civil Rights Act of 1964*, U.S. DEP’T OF EDUC., <https://perma.cc/P8C4-QTF3>.

<sup>7</sup> *Id.*

drawn directly from controlling precedent and existing federal law. Accordingly, UVA remains bound by the legal requirements of Title VI and the Equal Protection Clause.

In accordance with these Executive Orders and controlling federal civil rights law, UVA’s Board of Visitors unanimously adopted a resolution on March 7, 2025, directing the University to immediately dismantle its DEI infrastructure.<sup>8</sup> The resolution dissolved the University’s Office of Diversity, Equity, Inclusion and Community Partnerships and required UVA to “ensure” that all of its “programs, policies, practices, and actions in every regard comply with the Equal Protection Clause of the U.S. Constitution, Title VI of the Civil Rights Act of 1964, and other federal civil rights laws.”<sup>9</sup> It also expressly prohibited the use of racial proxies, strategic relabeling, or other indirect methods to “circumvent” anti-discrimination mandates—and barred the reclassification of DEI initiatives as “permissible” where they continue to rely on race, sex, and other identity-based distinctions. The resolution further obligated the University to report back to the Board within 30 days with a detailed accounting of its compliance efforts.<sup>10</sup>

Despite the resolution’s clear directive, there is no public indication UVA responded to the Board of Visitors within the 30-day window, raising questions about the University’s noncompliance and transparency. The DOJ’s April 28 letter reinforced these concerns, formally placing UVA on notice for failing to comply with federal civil rights laws, recent Executive Orders, and its own governing board’s resolution.<sup>11</sup>

According to that letter,<sup>12</sup> the DOJ previously issued warnings to UVA’s undergraduate college and School of Law on April 11 and April 18, respectively—each citing the University’s continued use of racial preferences in violation of *SFFA*,<sup>13</sup> and reaffirming the legal requirement to eliminate all programs and policies rooted in

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<sup>8</sup> *Resolution of the University of Virginia Regarding the Presidential Executive Order on Diversity, Equity, and Inclusion*, 2025 UNIV. OF VA. BD. OF VISITORS PUB. MINS. 12938 (Mar. 7, 2025), <https://perma.cc/5RLU-NX6U>.

<sup>9</sup> *Id.*

<sup>10</sup> *Id.*

<sup>11</sup> Glass, *supra* note 1.

<sup>12</sup> *Id.*

<sup>13</sup> See *SFFA*, 600 U.S. 181. Although *SFFA* addressed admissions, federal guidance confirms its broader application. According to the U.S. Department of Education, “If an educational institution treats a person of one race differently than it treats another person because of that person’s race, the educational institution violates the law.” The Department further explains that federal law prohibits covered entities from using race in decisions related to “admissions, hiring, promotion, compensation, financial aid, scholarships, prizes, administrative support, discipline, housing, graduation, ceremonies, and all other aspects of student academic and campus life.” *Dear Colleague Letter*, *supra* note 4.

DEI discriminatory frameworks that result in differential treatment based on race, ethnicity, national origin, or other immutable characteristics.<sup>14</sup>

On April 28, 2025, the DOJ intensified its inquiry, directing UVA to certify, with precision and particularity, that every division, school, and program—including the School of Law, School of Medicine, and Nursing School—had fully and completely complied with the Board of Visitors’ March 7 resolution. The DOJ again demanded that UVA provide a detailed accounting of every department, role, preference system, or title eliminated; disclosure of every individual who previously held any DEI-related position; and whether those individuals remain at UVA in any capacity. In no uncertain terms, the letter made clear that UVA’s legal obligations to identify and dismantle discriminatory programs remain unmet.<sup>15</sup>

UVA is not exempt from the Constitution, federal civil rights laws, or binding Executive Orders that apply across the full range of university operations, including admissions programming, policy, training, recruitment, and public-facing services.

## **II. UVA Is Circumventing Compliance by Rebranding DEI Infrastructure**

### *A. University-Wide Strategy to Evade Full Compliance*

Rather than comply with its legal obligations, UVA appears to have deliberately rebranded its discriminatory DEI infrastructure to evade accountability. Terms such as “Inclusive Excellence,”<sup>16</sup> “Advocacy and Opportunity,”<sup>17</sup> “Community Engagement,”<sup>18</sup> “Strategic Wellness and Opportunity,”<sup>19</sup> “Inclusion and Belonging,” and “Viewpoint Diversity”<sup>20</sup>—some of which were already embedded within its DEI framework—now serve as euphemistic labels across the University’s schools,

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<sup>14</sup> We note that UVA may use “ethnicity” as a proxy for race or national origin in its program design and classification schemes. While “ethnicity” is not protected under Title VI, national origin is. Where institutions use ethnicity to indirectly achieve national origin-based distinctions or racial outcomes, such practices may still violate federal law and applicable Executive Orders. *See* 42 U.S.C. § 2000d; *see also* U.S. Dep’t of Just., Title VI Legal Manual 30–31 (2023).

<sup>15</sup> *Id.*

<sup>16</sup> *Inclusive Excellence*, UNIV. OF VA. DARDEN SCH. OF BUS., <https://perma.cc/V5PC-C8HN>.

<sup>17</sup> *The Office for Advocacy and Opportunity*, UNIV. OF VA.’S COLL. AT WISE, <https://perma.cc/RB2R-W3NR>.

<sup>18</sup> *Community Engagement and Health Outcomes Office*, UVA HEALTH, <https://perma.cc/5VVA-N69T>.

<sup>19</sup> *Office of Strategic Wellness and Opportunity*, UNIV. OF VA. SCH. OF NURSING, <https://perma.cc/44WW-ZL62>.

<sup>20</sup> *Advancing Free Inquiry and Viewpoint Diversity at UVA*, 2025 UNIV. OF VA. BD. OF VISITORS PUB. MINS. 12959 (Apr. 29), <https://perma.cc/Z9JC-3JY5>.

departments, administrative divisions, and official communications. What is unfolding is not bureaucratic oversight but a deliberate strategy to rebrand, relabel, and obscure DEI infrastructure, preserving its unlawful substance while shielding it from legal scrutiny.

### *B. Inclusive Excellence DEI Framework*

At the center of UVA's strategy is its continued use of the "Inclusive Excellence" framework—a university-wide model adopted in 2019 to implement DEI objectives across all institutional operations.<sup>21</sup> This framework requires each academic and administrative unit to establish its own Inclusive Excellence planning team and develop tailored DEI implementation plans.<sup>22</sup> These efforts are integral to the University's strategic objectives set forth in UVA President James Ryan's 2030 Plan, which enshrines "inclusivity" as a central component of institutional success.<sup>23</sup>

UVA's deployment of "Inclusive Excellence" is not unique. This framework, first developed in 2005 by the American Association of Colleges and Universities ("AAC&U"),<sup>24</sup> has become the preferred national model for embedding DEI principles into the governance structures of colleges and universities.<sup>25</sup> Replacing "diversity" with "inclusion" and "equity" with "excellence," it recodes DEI language while advancing the same race-, sex-, and identity-based policy mandates.

### *C. Darden School of Business*

The Darden School of Business ("Darden") exemplifies UVA's rebranding of discriminatory DEI practices. Replacing its "Diversity and Inclusion" webpage with an "Inclusive Excellence" page, Darden retains diversity-focused scholarships, programming, and a Chief Diversity Officer who oversees strategic implementation.<sup>26</sup> UVA's website explicitly states that its inclusive excellence framework "infuse[s] inclusion and belonging into every aspect" of its "operation and culture."<sup>27</sup> UVA's shift in language to "inclusion and belonging" is not a benign or unrelated initiative. It is part of the "Inclusive Excellence" model adopted in 2019 for the very purpose of

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<sup>21</sup> *Inclusive Excellence Framework Implementation at UVA*, UNIV. OF VA. FACILITIES MGMT., <https://perma.cc/DT7Z-UZVM>.

<sup>22</sup> *Id.*

<sup>23</sup> *2030 Strategic Plan: Strategic Goals*, UNIV. OF VA. <https://perma.cc/R5BA-PNLR>.

<sup>24</sup> *Making Excellence Inclusive: A Framework for Embedding Diversity and Inclusion into Institutional Practices and Policies*, ASS'N OF AM. COLLS. & UNIVS. (2005), <https://perma.cc/4G6X-G3TC>.

<sup>25</sup> *Current Member List*, ASS'N OF AM. COLLS. & UNIVS., <https://perma.cc/F2Y7-RPA9>.

<sup>26</sup> *Inclusive Excellence*, *supra* note 16.

<sup>27</sup> *Id.*

embedding DEI across UVA and other universities across the country.<sup>28</sup> By removing overt references to “diversity” while retaining the same discriminatory practices under euphemistic terms, UVA is not complying with federal law; it is rebranding its unlawful conduct.

Nowhere is this clearer than in Darden’s “Scholarships for Inclusive Excellence.” These scholarships are backed by a \$125 million endowment and prioritize applicants based on impermissible characteristics, including race (“under-represented minorities”), sex (“women”), identity (“LGBTQ students”), “international students” (“national origin”) and “Breakthrough Scholars”<sup>29</sup>—a Darden-specific awarded through the school’s inclusive excellence framework that’s part of its DEI-driven effort to shape a “diverse and inclusive student body.”<sup>30</sup> By reserving awards for specific groups to ensure classrooms “reflect the diverse world,” these scholarships perpetuate UVA’s unlawful use of discriminatory preferences in its operations.

Darden also partners with external organizations to offer scholarships that favor students based on impermissible characteristics, such as the Reaching Out MBA (ROMBA) Fellowship for LGBTQ+ students.<sup>31</sup> This fellowship provides a minimum \$20,000 scholarship and rewards applicants for their demonstrated commitment to promoting LGBTQ+ equality rather than academic or professional merit.<sup>32</sup> While such preferences may not violate Title VI of the Civil Rights Act, which prohibits discrimination based on race, color, or national origin in federally funded programs, they contravene Executive Orders 14151 and 14173, which mandate equal treatment and prohibit policies favoring specific groups based on impermissible characteristics, including sex or gender identity.

#### *D. School of Medicine*

The UVA School of Medicine’s Office of Diversity, Equity & Inclusion, led by the Senior Associate Dean for DEI, serves as a central hub for embedding policies that prioritize race, ethnicity, sex, gender identity, and other impermissible characteristics across medical education, clinical training, and research.<sup>33</sup> Coordinating “diversity efforts” through a “Diversity Consortium” and “Diversity

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<sup>28</sup> *Equity, Innovation, and Excellence*, ASS’N OF AM. COLLS. & UNIV. <https://perma.cc/E2UP-FCV5>.

<sup>29</sup> *Financial Aid & Student Experience*, UNIV. OF VA. DARDEN SCH. OF BUS., <https://perma.cc/WB36-CZSF>.

<sup>30</sup> *Id.*

<sup>31</sup> *External Scholarships*, UNIV. OF VA. DARDEN SCH. OF BUS., <https://perma.cc/8DNM-6JCD>.

<sup>32</sup> *Reaching Out MBA, ROMBA FELLOWSHIP*, <https://perma.cc/JA9C-A9A3>.

<sup>33</sup> *Diversity, Equity, and Inclusion*, UNIV. OF VA. SCH. OF MED., <https://perma.cc/4ZLG-VZ9V>.

Strategic Plan,” that promotes “active affinity groups,” the office institutionalizes discriminatory practices under the guise of the 2019 “Inclusive Excellence” framework, ensuring that DEI priorities are integrated across the medical school’s core functions.<sup>34</sup>

UVA’s School of Medicine does not merely endorse DEI; it institutionalizes it. According to the school’s official “Commitment to Diversity” policy—which remains in effect—all faculty, residents, fellows, staff, and students are required to “participate in and support diversity and inclusion” as “core values” of the school’s mission and Diversity Strategic Plan, which promotes “active affinity groups” and “holistic approaches to recruiting, pipeline, admissions and hiring processes.”<sup>35</sup>

Declaring that “racism contributes to a public health crisis,” the policy further justifies recruiting and retaining “faculty, medical residents, staff, and students whose ‘diverse identities and backgrounds or experience’ bring value to educational or clinical experience of the school” and those from “all racial and ethnic groups; underrepresented groups such as persons with disabilities or gender identity or expression differences.”<sup>36</sup> By explicitly prioritizing these protected characteristics over merit, this policy directly violates Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972,<sup>37</sup> which prohibit sex-based discrimination, including gender identity, as well as Executive Orders 14,151 and 14,173.

The UVA School of Medicine’s “Diversity Consortium” is the institutional advisory mechanism appointed by the Dean of Medicine to embed discriminatory policies favoring race, sex, ethnicity, gender identity, and sexual orientation across every tier of medical education, training, and patient care.<sup>38</sup> It systemically targets students, Graduate Medical Education trainees, faculty, staff, patients, and the broader community, ensuring that no facet of the institution escapes the reach of DEI orthodoxy. Anchored by the School’s Diversity Strategic Plan, which proclaims diversity “a core component of our mission and a necessary foundation for achieving excellence in patient care, education, research, and community engagement,” the Consortium convenes “Diversity Consortium meetings” monthly and “as often as necessary to carry out its missions [...]”<sup>39</sup> The Consortium reports directly to a

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<sup>34</sup> *Diversity Overview*, UNIV. OF VA. SCH. OF MED., <https://perma.cc/EFR3-XZ7L>.

<sup>35</sup> *Commitment to Diversity*, UNIV. OF VA. SCH. OF MED., <https://perma.cc/X6QE-HHAL>.

<sup>36</sup> *Id.*

<sup>37</sup> 42 U.S.C. § 2000d, *et seq.*; 20 U.S.C. §§ 1681–1688.

<sup>38</sup> *Diversity Overview*, *supra* note 34.

<sup>39</sup> *Id.*

“Diversity and Inclusion Steering Committee” led by the Dean and senior leadership, establishing a top-down command structure that makes DEI not just a priority, but a governing doctrine across the entire School of Medicine.<sup>40</sup>

Individual departments within the School of Medicine are also deeply engaged in operationalizing DEI mandates. For example, the Family Medicine department plays an active and visible role in implementing DEI ideology across clinical education. Its official webpage affirms a commitment to health equity, diversity, and inclusion in medical education, clinical care, and community engagement.<sup>41</sup> The department “aims to recruit and train residents that reflect the demographics” of its community and patients through a “holistic approach to recruitment” reflected in the “Commitment to Diversity” policy, cultivates DEI-focused leadership roles and mentorship opportunities, and endorses ongoing training to address systemic inequities in healthcare.<sup>42</sup> A dedicated “Diversity and Inclusion Committee” is charged with promoting “equity, diversity, and inclusion” within the Family Medicine department and ensuring that progress “aligns with the School of Medicine’s diversity plan.”<sup>43</sup>

Beyond its policy infrastructure, the Family Medicine Department uses its health equity curriculum as a vehicle for ideological indoctrination. Residents are trained to act not merely as clinicians, but as social advocates for “health equity,” who are taught to link “present-day health disparities” to the University’s founding by Thomas Jefferson and its “legacy” of slavery and segregation.<sup>44</sup> According to its website, the Family Medicine program aims to produce physicians who will act as “advocates for their patients at the clinic, health system, community, state, national, and international level.”<sup>45</sup> To meet this objective, residents learn about “social determinants of health, health disparities, the social structures that create and perpetuate health disparities, and the actions family physicians can take to effect change for the promotion of health equity.”<sup>46</sup>

The curriculum specifically focuses on the historical and present-day impact of racism on health disparities. Residents are taught to view present-day health disparities in Charlottesville and Albemarle County through this historical lens and are

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<sup>40</sup> *Id.*

<sup>41</sup> *Diversity and Inclusion*, UNIV. OF VA. SCH. OF MED., <https://perma.cc/3DAX-NH9P>.

<sup>42</sup> *Id.*

<sup>43</sup> *Id.*

<sup>44</sup> *Id.*

<sup>45</sup> *Id.*

<sup>46</sup> *Id.*

encouraged to embrace “racial justice” as an organizing principle for medical practice. According to UVA, this context makes Charlottesville “a prime location for training family physicians to become advocates for health equity”—a goal that subordinates medical neutrality to ideological activism.<sup>47</sup>

To further these aims, UVA operates “Discover Medicine,” a pipeline program sponsored by the Student National Medical Association, which brings underrepresented high school and college students to campus for monthly sessions over the course of a year.<sup>48</sup> The program is designed to increase the number of minority applicants to UVA’s medical school by providing early exposure and tailored mentorship opportunities based explicitly on race and ethnicity.<sup>49</sup> These types of identity-based recruitment efforts are irreconcilable with federal civil rights law, which prohibits public institutions from conferring preference or opportunity based on prohibited immutable traits.

In addition to embedding DEI principles across its academic and administrative infrastructure, the UVA School of Medicine offers several scholarships and programs that explicitly consider race, sex, national origin, ethnicity, and other identity-based criteria in their eligibility requirements. Representative examples include:

- The “Underrepresented in Medicine Visiting 4th Year Scholarship” offered by UVA’s Department of Orthopaedic Surgery explicitly prioritizes applicants who “come from backgrounds underrepresented in medicine (Black/African-American, LatinX, Native American, Asian/Pacific Islander, Alaskan Native, female, LGBTQ+).”<sup>50</sup>
- The Ridley Scholarship Program “seeks to attract Black students of the highest academic caliber and build a community of learning, leadership, and legacy for Black students at the University of Virginia.”<sup>51</sup>
- The Reider/Otis Scholarship provides a “one-time gift of \$5,000 to an LGBTQ student or to students who have demonstrated a willingness to advance the rights and acceptance of the LGBTQ community.”<sup>52</sup>
- The Herring Scholarship awards \$5,000 to a student who “demonstrates leadership, citizenship, and fellowship and has actively supported, through

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<sup>47</sup> *Id.*

<sup>48</sup> *Discover Medicine*, UNIV. OF VA. SCH. OF MED., <https://perma.cc/3LJ8-LUFK>.

<sup>49</sup> *Id.*

<sup>50</sup> *Underrepresented in Medicine Visiting 4th Year Scholarship to UVA’s Orthopaedic Surgery Department*, UVA HEALTH DEP’T OF ORTHOPAEDIC SURGERY, <https://perma.cc/VEH9-3LHE>.

<sup>51</sup> *Student Resources*, UNIV. OF VA. SCH. OF MED., <https://perma.cc/89TN-ETFX>.

<sup>52</sup> *Id.*

volunteerism and advocacy, the LGBTQ Center at the University of Virginia.”<sup>53</sup>

- The Peter Page Scholarship awards a \$10,000 “merit scholarship” that is exclusively restricted to “highly motivated gay male students.”<sup>54</sup>
- The V. Shamim Sisson Ally of the Year Award seeks to recognize a UVA community member—student, faculty, staff, or alumnus—who has “gone above and beyond in their daily life in supporting the LGBTQ community, furthering the rights and acceptance of queer-identified individuals at the university and beyond.” The award claims to bring “necessary attention to the important role that allies play in the fight for equality, social justice, and the acceptance of the LGBTQ community.”<sup>55</sup>
- UVA’s General Surgery Visiting Student Scholarship offers up to \$1,500 in travel and housing assistance to visiting medical students whose “backgrounds, interests, or goals” are expected to “bring diverse experiences and interests” to the department. The stated purpose of the scholarship is to immerse students in the department’s “inclusive culture and welcoming environment,” with the goal of encouraging underrepresented students to pursue careers in surgery and academic medicine through targeted mentoring and networking opportunities.<sup>56</sup>
- The de Lange Diversity and Inclusion Fund provides financial support to residents who demonstrate a commitment to advancing “diversity and inclusion in the field of Radiology.” The scholarship encourages applicants to join UVA’s Department of Radiology to promote DEI-related goals through “education, service, leadership, and other initiatives.”<sup>57</sup>
- Summer Internships target “racially and ethnically diverse students” to develop a “cadre of diverse individuals” who can “carry the basic science research discoveries into the clinical realm for the betterment of the human conditions.”<sup>58</sup>
- The Department of Orthopaedic Surgery offers an “Underrepresented in Medicine” Scholarship that prioritizes “students who come from backgrounds underrepresented in medicine (Black/African-American, LatinX, Native American, Asian/Pacific Islander, Alaskan Native, female, LGBTQ+).”<sup>59</sup>

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<sup>53</sup> *Id.*

<sup>54</sup> UVA HEALTH DEPT’ OF ORTHOPAEDIC SURGERY, *supra* note 50.

<sup>55</sup> *Id.*

<sup>56</sup> *Id.*

<sup>57</sup> *Id.*

<sup>58</sup> *Id.*

<sup>59</sup> *Id.*

By conditioning scholarship access on race, sex, and sexual orientation, UVA’s medical school is operating a preferential system that denies equal opportunity in violation of federal law, Supreme Court precedent, and binding executive directives.

### *E. Other UVA Departments*

UVA Wise—the University’s public liberal arts college governed by the same Board of Visitors and President as the main campus—quietly rebranded its “Office for Diversity, Equity, and Inclusion” as the “Office for Advocacy and Opportunity,”<sup>60</sup> while preserving the same ideological mission and functions. The Office’s Facebook page further illustrates this rebranding. As recently as December 31, 2024,<sup>61</sup> the page displayed its former DEI-related name.<sup>62</sup> The unchanged URL and years-long archive of DEI-related content suggest that only the label, not the underlying function, has changed.

Despite changing the name on its Facebook page, UVA Wise is also an institutional member of the AAC&U and continues to advance discriminatory policies and practices by adhering to the “Inclusive Excellence” model. Its DEI office states that it is committed to “social justice,” defined as a “process” that seeks to redistribute “resources, opportunities, and responsibilities,” challenge “oppression and injustice” and build “solidarity” through collective action.<sup>63</sup> Within UVA Wise’s learning communities, faculty are expected to “aspire to address inequality and promote equity,” with course learning objectives required to align with “Inclusive Excellence” principles.<sup>64</sup> These are not abstract ideals—they are policy directives that allocate benefits and burdens according to race, sex, and other protected characteristics in direct violation of federal law.

Similarly, UVA Health repackaged its former Diversity, Equity & Community Engagement operation into a “Community Engagement and Health Outcomes Office”—complete with identical commitments to equity and representation under a healthcare label.<sup>65</sup> This Office promotes health equity and LGBTQ+ and transgender-focused healthcare services, phrasing frequently used as proxies for DEI-based prioritization.<sup>66</sup> According to its public-facing mission, the Office is committed to

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<sup>60</sup> *The Office of Advocacy and Opportunity*, *supra* note 17.

<sup>61</sup> When did UVA Wise start its Office for Advocacy and Opportunity? GOOGLE, <https://perma.cc/U4AM-R7F4> (search result).

<sup>62</sup> *UVA Wise - Office for Advocacy and Opportunity*, FACEBOOK, <https://perma.cc/H4D2-A6FM>.

<sup>63</sup> *Inclusive Excellence*, UNIV. OF VA.’S COLL. AT WISE, <https://perma.cc/X75U-HBJ4>.

<sup>64</sup> *Id.*

<sup>65</sup> *Community Engagement and Health Outcomes Office*, UVA HEALTH, <https://perma.cc/84U4-4BHE>.

<sup>66</sup> *Mission & Goals*, UVA HEALTH, <https://perma.cc/V6N7-XLVT>.

“fostering an environment of belonging that promotes justice, equity, diversity, inclusion, and unity throughout the organization and within the communities” it serves.<sup>67</sup> Its stated goals further include addressing “social disparities and health inequities that negatively impact our historically marginalized and underrepresented communities,” and developing “DEI trainings” to “increase the capacity for courageous conversations and cultural competency.”<sup>68</sup> UVA Health also features publicly available training materials and video content focused on “racism against providers”—framing clinical interactions and staffing through the same race-based DEI ideology that federal law prohibits.

The UVA Library,<sup>69</sup> School of Nursing,<sup>70</sup> and Graduate School of Arts & Sciences<sup>71</sup> all continue to operate “Inclusive Excellence” or IDEA (“Inclusion, Diversity, Equity, Accessibility”) frameworks. The UVA Library, for example, maintains a race-focused “Inclusive Excellence Plan” built around “anti-racist practice and pedagogy,” “diversity dashboards,” and a mandate to “prioritize equity in all [Library] decision-making.”<sup>72</sup> None of these programs show any indication of having been dismantled. There is no indication that UVA has identified these programs as violating federal law and recent executive orders requiring them to be disclosed and dismantled.

#### *F. Legal Noncompliance and the Need for Accountability*

UVA’s actions constitute deliberate concealment in clear violation of the law. The Constitution, Title VI, and Presidential Executive Orders require dismantling these systems, not simply rebranding them. Discrimination by another name is still discrimination.

### **III. UVA Is Engaged in a Coordinated Strategy to Preserve DEI and Undermine Federal Oversight**

On April 29, 2025—just three days before UVA’s response deadline to the DOJ—UVA’s Board of Visitors adopted the “Advancing Free Inquiry and Viewpoint

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<sup>67</sup> *Id.*

<sup>68</sup> *Id.*

<sup>69</sup> *The UVA Library’s Inclusive Excellence Plan*, UNIV. OF VA. LIBR., <https://perma.cc/A8EW-445S>.

<sup>70</sup> *Inclusion, Diversity & Excellence Achievement*, UNIV. OF VA. SCH. OF NURSING, <https://perma.cc/6VVP-C4ZB>.

<sup>71</sup> *Diversity, Equity and Inclusion Initiatives & Resources*, UNIV. OF VA. DEP’T OF CHEMISTRY, <https://perma.cc/P62J-U952>.

<sup>72</sup> *The UVA Library’s Inclusive Excellence*, *supra* note 69.

Diversity at UVA”<sup>73</sup> resolution, rescinding portions of its 2020 resolution<sup>74</sup> endorsing the Racial Equity Task Force’s \$1 billion DEI agenda for race-based hiring, programming, enrollment targets<sup>75</sup> and “numerical goals for student and faculty composition of students and faculty.”<sup>76</sup>

While the April 29 resolution claims the University has “made progress” toward dismantling DEI in accordance with the March 7 directive, it simultaneously asserts that “additional work remains to be done to ensure and advance open inquiry” and to cultivate “citizen leaders.”<sup>77</sup> President Ryan and the Board called on UVA to “strengthen efforts to ensure that the University is truly inclusive and welcoming community,” and are establishing a working group—not to guide the University into compliance with federal law and the President’s Executive Orders, but to “promote open inquiry, constructive conversation across differences, and development of a civic mindset.”

Rather than marking a clear break from race-conscious policies and the DEI discriminatory framework that continues to permeate the University, the resolution simply shifts the rhetoric—substituting “viewpoint diversity” for DEI terminology. It tasks University leadership to build a “truly inclusive and welcoming community,” and emphasizes the ability of students, faculty, and staff to “express politically diverse views,” “engage in constructive discussion across differences,” and “respond to competing perspectives in good faith.”

Framed in terms traditionally associated with the First Amendment, the resolution obscures rather than dismantles UVA’s DEI infrastructure. Terms like “open inquiry,” “inclusivity,” and “viewpoint diversity” are deployed as euphemisms to preserve the ideological commitments of DEI while insulating the University from legal risk. These less overtly discriminatory phrases substitute rhetorical neutrality for ideological neutrality, allowing the University to preserve race- and sex-conscious policies under the more legally palatable label of “viewpoint diversity.” In doing so, UVA mirrors a broader national trend in higher education: rename without reform.

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<sup>73</sup> *Advancing Free Inquiry and Viewpoint Diversity at UVA*, 2025 UNIV. OF VA. BD. OF VISITORS PUB. MINS. 12959 (Apr. 25, 2025), <https://perma.cc/P8PE-Q2AU>.

<sup>74</sup> *UVA Board of Visitors Endorses Goals Presented by the Racial Equity Task Force*, UVA TODAY (Sept. 11, 2020), <https://perma.cc/WG8A-4PBD>.

<sup>75</sup> *Racial Equity Task Force Releases Report, 12 Key Recommendations for Action*, UVA TODAY (Aug. 10, 2020), <https://perma.cc/Q2UP-WKK8>.

<sup>76</sup> *Advancing Free Inquiry and Viewpoint Diversity at UVA*, *supra* note 73.

<sup>77</sup> *Id.*

Furthermore, the resolution neither disavows the broader framework established under the Task Force’s plan nor accounts for what became of the nearly \$1 billion previously committed to the implementation and funding of UVA’s Division of Diversity, Equity, and Inclusion. UVA has not disclosed whether those funds were redirected, suspended, or quietly preserved under renamed programs. Its vague reference to having “made progress” raises more questions than it answers and underscores the gap between rhetorical compliance and substantive reform.

This practice of renaming legally noncompliant UVA initiatives extends beyond semantic rebrands. On April 22, 2025, shortly before the adoption of its most recent resolution, UVA President Ryan joined more than 500 university leaders in signing a national statement published by the AAC&U opposing what they characterize as federal government “overreach” and “political interference” in higher education.<sup>78</sup> The statement asserts that colleges and universities must remain free to determine whom to admit, what to teach, and how to teach it, and that protecting these “defining freedoms” is essential to higher education.<sup>79</sup> By aligning himself with this initiative, President Ryan has publicly signaled opposition to the very federal oversight mechanisms required to bring UVA into compliance with civil rights law.

#### **IV. UVA Has Retained Its DEI Infrastructure Through Strategic Rebranding and Personnel Relabeling**

The April 28, 2025, DOJ letter explicitly requested an accounting of each individual who previously held a DEI-related title or responsibility.<sup>80</sup> UVA has yet to publicly provide the DOJ with this information. Instead, staff formerly identified with DEI programming have received new titles, such as “global recruiting,” “community engagement,”<sup>81</sup> or “opportunity” leads, while performing the same functions. Websites, job descriptions, and administrative materials reveal a university-wide pattern of renaming roles, updating department titles, and recoding diversity programming under vague euphemisms.

UVA’s admissions and recruiting offices have quietly rebranded staff titles and reorganized roles to maintain DEI programming under different names. These positions were initially created following President Biden’s 2021 Executive Order

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<sup>78</sup> Public Statement, Ass’n of Am. Colls. & Univs., A Call for Constructive Engagement (Apr. 22, 2025), <https://perma.cc/3W7B-JRQM>.

<sup>79</sup> *Id.*

<sup>80</sup> *Advancing Free Inquiry and Viewpoint Diversity at UVA*, *supra* note 73.

<sup>81</sup> *Chief Community Engagement & Health Outcomes Officer*, UVA HEALTH, <https://perma.cc/ANF3-UWYN>.

13,985, which mandated equity-driven initiatives across federally funded institutions.<sup>82</sup> Public records reveal that individuals who once held positions explicitly titled with “Diversity, Equity, and Inclusion”<sup>83</sup> now appear under less overtly discriminatory titles.<sup>84</sup>

For example:

- Christian P.L. West, who previously served as “Senior Director of Global Diversity, Equity and Inclusion Recruiting,”<sup>85</sup> now holds the rebranded title of “Senior Director of Global Recruiting.”<sup>86</sup> However, the underlying job description remains virtually unchanged and still emphasizes diversity-focused pipelines and partnerships with DEI-affiliated partner organizations. These include the Consortium for Graduate Study in Management—whose stated mission is to reduce the underrepresentation of African Americans, Hispanic Americans, and Native Americans in the member school’s enrollment and management;<sup>87</sup> ROMBA, which awards fellowships to applicants based on LGBTQ+ identity and advocacy, and the Management Leadership for Tomorrow (MLT)—an identity-based recruitment network that seeks to “correct the dramatic underrepresentation of minorities in leadership positions.”<sup>88</sup>
- Similarly, Jannatul Pramanik transitioned from “Associate Director, Global Diversity, Equity and Inclusion”<sup>89</sup> to “Associate Director, Global Recruiting.”<sup>90</sup> As with West, there is no indication that the substance of Pramanik’s DEI-related role has changed.
- Rachel Spraker, formerly titled “Assistant Vice President for Diversity and Inclusion,” now serves as “Assistant Vice President for Equity and Inclusive

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<sup>82</sup> *Connect with Darden*, UNIV. OF VA. DARDEN SCH. OF BUS., <https://perma.cc/6B37-XX5M> (archived July 27, 2021).

<sup>83</sup> *Connect with Darden*, UNIV. OF VA. DARDEN SCH. OF BUS., <https://perma.cc/7V87-CEGR> (archived Dec. 2, 2024).

<sup>84</sup> *Connect with Darden*, UNIV. OF VA. DARDEN SCH. OF BUS., <https://perma.cc/VDM4-N7ZQ> (archived May 4, 2025).

<sup>85</sup> *Christian West*, UNIV. OF VA. DARDEN SCH. OF BUS., <https://perma.cc/B3LU-GRJY> (archived June 13, 2024).

<sup>86</sup> *Christian West*, UNIV. OF VA. DARDEN SCH. OF BUS., <https://perma.cc/EL9D-B2UX>.

<sup>87</sup> *Consortium Application Process*, UNIV. OF VA. DARDEN SCH. OF BUS., <https://perma.cc/V7TZ-H84S>.

<sup>88</sup> *Admissions Blog: Management Leadership for Tomorrow: Darden’s MLT Partnership Supports Talented Students from Diverse Backgrounds*, UNIV. OF VA. DARDEN SCH. OF BUS. (Aug. 17, 2022), <https://perma.cc/RH4B-4EBZ>.

<sup>89</sup> *Jannatul Pramanik*, UNIV. OF VA. DARDEN SCH. OF BUS., <https://perma.cc/V8DL-2JKN> (archived Jan. 19, 2025).

<sup>90</sup> *Jannatul Pramanik*, UNIV. OF VA. DARDEN SCH. OF BUS., <https://perma.cc/S8D6-LXLH> (archived May 4, 2025).

Excellence.”<sup>91</sup> This superficial rebranding followed the March 7, 2025, vote by UVA’s Board of Visitors to dissolve the Office of Diversity, Equity, Inclusion, and Community Partnerships. Yet, despite this formal dissolution, Spraker remains publicly listed in UVA’s directory as affiliated with the supposedly dissolved DEI office—and all her listed departmental ties are exclusively DEI-related.<sup>92</sup> She continues to develop and implement policies and programs aimed at advancing “representational diversity,” “inclusive capacity,” and “belonging” throughout the University. Her tenure at UVA has been exclusively dedicated to promoting DEI principles. Publicly, Spraker has espoused radical views, describing “whiteness” as inherently toxic<sup>93</sup> and urging institutions to “decenter dominant norms.” She frames her work as a form of “institutional transformation” rooted in identity politics and “liberatory” practices.<sup>94</sup> These statements and her continued employment make clear that UVA has not dismantled DEI—it has fortified it under a different nomenclature.

- Mark C. Jefferson, J.D., who previously served as the UVA School of Law’s “Assistant Dean for Diversity, Equity, and Belonging,” now holds the retitled position of “Assistant Dean for Community Engagement”<sup>95</sup> and leads the newly created “Office of Community Engagement and Equity,”<sup>96</sup>—rebranded as a program to promote “Free Expression” at UVA law school.<sup>97</sup> Jefferson formerly worked on “Community Engagement and Equity” at Harvard Law and has been focused on implementing DEI initiatives at UVA Law School since 2021.<sup>98</sup> However, Jefferson’s new job description omits his former DEI role at UVA entirely.<sup>99</sup> Jefferson’s office continues to organize DEI programming, facilitate affinity group collaboration, and promote institutional efforts aimed at “strengthening and advancing the school’s commitment to being a welcoming, supportive and equitable institution.”<sup>100</sup>

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<sup>91</sup> *Rachel Spraker*, UNIV. OF VA., <https://perma.cc/AL2E-JWSP> (archived May 4, 2025).

<sup>92</sup> *Rachel Spraker*, UNIV. OF VA., <https://perma.cc/3Z2C-6XVN> (archived May 5, 2025).

<sup>93</sup> The Jefferson Council, *UVA's Rachel Spraker on Allyhood and the Toxicity of Whiteness*, YOUTUBE (Feb. 23, 2024), <https://perma.cc/UR2X-4WHE>.

<sup>94</sup> *Id.*

<sup>95</sup> *Community Engagement Office*, UNIV. OF VA. SCH. OF L., <https://perma.cc/8FJZ-ACWR>.

<sup>96</sup> *Resources for Community Members*, UNIV. OF VA. SCH. OF L., <https://perma.cc/T9K7-ZQBP>.

<sup>97</sup> *Programs Supporting Free Expression*, UNIV. OF VA. SCH. OF L., <https://perma.cc/FS8J-L2MJ>.

<sup>98</sup> *Mark Jefferson Named Inaugural Assistant Dean for Diversity, Equity and Belonging*, UNIV. OF VA. SCH. OF L., <https://perma.cc/TLN5-ACXM>.

<sup>99</sup> *Mark C. Jefferson*, UNIV. OF VA. SCH. OF L., <https://perma.cc/5H5J-LA9V>.

<sup>100</sup> *Id.*

- Dr. Tracy M. Downs previously served as UVA Health’s “Chief Diversity and Community Engagement Officer”<sup>101</sup> and is still prominently featured on the School of Medicine’s DEI webpage as its leading official.<sup>102</sup> Following the March 7 directive by the Board of Visitors, UVA quietly rebranded Dr. Downs’ title—removing “Diversity” and renaming the role “Chief Community Engagement & Health Outcomes Officer.”<sup>103</sup> At the same time, UVA privatized a School of Medicine video<sup>104</sup> still featured on its website, in which Dr. Downs, under his former title, openly promotes race-based discriminatory hiring practices and DEI-driven institutional policies.<sup>105</sup> Despite these cosmetic changes, Dr. Downs continues to serve as the Senior Associate Dean for DEI in the School of Medicine and retains oversight of “all aspects of diversity, equity, and inclusion in the [School of Medicine], including the Office of Diversity and all DEI efforts among the different departments and centers.”<sup>106</sup> He also serves on UVA’s Diversity Consortium—the School of Medicine’s internal advisory body responsible for advancing DEI programs and policies across education, research, clinical care, and community engagement.<sup>107</sup> The Consortium reports directly to the Diversity and Inclusion Steering Committee, which includes Dr. Downs and other senior institutional DEI leaders.

These are a few examples of a broader and deliberate institutional pattern. Across departments, titles, and public-facing materials, UVA has implemented a coordinated strategy to preserve its DEI infrastructure under a new lexicon—one designed to create the illusion of compliance while maintaining the same discriminatory framework. UVA has received more than \$348.7 million in federal funding since 2021, including \$190 million annually from the National Institutes of Health.<sup>108</sup> Compliance with federal nondiscrimination laws is, therefore, not optional—it is a binding legal obligation.

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<sup>101</sup> *Diversity Overview*, UNIV. OF VA. SCH. OF MED., <https://perma.cc/4VTT-6UX7> (archived Feb. 15, 2025).

<sup>102</sup> *Diversity Overview*, *supra* note 34.

<sup>103</sup> *Chief Community Engagement & Health Outcomes Officer*, UVA HEALTH, <https://perma.cc/7GSL-KGL5>.

<sup>104</sup> *Diversity Overview*, *supra* note 101, (reflecting privatization of DEI-related video).

<sup>105</sup> UVA Health, *Tracy Downs, MD, FACS, on Being the Inaugural Chief Diversity of Community Engagement at UVA Health*, YOUTUBE (Sep. 14, 2021), <https://perma.cc/P8MU-T7P8>.

<sup>106</sup> *Diversity Overview*, *supra* note 34.

<sup>107</sup> *Id.*

<sup>108</sup> NAT’L INSTS. OF HEALTH, U.S. DEP’T OF HEALTH & HUM. SERVS., *NIH Awards by Organization: University of Virginia*, REPORT, <https://perma.cc/YX36-DFEJ>.

## V. Requested Investigatory and Enforcement Actions

The facts are clear: UVA continues to operate programs and policies that violate federal civil rights laws and binding Executive Orders, including those prohibiting discrimination based on race, sex, and national origin. Although the Board of Visitors formally voted to dismantle DEI, the University did not do so. Instead, it created a “viewpoint diversity” working group—an effort that merely repackages DEI under new terminology while preserving its core structure. This is not legal ambiguity but institutional defiance, thinly veiled as reform.

UVA’s continued reliance on semantic evasions and bureaucratic relabeling does not satisfy the law. This letter is submitted in support of the Department of Justice’s oversight and in the interest of securing UVA’s full, transparent, and substantive compliance with President Trump’s Executive Orders and applicable federal civil rights statutes.

To ensure full and verifiable compliance with federal civil rights laws and Executive Orders 14151 and 14173, we respectfully request that the Department of Justice:

1. Direct UVA to cease all race-, sex-, and identity-based policies, programs, and practices across all departments, administrative units, and affiliated schools, including any initiatives operating under rebranded euphemisms, including, but not limited to, “Inclusive Excellence,” “Belonging and Inclusion,” “Advocacy and Opportunity,” “Community Engagement,” or “Viewpoint Diversity.”
2. Require UVA to dismantle any remaining DEI offices, roles, or committees, including working groups or steering bodies—that promote, implement, or sustain race, sex, and other identity-based classifications, preferences, or treatment in violation of federal law and Executive Orders 14151 and 14173.
3. Obtain a formal written certification from the University President confirming full compliance with Title VI of the Civil Rights Act of 1964, the Equal Protection Clause, Executive Orders 14151 and 14173, the March 7 directive issued by UVA’s Board of Visitors, and the DOJ’s April 28 letter. This certification must include a list of all dismantled DEI-related programs, positions, and policies.
4. Compel disclosure of all faculty, staff, administrators, and personnel across all UVA divisions who currently hold or previously held any DEI-related title, responsibility, or funded position since January 2021, and confirm whether those roles have been eliminated, repurposed, or renamed.

5. Audit all federal funding received by UVA from FY 2021 to present, including any awards, contracts, or grants supporting DEI-related programs, and determine whether such funds are being used to sustain preferential systems based on race, sex, ethnicity, national origin, and other impermissible, immutable characteristics in violation of federal law or Executive Orders 14151 and 14173. If so, DOJ should take immediate steps to suspend, terminate, or condition future funding in accordance with applicable law and federal enforcement authority.

UVA must understand: misdirection is not compliance, and rebranding is not reform. Substantive legal obligations cannot be satisfied by cosmetic name changes or institutional sleight of hand. We trust this submission will support the DOJ's oversight and encourage the University to take meaningful, lawful action.

As the Supreme Court has made clear, "The Constitution deals with substance, not shadows."<sup>109</sup> UVA may rename its policies, but if the underlying discrimination remains, so does the violation.

Thank you in advance for your attention to this matter.

Sincerely,  
/s/ Megan Redshaw  
America First Legal Foundation

Cc: Jeffrey Morrison, Senior Counsel, Civil Rights Division, U.S. Department of Justice  
Craig Trainor, Acting Assistant Secretary for Civil Rights, U.S. Department of Education  
Anthony Archeval, Acting Director, Office for Civil Rights, U.S. Department of Health and Human Services  
President James E. Ryan, President, University of Virginia  
Rector Robert D. Hardie, Board of Visitors, University of Virginia  
Clifton M. Iler, Office of the University Counsel, University of Virginia

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<sup>109</sup> 600 U.S. at 213 (quoting *Cummings v. Missouri*, 71 U.S. (4 Wall.) 277, 325 (1867)).

## APPENDIX

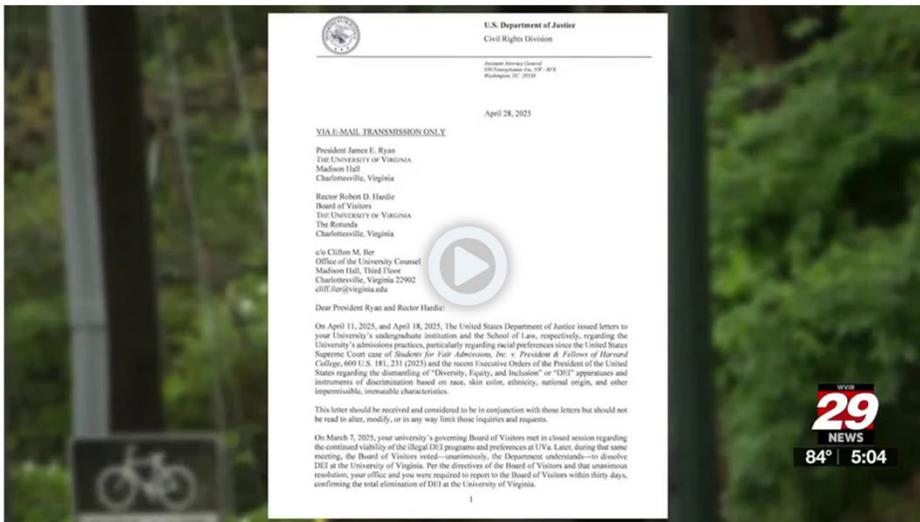
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# Exhibit 1

## Justice Department accuses UVA of failing to dismantle DEI



The letter, posted publicly by the Jefferson Council, said the DOJ has received complaints that UVA is failing in dismantling DEI efforts at the University.

By [Maggie Glass](#)

Published: Apr. 30, 2025 at 6:00 PM CDT



CHARLOTTESVILLE, Va. (WVIR) - The University of Virginia is facing a new and immediate deadline regarding DEI on grounds. A letter from the Department of Justice gives the university until Friday, May 2, to meet a growing set of expectations to eliminate diversity, equity and inclusion programs.

UVA Spokesperson Brian Coy confirmed on Wednesday that the university received the notice and was working on a response.

The letter, posted publicly by the Jefferson Council, said the DOJ had received complaints that UVA was failing to dismantle DEI efforts at the university. It outlined steps the Department of Justice expects UVA to complete by its deadline. Among them, the agency wants to know what happened to everyone who occupied a position with any DEI responsibility at UVA.

The tone and persistence from the federal government is what concerns former UVA Board of Visitors member Tom DePasquale.

# Exhibit 2



U.S. Department of Justice  
Civil Rights Division

Assistant Attorney General  
950 Pennsylvania Ave, NW - RFK  
Washington, DC 20530

April 28, 2025

VIA E-MAIL TRANSMISSION ONLY

President James E. Ryan  
THE UNIVERSITY OF VIRGINIA  
Madison Hall  
Charlottesville, Virginia

Rector Robert D. Hardie  
Board of Visitors  
THE UNIVERSITY OF VIRGINIA  
The Rotunda  
Charlottesville, Virginia

c/o Clifton M. Iler  
Office of the University Counsel  
Madison Hall, Third Floor  
Charlottesville, Virginia 22902  
cliff.iler@virginia.edu

Dear President Ryan and Rector Hardie:

On April 11, 2025, and April 18, 2025, The United States Department of Justice issued letters to your University's undergraduate institution and the School of Law, respectively, regarding the University's admissions practices, particularly regarding racial preferences since the United States Supreme Court case of *Students for Fair Admissions, Inc. v. President & Fellows of Harvard College*, 600 U.S. 181, 231 (2023) and the recent Executive Orders of the President of the United States regarding the dismantling of "Diversity, Equity, and Inclusion" or "DEI" apparatuses and instruments of discrimination based on race, skin color, ethnicity, national origin, and other impermissible, immutable characteristics.

This letter should be received and considered to be in conjunction with those letters but should not be read to alter, modify, or in any way limit those inquiries and requests.

On March 7, 2025, your university's governing Board of Visitors met in closed session regarding the continued viability of the illegal DEI programs and preferences at UVa. Later, during that same meeting, the Board of Visitors voted—unanimously, the Department understands—to dissolve DEI at the University of Virginia. Per the directives of the Board of Visitors and that unanimous resolution, your office and you were required to report to the Board of Visitors within thirty days, confirming the total elimination of DEI at the University of Virginia.

The Department has received complaints that your office and the University may have failed to implement these directives and further that you have refused to produce the report on the matter.

By Friday, May 2, 2025, the Department expects you to:

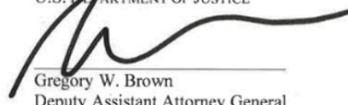
1. Produce the executed, official Board of Visitors' Resolution dated on or around March 7, 2025, regarding the dissolution and dismantling of DEI, along with all written or electronic records (including audio or video recording) of the Board of Visitors public and closed session meeting and deliberations;
2. Certify that for every University division, department, school, foundation, unit, system (such as the Health System), and graduate or professional program and school (including but not limited to the School of Law, School of Medicine, and Nursing School) of the University, the dictates of the Board of Visitors' Resolution have been fully and completely satisfied and accomplished. A responsive answer will also include a description with particularity how that has been effectuated, with precision and detail. A responsive answer will further include specific identification of which departments, programs, preferences, preferential systems and positions/titles/chairs have been eliminated and terminated. Further, for every employee, student, faculty member, or administrator who formerly occupied a position with any DEI responsibilities, "mandate," duties, or title whatsoever, identify whether that individual's position and title have been eliminated, whether the individual is still associated with the University in any official or unofficial, paid or unpaid capacity, and, if so, the name and nature of that individual's current title or position;
3. Produce all Report(s) submitted by you or members of your administration to the Board of Visitors, the Rector, or any other body or group on or around April 7, 2025, regarding your administration's execution of the Board of Visitors' March 7, 2025, direction to dissolve and dismantle DEI at the University of Virginia.

You may contend—as your University has done in the past—that some or even all of the requested materials may contain student information protected under the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g. Please be advised that the Department of Justice is authorized under 34 C.F.R. § 99.31(a)(3)(i) to obtain such information without prior consent for the purpose of enforcing federal legal requirements.

The Department of Justice expects your complete candor and prompt response to this request. Please ensure that this letter is immediately shared with each of the members of the University's Board of Visitors.

If you have any questions, please contact this office at (202) 514-7818.

Sincerely,  
HARMEET K. DHILLON  
Assistant Attorney General  
Civil Rights Division  
U.S. DEPARTMENT OF JUSTICE



---

Gregory W. Brown  
Deputy Assistant Attorney General  
Jeffrey Morrison  
Senior Counsel  
Civil Rights Division  
U.S. DEPARTMENT OF JUSTICE

# Exhibit 3

On April 24, 2025, a federal court enjoined the Department from "enforcing and/or implementing" the following: Dear Colleague Letter: Title VI of the Civil Rights Act in Light of Students for Fair Admissions v. Harvard (Feb. 14, 2025), Frequently Asked Questions About Racial Preferences and Stereotypes Under Title VI of the Civil Rights Act (first issued on Feb. 28, 2025), End DEI Portal, and Reminder of Legal Obligations Undertaken in Exchange for Receiving Federal Financial Assistance and Request for Certification Under Title VI and SFFA v. Harvard (April 3, 2025) (certification requirement) against the plaintiff National Education Association, et al., its members, and any entity that employs, contracts with, or works with its members. See, Nat'l Educ. Ass'n v. United States Dep't of Educ., No. 25-CV-091-LM (D.N.H. Apr. 24, 2025). As a result, the Department of Education's Office for Civil Rights will not take any enforcement action, or otherwise implement, the February 28, 2025, Dear Colleague Letter, associated FAQs, the End DEI Portal, or the certification requirement until further notice.

UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE FOR CIVIL RIGHTS

THE ACTING ASSISTANT SECRETARY



February 14, 2025

Dear Colleague:

Discrimination on the basis of race, color, or national origin is illegal and morally reprehensible. Accordingly, I write to clarify and reaffirm the nondiscrimination obligations of schools and other entities that receive federal financial assistance from the United States Department of Education (Department).<sup>1</sup> This letter explains and reiterates existing legal requirements under Title VI of the Civil Rights Act of 1964,<sup>2</sup> the Equal Protection Clause of the United States Constitution, and other relevant authorities.<sup>3</sup>

In recent years, American educational institutions have discriminated against students on the basis of race, including white and Asian students, many of whom come from disadvantaged backgrounds and low-income families. These institutions' embrace of pervasive and repugnant race-based preferences and other forms of racial discrimination have emanated throughout every facet of academia. For example, colleges, universities, and K-12 schools have routinely used race as a factor in admissions, financial aid, hiring, training, and other institutional programming. In a shameful echo of a darker period in this country's history, many American schools and universities even encourage segregation by race at graduation ceremonies and in dormitories and other facilities.

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<sup>1</sup> Throughout this letter, "school" is used generally to refer to preschool, elementary, secondary, and postsecondary educational institutions that receive federal financial assistance from the Department.

<sup>2</sup> Title VI provides that: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." 42 U.S.C. § 2000d, *et seq.*; 34 C.F.R. § 100, *et seq.*

<sup>3</sup> This document provides significant guidance under the Office of Management and Budget's Final Bulletin for Agency Good Guidance Practices, 72 Fed. Reg. 3432 (Jan. 25, 2007). This guidance does not have the force and effect of law and does not bind the public or create new legal standards. This document is designed to provide clarity to the public regarding existing legal requirements under Title VI, the Equal Protection Clause, and other federal civil rights and constitutional law principles. If you are interested in commenting on this guidance, please email your comment to [OCR@ed.gov](mailto:OCR@ed.gov) or write to the following address: Office for Civil Rights, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202. For further information about the Department's guidance processes, please visit the Department's webpage [here](#).

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202-1100  
[www.ed.gov](http://www.ed.gov)

*The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.*

Educational institutions have toxically indoctrinated students with the false premise that the United States is built upon “systemic and structural racism” and advanced discriminatory policies and practices. Proponents of these discriminatory practices have attempted to further justify them—particularly during the last four years—under the banner of “diversity, equity, and inclusion” (“DEI”), smuggling racial stereotypes and explicit race-consciousness into everyday training, programming, and discipline.

But under any banner, discrimination on the basis of race, color, or national origin is, has been, and will continue to be illegal.

The Supreme Court’s 2023 decision in *Students for Fair Admissions v. Harvard*<sup>4</sup> (*SFFA*), which clarified that the use of racial preferences in college admissions is unlawful, sets forth a framework for evaluating the use of race by state actors and entities covered by Title VI. The Court explained that “[c]lassifying and assigning students based on their race” is lawful only if it satisfies “strict scrutiny,” which means that any use of race must be narrowly tailored—that is, “necessary”—to achieve a compelling interest.<sup>5</sup> To date, the Supreme Court has recognized only two interests as compelling in the context of race-based action: (1) “remediating specific, identified instances of past discrimination that violated the Constitution or a statute”; and (2) “avoiding imminent and serious risks to human safety in prisons, such as a race riot.”<sup>6</sup> Nebulous concepts like racial balancing and diversity are not compelling interests. As the Court explained in *SFFA*, “an individual’s race may never be used against him” and “may not operate as a stereotype” in governmental decision-making.<sup>7</sup>

Although *SFFA* addressed admissions decisions, the Supreme Court’s holding applies more broadly. At its core, the test is simple: If an educational institution treats a person of one race differently than it treats another person because of that person’s race, the educational institution violates the law. Federal law thus prohibits covered entities from using race in decisions pertaining to admissions, hiring, promotion, compensation, financial aid, scholarships, prizes, administrative support, discipline, housing, graduation ceremonies, and all other aspects of student, academic, and campus life. Put simply, educational institutions may neither separate or segregate students based on race, nor distribute benefits or burdens based on race.

Although some programs may appear neutral on their face, a closer look reveals that they are, in fact, motivated by racial considerations.<sup>8</sup> And race-based decision-making, no matter the form, remains impermissible. For example, a school may not use students’ personal essays, writing samples, participation in extracurriculars, or other cues as a

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<sup>4</sup> *Students for Fair Admissions, Inc. v. President & Fellows of Harvard Coll.*, 600 U.S. 181 (2023).

<sup>5</sup> *Id.* at 207.

<sup>6</sup> *Ibid.*

<sup>7</sup> *Id.* at 218.

<sup>8</sup> *Village of Arlington Heights v. Metro. Hous. Dev. Corp.*, 429 U.S. 252, 265 (1977).

means of determining or predicting a student's race and favoring or disfavoring such students.<sup>9</sup>

Relying on non-racial information as a proxy for race, and making decisions based on that information, violates the law. That is true whether the proxies are used to grant preferences on an individual basis or a systematic one. It would, for instance, be unlawful for an educational institution to eliminate standardized testing to achieve a desired racial balance or to increase racial diversity.

Other programs discriminate in less direct, but equally insidious, ways. DEI programs, for example, frequently preference certain racial groups and teach students that certain racial groups bear unique moral burdens that others do not. Such programs stigmatize students who belong to particular racial groups based on crude racial stereotypes. Consequently, they deny students the ability to participate fully in the life of a school.

The Department will no longer tolerate the overt and covert racial discrimination that has become widespread in this Nation's educational institutions. The law is clear: treating students differently on the basis of race to achieve nebulous goals such as diversity, racial balancing, social justice, or equity is illegal under controlling Supreme Court precedent.

All students are entitled to a school environment free from discrimination. The Department is committed to ensuring those principles are a reality.

This letter provides notice of the Department's existing interpretation of federal law. Additional legal guidance will follow in due course. The Department will vigorously enforce the law on equal terms as to all preschool, elementary, secondary, and postsecondary educational institutions, as well as state educational agencies, that receive financial assistance.

The Department intends to take appropriate measures to assess compliance with the applicable statutes and regulations based on the understanding embodied in this letter beginning no later than 14 days from today's date, including antidiscrimination requirements that are a condition of receiving federal funding.

All educational institutions are advised to: (1) ensure that their policies and actions comply with existing civil rights law; (2) cease all efforts to circumvent prohibitions on the use of race by relying on proxies or other indirect means to accomplish such ends; and (3) cease all reliance on third-party contractors, clearinghouses, or aggregators that are being used by institutions in an effort to circumvent prohibited uses of race.

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<sup>9</sup> *Students for Fair Admissions*, 600 U.S. at 230 (“[U]niversities may not simply establish through application essays or other means the regime we hold unlawful today.”).

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Institutions that fail to comply with federal civil rights law may, consistent with applicable law, face potential loss of federal funding.

Anyone who believes that a covered entity has unlawfully discriminated may file a complaint with OCR. Information about filing a complaint with OCR, including a link to the online complaint form, is available [here](#).

Thank you in advance for your commitment to providing our Nation's students with an educational environment that is free of race, color, or national origin discrimination.

Sincerely,

/s/

Craig Trainor  
Acting Assistant Secretary for Civil Rights  
United States Department of Education

# Exhibit 4

On April 24, 2025, a federal court enjoined the Department from “enforcing and/or implementing” the following: Dear Colleague Letter: Title VI of the Civil Rights Act in Light of Students for Fair Admissions v. Harvard (Feb. 14, 2025), Frequently Asked Questions About Racial Preferences and Stereotypes Under Title VI of the Civil Rights Act (first issued on Feb. 28, 2025), End DEI Portal, and Reminder of Legal Obligations Undertaken in Exchange for Receiving Federal Financial Assistance and Request for Certification Under Title VI and SFFA v. Harvard (April 3, 2025) (certification requirement) against the plaintiff National Education Association, et al., its members, and any entity that employs, contracts with, or works with its members. See, Nat'l Educ. Ass'n v. United States Dep't of Educ., No. 25-CV-091-LM (D.N.H. Apr. 24, 2025). As a result, the Department of Education's Office for Civil Rights will not take any enforcement action, or otherwise implement, the February 28, 2025, Dear Colleague Letter, associated FAQs, the End DEI Portal, or the certification requirement until further notice.



## UNITED STATES DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS Frequently Asked Questions About Racial Preferences and Stereotypes Under Title VI of the Civil Rights Act

This frequently asked questions document is intended to anticipate and answer questions that may be raised in response to the [Dear Colleague Letter: Title VI of the Civil Rights Act in Light of Students for Fair Admissions v. Harvard](#) issued by the U.S. Department of Education's Office for Civil Rights (OCR)<sup>1</sup> on February 14, 2025. This document seeks to provide helpful information about how the decision in *Students for Fair Admissions, Inc. v. President & Fellows of Harvard College*, 600 U.S. 181 (2023) (“*Students v. Harvard*” or “*SFFA*”), applies to racial classifications, racial preferences, and racial stereotypes<sup>2</sup> as well as how OCR interprets the ruling in its enforcement of Title VI of the Civil Rights Act of 1964 and its implementing regulations.<sup>3</sup>

### **Question 1:** Where can I report discriminatory conduct?

**Answer 1:** Anyone who believes that a school has engaged in discrimination may file a complaint with the Department of Education's Office for Civil Rights. Information about filing a complaint with OCR, including a link to the online complaint form, is available at [How to File a Discrimination Complaint with the Office for Civil Rights](#) on the OCR website.

### **Question 2:** What did the U.S. Supreme Court decide in *Students for Fair Admissions v. Harvard*?

**Answer 2:** The U.S. Supreme Court held that the admissions programs of the University of North Carolina and Harvard College violated the Equal Protection Clause of the Fourteenth Amendment to the U.S. Constitution and, coextensive with the Equal Protection Clause, Title VI of the Civil Rights Act, by impermissibly considering students' race when making admissions decisions. The Court

<sup>1</sup> OCR is responsible for determining whether entities that receive federal financial assistance from the U.S. Department of Education comply with Title VI of the Civil Rights Act of 1964, which prohibits race, color, or national origin discrimination; Title IX of the Education Amendments of 1972, which prohibits sex discrimination; Section 504 of the Rehabilitation Act of 1973, which prohibits disability discrimination; and the Age Discrimination Act of 1975, which prohibits age discrimination. OCR also shares in the enforcement of Title II of the Americans with Disabilities Act of 1990 (Title II) with the U.S. Department of Justice. Title II prohibits discrimination against individuals with disabilities by public entities, regardless of whether they receive federal financial assistance. Throughout this FAQ, “school” is used generally to refer to recipients of federal financial assistance and public entities, including elementary, secondary, and postsecondary institutions.

<sup>2</sup> Racial classifications, racial stereotypes, racial preferences, and policies that distinguish among individuals based on race are all forms of discrimination in that they intentionally treat people as members of racial groups, rather than as individuals. For the purpose of this document, these terms refer to policies and conduct that are motivated by racial considerations.

<sup>3</sup> The contents of this Q&A document do not have the force and effect of law and do not bind the public or impose new legal requirements, nor do they bind the Department of Education in the exercise of its discretionary enforcement authority. The purpose of this document is to provide clarity about existing law for the benefit of the public.

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articulated a broad principle: “Eliminating racial discrimination means eliminating all of it.”<sup>4</sup> The Court emphasized that students must be treated based on their experiences as individuals and not based on their race.<sup>5</sup> It declared the admissions programs were unlawful because they employed racial stereotypes, disadvantaged members of particular races, were not sufficiently measurable, and lacked a logical endpoint.<sup>6</sup>

**Question 3: What did the Supreme Court say about racial preferences in *Students for Fair Admissions v. Harvard*?**

**Answer 3:** While the facts of the case before the Supreme Court were specifically about racial preferences in university admissions, the Court applied broad reasoning to its decision, which has implications for race-based policies in education generally. Citing several of its previous rulings, the Court articulated two rules about school policies or programs that use race:

First, a school may never use a student’s race as a “stereotype or negative.”<sup>7</sup> This means schools cannot assume that a person’s race necessarily implies something about that person, including something about that person’s perspective, background, experiences, or socioeconomic status. It also means that, in any competitive admissions process, (and by the same logic any other competitive process for a benefit at an educational institution) a school cannot legally treat membership in any racial group as a plus factor. This is because a plus factor for one racial group is necessarily a negative factor for those not in that racial group. As the Court stated: “College admissions are zero-sum, and a benefit provided to some applicants but not to others necessarily advantages the former at the expense of the latter.”<sup>8</sup>

Second, in quoting an earlier ruling, the Court stated: “Distinctions between citizens solely because of their ancestry are by their very nature odious to a free people whose institutions are founded upon the doctrine of equality.”<sup>9</sup> Therefore, even when racial classifications or distinctions do not necessarily involve making conscious stereotypes about members of a particular race or placing members of a particular race at a disadvantage in a zero-sum process by treating their race as a

The Supreme Court has held that Title VI is coextensive with the Equal Protection Clause of the Fourteenth Amendment. In other words, discrimination based on race, color, or national origin by a public institution that violates the Equal Protection Clause of the Fourteenth Amendment also violates Title VI if committed by a private institution that accepts federal funds.

You can find more information about OCR’s enforcement of Title VI on the Department’s [website](#).

<sup>4</sup> *Students for Fair Admissions, Inc. v. President & Fellows of Harvard Coll.*, 600 U.S. 181 (2023).

<sup>5</sup> *Id.* at 206.

<sup>6</sup> *Id.* at 230.

<sup>7</sup> *Id.* at 218.

<sup>8</sup> *Id.* at 27.

<sup>9</sup> *Id.* at 208 (quoting *Rice v. Cayetano*, 528 U.S. 495, 517 (2000)).

“negative” consideration, they still raise constitutional concerns under the Fourteenth Amendment, triggering the highest level of judicial review known as “strict scrutiny.”<sup>10</sup>

Strict scrutiny is a “daunting” two-part test.<sup>11</sup> First, the racial classification must serve a “compelling government interest.”<sup>12</sup> Second, it must be “narrowly tailored” to achieve that interest.<sup>13</sup> Satisfying both parts of the test is very difficult. The *SFFA* Court recognized one interest as sufficiently compelling in the educational context to justify race-based preferences: “remediating specific, identified instances of past discrimination that violated the Constitution or a statute”<sup>14</sup> committed by the specific educational institution in question.<sup>15</sup> Finally, to satisfy strict scrutiny, an interest must be “sufficiently measurable to permit judicial review,” rather than amorphous, general, or intrinsically unmeasurable.<sup>16</sup>

For these reasons, the asserted compelling interest in “diversity” at issue in *Students v. Harvard* failed strict scrutiny because “the question whether a particular mix of minority students produces ‘engaged and productive citizens,’ sufficiently ‘enhance[s] appreciation, respect, and empathy,’ or effectively ‘train[s] future leaders’ is standardless.”<sup>17</sup> Equally, schools may not grant preferential benefits to members of certain races for the purpose of achieving a student-body composition that mirrors the racial makeup of the country, remedying general societal discrimination, or otherwise rectifying societal injustice.<sup>18</sup>

Even if a racial classification furthers a compelling government interest, it must pass the second part of the strict scrutiny test: the method used to achieve the compelling interest must be “narrowly tailored” or “necessary” to achieve that compelling objective.<sup>19</sup> This requires that, even if a school’s goal qualifies as compelling, the school must have engaged in a “serious, good faith consideration of workable race-neutral alternatives” to achieve that goal without using race and found that none were available.<sup>20</sup> In addition, a policy “is not narrowly tailored if it is either overbroad or underinclusive

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<sup>10</sup> *Id.* at 206.

<sup>11</sup> *Id.*

<sup>12</sup> *Id.* at 207.

<sup>13</sup> *Id.*

<sup>14</sup> *Id.*

<sup>15</sup> In *Regents of Univ. of California v. Bakke*, 438 U.S. 265, 301 (1978), the Supreme Court plurality recognized that “various types of racial preferences” might remedy “past discrimination,” where those preferences would “rectify th[at] discrimination”; and applying *Bakke*’s logic in *Grutter v. Bollinger*, 539 U.S. 306, 328 (2003), the Court explained that Michigan Law School might justify race-based admissions based on an effort to “remedy[] past discrimination.” *See also id.* at 329 (concluding that the Law School had “a compelling interest in a diverse student body”). But in *SFFA*, the Court cabined *Grutter*’s holding, explaining that “race-based admissions” are permitted “only within the confines of narrow restrictions”—any such admissions policy “must comply with strict scrutiny,” it can “never use race as a stereotype or negative,” and “at some point [it] must end.” *SFFA*, 600 U.S. at 213. But in each of those cases, the Supreme Court made clear that it evaluated all race-based preferences under the rubric of strict scrutiny. *See also Vitolo v. Guzman*, 999 F.3d 353, 361 (6th Cir. 2021) (summarizing the Supreme Court’s criteria for satisfying a compelling remedial interest as held in *City of Richmond v. J. A. Croson Co.*, 488 U.S. 469 (1989) and *Adarand Constructors, Inc. v. Peña*, 515 U.S. 200 (1995)).

<sup>16</sup> *Students for Fair Admissions, Inc.*, 600 U.S. at 214 (internal quotations and brackets omitted).

<sup>17</sup> *Id.* at 215.

<sup>18</sup> *Id.* at 226.

<sup>19</sup> *Id.* at 207.

<sup>20</sup> *Grutter v. Bollinger*, 539 U.S. 306, 339 (2003).

in its use of racial classifications.”<sup>21</sup> In *SFFA*, the Court held that the policies were not narrowly tailored because they were overbroad in grouping together all Asian students, underinclusive in not accounting for students from Middle Eastern countries, and arbitrary or undefined in using “Hispanic” to refer to different nationalities that were cobbled together in a classification that changed over time.<sup>22</sup> As a result, race cannot be used as a proxy for socioeconomic disadvantage. Even if there is a correlation between race and socioeconomic status, there are race-neutral alternatives by which to assess socioeconomic status.

Finally, the *SFFA* Court stated that policies based on racial classifications must be time-bound.<sup>23</sup> Schools may not engage in race-based policies in perpetuity. This means that a school’s use of racial preferences, even if narrowly tailored to serve a compelling governmental interest, must come with a concrete “logical endpoint.”<sup>24</sup>

**Question 4: What does the Supreme Court’s decision regarding the Equal Protection Clause mean for Title VI?**

**Answer 4:** Title VI prohibits recipients of federal funding from discriminating on the basis of race, color, or national origin. In *Students v. Harvard*, the Supreme Court reiterated that “discrimination that violates the Equal Protection Clause of the Fourteenth Amendment committed by an institution that accepts federal funds also constitutes a violation of Title VI.”<sup>25</sup> This generally means that public institutions, which are directly subject to the Equal Protection Clause, and private institutions that accept federal financial assistance, which are subject to Title VI, are subject to the same legal standard. All educational institutions, including pre-K, elementary, and secondary public schools and school districts, and public and private colleges, universities, and other postsecondary institutions that receive federal financial assistance, are required to comply with Title VI.<sup>26</sup>

**Question 5: What did the Supreme Court mean by using a student’s race as a stereotype?**

**Answer 5:** In its *SFFA* decision, the Court referred to *race qua race*, or “race for race’s sake”—that is, the belief that a person’s race necessarily implies that an individual has a certain personality trait, viewpoint, characteristic, or value simply by virtue of being a member of that race.<sup>27</sup> That can involve treating members of a racial classification as fungible, assuming that a member of a particular racial classification will think the same way, reflect a particular culture, or contribute to

<sup>21</sup> *Vitolo v. Guzman*, 999 F.3d 353, 362–63 (6th Cir. 2021) (citing *J.A. Croson Co.*, 488 U.S. at 507–08 and *Gratz v. Bollinger*, 539 U.S. 244, 273–75 (2003)).

<sup>22</sup> *Students for Fair Admissions, Inc.*, 600 U.S. at 207.

<sup>23</sup> *Id.* at 212.

<sup>24</sup> *Id.* at 221–25.

<sup>25</sup> *Id.* at 198 n.2.

<sup>26</sup> Title VI provides that “No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” 42 U.S.C. § 2000d, *et seq.*; 34 C.F.R. § 100, *et seq.* Throughout this document, “race” is used generally to refer to all three protected bases, race, color, and national origin.

<sup>27</sup> *Students for Fair Admissions, Inc.*, 600 U.S. at 220.

diversity in the same predictable manner as another member of that race. And, as discussed above, racial classifications further risk devolving into unlawful racial stereotypes when they lump students into categories that are overbroad, underinclusive, or arbitrary and undefined.

**Question 6: What did the Supreme Court mean by using a student’s race as a negative?**

**Answer 6:** The *SFFA* Court meant that when there is a limited number or finite amount of educational benefits or resources—such as, *inter alia*, admissions spots in an incoming class, financial aid, scholarships, prizes, administrative support, or job opportunities—a school may not take account of a student’s race in distributing those benefits or resources, even if race is only being considered as a positive or plus factor, because to advantage members of one race in a competitive or zero-sum process would necessarily disadvantage those of a different race. As the Court reasoned: “College admissions are zero-sum, and a benefit provided to some applicants but not to others necessarily advantages the former at the expense of the latter.”<sup>28</sup> Likewise, schools may not administer scholarships, prizes, or other opportunities offered by third parties based on race.

**Question 7: Can schools separate students by race if they treat all students equally?**

**Answer 7:** Racial segregation is illegal. As the Supreme Court held in *Brown v. Board of Education*, a school cannot engage in any programming, graduation ceremonies, housing, or any other aspect of school life that allows one race but not another or otherwise separates students, faculty, or staff based on race.<sup>29</sup> Intentional segregation or exclusion based on race remains legally indefensible if the programming, graduation ceremonies, housing, or other aspects of campus life are putatively equal or intended for a putatively beneficent purpose: that is simply an updated version of the “separate but equal” rationale of *Plessy v. Ferguson*<sup>30</sup> that the Court overruled in *Brown*.

Therefore, school-sponsored or school-endorsed racially segregated aspects of student, academic, and campus life, such as programming, graduation ceremonies and housing, are legally indefensible under the same “separate but equal” rationale that the Court rejected in *Brown*. In other words, these segregationist activities violate Title VI.

OCR has previously issued guidance explaining how racially segregated extracurricular activities, proms, honors, awards, and superlatives are inconsistent with Title VI:

[Joint DOJ/OCR Guidance on Segregated Proms](#)

<sup>28</sup> *Id.* at 218–19.

<sup>29</sup> *Id.* at 204 (citing *Brown v. Bd. of Ed. of Topeka*, 347 U.S. 483, 494 (1954)).

<sup>30</sup> 163 U.S. 537 (1896).

**Question 8: Are Diversity, Equity, and Inclusion (DEI) programs unlawful under *SFFA*?**

**Answer 8:** Schools may not intentionally discriminate on the basis of race, color, or national origin in their programs or activities. Many schools have advanced racially discriminatory policies and practices under the banner of “DEI” initiatives. Other schools have sought to veil racially discriminatory policies with terms like “social-emotional learning” or “culturally responsive” teaching. But whether an initiative constitutes unlawful discrimination does not turn solely on whether it is labeled “DEI” or uses terminology such as “diversity,” “equity,” or “inclusion.” OCR’s assessment of school policies and programs depends on the facts and circumstances of each case.

Schools may not operate policies or programs under any name that intentionally treat students differently based on race, engage in racial stereotyping, or create hostile environments for students of particular races. For example, schools with programs focused on interests in particular cultures, heritages, and areas of the world would not in and of themselves violate Title VI, assuming they are open to all students regardless of race. Nor would educational, cultural, or historical observances—such as Black History Month, International Holocaust Remembrance Day, or similar events—that celebrate or recognize historical events and contributions, and promote awareness, so long as they do not engage in racial exclusion or discrimination. However, schools may not sponsor programming that creates a hostile environment based on race for students who do participate.

**Question 9: The February 14, 2025, Dear Colleague Letter states that many DEI programs “deny students the ability to participate fully in the life of a school” when they “stigmatize students that belong to particular racial groups” based on “crude racial stereotypes,” and teach that students of those racial groups “bear unique moral burdens that others do not.” Does this mean that students, teachers, and school employees may not discuss topics related to race or DEI under Title VI?**

**Answer 9:** OCR enforces federal civil rights law consistent with the First Amendment of the U.S. Constitution. Nothing in Title VI or its implementing regulations, authorizes a school to restrict any rights otherwise protected by the First Amendment, nor does the Dear Colleague Letter indicate as much.

Additionally, the Department of Education Organization Act, 20 U.S.C. § 3403(b), and the Elementary and Secondary Education Act, 20 U.S.C. § 7907(a), prohibit the Department from exercising control over the content of school curricula. However, the First Amendment rights of students, faculty, and staff, and the curricular prerogatives of states and local school agencies do not relieve schools of their Title VI obligations to refrain from creating hostile environments through race-based policies and stereotypes; nor does it relieve them of their duty to respond to racial harassment that creates a hostile environment.

In determining whether a racially hostile environment exists, OCR will examine the facts and circumstances of each case, including the nature of the educational institution, the age of the students, and the relationships of the individuals involved. For example, an elementary school that sponsors programming that acts to shame students of a particular race or ethnicity, accuse them of

being oppressors in a racial hierarchy, ascribe to them less value as contributors to class discussions because of their race, or deliberately assign them intrinsic guilt based on the actions of their presumed ancestors or relatives in other areas of the world could create a racially hostile environment, by interfering with or limiting the students' ability to participate in or benefit from the school's program or activity. But exploration of similar themes in a class discussion at a university or other college-level programs or activities would be less likely to create a racially hostile environment. In all cases, the facts and circumstances of the discussion or activity will dictate the answer to that inquiry.

However, the more extreme practices at a university—such as requiring students to participate in “privilege walks” that are designed to make them feel guilty about being part of a certain race, segregating them by race for presentations and discussions with guest speakers, pressuring them to participate in protests or take certain positions on racially charged issues, investigating or sanctioning them for dissenting on racially charged issues through DEI or similar university offices, mandating courses, orientation programs, or trainings that are designed to emphasize and focus on racial stereotypes, and assigning them coursework that requires them to identify by race and then complete tasks differentiated by race—are all potential forms of school-on-student harassment that could create a hostile environment under Title VI. Specifically, such conduct could be deemed to create a hostile environment if, viewed by a reasonable person, of the same race and age, under similar circumstances, it is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's program or activity.<sup>31</sup>

Moreover, schools must not discriminate against students based on race in how they discipline or sanction students in response to complaints or allegations of harassment, or in response to speech that would be protected under the First Amendment, whether through use of “bias response teams,” mandatory trainings, or compelled statements. Nor can schools use race as a reason not to discipline or sanction a student for conduct that would otherwise warrant these corrective measures if applied to members of another race.

For more information about these topics:

OCR, [Dear Colleague Letter: First Amendment](#) (July 2003)

OCR, [Racial Incidents and Harassment against Students at Educational Institutions: Investigative Guidance](#) (Mar. 1994)

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<sup>31</sup> See OCR, [Racial Incidents and Harassment against Students at Educational Institutions: Investigative Guidance](#), 59 Fed. Reg. 11,448, 11,449 (Mar. 1994).

**Question 10: As part of their admissions process, may schools include application essay prompts that invite discussions of race?**

**Answer 10:** In *Students v. Harvard*, the Court held that race-based admissions policies that fail strict scrutiny are illegal but added that “nothing prohibits universities from considering an applicant’s discussion of how race affected the applicant’s life, so long as that discussion is concretely tied to a quality of character or unique ability that the particular applicant can contribute to the university.”<sup>32</sup> However, the Court cautioned in the same paragraph that schools “may not simply establish through application essays or other means the regime we hold unlawful today[.]” adding that “[w]hat cannot be done directly cannot be done indirectly.”<sup>33</sup>

Schools that craft essay prompts in a way that require applicants to disclose their race are likely illegally attempting to do indirectly what cannot be done directly, as with admissions policies that hold brief interviews in order to visually assess an applicant’s race. It is ultimately racial preferences that are illegal, however accomplished. OCR is aware that certain schools and universities are attempting to circumvent *SFFA*’s holding by engaging in what some commentators call the “essay loophole.” Schools can credit what is unique about the individual in overcoming adversity or hardship but may never make an admissions decision based on the person’s race.

**Question 11: The February 14, 2025, Dear Colleague Letter advises schools to take steps to ensure compliance with Title VI, including by reviewing their policies and by “ceas[ing] all reliance on third-party contractors, clearinghouses, or aggregators that are being used by institutions in an effort to circumvent prohibited uses of race.” What is the scope of Title VI coverage as it applies to schools?**

**Answer 11:** Title VI applies to “any program or activity receiving Federal financial assistance from the Department of Education,”<sup>34</sup> and a school’s responsibility not to discriminate against students applies to the conduct of everyone over whom the school exercises some control, whether through a contract or other arrangement.<sup>35</sup> A school may not engage in racial preferences by laundering those preferences through third parties.

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<sup>32</sup> *Students for Fair Admissions, Inc.*, 600 U.S. at 230.

<sup>33</sup> *Id.*

<sup>34</sup> 34 C.F.R. § 100.1.

<sup>35</sup> The nondiscrimination requirements of Title VI extend to conduct undertaken by entities that carry out some or all of the schools’ functions through “contractual or other arrangements.” 34 C.F.R. § 100.3(b)(1), (2).

**Question 12: How does Title VI apply to a school's procurement of goods and services?**

**Answer 12:** A school that receives federal financial assistance is subject to Title VI's nondiscrimination mandate in how it selects contractors to carry out its many functions. In other words, a school may not discriminate based on race, color, or national origin in choosing its provision of after-school programs, substitute teachers, cafeteria services, and special education service providers.

**Question 13: Aside from express racial classifications, the February 14, 2025, Dear Colleague Letter refers to policies that appear neutral on their face but are made with a racially discriminatory purpose. How will OCR investigate allegations of covert discrimination?**

**Answer 13:** To determine whether a school acted with a racially discriminatory purpose, OCR may analyze different types of circumstantial evidence that, taken together, raise an inference of discriminatory intent. A non-exhaustive list may include (1) whether members of a particular race were treated differently than similarly situated students of other races; (2) the historical background or administrative history of the policy or decision; (3) whether there was a departure from normal procedures in making the policy or decision; (4) whether there was a pattern regarding policies or decisions towards members of a particular race; (5) statistics demonstrating a pattern of the policy or decision having a greater impact on members of a particular race; and (6) whether the school was aware of or could foresee the effect of the policy or decision on members of a particular race.<sup>36</sup> A school's history and stated policy of using racial classifications and race-based policies to further DEI objectives, "equity," a racially-oriented vision of social justice, or similar goals will be probative in OCR's analysis of the facts and circumstances of an individual case.

OCR may also apply a three-step test to assess indirect evidence of intentional discrimination.<sup>37</sup> First, did a school treat a student or group of students of a particular race differently from a similarly situated student or group of students of other races? Then, if so, can the school provide a legitimate, nondiscriminatory reason for the different treatment that isn't pretextual? Finally, if the school is unable to offer a legitimate, nondiscriminatory reason, or if the offered reason is found to be a pretext or cover for discrimination, OCR may conclude that unlawful discrimination has occurred.

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<sup>36</sup> See *Village of Arlington Heights v. Metro Housing Development Corp.*, 429 U.S. 252, 266-68 (1977).

<sup>37</sup> See *McDonnell Douglas Corp. v. Green*, 411 U.S. 792 (1973).

**Question 14: How will OCR proceed with schools that it determines are out of compliance with Title VI?**

**Answer 14:** If OCR determines that a school failed to comply with the civil rights laws that it enforces, OCR will contact the school and will attempt to secure its willingness to negotiate a voluntary resolution agreement. If the school agrees to resolve the complaint, OCR and the school will negotiate a written resolution agreement to be signed by the school that describes the specific remedial actions it will take to address the area(s) of noncompliance identified by OCR. OCR will monitor implementation of the resolution agreement's terms. If a school is unwilling to negotiate a resolution agreement, OCR will inform the school of the consequences, which may result in OCR initiating enforcement through administrative proceedings or referring the case to the Department of Justice for judicial proceedings.

You can learn more about OCR's process by reviewing its updated Case Processing Manual:

[2025 Case Processing Manual](#)

**Question 15: Where can I learn more about this topic?**

**Answer 15:** To learn more, you can visit [OCR's website](#) or contact the OCR regional enforcement office serving your area, by phone or email, to request technical assistance about the laws OCR enforces and about OCR's complaint process. You can find contact information for local OCR regional offices on OCR's [Contact OCR](#) website.

# Exhibit 5

21. **RESOLUTION OF THE UNIVERSITY OF VIRGINIA REGARDING THE PRESIDENTIAL EXECUTIVE ORDER ON DIVERSITY, EQUITY, AND INCLUSION**

(approved by the Audit, Compliance, and Risk Committee on March 7, 2025)

WHEREAS, the University of Virginia highly values diversity, including diversity of thought and experience, and fosters an inclusive environment, encouraging a culture of opportunity for all, which immensely enriches our Grounds, and is committed to providing every student an education that is free from discrimination and grounded in merit; and

WHEREAS, the University of Virginia's mission statement includes a commitment to "[developing] the full potential of talented students from all walks of life;" and

WHEREAS, on January 21, 2025, President Donald J. Trump signed the Executive Order titled "Ending Illegal Discrimination and Restoring Merit-Based Opportunity;" and

WHEREAS, the U.S. Department of Education (USED) issued a Dear Colleague Letter on February 14, 2025, to clarify and affirm the nondiscrimination obligations of institutions receiving federal funds by explaining and reiterating existing legal requirements under Title VI of the Civil Rights Act of 1964, the Equal Protection Clause of the U.S. Constitution, and other federal civil rights laws; and

WHEREAS, the USED released Frequently Asked Questions on March 1, 2025, to anticipate and answer questions that might be raised by the Dear Colleague Letter and to facilitate compliance

with Title VI of the Civil Rights Act of 1964, the Equal Protection Clause of the U.S. Constitution, and Students for Fair Admissions v. Harvard; and

WHEREAS, the state law obligations of Commonwealth of Virginia agencies do not require a standalone office of Diversity, Equity, and Inclusion (DEI) or dedicated DEI officers, nor do they require an infrastructure, strategic plan, or any elements that do not comply with Title VI of the Civil Rights Act of 1964, the Equal Protection Clause of the U.S. Constitution, and other federal civil rights laws; and

WHEREAS, both the University of Virginia's Board of Visitors and its administration are committed to complying with the law, including the Equal Protection Clause of the U.S. Constitution, Title VI of the Civil Rights Act of 1964, and other federal civil rights laws, informed by guidance provided in the January 21, 2025 Executive Order, the Dear Colleague Letter, and the March 1, 2025 Frequently Asked Questions;

RESOLVED, the University will take the following actions as informed by the guidance in the February 14, 2025 Dear Colleague Letter as well as the March 1, 2025 Frequently Asked Questions document:

- 1) Ensure that all University programs, policies, practices, and actions in every regard comply with the Equal Protection Clause of the U.S. Constitution, Title VI of the Civil Rights Act of 1964, and other federal civil rights laws. This includes, but is not limited to, admissions, hiring, promotion, compensation, financial aid, scholarships, prizes, administrative support, discipline, housing, graduation ceremonies, and all other aspects of student, academic, and campus life;
- 2) Ensure there are no efforts to circumvent prohibitions on the use of race by relying on proxies or other indirect means to accomplish such ends; and
- 3) Ensure there are no third-party contractors, clearinghouses, or aggregators that are being used by institutions in an effort to circumvent prohibited uses of race; and

RESOLVED FURTHER, the University's Office of Diversity, Equity, Inclusion, and Community Partnerships is hereby dissolved; and

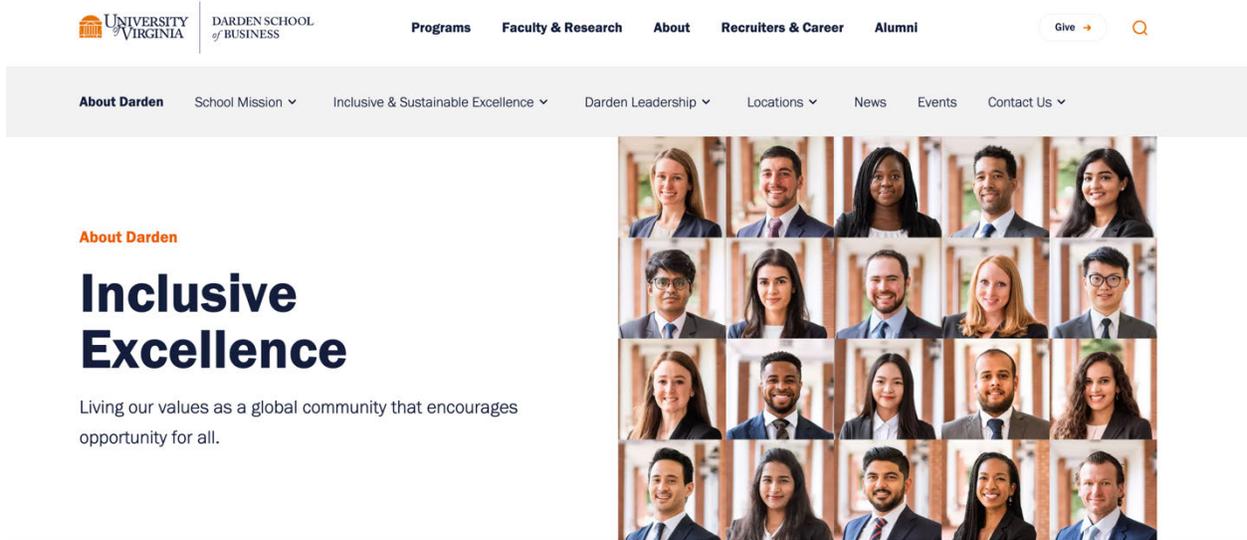
RESOLVED FURTHER, the University shall immediately transfer permissible programs to a new organizational home; and

RESOLVED FURTHER, faculty, staff, and students doing legally permissible research and activities should proceed as normal; and

RESOLVED FURTHER, the University shall continue to review ongoing guidance from USED and the U.S. Attorney General and make appropriate changes to comply fully with the Equal Protection Clause of the U.S. Constitution, Title VI of the Civil Rights Act of 1964, and other federal civil rights laws; and

RESOLVED FURTHER, the President shall update the Board of Visitors on compliance with this Resolution within 30 days of the date of this Resolution.

# Exhibit 6



The screenshot shows the top navigation bar of the Darden School of Business website. The logo for the University of Virginia and Darden School of Business is on the left. The navigation menu includes: Programs, Faculty & Research, About, Recruiters & Career, Alumni, Give, and a search icon. Below the navigation bar is a secondary menu with: About Darden, School Mission, Inclusive & Sustainable Excellence, Darden Leadership, Locations, News, Events, and Contact Us. The main content area features the heading 'About Darden' in orange, followed by 'Inclusive Excellence' in large, bold, dark blue text. Below this is the text: 'Living our values as a global community that encourages opportunity for all.' To the right of the text is a grid of 20 diverse student portraits arranged in four rows and five columns.

## What We Mean by Inclusive Excellence at Darden

As part of our commitment to pre-eminence as a global business school, we aspire to build a culture of inclusion and opportunity as an essential way to deliver on our mission to better business and society. Our inclusive excellence framework helps us infuse inclusion and belonging into every aspect of our operation and culture. As a global business school that engages millions of learners in person and online, we appreciate and value difference and diversity of thought. We acknowledge the various forms of human experience, perspectives and backgrounds that shape individuals and our social and cultural world. Inclusive excellence and enabling Darden's global and diverse members to collaborate and excel is a core value of our mission.

## Exhibit 7

# The Office for Advocacy and Opportunity

The Office for Advocacy and Opportunity, within the Division of Student Affairs, assists all units of the College in providing affirmative and encouraging environments for work and life at the University of Virginia's College at Wise. The Office aspires to help create and sustain an institutional-wide culture that champions and empowers a diverse community through access to programming, services, and activities that create a sense of belonging.

Advocacy and Opportunity provides leadership, information, consultation, coordination, assistance, and implementation of compliance needs to various units and constituencies within the College regarding:

- The effort to embrace the pillars of Inclusive Excellence;
- The fair and objective response/referrals to concerns around sexual/gender violence, biases, and disrespect;
- Cultivate inclusiveness and mutual respect throughout the community;
- Prevention and education include but are not limited to VAWA, Clery, Safety, IE, protected statuses and overall community standards;
- Strive to serve authentically a community of life-long learners on their path to self-discovery.

# Exhibit 8

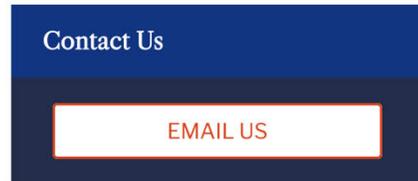
## Mission & Goals

The Community Engagement and Health Outcomes Office offers a range of opportunities, resources, and events for patients and families.

To support UVA Health teams, we guide efforts to ensure an inclusive and respectful learning, training, and working environment.

Within the greater Charlottesville region, we aim to improve community health and well being by addressing social determinants of health. This work will reduce the health disparities amongst those at risk or underserved.

Our work will support the overall mission of UVA Health: Transforming health and inspiring hope for all Virginians and beyond.



### Our Values

At UVA Health, we put the patient at the center of everything we do. We **ASPIRE** to create a culture of trust, respect, and engagement through our values:

- **Accountability:** Acknowledging and assuming responsibility for where we have succeeded and failed in terms of our actions, decisions, policies, and results.
- **Stewardship:** Managing our resources and commitment to continual improvement and learning responsibly and carefully while acknowledging shortcomings or problems in our quest.
- **Professionalism:** Approaching all that we do in a collaborative way and delivering excellent care through the lens of helpfulness, positivity, kindness, and competency.
- **Integrity:** Being honest, open, and fair through our behaviors, attitude, and treatment of others.
- **Respect:** Valuing everyone through our compassionate and caring ways.
- **Equity:** Fostering an environment of belonging that promotes justice, equity, diversity, inclusion, and unity throughout the organization and within the communities we serve.

### Our Goals

1. To effectively evaluate and address the social disparities and health inequities that negatively impact our historically marginalized and underrepresented communities within Charlottesville city and Albemarle County in a compassionate, comprehensive, systemic, and holistic manner.
2. To empower our constituents through educational resources, community engagement activities, and collaborative partnerships that increase the overall health and well-being of the community.
3. To develop DEI Trainings that inspire, heal, and bring a sense of hope and resiliency to all participants and increase the capacity for courageous conversations and cultural competency.

# Exhibit 9

## Community Engagement and Health Outcomes Office

The Community Engagement and Health Outcomes Office offers a range of opportunities, resources, and events both within and beyond the health system. We promote inclusion and equity for patients and families, team members, and community members throughout the region.

### Our Mission

To cultivate an inclusive community that embraces, values, and celebrates diversity and creates an engaging, equitable environment.

Learn more about our [mission and goals](#).

### Our Commitment to Health Equity

A world-class academic health system with community care throughout Virginia, UVA Health serves a diverse range of communities facing health disparities. Promoting equity for those we serve is central to our [mission](#). In fact, we made **cultivating healthy communities and belonging for all** one of the three main goals in our 10-year [strategic plan](#).

Key steps we're taking to promote equity include:

- Asking patients screening questions to learn what disparities they face, so we can connect them with resources to help
- Building community partnerships
- Giving [financial help](#)
- Offering more [primary care appointments](#)
- Expanding [telehealth options](#) to make appointments easier to attend
- Neighborhood health initiatives to give people more access to care where they live
- Population health [programming](#), like:
  - Interactive home monitoring
  - Homeless consult service
  - Community Paramedicine Program
  - Virginia at HOME Program

### Workforce Development

We're also working to reduce disparities with our [Earn While You Learn program](#). Participants earn a competitive salary while training for a needed healthcare role. The program helps people train for in-demand healthcare careers without going into debt.

# Exhibit 10

## **ADVANCING FREE INQUIRY AND VIEWPOINT DIVERSITY AT UVA**

WHEREAS, the University of Virginia has made progress on implementing the directives of the Board of Visitors' March 7 resolution on Diversity, Equity, and Inclusion and additional work remains to be done to ensure and advance open inquiry at the University and to best prepare students to become citizen-leaders ready to serve our community, the Commonwealth, and beyond; and

WHEREAS, the Board of Visitors and President Ryan agree on the need to strengthen efforts to ensure that the University is a truly inclusive and welcoming community where all individuals are valued and free to express a wide range of ideas and perspectives;

RESOLVED, to be consistent with the law, the Board of Visitors formally rescinds the portions of the September 2020 resolution entitled "Board of Visitors Support for Racial Equity Initiatives" that endorsed pursuit of numerical goals for the composition of students and faculty; and

RESOLVED FURTHER, the President, Interim Provost, and an appointee of the Faculty Senate shall report to the Board at the next regularly scheduled board meeting on work being done to ensure an intellectual climate and campus culture where all students, faculty, and staff are able to express politically diverse views, engage in constructive discussion across differences, and respond to competing perspectives in good faith; and

RESOLVED FURTHER, the Board of Visitors and President shall establish a Working Group comprised of members of the Board of Visitors, administrators, faculty, and a student representative to consider non-partisan efforts to promote open inquiry, constructive conversation across differences, and development of a civic mindset.

# Exhibit 11

UNIVERSITY of VIRGINIA

## FACILITIES MANAGEMENT

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### For FM employees

- [Intranet \(On Grounds/VPN\)](#)
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- [Employee News](#)
- [FM Style Guide \(On Grounds/VPN\)](#)
- [Sustainability Plan](#)
- [Fleet](#)
- [Human Resources and related forms](#)
- [Informatics](#)
- [Occupational Training](#)
- [Rewards & Recognition Program](#)

### MEET FM'S INCLUSIVE EXCELLENCE PLANNING TEAM

Team charged with building FM's Inclusive Excellence plan

#### What is Inclusive Excellence (IE)?

Inclusive Excellence is a collaborative model to address diversity, inclusion and equity. It was adopted by UVA in 2019 and mirrors the strategic goals of President Ryan's 2030 Plan. Both highlight the most important responsibilities and priorities for students, faculty and staff to ensure that they and the University are both great and good. Each department at UVA is called to create an Inclusive Excellence planning team to build the structure of what an IE plan will be for their area.

[Back to Employee News](#)

How is this *different* than other initiatives we've seen before?

The Inclusive Excellence Framework has not only been adopted by higher education centers across the U.S., it has also recently been adopted by Virginia Governor Ralph Northam to advance visible diversity, equity, and inclusion for state government agencies. By plugging into the goals laid out in the 2030 Plan and the new calls to action encouraged by the Inclusive Excellence Framework, we are not only supporting the University, we're also leading by example for our community and our state. This means that the action items we design for FM will be leadership examples, not only for the teams at FM, but for our families, social circles and communities.

It is important to remember that this is your plan, not a plan created for you, and a plan to incite the changes you want to see or have wanted to see happen at FM.

If you have further questions about how this will all come to pass, how you can be involved, or just want to share your ideas and thoughts, please email FM's Diversity, Equity, and Inclusion Specialist Emily Martin at [em4hg@virginia.edu](mailto:em4hg@virginia.edu) or 434-906-5810 and she will be happy to take your call or email.

# Exhibit 12

THE 2030 PLAN

VISION STRATEGIC GOALS KEY INITIATIVES TIMELINE DASHBOARD

THE 2030 PLAN

## Strategic Goals

Download the Plan 



Our plan is built around four overarching goals. The first is to strengthen our foundation, which means supporting our students, faculty, and staff. The second is to cultivate the most vibrant community in higher education, in order to prepare our students to be servant-leaders in a diverse and globally connected world. The third is to enable discoveries that enrich and improve lives, and the fourth is to make UVA synonymous with service.

We describe more specific sub-goals under each of these broad aims, which together represent our concrete vision of what it means to be a great and good University. The initiatives that follow, as described at the outset of this document, represent some of the ways that we plan to achieve our goals, but they are not meant to capture everything we are doing or will be doing at the University.

Honor the Future: The Campaign for the University of Virginia 

# Exhibit 13

## What We Mean by Inclusive Excellence at Darden

As part of our commitment to pre-eminence as a global business school, we aspire to build a culture of inclusion and opportunity as an essential way to deliver on our mission to better business and society. Our inclusive excellence framework helps us infuse inclusion and belonging into every aspect of our operation and culture. As a global business school that engages millions of learners in person and online, we appreciate and value difference and diversity of thought. We acknowledge the various forms of human experience, perspectives and backgrounds that shape individuals and our social and cultural world. Inclusive excellence and enabling Darden's global and diverse members to collaborate and excel is a core value of our mission.



"In our global world, leaders must have the capacity to engage, lead and manage across differences. We believe that business education must excel at developing this competency in tomorrow's leaders. Our approach at Darden is unique as we examine and fine-tune three phases of stakeholder engagement with the School. Our goal is to be as thoughtful as we can be at every touchpoint."

— **Martin Davidson**, Johnson and Higgins Professor of Business Administration, Senior Associate Dean and Global Chief Diversity Officer and thought leader on 'Leveraging Difference'

## Exhibit 14

In July 2021, the American Association of Colleges and Universities (AAC&U) launched a comprehensive strategic planning process designed to promote collaboration among stakeholders—AAC&U’s staff and board of directors as well as faculty, staff, and administrators at our member institutions—with the goal of developing a shared vision of the association’s future. In the process, the board approved a revised mission statement to serve as the foundation for the 2023–27 Strategic Plan. It is a plan that foregrounds AAC&U’s values, purpose, and scope within the current societal context and landscape of higher education.

# Exhibit 15

## **Making Excellence Inclusive<sup>sm</sup>**

***A Framework for Embedding Diversity and Inclusion into  
Colleges and Universities' Academic Excellence Mission***

Alma R. Clayton-Pedersen  
Nancy O'Neill  
Caryn McTighe Musil

*This paper and the accompanying chart are intended to be used as a guiding framework for the next generation of campus work. We welcome your feedback as we formalize the definitions and guidelines for this important initiative. Contact Nancy O'Neill, [oneill@aacu.org](mailto:oneill@aacu.org)*



**INITIATIVE DESCRIPTION**

A signature AAC&U initiative, *Making Excellence Inclusive* is designed to explore how colleges and universities can fully utilize the resources of diversity to achieve academic excellence for all students. This initiative builds upon decades of campus work to build more inclusive communities, established scholarship on diversity that has transformed disciplines, and extensive research on student learning that has altered the landscape of the academy. Over time, colleges have begun to understand that diversity, in all of its complexity, is about much more than a diversity program or having students of color on campus. Rather, incorporating diversity into campus life raises profound questions about higher education's mission and values.

While many campus leaders agree on the need for systemic change, separate initiatives that have been insufficiently linked to the core academic mission and inadequately coordinated across different parts of the academy typify current institutional engagement with diversity. *Making Excellence Inclusive* aims to understand how higher education can coherently and comprehensively link its diversity, inclusion, and equity initiatives to its essential educational mission. This project will propose guidance for how institutions can use their commitment and progress to move toward cohesiveness and pervasiveness.

In 2003-2004, with a planning grant from the Ford Foundation, AAC&U charted a course of action through four preliminary activities:

1. a set of three briefing papers that discuss particularly pressing issues in our understanding of the connection between diversity and excellence;
2. fifteen invitational forums with key stakeholders to illuminate how diversity and inclusion can be a catalyst for institutional renewal;
3. preliminary work with nine institutions to test the usefulness of new frameworks for inclusion and institutional change; and
4. a collection of institutional resources.

AAC&U has a distinguished record of articulating the importance and means of infusing diversity in the college curriculum and the research needed to be leaders in challenging higher education to integrate diversity pervasively into all aspects of institutional life. The project is led by Dr. Alma Clayton-Pedersen, Vice President, Office of Education and Institutional Renewal. General information on *Making Excellence Inclusive* can be found at [www.aacu.org](http://www.aacu.org). For more information or to provide feedback on the "Hallmarks" draft document, contact Nancy O'Neill at [oneill@aacu.org](mailto:oneill@aacu.org).

**BRIEFING PAPER SUMMARY**

**Making Diversity Work on Campus: A Research-based Perspective**

Jeffrey F. Milem, University of Maryland; Mitchell J. Chang, University of California, Los Angeles; and Anthony Lising Antonio, Stanford University

“Engaging diversity more comprehensively is not only consistent with our own research about effective institutional practices and change processes; it also suggests that institutions must think beyond mission and value statements in developing and implementing a plan that will make an appreciable difference.”

*In this paper, Milem et al. discuss recent empirical evidence, gathered on behalf of the University of Michigan Supreme Court defense, demonstrating the educational benefits of diverse learning environments. They stress that these are environments that must be thoughtfully planned and nurtured, where diversity is conceived of as a process toward better learning and not merely an outcome that one can check off a list.*

**Key points**

- Focuses on race/ethnicity as one critical dimension of diversity; stresses need to move beyond simply creating a compositionally diverse student body or simply celebrating differences without attention to historical inequities that in many ways persist today.
- Increasing the diversity of the student body’s composition—along with that of staff, faculty, and administrators—is an important but insufficient goal in creating diverse learning environments.
- If students are to achieve the educational benefits of diversity, leaders must attend to the broad campus climate in which diversity is occurring. This campus climate is influenced by external forces and is comprised of: 1) compositional diversity, 2) historical legacy of inclusion or exclusion, 3) psychological climate, 4) behavioral climate, and 5) organizational/structural processes.
- Powerful *diverse learning environments* are ones that, through the curriculum and co-curriculum: offer multiple ways to engage with diversity; focus on all members of the community in the engagement of diversity; view this engagement as a work-in-progress; attend to the recruitment, retention, and high achievement of all students; create positive perceptions of campus climate for all; and foster cross-racial interaction.
- Key *educational benefits* of engaging diversity include: exposure to more varied viewpoints and positions; enhanced cognitive complexity; increased cultural knowledge and understanding; enhanced leadership abilities; stronger commitment to promoting understanding; enhanced self-confidence, motivation, and educational aspirations; greater cultural awareness; greater degree of cross-racial interaction; diminished racial stereotypes; enhanced ability to adapt successfully to change; development of values and ethical standards through reflection; and greater commitment to racial equity.

**BRIEFING PAPER SUMMARY**

***Achieving Equitable Educational Outcomes with All Students:  
The Institution's Roles and Responsibilities***

Georgia Bauman, Santa Monica College; Leticia Tomas Bustillos, & Estela Bensimon, University of Southern California; M. Christopher Brown II, American Association of Colleges for Teacher Education; and RoSusan D. Bartee, National Council for Accreditation of Teacher Education

*"...we regard the challenge of narrowing the college education gap and achieving equitable educational outcomes for minority groups as a problem of institutional responsibility and performance rather than a problem that is exclusively related to student academic preparation, motivation, and accountability."*

In this paper, Bauman et al. discuss the responsibility institutions have to learn about our methods of "doing" higher education and their impact on students historically underserved by postsecondary education. Analyzing the persistent achievement gap facing African American and Latino/a students, they demonstrate that if we do not commit to discovering what does and does not work regarding academic achievement for historically underserved students, we run the risk of failing a significant portion of today's college-bound students—even as we diversify our campuses to a greater extent than ever before.

**Key points**

- Most studies discussing historically underserved students in higher education have focused on student characteristics, such as parent education level and high school curriculum; this paper, in contrast, focuses on the institution's responsibility for the persistent racial achievement gap that exists today.
- Here, "inclusive" refers to the involvement of historically underrepresented groups (e.g., African American, Latino/a, Native American students) in higher education. "Excellence" involves these students demonstrating traditional measures of excellence (e.g., high GPA, honors), and moves the discourse surrounding these students from that of mere persistence to that of high achievement and leadership.
- The paper offers a "Diversity Scorecard" as a means to assess race-based achievement gaps that may exist on a campus. Campuses develop indicators based on their specific needs in the areas of *access, retention, excellence, and institutional receptivity*.
- Campuses are encouraged to examine "vital signs" data—baseline measures of institutional vitality—disaggregated by race (gender, etc.). Campuses are then encouraged to examine additional "fine grained" data, also disaggregated, in areas where gaps are revealed. This process, by which campuses continually "dig deeper" based on the data gathered, spurs action and involves more people across an institution.
- The paper features Loyola Marymount University, which has used the Scorecard for self-reflection and action. During this process, an LMU "evidence team": a) identified gaps in educational outcomes by race and gender, b) developed a culture of evidence to inform decision-making, c) became empowered to act as individuals, and d) fostered a sense of ongoing institutional responsibility toward redressing inequities.

**BRIEFING PAPER SUMMARY**

*Towards a Model of Inclusive Excellence & Change in  
Post-Secondary Institutions*

Damon Williams, University of Connecticut;  
Joseph Berger and Shederick McClendon, University of Massachusetts

*"The discussion of diversity in higher education too often reads as though change occurs in a rational and ordered manner, in a static environment, and detached from any context... rational choice and top-level mandates are only a few of the forces that enable—or disable—inclusive excellence on college campuses."*

In this paper, Williams et al. offer a comprehensive organizational change framework to help campuses achieve inclusive excellence. The authors review the dimensions of organizational culture that must be engaged to do this work and then discuss an institutional "scorecard" designed to help campuses ask pertinent questions and monitor changes that might come from introducing new systems and new practices. The resulting framework, perhaps most importantly, helps campus leaders keep simultaneous focus on both the "big picture"—an academy that systematically leverages diversity for student learning and institutional excellence—and the myriad individual pieces that contribute to that picture.

**Key points**

- External factors provide a context for this work. *Political and legal pressure* exists both for and against inclusive excellence, including recent judicial support of diversity as an educational benefit. *Shifting demographics* mean that campuses have an opportunity to diversify as never before. *Persistent societal inequalities* demand greater attention to gaps in access and success for historically underserved groups. And there is a *workforce imperative* for students to exhibit the qualities (e.g., work in diverse teams, multi-perspective) that can be intentionally fostered in diverse learning environments.
- To be in step with these external forces, higher education must enact a cultural shift to the notion that excellence cannot be fully attained unless diversity is engaged at all levels in support of it. To do less is a disservice to the students we prepare.
- For transformation toward inclusive excellence to occur, leaders must engage the campus in a process that reaches the level of values, beliefs, and routine behaviors.
- Multiple facets of campus life—bureaucratic structures, symbolic messages, political realities, academic norms, resource allocation—must work in concert toward these efforts. A scorecard can align vision with organizational structures, strategies, and day-to-day operations, as well as communicate progress to stakeholders.
- Efforts can falter without: 1) a comprehensive *assessment framework* to measure outcomes related to diverse learning environments; 2) an ability to *translate a vision for change* into language and action that the community can embrace; 3. developing *accountability processes* with and for those involved in the work; 4) meaningful and consistent *support from senior leaders* throughout the process; and 5) *allocating sufficient resources* to ensure that change is driven deep into the institutional culture.

### **HALLMARKS OF INCLUSIVE EXCELLENCE**

#### *Background: Making Excellence Inclusive*

The Supreme Court decisions regarding the University of Michigan signaled colleges and universities to connect their diversity efforts to their educational mission and practices more fundamentally and comprehensively than ever before. Business and community leaders echoed what educational researchers had documented—that learning in an environment that engages such diversity provides all students with the cognitive skills, intercultural competencies, and civic understanding to help them to thrive in work and citizenship. Yet the Court did not leave campuses to conduct business-as-usual in creating compositionally diverse learning environments. Diversity, the justices noted, is a compelling national interest, but the ways in which higher education currently advances diversity will not suffice in the coming decades.

Many people define diversity solely in terms of racial/ethnic differences, given the particular historical legacies of race in the U.S. Others define diversity in terms of multiple social identity dimensions, including race/ethnicity, gender, sexual orientation, religion, and so on. While we recognize the importance of these differences, we define diversity more in terms of the engagement with such differences rather than the differences themselves. AAC&U's major initiative, *Making Excellence Inclusive*, defines diversity in a campus context to mean an active, intentional, and ongoing engagement with differences—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions. Such differences can be individual (e.g., personality, learning styles, and life experiences) or group/social (e.g., race/ethnicity, gender, country of origin, and ability as well as cultural, political, religious, or other affiliations).

Many campus leaders recognize that they are ill equipped to connect their diversity and educational quality efforts and so feel pressure to abandon their efforts to create diverse communities of learners. Through *Making Excellence Inclusive*, AAC&U aims to help campuses: (a) establish diversity and inclusion as hallmarks of academic excellence and institutional effectiveness, (b) operationalize diversity and inclusion in all spheres and at all levels of campus functioning, (c) ensure academic freedom and corollary responsibilities are understood and practiced by students and faculty alike, and (d) create a reinvigorated, 21<sup>st</sup> century educational process that has diversity and inclusion at the center, through which all students advance in cognitive, affective, and interpersonal sophistication—outcomes that are vital in the workforce and in society (see Figure 1).

#### *Re-envisioning both excellence and inclusion*

Our notion of Inclusive Excellence re-envisioning both quality and diversity. It reflects a striving for excellence in higher education that has been made more inclusive by decades of work to infuse diversity into recruiting, admissions, and hiring; into the curriculum and co-curriculum; and into administrative structures and practices. It also embraces newer forms of excellence, and expanded ways to measure excellence, that take into account research on learning and brain functioning, the assessment movement, and more nuanced accountability structures. In the same way, diversity and inclusion efforts move beyond numbers of students or numbers of programs as end goals. **Instead, they are multilayered processes through which we achieve excellence in learning; research and teaching; student development; institutional functioning; local and global community engagement; workforce development; and more.**

We are at a turning point in higher education where traditional indicators of student success—and educational quality—are under intense examination, both inside and outside the academy. AAC&U recognizes this as a period of transition. There have been significant developments in robust new assessment mechanisms—particularly direct measures of student learning, whether course-based or over students' educational careers. At the same time, we still find tremendous value, for example, in current measures of student engagement and student satisfaction, influencing, as they do, everything from campus climate to retention, and ultimately, student success in college.

Still, as Williams, Berger and McClendon (2005) point out, in higher education as in other realms, excellence is often conceived of in terms of "inputs" with little accounting for "value-added organizational processes." They further note that:

*[T]his narrow notion of excellence limits both the expansion of student educational opportunities and the transformation of educational environments. As a result, too few people from historically underrepresented groups enter into higher education, and those who do may be pressed to assimilate into the dominant organizational cultures of colleges and universities (Ibarra, 2001). Another consequence of this model is the continued investment of social capital in these traditional indicators, resulting in an American postsecondary system that reproduces dominant patterns of social stratification (p. 9).*

The following chart illuminates some of the ways in which new forms of excellence will play out in familiar parts of campus functioning. We think this chart provides guidance in achieving part of the Greater Expectations vision--that of developing the intentional institution. The goal then is to illustrate the kinds of "value-added organizational processes" that contribute to inclusive excellence, and ultimately to the level and kinds of learning all students will need to be the next generation of leaders, workers, and citizens in an increasingly diverse democracy.

Readers are encouraged to review these AAC&U monographs for a richer explanation of elements that the chart uses to define Inclusive Excellence.

**Making Diversity Work on Campus.** Discusses recent empirical evidence, gathered on behalf of the University of Michigan Supreme Court defense, demonstrating the educational benefits of diverse learning environments. These are environments that must be intentionally planned and nurtured, where diversity is conceived of as a process toward better learning and not merely an outcome that one can check off a list. Includes numerous suggestions for how to engage diversity in the service of learning, ranging from recruiting a compositionally diverse student body, faculty, and staff to transforming curriculum, co-curriculum, and pedagogy to reflect and support goals for inclusion and excellence. (2005)

**Toward a Model of Inclusive Excellence.** Provides a framework for comprehensive organizational change to help campuses achieve inclusive excellence. Campuses must consider multiple dimensions of organizational culture in mapping out a change strategy and monitor the results that come from introducing new systems and new practices. Included is a model that helps campus leaders focus simultaneously on the "big picture"—an academy that systematically leverages diversity for student learning and institutional excellence—and the myriad individual pieces that contribute to that picture. (2005—online only)

**Achieving Equitable Educational Outcomes with All Students: The Institution's Roles and Responsibilities.** Discusses the responsibility institutions have to examine the impact that traditional higher education practices have on those students historically underserved by higher education, including African American, Latino/a, and American Indian students. Given the persistent achievement gap facing many students, institutions must systematically gather evidence of what does and does not work for historically underserved students and build institutional reform around such evidence. Included is one campus's process for systematically monitoring students' achievement and for addressing the inequities it discovered. (2005—online only)

**To Form a More Perfect Union: Campus Diversity Initiatives.** Charts the efforts of colleges and universities to move from the rhetoric of inclusion to the practice of equity. Etching a portrait of the new academy as it is transformed and reinvigorated by diversity initiatives, the monograph maps the emerging trends in diversity work and insights gained in the process. (1999)

**Diversity Works: The Emerging Picture of How Students Benefit.** Summarizes and analyzes research on the effects of campus diversity on students from 300 separate studies on diversity in higher education. The documented evidence makes a strong case for the success and importance of diversity initiatives in support of educational excellence throughout the campus. (1997)

**American Pluralism and the College Curriculum: Higher Education in a Diverse Democracy.** Provides specific recommendations for teaching diversity across the curriculum in both general education and major programs and connecting diversity with the study of both self and society, including the values of a democratic society. (1995)

<i>Traditional notions of excellence</i>	<i>Inclusive notions of excellence ALSO include:</i>	<i>Attaining Inclusive Excellence – institutional hallmarks</i>
<b>Students</b>		
<p>Entering students:</p> <ul style="list-style-type: none"> <li>• Possess high average SAT score and high average high school GPA</li> <li>• Have taken high number of AP courses</li> <li>• Are evaluated based on quality of high schools<sup>1</sup></li> <li>• Receive significant amounts of "merit" aid</li> </ul> <p>Current students:</p> <ul style="list-style-type: none"> <li>• Possesses high overall GPAs in the aggregate and within majors</li> <li>• Has individuals who regularly attain national/competitive scholarships and internships</li> <li>• Places proportion of students into honor societies and on dean's lists, post-baccalaureate studies,<sup>2</sup> and high-profile companies</li> </ul>	<p>Entering students:</p> <ul style="list-style-type: none"> <li>• Demonstrate their interest in and/or experience with engaging diversity in the curriculum and in interpersonal relationships</li> <li>• Are resilient in pursuing academic endeavors and in the face of academic and personal challenges</li> </ul> <p>Current students:</p> <ul style="list-style-type: none"> <li>• Share responsibility for their learning with faculty and other campus educators<sup>3</sup></li> <li>• Are encouraged to explore their identities as scholars, leaders, and citizens through curricular and co-curricular experiences</li> <li>• Strengthen intercultural competencies and the ability to work in diverse groups over time</li> <li>• Build an increasingly sophisticated and coherent educational experience from both curricular and co-curricular sources</li> <li>• Move through a career development process that incorporates curricular and co-curricular experiences over time, charts experiential learning opportunities, and helps clarify and prepare for post-graduate plans</li> </ul>	<ul style="list-style-type: none"> <li>• Student learning outcomes reflect engagement with diversity and inclusion in ways specific to institutional mission and type</li> <li>• Graduates have undertaken a significant research experience or other form of cumulative project in their field of study that considers how aspects diversity and inclusion influence the findings of the disciplinary/interdisciplinary research</li> <li>• Graduates can demonstrate that they are prepared:             <ul style="list-style-type: none"> <li>○ to excel in a challenging work environment</li> <li>○ to be responsible citizens in a diverse democracy</li> <li>○ for graduate level coursework in one or more domains</li> </ul> </li> </ul>
<b>Faculty Members</b>		
<ul style="list-style-type: none"> <li>• Work within accepted norms and practices of a particular discipline</li> <li>• Conduct discipline-specific research</li> <li>• Produce publications in refereed journals</li> <li>• Present at national disciplinary conferences</li> <li>• Receive positive teaching evaluations from their students</li> <li>• Raise significant grants for research</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt pedagogies to various learning styles (e.g., visual, experiential, cerebral)</li> <li>• Provide a challenging learning environment throughout the undergraduate experience that encourages all students to consider post-baccalaureate studies</li> <li>• Engage racial/ethnic and other differences in the context of disciplinary and interdisciplinary scholarship and teaching</li> <li>• Understand how to positively influence classroom climate for all students</li> <li>• Are able to teach broadly within their own discipline and help students make connections other disciplines</li> <li>• Value:             <ul style="list-style-type: none"> <li>○ diversity of thought within the discipline including emerging scholarship and knowledge creation</li> <li>○ service to the institution to the same degree as research and teaching, particularly as relates to inclusive excellence</li> <li>○ emerging pedagogy that is effective in achieving student learning outcomes</li> <li>○ scholarship of teaching and learning alongside traditional disciplinary scholarship</li> <li>○ interdisciplinary learning and collegial relationships across campus that enhance self and student learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sound assessment methods are used to determine teaching effectiveness<sup>4</sup></li> <li>• Values of inclusive excellence are reflected in scholarship and teaching practices</li> <li>• Faculty reward structures align with values that reflect institutional mission and inclusive excellence</li> <li>• Expectations are clearly articulated that all students will be challenged at levels of their learning experience and in ways that ensure they achieve the key learning outcomes agreed upon by the faculty and articulated in the goals for the curriculum</li> <li>• Practice life-long learning and ongoing professional development</li> </ul>

<sup>1</sup> Most give a ranking to the HS based on the # of AP courses available, rather than a ranking to students based on the ratio of AP offerings to AP courses taken.

<sup>2</sup> Here we mean graduate education in humanities, science, social sciences, mathematics, as well as professional programs such as law, medicine, business, education, etc.

<sup>3</sup> Other educators include those focused on students' social, emotional, spiritual, as well as their cognitive and intellectual development both on and off campus.

<sup>4</sup> AAC&U is not advocating a particular assessment instrument, but rather calls on institutions to review those available and adopt one/s that help them know if the learning outcomes they desire are linked to the curriculum and teaching methods.

<i>Traditional notions of excellence</i>	<i>Inclusive notions of excellence ALSO include:</i>	<i>Attaining Inclusive Excellence – institutional hallmarks</i>
<p><b>Administrators and Staff Members</b></p> <ul style="list-style-type: none"> <li>• Address issues or problems when they arise</li> <li>• Are rewarded for serving students within the confines of their particular functional area or unit</li> <li>• View diversity as the province of one or a few designated people and/or offices</li> <li>• Measure quality only by speed of service in a unit or quantity of students served</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that individuals experience environments differently based on position in the organization, background, and identity</li> <li>• Establish policies, structures, and practices that engage differences for learning (i.e., explicit about undertaking coherent and comprehensive efforts to engage differences/diversity to achieve key learning outcomes)</li> <li>• Offer and partake in regular professional development about how to engage diversity/differences for learning and build leadership skills to make excellence inclusive</li> <li>• Highlight contributions to student learning as well as quantity of students served</li> <li>• Form written goals and actions as units that contribute to inclusive excellence, are supported in these efforts</li> <li>• Support a proactive, comprehensive, and collaborative approach to making excellence inclusive</li> <li>• Articulate, motivate, and guide action to achieve inclusive excellence at each level of the organization</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty roles and rewards reflect engagement with diversity and inclusion in ways specific to institutional mission and type</li> <li>• Resources are directed toward the individual faculty and departments that delineate how they will integrate diversity into their day-to-day practices and demonstrate progress in doing so</li> <li>• Administrators and staff are proactive in establishing environments that foster engagement with diversity/differences</li> <li>• Units are held accountable for their progress in making excellence inclusive</li> <li>• Establish communication channels to share successes as well as setbacks in the movement toward inclusive excellence</li> <li>• Construct rewards systems around contributions to inclusive excellence</li> </ul>
<p><b>The Curriculum<sup>6</sup></b></p> <ul style="list-style-type: none"> <li>• Conveys well-established knowledge within the confines of the classroom</li> <li>• Emphasizes specialization in a discipline</li> <li>• Focuses on majority Western cultures, perspectives, and issues</li> <li>• Values mastery of knowledge at discrete points in time</li> <li>• Values learning for learning's sake</li> <li>• Emphasizes individual work</li> <li>• Promotes objectivity</li> <li>• Emphasizes what an educated person should know</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates learning through in and out of class experiences</li> <li>• Fosters informed probing of ideas and values</li> <li>• Emphasizes cultural complexity, a range of cultures and identities, and global issues</li> <li>• Values practical knowledge and experiential learning as well as the integration and application of knowledge over time</li> <li>• Values collaborative construction of knowledge and learning, particularly in equal status diverse groups</li> <li>• Draws on relevant personal experience of students and others alongside third-person sources</li> <li>• Emphasizes where to find needed information, how to evaluate its accuracy, and how to put knowledge into action</li> <li>• Assesses students' learning directly, over time, and with tools that reflect and engage different learning styles and strengths</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement with diversity/differences and inclusion in ways specific to institutional mission and type are reflected in the duties of staff</li> <li>• Resources are directed toward the staff members and units that delineate how they will integrate diversity into their day-to-day practices and demonstrate progress in doing so</li> <li>• Creates a learning environment that ensures the educational benefits of diversity/differences is derived through the learning process</li> <li>• Fosters knowledge application to real-life problems that fosters consideration of different values and context and understanding of how these shape the solutions derived and the insights developed</li> </ul>

<sup>6</sup> The curriculum section is adapted from the chart, "Organizing Educational Principles," in *Greater Expectations* (2002).

<i>Traditional notions of excellence</i>	<i>Inclusive notions of excellence ALSO include:</i>	<i>Attaining Inclusive Excellence – institutional hallmarks</i>
<p><i>The Institutional Environment</i></p> <ul style="list-style-type: none"> <li>• Has low faculty/student ratio</li> <li>• Has selective student application/admittance ratio</li> <li>• Possesses sizeable endowment</li> <li>• Attains high retention and graduation rates</li> <li>• Possesses extensive laboratory and library resources and state-of-the-art facilities</li> <li>• Houses "signature programs," such as living/learning programs</li> <li>• Involves board and alumni in enacting institutional goals/mission</li> <li>• Receives support from legislators and general public regarding institutional mission</li> <li>• A few constituents collect data for internal and external reporting purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Fosters a campus culture where engaging diversity is essential to intellectual and social development</li> <li>• Works to create coherence among the institutional mission and vision, policies, and practices in the curriculum and co-curriculum</li> <li>• Uses facilities strategically and intentionally to support student learning and development</li> <li>• Receives support from external constituencies<sup>6</sup> in achieving inclusive excellence</li> <li>• Recognizes historical legacy with regard to discrimination and seeks to teach about it and redress lingering effects<sup>7</sup></li> <li>• Makes signature programs and experiences available to all students and demonstrates that they foster desired learning outcomes</li> <li>• Ensures that students from all racial/ethnic groups fare well in traditional markers of excellence</li> <li>• Ensures that historically underrepresented students are, at minimum, proportionately represented in competitive scholarships, honor societies, and other "honors" activities</li> <li>• Constituents across campus and at all institutional levels collect, analyze, and use data for educational and institutional improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Campus-wide discussion of what inclusive excellence means in that specific context and how it can be enacted by different programs and units</li> <li>• Campus involvement in the larger community reflects engagement with diversity and inclusion in ways specific to institutional mission and type</li> <li>• Goals for inclusive excellence conceived of in measurable terms so as to track and reward progress and provide training and development where needed</li> <li>• Assess and address the need for training and development throughout the institution</li> <li>• Collects and disaggregates data by race/ethnicity and other relevant social identity dimensions to assess progress in helping all students achieve at high levels</li> <li>• Leadership is strong, consistent, and clear about sustaining efforts to engage diversity/differences for learning</li> <li>• Resources are directed in ways that ensure key learning achievement of key outcomes that include engaging differences/diversity</li> <li>• Inclusive excellence is a central to the institution's mission, curriculum, and articulated student learning outcomes</li> <li>• Has developed capacity achieve Greater Expectations by Making Excellence Inclusive</li> </ul>

<sup>6</sup> Alumni, business and local communities are among these constituencies.

<sup>7</sup> The historical legacy dimension described here builds on the work of Hurtado, Milem, Clayton-Pedersen and, Allen (1998, 1999).

# Exhibit 16

## Current Member List

[Member Benefits](#)    [Current Member List](#)    [Member Marketplace](#)    [Join AAC&U](#)    [Membership Application →](#)

### Institutional Members

To make changes to your institution's record, please contact the Membership Team at [MemberServices@aacu.org](mailto:MemberServices@aacu.org) or call 202-387-3760 (press #1 for Membership).

<b>Institution</b>	<b>City</b>	<b>State</b>
<input type="text" value="University of Virginia"/>	<input type="text" value="e.g. Sherman"/>	<input type="text" value="Virginia"/>

**Institution Type** Show

[Search](#)

Name	City	State	Country	Carnegie Classification
The University of Virginia's College at Wise	Wise	VA	United States	Baccalaureate Colleges: Arts & Sciences Focus
University of Virginia	Charlottesville	VA	United States	Doctoral Universities: Very High Research Activity

# Exhibit 17

## Gift Opportunities

University of Virginia Darden School	University of Virginia Darden School Foundation
<p><b>AccessDarden Need-Based Merit Scholarships:</b> \$100 million endowment</p> <p><b>The Oculus Fellowships:</b> \$30 million or \$54 million endowment</p> <p><b>Student Experience Fund:</b> \$10 million endowment</p>	<p><b>Scholarships for Inclusive Excellence:</b> \$125 million endowment</p> <p>Includes designation categories for:</p> <ul style="list-style-type: none"><li>• Under-represented minorities</li><li>• Women</li><li>• International</li><li>• Breakthrough Scholars</li></ul>

### Scholarships for Inclusive Excellence

A diverse and inclusive student body is required for excellence. Each year, the Darden School Foundation awards highly selective scholarships that range from partial tuition stipends to full tuition and fees.

Of Darden's total endowment, only 3 percent is allocated to inclusive excellence scholarships. The Darden School Foundation is bridging that gap. Funding opportunities include designation categories for under-represented minorities, women, international, Breakthrough Scholars and [Future Year Scholars](#).

Here is a story of how a Nigerian risk manager is shaping global business

# Exhibit 18

## Reaching Out MBA (ROMBA) Fellowships

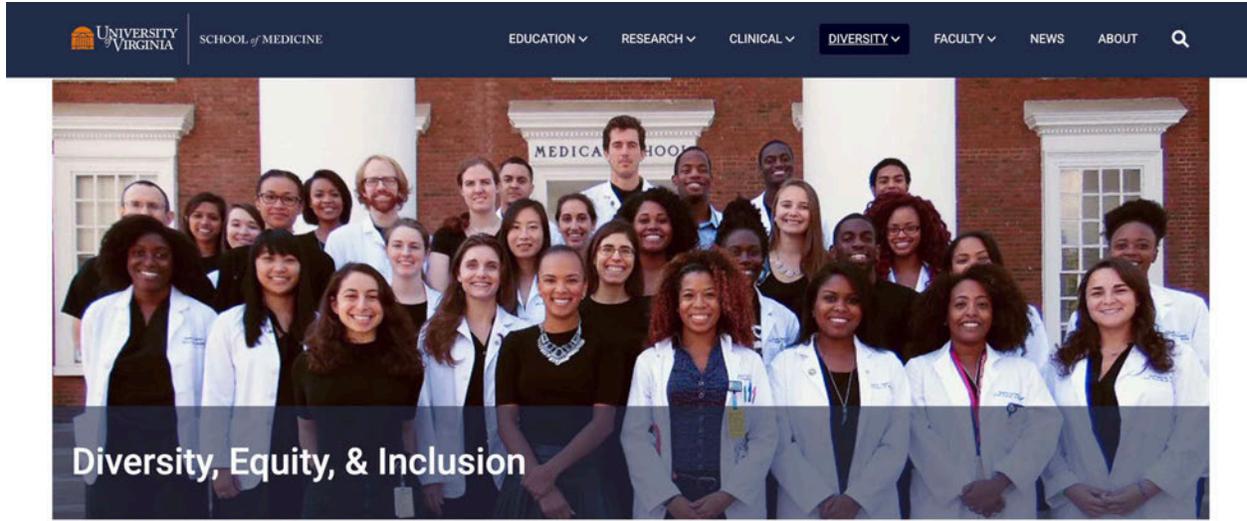
Reaching Out MBA (ROMBA) is the global organization that focuses on educating, inspiring and connecting current and prospective LGBTQ business students in an ongoing effort to create the next generation of our business leaders.

### FELLOWSHIP

**ROMBA FELLOWS REPRESENT THE  
BEST AND BRIGHTEST IN FUTURE  
LGBTQ+\* BUSINESS LEADERSHIP.**

The ROMBA LGBTQ+ Fellowship is a joint effort between prominent business school programs and Reaching Out to develop the out LGBTQ+\* business leaders of tomorrow. Each Fellow receives a minimum \$20,000 scholarship and access to leadership programming, including a retreat to kick off the Fellowship.

# Exhibit 19



**Diversity, Equity, & Inclusion**

The School of Medicine Office of Diversity, Equity and Inclusion offers resources, opportunities, and events within the school and beyond to support our students, faculty, trainees and staff. We promote and support inclusion and equity for community members throughout all that the School of Medicine provides. Our mission is to cultivate a naturally inclusive community that embraces, values, and celebrates diversity which creates an engaging, equitable environment for everyone.

Explore the [community](#), [faculty](#), [student](#), and [GME trainee](#) resources outlines within this website and [contact us](#) with questions about how to get involved.

- [DIVERSITY OVERVIEW](#)
- [DIVERSITY RESOURCES](#)
- [STUDENT RESOURCES](#)
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## Diversity Consortium

The UVA Diversity Consortium is an advisory body that recommends ways to initiate, maintain and improve programs, policies, and processes that support a culture of equality, inclusion, fairness, and the value all individuals. These efforts touch upon all stakeholders in the School of Medicine, including students, Graduate Medical Education trainees, faculty, staff, patients and community. The specific goals of the Diversity Consortium are informed by the **School Diversity Strategic Plan**.

The Diversity Consortium's recommendations are conveyed to the Diversity and Inclusion Steering Committee composed of the School of Medicine Dean, Senior Associate Dean for Diversity, Equity & Inclusion, Senior Associate Dean for Faculty Affairs and Faculty Development, Senior Associate Dean for Education, Associate Dean for Diversity and Inclusion, Director of the Summer Medical Leadership Program, and Chair of the Committee on Women. The Diversity Consortium consists of leadership, representative members, ex officio members, and administrative staff, as follows:

# Exhibit 20

## Commitment to Diversity

Date: November 7, 2022

Number: 4.000

Status: Final

**Contact Office:**

Office of Diversity and Inclusion

PO Box 800230

Charlottesville, VA 22908

Phone: 434-924-1867

**Oversight Executive:**

Dean of the School of Medicine

PO Box 800230

Charlottesville, VA 22908

Phone: 434-924-1867

**Applies to:**

School of Medicine faculty, staff, residents, fellows, and students

**Reason for Policy:**

The University of Virginia School of Medicine recognizes that racism contributes to a public health crisis and is committed to fostering an environment of diversity and inclusion and has implemented policies, procedures, and a strategic plan to help support these values throughout the school. The SOM is committed to implementing concrete actions aimed at recruitment and retention of faculty, medical residents, staff, and students whose diverse identities, backgrounds, or experience will bring value to the educational and clinical experience of the school. This policy states the SOM commitment to and expectations regarding diversity.

**Policy Background:**

The value of diversity and inclusion is incorporated into our institution's mission, values, and strategy. At the University of Virginia we are committed to academic excellence and recognize that incorporating, understanding, and appreciating differences is essential to culturally competent education and health care. Diversity of life experience, thought and ideas is essential in achieving excellence in all that we do, as is a health care workforce that is trained and prepared to lead, live, and work effectively in such an environment. Through curricular initiatives and a commitment to holistic approaches to recruiting, pipeline, admissions and hiring processes, our learners, staff, and faculty achieve cultural competency and humility.

Menu

COMMITMENT TO DIVERSITY

SCHOOL OF MEDICINE POLICIES & GUIDELINES

SCHOOL OF MEDICINE HOME

**Policy Statement:**

Faculty, residents, fellows, staff, and students at the UVA SOM will participate in and support diversity and inclusion.

Learning experiences and applications have the mission of training health professionals and creating and sharing health knowledge within culture that promotes equity, diversity, and inclusiveness, with the goal of providing excellence, innovation and superlative quality in the care of patients. This will be achieved by embracing a shared vision and values, and acting in accordance.

**Vision:** to be the nation's leading public academic School of Medicine and the best place to work-while transforming patient care, research, education and management with the diverse communities we serve. We will be:

- Our local community's provider of choice for its healthcare needs
- A national leader in quality, patient safety, service and compassionate care
- The leading provider of technologically advanced, ground-breaking care throughout Virginia
- Recognized for translating research discoveries into improvements in clinical care and patient outcomes
- Fostering innovative care delivery and teaching/training models that respond to the evolving health environment
- A leader in training students and faculty in providing health care free of prejudice, discrimination, and disparity

**Values:** This institution exists to serve others, and does so through the expression of our core values to which we ASPIRE:

- **Accountability:** Acknowledging and assuming responsibility for where we have succeeded and failed in terms of our actions, decisions, policies and results.
- **Stewardship:** Managing our resources and commitment to continual improvement and learning responsibly and carefully while acknowledging shortcomings or problems in our quest.
- **Professionalism:** Approaching all that we do in a collaborative way and delivering excellent care through the lens of helpfulness, positivity, kindness and competency.
- **Integrity:** Being honest, open and fair through our behaviors, attitude and treatment of others.
- **Respect:** Valuing everyone through our compassionate and caring ways.
- **Equity:** Fostering an environment of belonging that promotes justice, equity, diversity, inclusion, and unity throughout the organization and within the communities we serve.

The School of Medicine seeks to recruit, support, nourish, and grow faculty, residents, staff, and students from all racial and ethnic groups; underrepresented groups such as persons with disabilities or gender identity or expression differences; veterans; persons with unique life experiences and challenges; first generation professionals or physicians; and Virginia citizens from rural or socioeconomically disadvantaged regions of the Commonwealth. Diversity enriches the School of Medicine in all aspects of our mission of education, service, research, and practice.

**Procedures:**

The Dean of the School of Medicine appoints a Diversity Consortium for advisory purposes, and the Diversity Consortium undertakes its work through focus groups, surveys, individual consults, and other formal and informal mechanisms.

The Diversity Strategic Plan encompasses students, residents, staff, and faculty in the School of Medicine. It addresses representation, recruitment, and retention, and identification of barriers to achievement. This is accomplished through outreach, mentorship, recognition of achievements, active affinity groups, and leadership development.

# Exhibit 21

## Diversity Overview

The Office of Diversity, Equity & Inclusion is led by Dr. Tracy M. Downs and a team of professionals dedicated to cultivating a community that embraces, values, celebrates diversity and creates an engaging, equitable environment where students, faculty, trainees and staff can prosper.

Tracy M. Downs, MD, Senior Associate Dean for Diversity, Equity & Inclusion

<https://youtu.be/ZhfQn8A7L2U>

Tracy M. Downs, MD, FACS, is the inaugural Senior Associate Dean for Diversity, Equity & Inclusion in the School of Medicine. He is also the Community Engagement and Health Outcomes Officer for UVA Health. In these roles, he coordinates and aligns diversity efforts across our mission areas of education, clinical, research, and community. Dr. Downs has oversight of all aspects of diversity, equity, and inclusion in the SOM, including the Office of Diversity and all DEI efforts among the different departments and centers.

Tracy M. Downs, MD

Dr. Downs practices Urologic Oncology at UVA Health.

[Learn more »](#)

Dr. Downs came to UVA from the University of Wisconsin School of Medicine and Public Health, where he was Associate Dean for Diversity and Multicultural Affairs and Professor of Urologic Oncology. At UW, Dr. Downs played an instrumental role in overseeing the recruitment of and medical education support programs for individuals from ethnically diverse backgrounds underrepresented in medicine. Dr. Downs earned his medical degree from the University of California San Diego, completed his residency at Brigham & Women's Hospital in Boston, and completed a fellowship at the University of California at San Francisco. He earned his undergraduate degree from California Lutheran University.

## Diversity Consortium

The UVA Diversity Consortium is an advisory body that recommends ways to initiate, maintain and improve programs, policies, and processes that support a culture of equality, inclusion, fairness, and the value all individuals. These efforts touch upon all stakeholders in the School of Medicine, including students, Graduate Medical Education trainees, faculty, staff, patients and community. The specific goals of the Diversity Consortium are informed by the [School Diversity Strategic Plan](#).

The Diversity Consortium's recommendations are conveyed to the Diversity and Inclusion Steering Committee composed of the School of Medicine Dean, Senior Associate Dean for Diversity, Equity & Inclusion, Senior Associate Dean for Faculty Affairs and Faculty Development, Senior Associate Dean for Education, Associate Dean for Diversity and Inclusion, Director of the Summer Medical Leadership Program, and Chair of the Committee on Women. The Diversity Consortium consists of leadership, representative members, ex officio members, and administrative staff, as follows:

### Leadership

The chair is the Senior Associate Dean for Diversity, Equity & Inclusion. A vice chair is elected by a majority vote of the Diversity Consortium.

#### Diversity Consortium Chair

Tracy M. Downs, MD, FACS

Senior Associate Dean for Diversity, Equity & Inclusion and Community Engagement and Health Outcomes Officer for UVA Health.

#### Diversity Consortium Vice Chair

Gregory Townsend, MD

Associate Dean for Diversity and Inclusion  
Associate Professor of Medicine in the Division of Infectious Diseases and International Health

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# Exhibit 22

## Family Medicine

### Diversity and Inclusion

#### Diversity and Inclusion:

We embrace diversity – we know that this makes us stronger and better. Our residency program mission is to create a nurturing and inclusive environment to train future leaders in Family Medicine. We want everyone in our department to feel included, no matter their race, sexual orientation, country of origin, religion, gender identity, ethnicity, or physical abilities.

We have long cared for vulnerable populations within our community, including the elderly, refugees and immigrants, transgender patients, and people experiencing homelessness. We aim to recruit and train residents that reflect the demographics of our community and the patient population that we serve. We employ a holistic approach to recruitment, and strive to diminish implicit bias in the process.



#### Resident involvement:

The Department of Family Medicine Diversity and Inclusion Committee: The Diversity and Inclusion committee seeks to promote equity, diversity, and inclusion within the Department of Family Medicine. This committee is tasked with identifying and supporting the needs of our colleagues and patients, as well as ensuring that our progress aligns with the School of Medicine's diversity plan. The committee is comprised of faculty, staff and resident members.

# Exhibit 23



## **Department of Orthopaedic Surgery**

### **UNDERREPRESENTED IN MEDICINE VISITING 4TH YEAR SCHOLARSHIP TO UVA'S ORTHOPAEDIC SURGERY DEPARTMENT.**

The University of Virginia Health System has a deep commitment to diversity in our workforce, research and educational programs. In the Department of Orthopaedic Surgery, we believe that this commitment to diversity both strengthens our community and ensures delivery of the highest quality patient care. We encourage inclusion of all, including those who are historically underrepresented in medicine such as racial and ethnic minorities, women, LGBTQ+ individuals, and individuals from disadvantaged backgrounds. We are proud to offer up to three \$1500.00 scholarships to help offset the costs of travel & housing for highly qualified medical students who wish to do a visiting surgical ACE at UVA during the months of August through November and whose backgrounds, interests or goals will bring diverse experiences and perspectives to UVA's Orthopaedic Surgery Department.

#### **About the Scholarship**

The purpose of this scholarship is to provide medical students the opportunity to experience what it is like to live and work in Charlottesville, while experiencing firsthand our Department's inclusive culture and welcoming environment. This ACE experience will hopefully encourage students to consider a career in Orthopaedic Surgery, enhance students' awareness of opportunities in academic medicine and provide them with specific mentoring and networking opportunities. Additionally, students will have the opportunity to meet and interview with the Program Directors and our Chair.

#### **About the Rotation**

Students will rotate for four weeks. Two weeks on a primarily inpatient service (Trauma, Adult Reconstruction or Spine) and two weeks on a primarily outpatient service (Foot & Ankle, Hand or Sports Medicine.) Pediatrics can be inpatient or outpatient.

Students rotating on Orthopaedic Surgery will receive an email from a resident liaison prior to the start of the rotation with details about the rotation including the assigned subspecialty service and the housestaff on that service. Students should contact the listed housestaff to obtain more information about where and when to meet as well as the student's expectations. Rotations start on Monday morning, and if not instructed otherwise, students should report to the 1<sup>st</sup> Floor of the University Hospital Moss Auditorium at 6:15AM for Fracture Conference.

Students will be expected to participate in clinics, surgeries, didactics, rounds, and call responsibilities during their rotation. During a 4-week fourth year rotation, students are expected to take overnight call with the residents one Friday/Sunday combination and one Saturday, and then two other nights during the month.

#### **Eligibility**

The scholarship is open to applicants who are first generation medical school attendees, socioeconomically disadvantaged students, individuals who have overcome substantial educational or economic obstacles or students who come from backgrounds underrepresented in medicine (Black/African-American, LatinX, Native American, Asian/Pacific Islander, Alaskan Native, female, LGBTQ+). Competitive applicants will have

demonstrated academic excellence, strong leadership and a variety of extracurricular experience. Students should be strongly motivated to pursue a career in Orthopaedic Surgery.

### **Application Requirements**

All application materials should be submitted via VSLO, which will open to visiting medical students after March 15, 2024 for rotations starting after July 1, 2024. Applicants wishing to apply for this scholarship should follow up after applying with an email to the Program Coordinator listed below with a letter expressing why you merit this scholarship.

- Must attend an LCME accredited medical school
- Be on track to complete all required clerkships at home institution
- Completed VSLO application (should include letters of recommendation and medical school transcript)
- Curriculum Vitae
- Personal statement on why you want to participate in this program, how it will help you achieve your overall career goals, and what you will add to our program.

### **Due Date**

Applications are due by May 31<sup>st</sup>, 2024.

Notifications will be made no later than June 14<sup>th</sup>, 2024.

### **Contact Information**

Please submit your application materials and forward any questions to David Craig, Orthopaedic Surgery Residency Coordinator. Email: [dec2a@uvahealth.org](mailto:dec2a@uvahealth.org) Phone: (434) 243-0265

Department of Orthopaedic Surgery PO Box 800159 | Charlottesville, VA 22908-0159 | 2280 Ivy Road |  
Charlottesville, VA 22903 434.243.0265 | Fax 434.243.0242 | [uvaortho.com](http://uvaortho.com)

# Exhibit 24

## Discover Medicine



### History

For many years, organizations affiliated with UVA have collaborated with elementary, middle, and high schools throughout the city to expose students from underrepresented backgrounds to medicine and biomedical sciences. Unfortunately, most of these collaborations have led to one-time events with very minimal lasting impact. During the summer of 2018, members of UVA SNMA (Student National Medical Association) decided to take action. They were very aware of not only the importance of diversity in medicine, but also the unique set of challenges faced by these students. They realized that in order to increase the number of under-represented minorities (URMs) in medicine and create a more diverse healthcare force, they needed to take a novel approach. That led to creation of *Discover Medicine*, a year-long program that brings high school students from underrepresented backgrounds to the medical campus every month during the school year to expose them to medicine.

### Eligibility

The scholarship is open to applicants who are first generation medical school attendees, socioeconomically disadvantaged students, individuals who have overcome substantial educational or economic obstacles or students who come from backgrounds underrepresented in medicine (Black/African-American, LatinX, Native American, Asian/Pacific Islander, Alaskan Native, female, LGBTQ+). Competitive applicants will have

---

demonstrated academic excellence, strong leadership and a variety of extracurricular experience. Students should be strongly motivated to pursue a career in Orthopaedic Surgery.

# Exhibit 25

## Diversity, Equity, & Inclusion

### Student Resources

#### Summer Medical Leadership Program

The University of Virginia School of Medicine conducts an innovative medical academic enrichment program – the Summer Medical Leadership Program (SMLP). The number one goal of SMLP is to expose participants to the “real world of medicine” to prepare them not only for admission to medical school but to assume future leadership positions in medicine/biomedical field. SMLP is a 6-week intensive residential summer enrichment program for undergraduate students from disadvantaged backgrounds who are interested in pursuing careers in medicine.

[Learn more](#)

#### Additional School of Medicine Programs

- ▶ [Summer Research Internship Program \(SRIP\)](#)
- ▶ [Summer Medical Research Internship \(SMRI\)](#)

#### Scholarships

- ▶ [The Ridley Scholarship Program](#)
- ▶ [The Jeffrey L. Reider and Charles F. Otis Endowed Scholarship](#)
- ▶ [The John Herring Scholarship for Social Awareness](#)
- ▶ [The Peter L. Page Scholarship and Grant](#)
- ▶ [The V. Shamim Sisson Ally of the Year Award](#)
- ▶ [UVA's General Surgery Department](#)
- ▶ [The de Lange Diversity and Inclusion Fund](#)
- ▶ [4th-Year Medical Student Scholarship](#)

#### LGBTQ

- [LGBT Committee | Division for Diversity, Equity, and Inclusion \(virginia.edu\)](#)
- [Gender Diversity | Office For Equal Opportunity and Civil Rights, U.Va. \(virginia.edu\)](#)
- [LGBTQ Center | Student Affairs \(virginia.edu\)](#)

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# Exhibit 26



Facebook · UVA WISE - Office for Advocacy and Opportunity

8 reactions · 4 months ago



## Office for Diversity, Equity & Inclusion - UVA WISE

UVA WISE - Office for Diversity, Equity & Inclusion is at The University of Virginia's College at Wise. Dec 31, 2024. ...



## UVA WISE - Office for Advocacy and Opportunity

470 likes · 582 followers

# Exhibit 27

The screenshot shows the UVA WISE website header with navigation links: News, Events, Directory, Athletics, VISIT, GIVE, and SEARCH. Below the header is a dark blue banner with the text "Inclusive Excellence". Underneath the banner, there is a paragraph stating: "The College strives to build a diverse community of learners with the drive to serve and lead in their communities, the nation, and the world." This is followed by another paragraph: "In unison with College's Inclusive Excellence Plan, IE courses will enhance intentional and critical thinking among students and enable them to make decisions based on research and evidence while retaining their commitment to fairness and compassion." Below this is a section titled "What is Inclusive Excellence coursework?" with a paragraph explaining that all UVA Wise students take a required broad-based liberal arts core designed to cultivate the qualities that define educated people. The following IE goals will be added in order to help develop students' understanding of what it means to live as citizens in a global culture.

## Universal IE Syllabi Statement

UVA Wise strives to be excellent in all aspects of college life; therefore, a commitment to inclusive excellence is essential. This commitment enacts the principles of social justice, defined as:

“... a process, not an outcome, which (1) seeks fair (re)distribution of resources, opportunities, and responsibilities; (2) challenges the roots of oppression and injustice; (3) empowers all people to exercise self-determination and realize their full potential; (4) and builds social solidarity and community capacity for collaborative action.” (UC Berkeley Social Welfare)

Within our learning communities, we aspire to address inequality and promote equity. We are mindful of what we teach and who we are teaching.

# Exhibit 28

## Our Mission

To cultivate an inclusive community that embraces, values, and celebrates diversity and creates an engaging, equitable environment.

## Our Values

At UVA Health, we put the patient at the center of everything we do. We **ASPIRE** to create a culture of trust, respect, and engagement through our values:

- **Accountability:** Acknowledging and assuming responsibility for where we have succeeded and failed in terms of our actions, decisions, policies, and results.
- **Stewardship:** Managing our resources and commitment to continual improvement and learning responsibly and carefully while acknowledging shortcomings or problems in our quest.
- **Professionalism:** Approaching all that we do in a collaborative way and delivering excellent care through the lens of helpfulness, positivity, kindness, and competency.
- **Integrity:** Being honest, open, and fair through our behaviors, attitude, and treatment of others.
- **Respect:** Valuing everyone through our compassionate and caring ways.
- **Equity:** Fostering an environment of belonging that promotes justice, equity, diversity, inclusion, and unity throughout the organization and within the communities we serve.

# Exhibit 29

## The UVA Library's Inclusive Excellence Plan

### Introduction

If we aggregate all non-white categories, the University Library's staff is notably less diverse (at about 16%) than that of the University (20+%) which in turn is notably less diverse than the population of the state of Virginia (30+%). These numbers only reflect racial/ethnic diversity, and of course there are other dimensions as well, where tallies are not so readily available in institutional dashboards: LGBTQ staff, neuro-diverse staff, and staff with disabilities, to name a few.

The Library has staff expertise in polling and data analysis, and we take regular climate surveys. Surveys administered as part of the Library's Inclusive Excellence process told us that the majority of our staff think the Library is a good place to work — but what we were after was an understanding of how a minority of the population feels, so we followed up with a variety of opportunities for small group conversations with staff members from the Library's Inclusive Excellence (IE) Task Force and its standing committee on Inclusion, Diversity, Equity, and Accessibility (IDEA). Staff participated broadly in gathering information as well as in providing it, and the results of this qualitative phase told us that we had long-standing unaddressed issues in our organizational culture that made the Library a difficult, unwelcoming, and even hostile place to work for some among us — including those who felt that LGBTQ issues were being ignored and those who felt that the Library only tolerated a narrow band of political opinion.

Over a number of years, different University Library administrations have made efforts to improve inclusion and diversity both in the short and the long term, but with little tangible impact to date on job satisfaction in key demographics. For example, although the UVA Library was one of the first in its national peer group to create and hire a full-time director of diversity, equity, and inclusion, that person retired at the beginning of the pandemic and a successor has not yet been hired. Pipeline programs have languished as a result: three years ago, the Library participated in the Association of College & Research Libraries' Residency program, which resulted in the hiring of two Librarians into term positions. Both have successfully gone on to good jobs in the library profession, but the Residency program is on hold until the hire of a new director, as is our two-week summer program for minority high-school juniors and seniors interested in librarianship.

# Exhibit 30

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## Office of Strategic Wellness and Opportunity

All are welcome here. We *really* mean it.

The need for a diverse nursing workforce has never been greater. Not just because patients want caregivers who look like them and speak their language - though that's part of it - but because we understand that you can't reduce health inequities, improve care and patients' health outcomes without a widened view of the world derived through engagement across difference, understanding, and humility.

The School of Nursing creates structures that build belonging: through programming and events for students, faculty, and staff; support of student affinity groups; through learning opportunities, pilot classes, workshops, and community reads; through curricular and academic support of faculty to help them build and grow a culture of humility, respect, and belonging; and through its support and ongoing work to create holistic admissions processes that take into account applicants' backstories and experiences as well as their academic strengths and promise.

# Exhibit 31

## DEPARTMENT OF CHEMISTRY

[PEOPLE](#)[RESEARCH](#)[GRADUATE](#)[UNDERGRADUATE](#)[SEMINARS](#)[LAB POSITIONS AVAILABLE](#)[SUMMER 2024 NEWSLETTER](#)

### ▼ PROSPECTIVE GRADUATE STUDENTS

- [Non-Thesis Master's Program \(1 Year\)](#)
- [PhD Program](#)
- [Applying to the PhD Program](#)
- [Information about Charlottesville](#)

### ▼ CURRENT GRADUATE STUDENTS

- [Chemistry and Multidisciplinary Courses](#)
- [Graduate Handbook](#)
- [Professional and Career Development Opportunities](#)
- [Graduate Chemistry Program Clubs & Organizations](#)
- [Fellowships and Awards](#)

## DIVERSITY, EQUITY AND INCLUSION INITIATIVES & RESOURCES

The University of Virginia Department of Chemistry Graduate Program is committed and devoted to fostering a diverse and inclusive culture and environment. The primary goal of our faculty is to educate and train the next generation of chemists of all races, ethnicities, religions, genders, ages, sexual orientations, socioeconomic backgrounds, and those with disabilities. To help achieve this goal, the faculty strives to provide an environment that is free of bias and is focused on promoting the development and growth of all individuals.

We aim to increase and retain diversity and inclusion in the Department of Chemistry by:

1. Actively recruiting individuals from all backgrounds to our Department at the graduate, postdoctoral, faculty, and staff levels;
2. Maintaining a culture that welcomes the positive impact of, differences and similarities among people from varied backgrounds; and
3. Supporting individuals who self-identify as under-represented in chemistry by breaking down structural barriers to success.

This commitment to excellence in inclusion applies to our entire community, including but not limited to undergraduate students, graduate students, postdoctoral fellows, research scientists, staff, and faculty. We recognize that our program is stronger and better positioned for growth when the members of our community reflect the composition and values of the larger population as a whole.

# Exhibit 32



UNIVERSITY NEWS

## UVA Board of Visitors Endorses Goals Presented by the Racial Equity Task Force

By Caroline Newman, news@virginia.edu • September 11, 2020

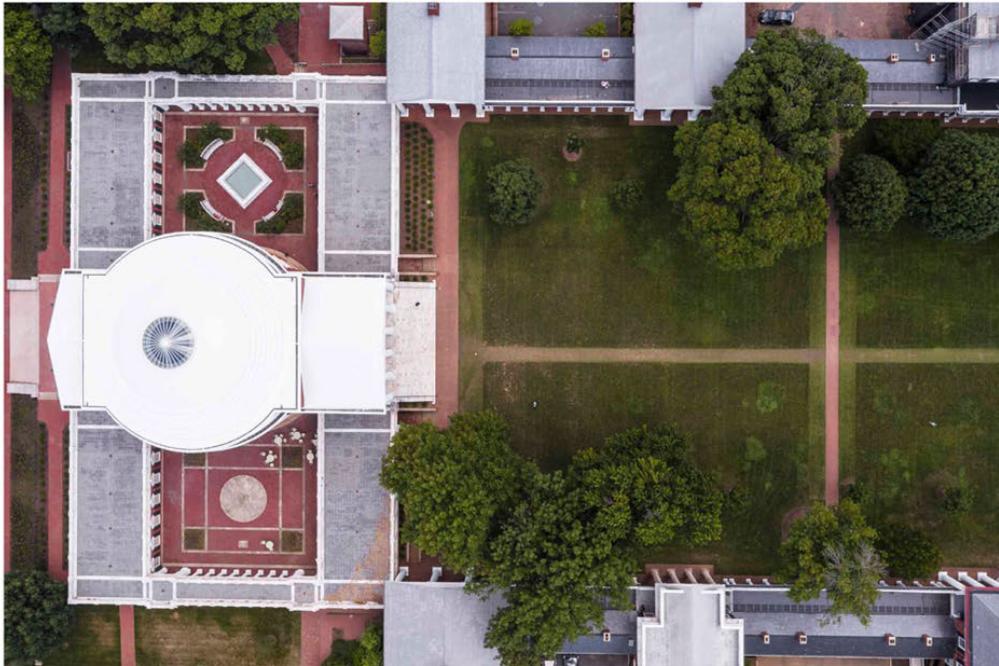


Photo by Sanjay Suchak, University Communications

**T**he University of Virginia Board of Visitors on Friday endorsed several goals articulated by UVA's Racial Equity Task Force and requested that UVA leadership develop a plan for funding, implementing and measuring progress toward those goals.

The goals include:

- Doubling the number of underrepresented faculty at UVA by 2030;
- Reviewing the tenure and promotion process;

**T**he University of Virginia Board of Visitors on Friday endorsed several goals articulated by UVA's Racial Equity Task Force and requested that UVA leadership develop a plan for funding, implementing and measuring progress toward those goals.

The goals include:

- Doubling the number of underrepresented faculty at UVA by 2030;
- Reviewing the tenure and promotion process;
- Developing a plan and a time horizon for having a student population that better reflects the racial and socioeconomic demographics of the Commonwealth of Virginia and, as much as feasible, of the nation;
- Encouraging related organizations to develop a scholarship program for the descendants of enslaved laborers who worked to build and maintain the University;
- Reviewing policies regarding staff hiring, wages, retention, promotion and procurement, in order to ensure equity;
- Ensuring that the division of the Vice President for Diversity, Equity and Inclusion and Community Partnerships has sufficient resources to do their work;
- Developing a series of educational programs around racial equity and anti-racism, including leadership development programs focused on equity, including racial equity;
- Endowing the key programmatic elements of the Carter Woodson Institute and providing funding to create more faculty positions;
- Exploring potential initiatives to recognize and support Native American students and Native American studies;
- Thoroughly reviewing University Police practices and policies to ensure fair, equitable and transparent practices reflecting 21<sup>st</sup>-century policing principles and developing relevant training for officers and supervisors;
- Forming a Department of Safety and Security Advisory Council.



# Exhibit 33



The task force comprises Ian Solomon, dean of the Batten School, left, Barbara Brown Wilson, faculty director of the UVA Equity Center, and Kevin McDonald, vice president of diversity, equity and inclusion. (Photos by Sanjay Suchak and Dan Addison)

The 12 initiatives are listed here, with the goals stated in the report. The report provides more details, as well as lists of specific actions needed, for each initiative.

1. **Endow Equity at UVA:** Dedicate the necessary financial investments for racial equity: \$100 million to \$150 million *immediately* for investments and spending over the next three to five years, \$500 million to \$650 million *in perpetuity* by dedicating Strategic Investment Fund Resources for a permanent quasi-endowment, and \$100 million to \$150 million *collaboratively* through challenge matching funds (50%) that incentivize targeted philanthropy (50%).
2. **Launch the Equity Scorecard:** Develop a scorecard of institutional racial equity goals that are posted publicly, reviewed annually and used in leadership performance evaluations.
3. **Fund the Division for Diversity, Equity and Inclusion:** Fund and empower the Division for Diversity, Equity and Inclusion so that it can fulfill its overall mission and execute or coordinate efficiently all of these initiatives.
4. **Commit to represent Virginia in student body demographics:** Recruit, admit and support an undergraduate population that reflects the racial and economic demographics of the Commonwealth of Virginia.
5. **Launch the Inclusive Faculty Initiative:** Reform search, hiring, mentoring, promotion and retention practices and double the number of underrepresented minority faculty – currently approximately 200 out of a total faculty of 3,000 – by 2030.

6. **Build pathways for staff success:** Improve career development, salary equity and hiring of historically underrepresented groups for leadership positions and contracting opportunities so that Black and Latinx staff and contractors benefit from job promotion and wealth building.
7. **Launch the Grounds for All campaign:** Improve the climate at UVA by rethinking, reframing, retelling and renaming UVA's historic landscape, and also by addressing other barriers such as concerns about policing practices.
8. **Provide anti-racism education to all members of the University community:** Empower all members of the UVA community with the courage, understanding, knowledge and skills to take effective anti-racist actions and to foster a culture of belonging and inclusion.
9. **Review tenure and academic policies:** Review promotion and tenure policies and other academic policies to ensure that they advance principles of racial equity and global best practices for inclusive excellence.
10. **Endow the Carter G. Woodson Institute for African American and African Studies:** Build the preeminent department of African American and African Diaspora Studies by creating an endowment for the new department and supporting its long-term growth.
11. **Launch Pay Our Debts Reparative Scholarship Program, with special recognition to descendants of enslaved laborers:** Recognize the descendants of enslaved laborers who built and maintained the University by working with the UVA Alumni Association to create scholarships for both degree and nondegree education.
12. **Restore the Indigenous nation's platform:** Repair relationships with Indigenous communities by creating a Center for Native American and Indigenous Studies with appropriate academic and administrative staffing and including a tribal liaison.

# Exhibit 34

Public Statement

## A Call for Constructive Engagement

APRIL 22, 2025

*This statement was developed in collaboration with university and college presidents and other educational leaders across the country, after national meetings convened by the American Association of Colleges and Universities (AAC&U) and the American Academy of Arts & Sciences.*

As leaders of America's colleges, universities, and scholarly societies, we speak with one voice against the unprecedented government overreach and political interference now endangering American higher education. We are open to constructive reform and do not oppose legitimate government oversight. However, we must oppose undue government intrusion in the lives of those who learn, live, and work on our campuses. We will always seek effective and fair financial practices, but we must reject the coercive use of public research funding.

# Exhibit 35

## Meet the Team

### ADMISSIONS COMMITTEE



**Dawna Clarke**  
Executive Director of Admissions



**Katherine Alford**  
Director of Admissions, Future Year Scholars Program



**Christian P.L. West**  
Sr. Director of Global Diversity, Equity and Inclusion Recruiting



**Kristian Robinson**  
Associate Director of Global Diversity, Equity, and Inclusion Recruiting



**Cheryl Jones**  
Senior Associate Director of Admissions



**Whitney Kestner**  
Sr. Director of Admissions



**Brett Twitty**  
Sr. Director of Admissions, Executive Formats



**Haley Whitlock Gyory**  
Director of Admissions



**Catie Yelding**  
Director of Admissions



**Merav Frazier**  
Associate Director of Admissions



**Jenna Vermilya**  
Assistant Director of Admissions

# Exhibit 36

## Meet the Team

### ADMISSIONS COMMITTEE



**Dawna Clarke**  
Senior Assistant Dean  
of Admissions



**Whitney Kestner**  
Managing Director of  
Admissions for the Full-  
Time MBA Program



**Brett Twitty**  
Managing Director,  
Admissions & Strategic  
Initiatives Professional  
Degree Programs



**Christian P.L. West**  
Sr. Director of Global  
Recruitment



**Catie Yeilding**  
Director of Admissions



**Katherine Alford**  
Director of Admissions,  
Future Year Scholars  
Program



**Haley Whitlock  
Gyory**  
Director of Admissions



**Merav Frazier**  
Senior Associate  
Director of Global  
Recruitment



**Jannatul Pramanik**  
Associate Director,  
Global Recruitment

## Exhibit 37

# Senior Director of Global Diversity, Equity and Inclusion Recruiting



Christian West (he/him/his) is the Senior Director of Global Diversity, Equity and Inclusion Recruiting. He oversees diversity pipelines for the full-time residential MBA program. In this role, Christian collaborates across the Darden enterprise focused on diverse populations and leverages partnerships with the Consortium for Graduate Study in Management (CGSM), Management Leadership for Tomorrow (MLT), and ROMBA. Prior to Darden, Christian served as the Assistant Director for Undergraduate Admission at UVA's McIntire School of Commerce and Assistant Dean for Outreach at UVA's Office of Undergraduate Admission. Christian is originally from Washington, D.C. and received his Bachelor's and Master's degrees from the University of Virginia. He is currently a Ph.D. Candidate in Higher Education at UVA's School of Education and Human Development.

## Exhibit 38

# Senior Director of Global Recruitment



Christian West (he/him/his) is the Senior Director of Global Recruitment. He oversees pipelines for the Full-Time MBA program. In this role, Christian collaborates across the Darden enterprise focused on global populations and leverages partnerships which include the Consortium for Graduate Study in Management (CGSM), Management Leadership for Tomorrow (MLT), and ROMBA. Prior to Darden, Christian served as the Assistant Director for Undergraduate Admission at UVA's McIntire School of Commerce and Assistant Dean for Outreach at UVA's Office of Undergraduate Admission. Christian is originally from Washington, D.C. and received his Bachelor's and Master's degrees from the University of Virginia. He is currently a Ph.D. Candidate in Higher Education at UVA's School of Education and Human Development.

# Exhibit 39

UNIVERSITY OF VIRGINIA | DARDEN SCHOOL OF BUSINESS

Programs Faculty & Research About Recruiters & Career Alumni

Give → 🔍

Full-Time MBA Academics Admissions Culture & Community Tuition & Financial Aid Career Support Connect More Apply →

## Consortium Application Process



### APPLICATION PROCESS

[Guidelines](#)

[Deadlines](#)

[Future Year Scholars](#)

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[Early Action](#)

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[Interviews](#)

[Reapplicants](#)

## The Consortium for Graduate Study in Management

The mission of the Consortium for Graduate Study in Management is to enhance diversity in business education and leadership by helping to reduce the serious underrepresentation of African Americans, Hispanic Americans and Native Americans in both our member schools' enrollment, and the ranks of management.

Darden is proud to be a member school of the Consortium. The value offered in an alliance with the Consortium aligns with Darden's mission to improve the world by developing and inspiring responsible leaders and by advancing knowledge. We believe that a diverse community helps broaden understanding and elevate performance. Responsible leaders understand this by helping to foster diversity in their organizations.

## Exhibit 40

# Associate Director, Global Diversity, Equity & Inclusion in the Office of Admissions



Jannatul Pramanik

(she/her/hers) is the Associate Director, Global Diversity, Equity & Inclusion in the Office of Admissions, and works closely with Christian West, Senior Director of Global Diversity, Equity & Inclusion Recruiting, in focusing on diversity pipelines for the Full-Time MBA program. Prior to Darden, she was the Assistant Director of Multicultural Student Services in Student Affairs at UVA where she worked specifically to support students of diverse marginalized backgrounds and provided University wide social justice educational opportunities. Her previous roles gave her experience in intersectional community-based outreach,

## Exhibit 41

# Associate Director, Global Recruitment



Jannatul Pramanik (she/her/hers) is the Associate Director, Global Recruitment in the Office of Admissions, and works closely with Christian West, Senior Director of Global Recruitment, in focusing on pipelines for the Full-Time MBA program. Prior to Darden, she was the Assistant Director of Multicultural Student Services in Student Affairs at UVA where she worked specifically to support students of diverse marginalized backgrounds and provided University wide social justice educational opportunities. Her previous roles gave her experience in intersectional community-based outreach,

# Exhibit 42

## Rachel Spraker



ASST. VP, COMMUNITY WELLBEING & EQUAL OPPORTUNITY

The AVP provides leadership and guidance to the University community on a broad range of activities in support of inclusive excellence at the University. The AVP is specifically responsible for development and communication of proactive analyses that support equal opportunity employment. Work of the AVP includes leading assessment, training, and the development of process guidance that seeks to eliminate artificial barriers to the access, success, and wellbeing for students, scholars and staff at UVA.

### Rachel Anne Spraker (ras7c)

DE-Office for Diversity Equity and Inclusion

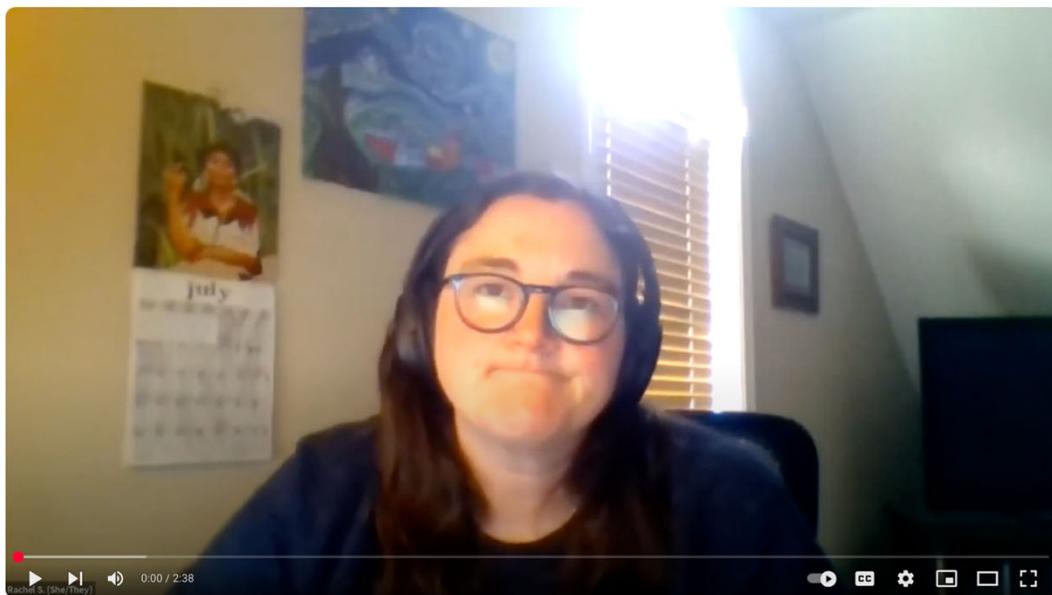
Assistant Vice President for Community Wellbeing and Equal Opportunity

ras7c@virginia.edu, spraker@virginia.edu  
4342436439

Messenger Mail: PO Box 400219

Physical Address: 12 Rotunda Dr Charlottesville, VA 22904

Staff



UVA's Rachel Spraker on Allyhood and the Toxicity of Whiteness



The Jefferson Council  
357 subscribers

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2



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Clip



Save



## Exhibit 43

### **Mark C. Jefferson**

#### **Assistant Dean for Community Engagement**

mjefferson@law.virginia.edu

(434) 924-9294

SL105D

### ***Community Engagement Office***

Assistant Dean [Mark C. Jefferson](#) leads the Community Engagement Office at UVA Law. The primary goal of his office is to create opportunities to engage with one another in community that encourage students to learn to respect their differences while also learning from them. Given the wide range of backgrounds, experiences, perspectives, politics, religious beliefs and social identities co-existing in our intellectually challenging community, open-ended engagement with each other cannot help but be a benefit to our social relationships, professional development as budding lawyers, and intellectual growth.

# Exhibit 44

## Mark Jefferson Named Inaugural Assistant Dean for Diversity, Equity and Belonging

Mark Jefferson Formerly Worked on Community Engagement and Equity at Harvard Law



### Mark C. Jefferson

Assistant Dean for Community Engagement

EMAIL	PHONE	ROOM
<a href="mailto:mjefferson@law.virginia.edu">mjefferson@law.virginia.edu</a>	(434) 924-9294	SL...

# Exhibit 45

## Diversity Overview

The Office of Diversity, Equity & Inclusion is led by **Dr. Tracy M. Downs** and a team of professionals dedicated to cultivating a community that embraces, values, celebrates diversity and creates an engaging, equitable environment where students, faculty, trainees and staff can prosper.

**Tracy M. Downs, MD, Senior Associate Dean for Diversity, Equity & Inclusion**



**Tracy M. Downs, MD, FACS**, is the inaugural Senior Associate Dean for Diversity, Equity & Inclusion in the School of Medicine. He is also Chief Diversity & Community Engagement Officer for UVA Health. In these roles, he coordinates and aligns diversity efforts across our mission areas of education, clinical, research, and community. Dr. Downs has oversight of all aspects of diversity, equity, and inclusion in the SOM, including the Office of Diversity and all DEI efforts among the different departments and centers.

### Tracy M. Downs, MD

Dr. Downs practices Urologic Oncology at UVA Health.

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# Exhibit 46

## Chief Community Engagement & Health Outcomes Officer

Tracy M. Downs, MD, FACS

Email: [dya2ca@virginia.edu](mailto:dya2ca@virginia.edu)



As Chief Community Engagement and Health Outcomes Officer, **Tracy M. Downs, MD, FACS**, is UVA Health's leading voice on community collaboration, improved access, and health outcomes. Within UVA Health, he guides efforts to address the most pressing health needs of the communities we serve by undergoing community needs assessment surveys and understanding social determinants of health. Within the greater Charlottesville region, and across the broader state of Virginia, he works collaboratively to improve community health and well-being through increased access to services.

Dr. Downs comes to UVA from the University of Wisconsin School of Medicine and Public Health, where he was Associate Dean for Diversity and Multicultural Affairs and Professor of Urologic Oncology. At UW, Dr. Downs played an instrumental role in overseeing the recruitment of and medical education support programs for individuals from ethnically diverse backgrounds underrepresented in medicine. He

also served as Faculty Director of the Cancer Health Disparities Initiative at UW's Carbone Comprehensive Cancer Center.

## Diversity Overview

The Office of Diversity, Equity & Inclusion is led by **Dr. Tracy M. Downs** and a team of professionals dedicated to cultivating a community that embraces, values, celebrates diversity and creates an engaging, equitable environment where students, faculty, trainees and staff can prosper.

Tracy M. Downs, MD, Senior Associate Dean for Diversity, Equity & Inclusion

<https://youtu.be/ZhfQnBA7L2U>

# Exhibit 47

UNIVERSITY OF VIRGINIA	CHARLOTTESVILLE	VA	UNITED STATES	439	\$198,512,198
Organization	City	State	Country	Awards	Funding
UNIVERSITY OF VIRGINIA	CHARLOTTESVILLE	VA	UNITED STATES	435	\$192,312,263
Organization	City	State	Country	Awards	Funding
UNIVERSITY OF VIRGINIA	CHARLOTTESVILLE	VA	UNITED STATES	448	\$193,343,481
Organization	City	State	Country	Awards	Funding
UNIVERSITY OF VIRGINIA	CHARLOTTESVILLE	VA	UNITED STATES	170	\$85,140,061

# Exhibit 48

## RECTOR & VISITORS OF THE UNIVERSITY OF VIRGINIA

Also known by 77 other names ▶

### Overview

This recipient is a child of RECTOR & VISITORS OF THE UNIVERSITY OF VIRGINIA

CHILD RECIPIENT

Total Awarded Amount  
**\$348.7 Million**

from 1,454 transactions

[View awards to this recipient](#)

Face Value of Loans ⓘ

**\$0**

from 54 transactions

### Details

Recipient Identifier	JJG6HU8PA4S5 (UEI ⓘ) 065391526 (Legacy DUNS ⓘ)
Address	1001 EMMET ST N CHARLOTTESVILLE, VA UNITED STATES 22903-4833
Congressional District ⓘ	VA-05
Business Types	Business Corporate Entity Tax Exempt Higher Education Nonprofit Public Institution of Higher Education

### Awarding Agencies

Name	Obligations	% of Total
1. Department of Health and Human Services (HHS)	\$199.63M	57.25%
2. Environmental Protection Agency (EPA)	\$41.49M	11.9%
3. Department of Education (ED)	\$35.17M	10.09%
4. National Science Foundation (NSF)	\$31.99M	9.17%
5. Department of Defense (DOD)	\$27.28M	7.82%

### Awarding Sub-Agencies

Name	Obligations	% of Total
1. National Institutes of Health (NIH)	\$195.96M	56.2%
2. Environmental Protection Agency (EPA)	\$41.49M	11.9%
3. Department of Education (ED)	\$35.17M	10.09%
4. National Science Foundation (NSF)	\$31.99M	9.17%
5. Defense Advanced Research Projects Agency (DA...)	\$7.58M	2.17%