



January 7, 2026

VIA E-MAIL

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

Request for Investigation and Enforcement Action Against Washington University in St. Louis for Ongoing Unlawful DEI Practices

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 to request an immediate investigation and enforcement action against Washington University in St. Louis (“WashU” or “the University”) for its systemic, deliberate, and ongoing discrimination on the basis of 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 laws, controlling Supreme Court precedent, and Executive Orders issued by President Donald J. Trump.

WashU has refused to dismantle its unlawful DEI infrastructure as required by federal law. Instead, it has preserved the same practices, programs, and classification-based frameworks by selectively adjusting public-facing terminology and convening an “Inclusive Excellence” advisory committee to evaluate how existing DEI programs can continue to be reframed and administered under revised

terminology.¹ These steps do not reflect compliance, but an effort to maintain the same unlawful system while reducing its visibility. This letter places WashU on notice and provides evidence warranting investigation and enforcement action by the Department of Justice.

This submission is organized into seven parts. Part I sets forth the governing legal standards under Title VI, Title IX, relevant Supreme Court precedent, and applicable Executive Orders. Part II establishes WashU’s extensive receipt of federal funds and the attendant civil rights obligations. Part III documents the University’s centralized DEI governance infrastructure and enforcement mechanisms. Part IV details how DEI practices are embedded across the University’s schools and departments, with specific examples. Part V explains how its admissions policies and pipeline programs continue to employ race-conscious rationales rejected in *Students for Fair Admissions, Inc. v. President & Fellows of Harvard College*. Part VI describes the University’s coordinated rebranding strategy designed to preserve DEI practices while evading oversight. Part VII sets forth the specific investigatory and enforcement actions requested. Supporting documentation is provided in the Appendix and Exhibits referenced throughout.

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¹ *Committee Appointed, Has Begun Work to Develop Guidance in Support of Inclusive Excellence at WashU*, WASH. UNIV.: THE SOURCE (Jul. 25, 2025), <https://perma.cc/A7TL-SUTY> (last visited Dec. 27, 2025).

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

As a recipient of federal financial assistance, WashU is bound by Title VI of the Civil Rights Act of 1964, which unequivocally prohibits discrimination on the basis of “race, color, or national origin” in any program or activity receiving federal funds. 42 U.S.C. § 2000d *et seq.* Likewise, Title IX of the Education Amendments of 1972 bars discrimination “on the basis of sex” in “any education program or activity” receiving

federal funding.² These provisions apply broadly to every college, department, and administrative unit within a covered institution.

On January 21, 2025, President Trump signed Executive Order No. 14151, “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.³ The following day, President Trump issued Executive Order No. 14173, Ending Illegal Discrimination and Restoring Merit-Based Opportunity, which rescinded Biden-era directives and directed all federal agencies to enforce civil rights laws uniformly, eliminate discriminatory DEI practices, and condition federal funding on certification that recipients do not engage in unlawful practices.⁴ Together, these Orders reaffirm that federally funded institutions have no permissible basis for maintaining DEI programs and bear an affirmative obligation to end all forms of discrimination, whether labeled as “DEI” or any other euphemism for unlawful discrimination.

On July 29, 2025, Attorney General Pam Bondi issued a memorandum reaffirming the Department of Justice’s (“DOJ”) commitment to equal treatment under the law and warning that federally funded entities engaging in discriminatory DEI practices will face enforcement action.⁵ The memorandum emphasized that discrimination based on race, color, national origin, or sex is both illegal and immoral, regardless of whether it is cloaked in racially neutral proxies, advanced under benign labels, or promoted under the pretext of virtuous objectives.⁶ It further defined “preferential treatment” as any practice where a federally funded entity provides “opportunities, benefits, or advantages based on protected characteristics in ways that disadvantage other qualified persons” or specific groups, save “very narrow exceptions.”⁷

This includes scholarships reserved exclusively for specific racial groups that exclude otherwise qualified applicants and race-exclusive opportunities, such as “internships, mentorship programs, or leadership initiatives that reserve spots for specific racial groups” to “promote diversity,” in addition to preferential hiring practices.⁸ DOJ, in

² 20 U.S.C. § 1681(a).

³ Exec. Order No. 14151, 90 Fed. Reg. 8339 (Jan. 29, 2025), <https://perma.cc/4XZP-KB4S>.

⁴ Exec. Order No. 14173, 90 Fed. Reg. 8633 (Jan. 31, 2025), <https://perma.cc/8ASH-GVED>.

⁵ *Guidance for Recipients of Federal Funding Regarding Unlawful Discrimination*, U.S. DEP’T OF JUST., <https://perma.cc/658Q-6URQ> (last visited Dec. 25, 2025).

⁶ *Id.*

⁷ *Id.*

⁸ *Id.*

its memorandum, cautioned that federally funded entities may not implement recruitment strategies that target geographic areas or institutions chosen primarily because of their racial or ethnic composition, or require applicants to submit “diversity statements” or describe “obstacles they have overcome” in a way that covertly functions as a proxy to identify and make decisions based on protected characteristics.⁹

DOJ’s guidance also makes clear that DEI policies favoring “underrepresented groups” for admission, hiring, promotion, or access to institutional programs where those groups are defined by protected characteristics such as race, color, national origin, or sex are unlawful. Federal civil rights law does not permit institutions to repackage race-based preferences through the use of euphemisms such as “underrepresentation,” “BIPOC,” “first-generation,” or through facially neutral criteria chosen or applied to achieve race-based outcomes.¹⁰

As a matter of law, federally funded programs that make selections, confer benefits, or deny opportunities on the basis of protected characteristics are unlawful. This extends beyond final decisions, such as offers of admission, hiring, promotion, scholarships, or program placement, to include recruitment and outreach initiatives, affinity or support programs, and any other activities that allocate resources, privileges, or exclusive access based on protected traits or that function as proxies for those traits. DOJ has specifically identified as unlawful DEI practices separating participants by race; limiting programs or resources to particular racial or ethnic groups; recruitment and hiring, or advancement practices conditioned on race-related criteria; DEI policies or contracting preferences that favor “minority- or women owned” businesses; and requirements that applicants or employees submit “diversity statements” or comparable materials that serve as proxies for evaluating protected characteristics.¹¹ Such practices constitute discrimination when they deny equal access to programs, opportunities, or institutional resources on the basis of race, color, national origin, or sex, regardless of whether they are implemented under the banner of inclusion or equity.¹²

⁹ *Id.*

¹⁰ *Id.*

¹¹ *Id.*

¹² *Id.*; The Department of Education’s (“DOE”) Office for Civil Rights has likewise reaffirmed that institutions receiving federal funds remain bound by Title VI and constitutional equal protection principles following *Students for Fair Admissions, Inc. v. President & Harvard College* 600 U.S. 181 (2023), including prohibitions on race-based classifications and preferences in institutional operations. While certain aspects of DOE’s Dear Colleague letter are subject to preliminary injunction, the legal principles it reflects rest on controlling Supreme Court precedent and longstanding federal civil rights

WashU is not exempt from these constitutional and statutory restraints. As set forth below, the University continues to administer programs and policies that condition eligibility, access, or institutional benefits—whether directly or through proxy criteria—on race, sex, ethnicity,¹³ and other characteristics in violation of federal civil rights law and binding Executive Orders governing federal funding recipients.

II. Washington University is Advancing Discrimination with Federal Funds

WashU receives substantial federal funding and operates on a scale that gives it significant influence over research priorities and the development of the national healthcare workforce. In fiscal year 2024, WashU’s annual research funding exceeded \$1 billion, including \$857 million from the National Institutes of Health (“NIH”), making it one of the most heavily taxpayer-funded research enterprises in the country.¹⁴ With this level of federal support, WashU is not merely an academic institution; it is a federally subsidized power center whose policies, research pipelines, and training programs shape healthcare practices and public health priorities nationwide.

This funding carries heightened obligations. Institutions receiving federal research dollars must ensure that grant-supported programs do not incorporate or advance race-, sex-, or other identity-based classifications. Yet many of WashU’s federally funded initiatives expressly rely on DEI frameworks and the recruitment or prioritization of “underrepresented” groups—concepts that mirror the same classification frameworks the Supreme Court rejected in *Students for Fair Admissions, Inc. v. President & Harvard College* (“*SFFA*”),¹⁵ and that raise substantial concerns under Title VI and the Equal Protection Clause.

law; see *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> (last visited Dec. 27, 2025); see also *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> (last visited Dec. 25, 2025).

¹³ We note that WashU 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).

¹⁴ Diane Tororian Keaggy, *WashU’s Economic Impact Totals \$9.3 Billion*, WASH UNIV.: THE SOURCE (Jan. 24, 2025), <https://perma.cc/PM7Z-FRK7> (last visited Dec. 25, 2025).

¹⁵ 600 U.S. 181 (2023).

Since 2021 alone, WashU has received more than \$3.1 billion in federal funding from the Department of Health and Human Services,¹⁶ including over \$3.0 billion from the NIH. These taxpayer-funded grants support research, training, and institutional programs that embed race-, sex-, or identity-based criteria into grant administration, staffing, and research design, effectively using federal funds to allocate opportunities, benefits, or access on the basis of protected characteristics. Such use of federal funds is incompatible with the nondiscrimination obligations that attach to federal funding and warrants scrutiny and enforcement.

Representative examples include:

- HHS grant K12NS129164 awards \$5.0 million to WashU through December 31, 2027, for a Neurosurgeon Research Career Development pipeline program that embraces DEI as an operational principle. The grant states that the program is designed “to promote and foster diversity, equity, and inclusion at all program levels” and “to create a pipeline program to recruit the most talented and diverse group of K12 applicants.” These priorities use federal dollars to govern recruitment, selection, mentoring, and program leadership, advancing identity-based preferences in ways that raise serious compliance concerns under Title VI.¹⁷
- HHS grant R24AG074915 obligates \$3.4 million to WashU through May 31, 2026, to create the “COEQUAL” Alzheimer’s research registry—a “culturally appropriate registry” explicitly designed to “increase health equity and equality” for persons at risk for Alzheimer’s disease and related dementias. The grant frames Alzheimer’s disease and related dementias disparities as the result of “social determinants of health, structural vulnerability, and systematic discrimination,” including “ethnoracial factors,” and directs WashU to develop a recruitment, enrollment, and retention model for “diverse participants.” The program’s stated goal is to build a sustainable registry that “expands the existing success and efforts” of WashU to “increase diversity, equity, and inclusion in ADRD research.”¹⁸

¹⁶ *Washington University*, USASPENDING, <https://perma.cc/Q7CG-QRWU> (last visited Dec. 25, 2025).

¹⁷ Project Grant (FAIN: K12NS129164), USASPENDING, <https://perma.cc/4BUM-C6DL> (last visited Dec. 25, 2025).

¹⁸ Project Grant (FAIN: R24AG074915), USASPENDING, <https://perma.cc/XVW4-PJU4> (last visited Dec. 25, 2025).

- HHS grant R25HL163863 awards \$663,801 to WashU through June 2027 for its “Summer Research Diversity Program in Cardiovascular Disease & Hematology,” a race-conscious training pipeline designed to recruit, mentor, and advance individuals from specific racial and ethnic groups “traditionally underrepresented in health-related sciences,” and its stated goal is to enhance the “diversity” of the “biomedical research workforce.”¹⁹
- Department of Education grant P042A251339 awards \$422,795 to WashU through August 31, 2026, under a TRIO Student Support Services Program designed to “increase the number of low-income and first-generation students” at the University.²⁰ While framed in facially neutral terms, the grant directs federal funds toward increasing the number of students defined by classifications that WashU already treats as diversity markers under its broader DEI framework, which prioritizes race and ethnicity across recruitment, retention, and student support initiatives.
- HHS grant R25NS125604 obligates \$404,394 to WashU through December 31, 2027, for the “St. Louis Summer Research Immersion Program” in pediatric neuroscience. This program is designed to “increase diversity and inclusiveness within the pediatric neurosciences workforce” to “help close the gap in health disparities.” It directs WashU to follow the National Institute of Neurological Disorders and Stroke’s diversity initiative and to expand “diverse representation” as a core program goal. The program is structured around creating a “diverse candidate pool,” conducting “unbiased talent searches,” and developing targeted mentoring for selected groups. Federal funds are therefore used to build identity-based workforce pipelines and to embed DEI priorities into pediatric neuroscience training.²¹

III. Washington University Maintains an Illegal DEI Regime

Washington University has not merely preserved its discriminatory DEI regime—it has entrenched, expanded, and woven it into the core of its institutional operations. Rather than comply with federal civil rights law, WashU continues to structure its

¹⁹ Project Grant (FAIN: R25HL163863), USASPENDING, <https://perma.cc/YEM6-U7KU> (last visited Dec. 25, 2025).

²⁰ Project Grant (FAIN: P042A251339), USASPENDING, <https://perma.cc/72W3-S2CS> (last visited Jan. 4, 2026).

²¹ Project Grant (FAIN: R25NS125604), USASPENDING, <https://perma.cc/A294-23UF> (last visited Dec. 25, 2025).

governance, programming, admissions, hiring, curriculum, and research around the use of race, sex, ethnicity, national origin, and other impermissible, immutable traits over merit. These prohibited classifications are not ancillary. They operate openly, systematically, and with administrative coordination across multiple divisions of the University.

WashU administers its DEI regime through a centralized and overlapping set of administrative offices that operate as part of the University's core governance structure. These include the Center for Diversity and Inclusion ("CDI"), the Office of Equity, Diversity, and Inclusion ("OEDI"), and the Office for Institutional Equity ("OIE"). Together, these offices shape university-wide policy, direct programming, and enforce compliance expectations across academic and administrative units.

A. Washington University Administers DEI Programming Through the Center for Diversity and Inclusion

The CDI functions as the primary hub for DEI programming and student-facing initiatives.²² It operates as a centrally administered office staffed and funded by the University. The office designs, promotes, and delivers institutional programming and services to students defined by protected characteristics.²³ Following the Supreme Court's 2023 decision in *SFFA*, WashU reorganized CDI and announced the creation of new offices expressly focused on race and ethnicity, national origin, and gender identity, stating that the restructuring was intended to "create a stronger collection of spaces for students to engage with their identities."²⁴

- Cross-Cultural Connections is a CDI office that designs and delivers University-sponsored educational programming centered around race and ethnicity. According to its own materials, the office "design[s] educational programs related to race and ethnic identity"²⁵ and administers those programs as part of the University's official DEI offerings.²⁶ These programs operate as formal, institutionally administered initiatives, involving the allocation of WashU resources, including staff time, institutional funding,

²² *Center for Diversity & Inclusion: Cultivating Inclusive Excellence*, WASH. UNIV., <https://perma.cc/F66U-WB43> (last visited Dec. 25, 2025).

²³ *Id.*

²⁴ *Center for Diversity and Inclusion Announces New Offices*, WASH. UNIV., <https://perma.cc/5MW4-G6QC> (last visited Dec. 13, 2025).

²⁵ *Id.*

²⁶ *Id.*

programming capacity, and administrative support. The University directs those resources toward programming defined by race and ethnic identity, thereby providing institutionally supported opportunities to selected student groups. In a closed universe of university-administered programs, this constitutes preferential treatment under federal civil rights law and applicable Executive Orders.

- Spectrum is a CDI office designed to create “campus-wide programming policy creation, and student-centered training” organized around LGBTQIA+ identity classifications with a specific emphasis on “transgender, gender-expansive, and QTBIPOC [Queer, Trans, Black, Indigenous, People of Color] communities.”²⁷ Its stated mission is to advocate for policies and practices that ensure sex- and gender-based classifications shape policy, institutional programming, and student support.²⁸
- Dialogue Across Difference is a multi-week program administered through CDI and promoted as an official University initiative. The program is “framed around socio-cultural differences,”²⁹ and uses race, gender, sexuality, and other identity-based classifications as the organizing structure for guided discussion intended to advance DEI objectives.³⁰

CDI programming does not operate in isolation. It functions as the programmatic entry point into a broader administrative system that governs how the University designs programs, evaluates conduct, and deploys institutional response mechanisms in furtherance of DEI priorities.

B. Washington University’s Centralized DEI Compliance and Administrative Systems

OEDI serves as the primary intake and coordination point for DEI initiatives within WashU. Through University-maintained equity and DEI resources, WashU affirms that it is “maintaining an inclusive environment,” that its policies “support and protect diversity and inclusion,” and directs students, faculty, and staff to report

²⁷ *About: Spectrum*, WASH. UNIV., <https://perma.cc/PT7G-ECQJ> (last visited Dec. 25, 2025).

²⁸ *Id.*

²⁹ *Center for Diversity and Inclusion Announces New Offices*, *supra* note 24.

³⁰ *DxD Course: Dialogue Across Difference*, WASH. UNIV., <https://perma.cc/HX9D-NSQQ> (last visited Dec. 25, 2025); *see also WashU Expert: NASPA Chair, WashU Vice Chancellor on the Future of Student Affairs*, WASH. UNIV., <https://perma.cc/N5NE-RZF7> (last visited Dec. 25, 2025).

incidents of “hate, bias, and/or discrimination”³¹—a university-administered process tied to DEI criteria.³²

WashU’s OIE functions as the central administrative backbone of the University’s DEI regime.³³ The OIE was “established to build infrastructure” that advances race-based, sex-based, and other prohibited classification schemes across every level of the institution, making it the central mechanism through which DEI is embedded, expanded, and enforced throughout the University.³⁴

According to its own materials, the OIE anchors its work in “equity,” “inclusive excellence,” and comparable priorities treating race, sex, sexual orientation, gender identity, and similar classifications as governing principles for policy formation, conflict resolution, campus programming, and administrative governance.³⁵ By framing these concepts as compliance imperatives, the OIE effectively sets the evaluative standards by which employee conduct, student behavior, departmental culture, and institutional decisions are evaluated.

The OIE’s own materials further confirm this operational design. The office describes itself as responsible for ensuring that “equal opportunity and affirmative action policies are upheld,”³⁶ even though race-based preferences in higher education admissions are no longer lawful.³⁷ The persistence of this language demonstrates that WashU has converted prohibited preference systems into a continuing administrative mandate. Within this structure, the OIE governs the University’s DEI policies, directs compliance across academic and operational units, and embeds classification-based decision-making across the University’s academic and administrative systems.

C. Washington University’s Affirmative Action and Bias Reporting Systems Enforce DEI Conformity

³¹ *Resources: Equity, Diversity & Inclusion*, WASH. UNIV., <https://perma.cc/38YK-SQY6> (last visited Dec. 25, 2025).

³² *Id.*; *Report a Concern Office of Diversity, Equity & Inclusion*, WASH. UNIV. MED., <https://perma.cc/PG2T-K9YM> (last visited Dec. 25, 2025); *see also Support: Center for Diversity & Inclusion*, WASH. UNIV., <https://perma.cc/ZJ29-6PTD> (last visited Dec. 25, 2025).

³³ *Office of Institutional Equity*, WASH. UNIV., <https://perma.cc/8SW9-L9NC> (last visited Dec. 25, 2025).

³⁴ *Id.*

³⁵ *Our Vision: Equity, Diversity & Inclusion*, WASH. UNIV., <https://perma.cc/2DDR-3FQP> (last visited Dec. 25, 2025).

³⁶ *Office of Institutional Equity*, *supra* note 33.

³⁷ *SFFA*, 600 U.S. at 181.

In addition to the authority concentrated in the OIE, WashU operates a pair of interlocking compliance systems that function as mechanisms to enforce conformity to its DEI ideology. The University’s Bias Report and Support System (“BRSS”) encourages students, faculty, staff, and even “community members” to report one another for “specific incidents of bias” defined so broadly that it includes protected expression, interpersonal disagreement, or any conduct that “appears to be or is perceived by the victim to be motivated by” an identity-based category.³⁸

BRSS operates as a compliance and monitoring system designed to police conformity with institutional norms. The system aggregates subjective allegations into annual summary reports that WashU uses to “drive discussion around making the university more diverse and inclusive,”³⁹ a stated purpose that transforms unverified complaints into administrative justification for expanding DEI interventions. The BRSS coordinator also meets with the Vice Chancellor for Student Affairs to shape institutional priorities around a DEI-oriented “climate,” ensuring that reported speech or conduct feeds directly into race-, sex-, and identity-based policy development, programming, and disciplinary expectations.⁴⁰

This reporting infrastructure operates much like ideological hotlines—encouraging members of the campus community to monitor and report one another for perceived deviations from the University’s preferred worldview. Under the banner of preventing discrimination, WashU has built an internal enforcement regime that entrenches it, pressures conformity, chills dissent, and condones the very identity-based distinctions federal civil rights law prohibits.

D. Center for the Study of Race, Ethnicity & Equity

Following the August 2014 uprisings in Ferguson, Missouri, Washington University convened a Commission on Diversity and Inclusion to create a “university-wide plan for diversity.”⁴¹ One of the Commission’s “chief recommendations” was the establishment of the Center for the Study of Race, Ethnicity & Equity (“CRE²”), designed “to generate research momentum and accelerate the university’s capacity to

³⁸ *Support: Center for Diversity & Inclusion*, WASH. UNIV., <https://perma.cc/ZJ29-6PTD> (last visited Dec. 25, 2025); see also *Bias Report & Support System: Center for Diversity & Inclusion*, WASH. UNIV., <https://perma.cc/5Z2U-TBY2> (last visited Dec. 25, 2025).

³⁹ *Bias Report & Support System*, *supra* note 38.

⁴⁰ *Id.*

⁴¹ *Origins: Center for the Study of Race, Ethnicity, & Equity*, WASH. UNIV., <https://perma.cc/J5ZV-SER3> (last visited Dec. 25, 2025).

study race and ethnicity and shape discourse on these crucial issues globally, nationally, and locally.”⁴²

CRE² presents itself as a university-wide mechanism for embedding race at the center of research and institutional priorities.⁴³ It describes its mission as bringing together “the research force of WashU to study how race and ethnicity are integral to the most complex and challenging issues of our time” and to “transform scholarship, policy, and clinical interventions where race and ethnicity are at the center.”⁴⁴ Through this mission, CRE² positions racially defined inquiry as a foundational measure of academic legitimacy, curriculum development, and institutional decision-making across WashU.

CRE² advances this agenda through its extensive funding infrastructure. Its grant program finances faculty and student research “in the areas of race and ethnicity,” and its fellowships support scholars whose work aligns with race-centered academic priorities.⁴⁵ These programs direct institutional resources, research opportunities, and academic advancement toward projects that foreground race as the primary analytic lens. CRE² also oversees themed research units, including the WashU & Slavery Project⁴⁶ and the Latinx & Latin American Race & Ethnicity Research Unit,⁴⁷ each designed to channel academic work into race-specific themes and normative commitments.

By grounding funding decisions, research trajectories, and university-wide collaborations in race-conscious criteria, CRE² entrenches DEI ideology as an operational standard within WashU. Its design ensures that race-centric frameworks influence faculty research agendas, graduate training, academic programming, and internal policy development. As a federally funded institution, WashU’s use of race as a gatekeeping criterion for research support, academic opportunities, and

⁴² *Id.*

⁴³ *Id.*

⁴⁴ *About CRE²: Center for the Study of Race, Ethnicity, & Equity*, WASH. UNIV., <https://perma.cc/UH4X-GAZ8> (last visited Dec. 20, 2025).

⁴⁵ *Fellowship Programs: Center for the Study of Race, Ethnicity, & Equity*, WASH. UNIV., <https://perma.cc/8ZHA-7AD8> (last visited Dec. 25, 2026); *see also Course Innovation Grants, Center for the Study of Race, Ethnicity, & Equity*, WASH. UNIV., <https://perma.cc/L3UZ-2XLJ> (last visited Dec. 25, 2026).

⁴⁶ *WashU & Slavery: Center for the Study of Race, Ethnicity, & Equity*, WASH. UNIV., <https://perma.cc/K2RV-9F9L>; *see also The WashU & Slavery Project*, WASH. UNIV., <https://perma.cc/7WKA-5FL6> (last visited Dec. 25, 2025).

⁴⁷ *Latinx | Latin American Race & Ethnicity Research Unit, Center for the Study of Race, Ethnicity, & Equity*, WASH. UNIV., <https://perma.cc/587Y-W97L> (last visited Dec. 25, 2025).

institutional recognition raises significant concerns under federal civil rights laws that prohibit the use of discriminatory criteria in the administration of programs supported by federal funds.

IV. Washington University Embeds DEI Schools and Departments

Beyond its central offices, WashU has extended its DEI regime into the daily operations of its individual schools, departments, and academic programs. Across the campus, departments impose DEI requirements on faculty, staff, and students; establish dedicated DEI committees and administrative roles; embed DEI themes into mandatory training and curricular design; and incorporate these considerations into hiring, evaluation, and resource allocation. At WashU, DEI is not a discrete initiative but a governing principle that permeates decision-making across the University's academic and professional divisions.

A. Olin Business School

Washington University's Business School ("Olin") operates a mandatory, program-wide DEI regime that discriminates on the basis of race, sex, and other protected characteristics by conditioning academic evaluation, professional advancement, and access to institutional benefits on ideological compliance with identity-based frameworks.

Students report structural inequities tied to this regime, including scholarships distributed based on immutable characteristics,⁴⁸ opaque grading criteria that appear to advantage certain demographic groups, a business honor society that disproportionately favors non-white students, and career development resources prioritized for international students, particularly, African students.⁴⁹ These practices perpetuate the discriminatory allocation of institutional benefits within a federally funded program, resulting in tangible harms for students who do not align with favored identities.⁵⁰

⁴⁸ *Cost, Aid, and Scholarships for MBA (describing Consortium for Graduate Study Management Fellowships, Forté Foundation Fellowships, Reaching Out Fellowship)*, WASH. UNIV. OLIN SCH. OF BUS., <https://perma.cc/B9BL-GSLV> (last visited Dec. 18, 2025); *see also Ervin Scholars, Office of Scholar Programs*, WASH. UNIV., <https://perma.cc/344Q-NX9J> (last visited Dec. 18, 2025).

⁴⁹ *Id.*

⁵⁰ Internal materials reviewed by AFL indicate that WashU maintains race-, sex-, and identity-based preferences through internal academic and evaluative practices while publicly representing compliance with federal civil rights law. This conduct raises substantial concerns that discriminatory

This discrimination is enabled and justified by Olin’s embedded DEI curriculum, which fosters a culture of acceptance for such biases by presenting one-sided ideological viewpoints as uncontested norms. Notwithstanding the public removal of many DEI webpages in 2025,⁵¹ internal curriculum documents suggest that Olin embeds DEI constructs into required coursework, grading, and student assessments across its MBA program.⁵² Faculty require students to classify peers by race, sex, and identity; segregate them demographically in exercises; and evaluate them on concepts like “privilege,” “microaggressions,” “implicit bias,” “systemic disparities,” “whiteness,” and “racial justice.”⁵³ Dissenting from these frameworks risks silencing, shunning, or professional repercussions, as the curriculum offers no diversity of viewpoints and ties grades to conformity.⁵⁴

The regime’s discriminatory impact is evident in the required MBA core sequence “Foundations for Impactful Teamwork I and II,”⁵⁵ which operationalizes identity-based differential treatment under a neutral title. Materials mandate land-acknowledgment statements, lessons on “implicit bias” and “privilege,” and exercises requiring students to rank team “belonging” by demographics, identify “lower-belonging” individuals by protected characteristics, and intervene accordingly.⁵⁶ Tools like a “Choose Your Own Adventure” DEI simulation and a belonging assessment tool that ranks demographic groups by median belonging scores⁵⁷ further reinforce identity-based classifications and differential treatment based on protected characteristics within required coursework.

treatment of protected characteristics persists across the University despite changes in outward-facing language.

⁵¹ Riley Herron and Elizabeth Stump, *WashU Rolls Back and Alters DEI-related Content Across its Websites*, STUDENT LIFE, <https://perma.cc/9PCX-7HT4> (last visited Dec. 25, 2025).

⁵² America First Legal, (@America1stLegal), “WashU DEI,” X, (Nov. 4, 2025, at 9:06 AM), <https://perma.cc/78AJ-ASK2>.

⁵³ *In-Class Exercise 2, 3, and 4 Questions: Leading Across Differences*, WASH. UNIV. OLIN SCH. OF BUS. (2025) <https://perma.cc/4EN2-MUJW> (last visited Jan. 5, 2025); *Qualtrics Survey: Leading Across Differences*, WASH. UNIV. OLIN SCH. OF BUS., (2025) <https://perma.cc/69VP-N9L7> (last visited Jan. 5, 2025); *Leading Across Differences Overview and Class Slides*, *infra* note 74; *see also* OB5603 *Leading Across Differences*, WASH. UNIV. OLIN SCH. OF BUS., <https://perma.cc/K2W3-4K28> (last visited Dec. 13, 2025).

⁵⁴ OB5603 *Leading Across Differences*, *supra* note 53.

⁵⁵ Email from student to Elijah Jackson, Academic Professor FTMBA, Wash. Univ. Olin Sch. Of Bus. (June 5, 2025, at 10:45 CT) (on file with author).

⁵⁶ *Diversity, Equity, Inclusion & Belonging in Teamwork*, WASH. UNIV. OLIN SCH. OF BUS., <https://perma.cc/8GXX-KA6M> (last visited Dec. 13, 2025).

⁵⁷ *Id.*

This model permeates the program: Internal quizzes and assignments grade students on applying DEI frameworks, while required resources direct them to political advocacy materials,⁵⁸ including BLM organizing guides, anti-racism manuals for “white people,” protest resources, bail funds, and activist groups like Color of Change, Showing Up for Racial Justice, and the NAACP.⁵⁹ These materials are not neutral; they mobilize students to adopt specific ideologies, conditioning them to internalize these ideologies without opt-out, under threat of academic penalty.⁶⁰

Olin conceals rather than complies with anti-discrimination mandates, rebranding its 2024 “Diversity, Equity, and Inclusion” course as “Leading Across Differences” in 2025⁶¹ and integrating it into “Foundations for Impactful Teamwork” without change.⁶² Olin’s MBA score curriculum continues to devote more instructional hours to DEI or DEI-adjacent coursework than to accounting. Of the 67 credits required for graduation, approximately 11 percent consist of DEI-related content.⁶³ Additional materials direct students to analyze unrelated political and cultural content, such as assertions that sex-separated bathrooms reflect “rigid gender norms and societal biases,”⁶⁴ while course slides characterize criticism of DEI as part of an “Anti-Diversity” movement, signaling that dissenting viewpoints are suspect.⁶⁵

Professor Gisele Marcus, who teaches “Leading Across Differences,” previously held the titles “Professor of Practice – Diversity, Equity & Inclusion” and “Associate Dean of DEI”⁶⁶ before her titles were rebranded to “Vice Dean”⁶⁷ and “Professor of Practice.”⁶⁸ Despite the change in titles, Marcus continues to teach the same course

⁵⁸ *Recommended Books*, WASH. UNIV. OLIN BUS., <https://perma.cc/K2HD-NZHW> (last visited Dec. 13, 2025).

⁵⁹ *Anti-Racism Resources*, WASH. UNIV. OLIN SCH. OF BUS., <https://perma.cc/6XU6-JSJR> (last visited Dec. 13, 2025).

⁶⁰ OB5603 *Leading Across Differences*, *supra* note 53.

⁶¹ *Id.*

⁶² America First Legal, (@America1stLegal), *supra* note 52.

⁶³ Overview of DEI at Olin (unpublished document provided by a student, Oct. 27, 2025) (on file with author).

⁶⁴ OB5603 *Leading Across Differences*, *supra* note 53.

⁶⁵ *OB5603 Leading Across Differences Course Slides*, WASH UNIV., <https://perma.cc/C78W-KG3B> (last visited Jan. 5, 2025).

⁶⁶ *Gisele Marcus: A Resilient, Trailblazing Leader Fostering Diversity and Amplifying Voices in DEI Education*, CIO VIEWS, <https://perma.cc/4CRK-BWTT> (last visited Dec. 25, 2025).

⁶⁷ Gisele Marcus, *Faculty Directory*, WASH. UNIV. OLIN BUS., <https://perma.cc/VA8C-BTMZ> (last visited Dec. 11, 2025).

⁶⁸ Gisele Marcus, LINKEDIN, <https://perma.cc/PW89-YT4Q> (last visited Dec. 27, 2025).

and has publicly described “the white male” as fearful and power-clinging,⁶⁹ a framing reflected in course content and classroom practices.

The course itself administers a “diversity dimension” survey that segregates students for participation based on protected characteristics⁷⁰ and features a privilege-simulating Monopoly game ranking “white,” “male,” “straight,” and “cisgender” as top privileges.⁷¹ The curriculum further advances false assertions about Michael Brown, applies monolithic identity groupings based on national origin, conducts race-focused “diversity” tours,⁷² limits extra-credit opportunities to race-centered speakers and events,⁷³ and promotes oppression-based narratives.⁷⁴ Faculty intend this course to “ground set” ideology for the semester,⁷⁵ while anti-racism lists and racially coded exercises in “Foundations for Impactful Teamwork” reinforce fixed frameworks.⁷⁶ Guest lectures framed policing as a systemic threat, with one speaker describing preparing to bury her children due to anticipated police violence.⁷⁷

By administering and endorsing a curriculum that conditions academic participation and professional opportunities on adherence to race-based ideological frameworks, WashU engages in differential treatment on the basis of protected characteristics in violation of federal civil rights law. This structure fosters a campus environment that rationalizes discriminatory treatment and suppresses dissent. When students are taught that unequal treatment of disfavored groups is justified, objecting to those doctrines exposes them to academic penalties, professional marginalization, and exclusion from institutional opportunities.

⁶⁹ RK Leadership, *From Harlem to Harvard: Giselle Marcus’s Rise to Leading a \$800M Global Business!*, at 19:00 (YouTube, July 17, 2025), <https://perma.cc/CX7N-FE3E> (last visited Dec. 11, 2025).

⁷⁰ Qualtrics Survey: Leading Across Differences, *supra* note 53.

⁷¹ *Activity: Privilege for Sale*, WASH. UNIV. <https://perma.cc/J8DH-C8K6> (last visited Jan. 5, 2025).

⁷² *Feb 8 – Session 6/7: Diversity in STL Tour & Race and Medicine: Leading Across Differences*, WASH. UNIV. OLIN SCH. OF BUS., (Jun. 18, 2025) <https://perma.cc/7XU7-D4UL> (last visited Jan. 5, 2025); *see also Leading Across Differences: Course Syllabus*, WASH. UNIV. OLIN SCH. OF BUS., (Spring, 2025) (on file with author).

⁷³ Overview of DEI at Olin, *supra* note 63; *see also Black Power Score Card and Leading Across Borders: How Young Global Leaders Are Redefining Success*, WASH UNIV. OLIN SCH. OF BUS., <https://perma.cc/9J7T-MBPP> (last visited Jan. 5, 2025).

⁷⁴ *Leading Across Differences Overview and Class slides*, WASH. UNIV., <https://perma.cc/2ZMW-78BT> (last visited Jan. 5, 2025).

⁷⁵ Overview of DEI at Olin, *supra* note 63.

⁷⁶ *Choose Your Own Adventure Learning Experience: Diversity, Equity, Inclusion & Belonging*, WASH UNIV. OLIN SCH. OF BUS. <https://perma.cc/3JPP-DVV8> (last visited Jan. 5, 2025).

⁷⁷ Email from student to Megan Redshaw, Am. First. Legal, (on file with author).

B. Washington University School of Law

WashU's School of Law ("WashU Law") has formally integrated DEI ideology into its strategic priorities, governance structure, hiring practices, admissions, and student programming. In its 2022 Strategic Plan, the law school adopted an institutional goal to "foster a culture that is diverse, equitable, and inclusive for all" and committed to concrete action items such as "recruit[ing] diverse students, faculty, and staff" and "implement[ing] measures to educate students, faculty, and staff on how to address bias [and] racism."⁷⁸ These directives establish DEI as a governing framework that dictates the design, administration, and evaluation of substantially all law school programs, converting DEI from a stated priority into an operative requirement that shapes institutional decision-making across admissions, hiring, curriculum, and student life.

The Strategic Plan further commits WashU Law to "further diversify and improve" its student body.⁷⁹ To accomplish this, the Strategic Plan directs the school to "secure new resources" for financial aid and "tailored scholarships," "expand programs to attract and ensure the success of diverse students, including first-generation students, low-income students, and students of color," and "enrich programmatic support and financial aid to diversify the international student population."⁸⁰ These policies integrate race-, sex-, and national-origin considerations into scholarship allocation, student recruitment, academic support programs, and the composition of the entering class, and as discussed below, are reflected in the law school's ongoing use of race in its admissions process.

In January 2022, WashU Law appointed Angela Smith as the school's Interim Diversity, Equity, and Inclusion Officer and tasked her with "improving cultural competency and racial justice within the law school" and advising on "all diversity, equity, and inclusion-related matters."⁸¹ According to her LinkedIn profile, Angela Smith is still the "Assistant Dean of Diversity, Equity & Inclusion" at WashU Law.⁸² Smith's position places DEI authority inside the school's administrative hierarchy, ensuring that DEI standards influence student life, professional development, programming, and institutional policy.

⁷⁸ *Strategic Plan*, WASH UNIV. SCH. OF L., (Jul. 2022), <https://perma.cc/Z6BZ-WBN7> (last visited Dec. 25, 2025).

⁷⁹ *Id.*

⁸⁰ *Id.*

⁸¹ *Angela Smith Named WashULaw's Interim Diversity, Equity and Inclusion Officer*, WASH UNIV. SCH. OF L., <https://perma.cc/7GGE-S3D7> (last visited Dec. 25, 2025).

⁸² Angela Smith, LINKEDIN, <https://perma.cc/98DB-FQSZ> (last visited Dec. 13, 2025).

WashU Law’s public materials confirm that DEI remains a defining institutional priority. Its Equity, Diversity, and Inclusion webpage states that achieving its mission “requires more than teaching black-letter law” and demands “an abiding emphasis on the value of diversity, equity, and inclusion as an integral commitment.”⁸³ The school highlights its success in assembling what it describes as “one of the most diverse student bodies and faculties in our school’s history,” emphasizing that women comprise “over 48%” of the current student body and “people of color account for almost 25%.”⁸⁴ The same webpage promotes a “robust offering of student groups, organizations, and resources specifically for diverse students,” and directs students to the University’s bias reporting form to report “incidents of experienced or witnessed discriminatory behavior.”⁸⁵ As recently as June 2025, the webpage remained publicly accessible. It now redirects to the University’s Equity webpage; nothing indicates that WashU has abandoned these discriminatory practices.

C. McKelvey School of Engineering

The McKelvey School of Engineering (“McKelvey”) has likewise embedded DEI ideology into its governance, training systems, research infrastructure, and institutional culture. Although McKelvey removed some DEI language from its website in 2025,⁸⁶ the underlying framework remains intact. McKelvey’s Strategic Plan expressly commits the school to “enhance[ing] our culture of inclusion and equity” and identifies equity and inclusion as core elements of the school’s long-term vision.⁸⁷ The plan emphasizes that building an engineering environment that “fosters an equitable, inclusive, diverse, and desirable place to work and to learn” is a core objective.⁸⁸

To formalize these commitments, McKelvey maintains a standing Equity, Diversity, and Inclusion Committee, composed of faculty and staff, which oversees DEI initiatives, develops policy guidance, and coordinates compliance expectations across

⁸³ WASH. UNIV., *Equity, Diversity & Inclusion*, WAYBACK MACHINE, (June 14, 2025), <https://perma.cc/E64X-GVNM> (last visited Dec. 24, 2025).

⁸⁴ *Id.*

⁸⁵ *Id.*

⁸⁶ WashU Rolls Back and Alters DEI-related Content Across its Websites, *supra* note 51.

⁸⁷ *Strategic Plan: McKelvey School of Engineering*, WASH. UNIV., <https://perma.cc/RZ5U-WZKQ> (last visited Dec. 11, 2025).

⁸⁸ *McKelvey Engineering Strategic Plan 2023*, WASH. UNIV. (2023), <https://perma.cc/FS77-W4EA> (last visited Dec. 11, 2025).

the school.⁸⁹ The Strategic Plan adopts an “Equity, Diversity, and Inclusion Action Plan,” described as a set of institutional investments and structural changes intended to “advance equity, diversity, and inclusion for the entire McKelvey community.”⁹⁰ The plan commits the school to “deliberate changes to systems and structures” to “move the EDI needle”⁹¹ and to create a work environment in which “equity, diversity, and inclusion principles are ingrained within the culture.”⁹²

When a single ideological framework governs governance, hiring, training, evaluation, research, and faculty/student success metrics, it reshapes institutional culture in a manner that suppresses diversity of opinion and discourages dissent. Faculty, staff, and students are incentivized to conform to DEI orthodoxy to avoid academic or professional penalty, while alternative viewpoints are implicitly treated as incompatible with institutional values.

The Action Plan further requires the expansion of administrative infrastructure, the hiring of personnel dedicated to advancing DEI outcomes, and the development of policies intended to “reduce disparities” and “increase equity in student success.”⁹³ McKelvey asserts that diverse teams produce superior innovation, learning, and research outcomes and declares that increasing “racial diversity in engineering” requires demographic representation across faculty, staff, postdoctoral scholars, and students.⁹⁴ These commitments elevate demographic characteristics as institutional objectives, informing decision-making across academic and administrative functions.

In 2024, McKelvey launched one of the University’s most formalized DEI training initiatives: the McKelvey Engineering EDI Certificate Program.⁹⁵ The program requires participating faculty and staff to complete approximately 20 hours of coursework through the Office of Institutional Equity’s Engage EDI curriculum, attend group coaching sessions, and complete a practicum designed to “help employees develop the skills to enact EDI in long-lasting ways” and “further EDI efforts in McKelvey Engineering.” Upon completion, participants receive a formal

⁸⁹ Beth Miller, *McKelvey Engineering Launches EDI Certificate Program*, WASH. UNIV. (Feb. 28, 2024), <https://perma.cc/48J2-WZFF> (last visited Dec. 25, 2025).

⁹⁰ McKelvey Engineering Strategic Plan 2023, *supra* note 88.

⁹¹ *Id.*

⁹² *Climbing to the next level: From Excellence to Impact*, WASH. UNIV., <https://perma.cc/3PDW-RKDY> (last visited Dec. 25, 2025).

⁹³ McKelvey Engineering Strategic Plan 2023, *supra* note 88.

⁹⁴ *Id.*

⁹⁵ Miller, *supra* note 89.

certificate and public recognition at the school’s annual EDI Summit.⁹⁶ This program integrates DEI ideology directly into personnel development, establishing it as a marker of professional competency and institutional alignment.

McKelvey’s recruitment, hiring, and retention efforts are grounded in the same ideological commitment. The Strategic Plan pledges to “hire and/or allocate staff dedicated to enacting and advancing McKelvey’s EDI goals” and frames workforce composition as an instrument for achieving demographic equity.⁹⁷

DEI requirements are also embedded in research practices. McKelvey’s Engineering Research Toolkit includes a dedicated “Diversity & Inclusion” section directing faculty and students to incorporate DEI considerations into their initiatives, training, and “sphere of equity.”⁹⁸ This guidance requires investigators to integrate demographic considerations into federally funded research activity. Such practices violate federal civil-rights laws that prohibit race- and sex-based criteria in programs receiving federal funds.

D. Arts & Sciences

Washington University’s Arts & Sciences division expressly commits to using race, ethnicity, and sex as operative criteria in hiring, recruitment, and institutional rewards. Under its Arts & Sciences Strategic Plan, the division declares that it “must achieve and maintain a diverse, equitable, and inclusive community” and calls for “strong administrative support at the university, school, and departmental levels” to “improve racial, ethnic, and gender diversity in the hiring and recruitment of faculty, staff, and students.”⁹⁹

To carry out this initiative, the plan directs departments to establish or enhance programs to “enhance the retention and success of women and people of color,” requires that hiring investments include a “strong commitment to diversity with concrete plans to achieve and maintain that diversity,” and mandates the creation of demographic “pipelines at all levels of education” extending from early education through the “highest echelons of academic leadership” to “foster diversity and

⁹⁶ *Id.*

⁹⁷ McKelvey Engineering Strategic Plan 2023, *supra* note 88.

⁹⁸ *Engineering Research Toolkit: McKelvey School of Engineering*, WASH. UNIV., <https://perma.cc/RGA3-WU62> (last visited Dec. 25, 2025).

⁹⁹ *Diverse, Equitable, and Inclusive Community: Arts & Sciences Strategic Plan*, WASH. UNIV., Arts & Sciences, <https://perma.cc/NNB5-A5VG> (last visited Dec. 28, 2025).

inclusion.”¹⁰⁰ These directives require decision-makers to consider protected characteristics as relevant factors in hiring, recruitment, and advancement—conduct that blatantly violates federal civil rights law.

Arts & Sciences enforces these priorities through formal incentive structures. The division administers a Dean’s Award originally titled the “Dean’s Award for Diversity Advancement,” which rewards departments and individuals for advancing race- and sex-based objectives.¹⁰¹ That award has since been rebranded as the “Dean’s Award for Inclusive Excellence.”¹⁰² Different name. Same award. This relabeling mirrors the University’s broader pattern of substituting neutral terminology for unchanged identity-based decision-making.¹⁰³ These institutional directives are reflected at the departmental level across Arts & Sciences.

One of the most prominent examples is the Department of Political Science. The Department of Political Science maintains an active, standing “Commitment to Diversity & Inclusion”¹⁰⁴ and describes itself as “deeply committed to creating a diverse and inclusive learning environment, and to generating new scientific knowledge on diversity and equity in society.”¹⁰⁵ The department expressly links academic excellence to DEI ideology, asserting that “a diverse and inclusive academic community is essential to producing excellent scholarship and promoting student learning.”¹⁰⁶

The department’s public materials frame academic participation through a DEI lens, asserting that “systemic barriers” have prevented people from “marginalized groups from participating fully in academia” and committing the department to “dismantle[ing] these barriers” to create a “more equitable environment.”¹⁰⁷ These statements reflect an institutional posture in which DEI ideology is treated as a prerequisite for legitimate scholarship, pedagogy, and departmental values. When departments institutionalize a single ideological lens as central to academic quality, they discourage dissenting viewpoints, marginalize scholars and students who reject

¹⁰⁰ *Id.*

¹⁰¹ *Id.*

¹⁰² Dean’s Award for Inclusive Excellence: Inside Arts & Sciences, WASH. UNIV., Arts & Sciences <https://perma.cc/9Q5R-G3JW> (last visited Dec. 28, 2025).

¹⁰³ Center for Diversity & Inclusion: Cultivating Inclusive Excellence, *infra* note 199.

¹⁰⁴ *Department of Arts & Sciences: About Our Department*, WASH. UNIV., <https://perma.cc/46YV-EYU7> (last visited Dec. 28, 2025).

¹⁰⁵ *Id.*

¹⁰⁶ *Id.*

¹⁰⁷ *Id.*

DEI premises or pursue inquiry outside of identity-based frameworks, and deter applicants and job seekers who do not align with those ideological commitments.

This climate effect is reinforced by university-wide graduate recruitment priorities administered through the Office of Graduate Studies in Arts & Sciences, which states that it is “strongly interested in recruiting, enrolling, retaining, and graduating students from diverse backgrounds and disciplines.”¹⁰⁸ While such recruitment efforts are often defended as benign or as mechanisms to increase applicant pools, they nonetheless shape the academic environment by signaling that race, sex, and other identity-based characteristics are institutionally salient. Over time, this emphasis influences departmental culture, mentoring relationships, research agendas, and students’ willingness to challenge prevailing ideological assumptions, even in the absence of explicit discriminatory admissions criteria.

E. Additional Academic and Administrative Departments

WashU’s DEI commitments extend across the entire university, reaching far beyond any single department or school. Academic departments, administrative offices, and operational divisions actively promote, integrate, and sometimes rebrand DEI frameworks that maintain the same race- and identity-based priorities. The departments discussed below offer further representative examples of how DEI principles continue to shape governance, curriculum, research, mentoring, laboratory practices, and administrative programming throughout the University.

The Department of Psychological and Brain Sciences maintains one of the University’s most explicit DEI infrastructures, with a dedicated webpage that affirmatively defines “diversity” by reference to protected characteristics, including “ability, age, culture, ethnicity, gender, nationality, race, religion, sexual orientation, and socioeconomic status” and presents these characteristics as central to departmental values and community membership.¹⁰⁹

This definition is operationalized through an “action-oriented” DEI Committee composed of faculty, graduate students, postdoctoral researchers, and staff, charged with promoting DEI across the department’s “culture, practices, and systems,” developing “departmental policy and procedures” related to DEI, and overseeing “activities and initiatives” designed to foster DEI within the department.¹¹⁰ These

¹⁰⁸ Admissions: 2025-26 Bulletin, *infra* note 166.

¹⁰⁹ *Id.*

¹¹⁰ *Id.*

responsibilities extend beyond outreach and student support, placing DEI considerations directly into departmental governance and policy formation.

The department further commits to incorporating diversity as a “central issue” in academic curriculum, ongoing research, and clinical training, including to “facilitate student research and clinical work with individuals from diverse backgrounds.”¹¹¹ By embedding protected characteristics into core academic and professional functions, the department signals that identity-based considerations are not merely contextual but relevant to scholarly development, mentoring relationships, and academic advancement.

The department emphasizes “Diversity Science,” which it defines as “the scientific study of the causes of racism, socioeconomic and health disparities, and bias,” with the stated goal of applying psychological science to understand and eliminate them.¹¹² Faculty research highlighted by the department includes studies on “implicit biases” described as “automatic or unconscious mental processes that create a gap between what people value (e.g., racial equality) and what people do (e.g., racial discrimination).”¹¹³ Presented in this manner, contested assumptions about racism and bias are treated as settled scientific premises and are ingrained within department research agendas, shaping research design, inquiry, and evaluation, with implications for federally supported research activities.

In isolation, these objectives appear neutral and uncontroversial. However, when a department defines diversity in terms of protected characteristics and embeds those definitions into its governance, curriculum, and research priorities, protected characteristics become decision-relevant criteria.

In a department that routinely relies on federal funding for behavioral and cognitive science research,¹¹⁴ the institutionalization of such frameworks raises concerns not because the department articulates goals of fairness or inclusion, but because those goals are pursued through structures that treat protected characteristics as central organizing features of academic decision-making. When identity-based frameworks guide policy development, mentoring practices, and research priorities, facially benign commitments can operate in practice to privilege certain viewpoints, channel

¹¹¹ *Id.*

¹¹² *Id.*

¹¹³ *Id.*

¹¹⁴ *New Funding: Psychological & Brain Sciences*, WASH UNIV., <https://perma.cc/KU4Z-RB25> (last visited Dec. 23, 2025).

access to resources and opportunities, marginalize alternative explanations, and obscure discriminatory effects under the banner of equity and inclusion.

Similar patterns appear in other departments. For example, the Department of Chemistry describes DEI as “more than a checked box” and operates a DEI committee charged with shaping departmental climate, directing mentoring practices, and implementing DEI initiatives across teaching and research.¹¹⁵

The Department of Biology informs students that they are joining “a community with an active commitment to diversity, equity, and inclusion in the classroom, field, and laboratory,” signaling that DEI frameworks are treated as integral to scientific instruction, research culture, and faculty-student engagement.¹¹⁶ These commitments are tied to mentoring expectations, faculty-student interactions, and the standards the department uses to evaluate climate and success.

DEI governance structures extend across the sciences and engineering. WashU’s central faculty-affairs office promotes a university-wide blueprint for integrating “diversity in the lab,” instructing faculty to incorporate DEI into laboratory culture, research-group expectations, authorship norms, and mentoring structures.¹¹⁷ These directives ensure that identity-based considerations influence research operations and supervisory relationships.

At the administrative level, SafeZones,¹¹⁸ Green Dot Bystander Intervention,¹¹⁹ Inclusive Excellence training programs,¹²⁰ and the University’s “database of educational materials”¹²¹ continue to direct students and employees toward

¹¹⁵ *Climate, Culture, and Sustainability: Department of Chemistry*, WASH UNIV. ARTS & SCI., <https://perma.cc/4WBM-YDET> (last visited Dec. 27, 2025); see also Shawn Ballard, *More Than a Checked Box: Chemistry’s Diversity, Equity, and Inclusion Committee*, WASH UNIV. ARTS & SCI. (Sep. 24, 2019), <https://perma.cc/M7XB-QZP8> (last visited Dec. 13, 2025).

¹¹⁶ Department of Biology, WASH. UNIV. ARTS & SCI., <https://perma.cc/3QH-XVMEP> (last visited Dec. 25, 2025).

¹¹⁷ Kulish, *Heemstra Co-Authors Blueprint for Promoting Diversity in the Lab: Danforth Faculty Affairs and Development*, WASH. UNIV. (Feb. 12, 2024), <https://perma.cc/7J33-LPA2> (last visited Dec. 25, 2025).

¹¹⁸ *Learning Opportunities: Equity, Diversity & Inclusion*, WASH. UNIV., <https://perma.cc/4C9H-6VZT>.

¹¹⁹ *Green Dot Bystander Program: Relationship & Sexual Violence Prevention Center*, WASH. UNIV., <https://perma.cc/K837-LMYN> (last visited Dec. 25, 2025).

¹²⁰ Office of Faculty Promotions & Career Development, WASH. UNIV. MED., <https://perma.cc/A5LZ-V6U8> (last visited Dec. 27, 2025).

¹²¹ *Educational Materials*, WASH. UNIV., <https://perma.cc/CNL6-ARGT> (last visited Dec. 13, 2025); see also *More Than a Checked Box: Chemistry’s Diversity, Equity, and Inclusion Committee*, *supra* note 115.

discriminatory identity-focused frameworks. These programs instruct campus units on how to incorporate DEI into hiring, teaching, mentoring, climate assessment, and conflict resolution.

F. Washington University's Supplier Diversity Program Imposes Unlawful Identity-Based Contracting Preferences

Washington University extends its DEI regime into its contracting and purchasing operations through its Supplier Diversity Program,¹²² now rebranded as “Supplier Engagement & Development.”¹²³ Despite the change in nomenclature, the program continues to classify vendors by protected characteristics and integrates those classifications into procurement-related outreach and decision-making.¹²⁴

Under this framework, the University structures vendor outreach and access to engagement opportunities around race-, sex-, and identity-based classifications¹²⁵ and defines a “diverse” supplier as a business that is at least 51 percent owned and controlled by individuals from “underrepresented groups,” including racial and ethnic minorities, women, and LGBTQ+ individuals.¹²⁶

WashU’s materials suggest that supplier diversity is not treated as a neutral data attribute, but as a strategic lever intended to reshape purchasing behavior and outcomes. The University’s Supplier Diversity department identifies, supports, and recommends diverse-owned businesses to purchasers, maintains a “comprehensive diverse businesses directory” for such businesses, and ensures these suppliers receive enhanced relationship-building and engagement opportunities within the procurement system.¹²⁷ Although the University asserts that final selection authority rests with individual purchasers, its program is designed to steer purchasers toward vendors from specific racial, ethnic, or identity-based groups by

¹²² *Supplier Diversity: Resource Management*, WASH. UNIV., <https://perma.cc/Y5BA-NMVN> (last visited Dec. 24, 2025).

¹²³ *Strategic Updates: Strengthening Our Procurement and Supplier Engagement*, WASH. UNIV., <https://perma.cc/S4XS-NTB5> (last visited Dec. 24, 2025).

¹²⁴ *Supplier Engagement Opportunities: University Services*, WASH. UNIV., <https://perma.cc/XT9H-EB2E> (last visited Dec. 24, 2025).

¹²⁵ *Id.*; see also *Supplier Diversity: A Principle of Sustainability*, WASH. UNIV., <https://perma.cc/AAD9-9FFY> (last visited Dec. 24, 2025).

¹²⁶ *Supplier Engagement Opportunities: University Services*, *supra* note 124.

¹²⁷ *Supplier Diversity: A Principle of Sustainability: Sustainability*, *supra* note 125.

shaping defaults, influencing awareness, and embedding diversity considerations into procurement workflows.¹²⁸

The University further embeds supplier diversity into its institutional governance by expressly linking procurement to sustainability and racial justice initiatives.¹²⁹ WashU ties purchasing to goals of addressing “centuries-old structural racism,” “achieving justice,” advancing economic redistribution, and driving cultural and behavioral change across campus operations.¹³⁰ The University acknowledges it is actively developing policies, processes, and norms to encourage purchasing decisions based on supplier identity and aims to extend this agenda not only internally, but to its vendors and the broader public influenced by its practices.¹³¹ In operation, this framework functions as a de facto preference system. By conditioning outreach, engagement opportunities, and preferred consideration on race, sex, and other protected characteristics, WashU systematically channels contracting opportunities toward favored demographic groups and away from otherwise qualified vendors that do not satisfy identity-based criteria.

As a recipient of federal financial assistance, WashU is subject to Title VI of the Civil Rights Act, which prohibits race-based discrimination in any program or activity receiving federal funds. Title VI is interpreted in lockstep with equal protection principles governing racial classifications.¹³² Under controlling Supreme Court precedent, all racial classifications adopted or implemented in federally supported contracting are subject to strict scrutiny.¹³³

That standard renders such classifications presumptively invalid unless the entity can demonstrate a compelling interest supported by a strong basis in evidence of its own past or present discrimination in the relevant market and can show that any use of race is narrowly tailored to remediate that specific discrimination.¹³⁴ Courts have

¹²⁸ *Id.*

¹²⁹ *Id.*

¹³⁰ *Id.*

¹³¹ *Id.*

¹³² *SFFA*, at 206–07 (2023) (explaining that Title VI proscribes the same conduct that Equal Protection Clause forbids); *Gratz v. Bollinger*, 539 U.S. 244, 276 n.23 (2003) (explaining that discrimination that violates the Equal Protection Clause also violates Title VI); *Regents of the Univ. of Cal. v. Bakke*, 438 U.S. 265, 287 (1978) (opinion of Powell, J.).

¹³³ *Adarand Constructors, Inc. v. Peña*, 515 U.S. 200, 227 (1995) (holding that federal racial classifications are subject to strict scrutiny); *City of Richmond v. J.A. Croson Co.*, 488 U.S. 469, 493–95 (1989) (applying strict scrutiny to municipal contracting set-asides).

¹³⁴ *Croson*, 488 U.S. at 500–08 (requiring a “strong basis in evidence” and rejecting generalized societal discrimination).

rejected generalized invocations of societal discrimination, redistributionist aims, or broad cultural objectives as sufficient governmental interests.¹³⁵

Strict scrutiny also requires narrow tailoring, including serious consideration and attempted use of workable, race-neutral alternatives; a close fit between any remedial preference and the identified discrimination; temporal limitations and sunset mechanisms; periodic review; avoidance of quotas or set-asides untethered to evidence; and procedures that minimize undue burdens on non-preferred firms.¹³⁶

WashU's Supplier Diversity program does not satisfy these standards. The University identifies no specific, credible evidence that it or its procurement agents engaged in unlawful race discrimination in the relevant contracting markets that would justify race-conscious preferences. It cites no disparity analysis tied to its own purchasing, no findings regarding particular trades, scopes, or geographies in which the University or its agents discriminated, and no evidence of discrimination by its prime contractors for which the University is responsible. Instead, WashU justifies its program through generalized assertions about "structural racism," abstract equity goals, and desired culture change¹³⁷—precisely the kinds of rationales the Supreme Court has held inadequate to sustain racial classifications in contracting.

The University's practices prioritize identity classifications in vendor outreach, visibility, and access to decision-makers, rather than ensuring individualized, race-neutral consideration. The initiative applies across procurement categories without a demonstrated, evidence-based nexus to identified discrimination in any particular category. It appears indefinite in duration, contains no meaningful endpoint, and lacks mechanisms demonstrating periodic reassessment tied to objective evidence.

The University does not show that it seriously considered and exhausted race-neutral alternatives—such as expanding outreach to small and emerging businesses without regard to race; de-bundling contracts; reducing unnecessary bonding, insurance, or experience requirements; implementing transparent, criteria-driven scoring; enhancing prompt payment; or providing technical assistance and mentorship programs open on a nondiscriminatory basis—before resorting to race-conscious measures. And the program's emphasis on curated directories, targeted recommendations, and enhanced engagement opportunities for identity-classified

¹³⁵ *Id.* at 498–508; *see also Wygant*, 476 U.S. at 274–76.

¹³⁶ *See Croson*, 488 U.S. at 507–11; *Adarand*, 515 U.S. at 237–38; *Grutter v. Bollinger*, 539 U.S. 306, 339–43 (2003); *Fisher v. Univ. of Tex. at Austin (Fisher II)*, 579 U.S. 365, 377–81 (2016).

¹³⁷ Supplier Diversity: A Principle of Sustainability, *supra* note 122.

firms imposes cognizable burdens on non-classified firms by reducing their relative access to the University's procurement decision-makers.

For these reasons, WashU's supplier diversity framework violates Title VI's prohibition on race discrimination by a federally funded entity.¹³⁸ To the extent the program also conditions opportunities on sex, it independently contravenes the parallel prohibition on sex discrimination in federally funded education programs and activities.¹³⁹

G. Discrimination in Faculty Hiring and Employment Practices

Washington University administers faculty recruitment and employment programs that incorporate race- and diversity-related criteria into hiring decisions in ways that shape access to faculty positions, professional opportunities, and institutional resources. These practices raise serious concerns under Title VI and Title VII of the Civil Rights Act of 1964, which prohibit employment practices that condition opportunity on protected characteristics.

The University's treatment of race and ethnicity as relevant selection criteria is reflected in its faculty hiring framework. From 2020 through 2023, the Office of the Provost sponsored a multi-year Race and Ethnicity Cluster Hire Initiative designed to "build a world-class research program on race" to, in part, "embed a suite of varied methodological approaches to race in the intellectual life of the Danforth campus" and "forge an equitable and just future" for the city, nation, and world.¹⁴⁰

The initiative created centrally funded faculty positions tied to race-oriented priorities and embedded those hires into university research programs focused on race and ethnicity.¹⁴¹ Faculty hired under the program were encouraged to align with CRE²,¹⁴² which remains active in coordinating race-focused scholarship at WashU.¹⁴³

¹³⁸ See *SFFA*, 600 U.S. at 206–07; 42 U.S.C. § 2000d.

¹³⁹ See 20 U.S.C. § 1681(a); *North Haven Bd. of Educ. v. Bell*, 456 U.S. 512, 520–21 (1982).

¹⁴⁰ *Race and Ethnicity Cluster Hire Initiative: Office of the Provost*, WASH. UNIV., <https://perma.cc/3STK-EXT3> (last visited Dec. 26, 2025).

¹⁴¹ *Washington University's Office of the Provost Announces Third Round of Race and Ethnicity Cluster Hire: Office of the Provost*, WASH. UNIV., <https://perma.cc/ADP9-4QDM> (last visited Dec. 26, 2025); see also *Cluster Hire Focused on Race and Ethnicity Scholarship (2020-23): Office of the Provost*, WASH. UNIV., <https://perma.cc/Z2C7-NQ62> (last visited Dec. 26, 2025).

¹⁴² Washington University's Office of the Provost Announces Third Round of Race and Ethnicity Cluster Hire: Office of the Provost, *supra* note 141.

¹⁴³ Cluster Hire Focused on Race and Ethnicity Scholarship (2020-23), *supra* note 141.

While the hiring phase has ended, the institutional structures and race-centered priorities established through the initiative persist and continue to influence faculty activity and evaluation.¹⁴⁴

Beyond this targeted initiative, WashU incorporates DEI criteria into routine faculty hiring through mandatory solicitation and evaluation of diversity-related statements as a condition of employment consideration. For example, a faculty job posting in the Department of Chemistry requires applicants to submit a diversity statement as part of the application materials.¹⁴⁵

Similarly, the Brown School of Social Work and Public Health advertises tenure-track faculty positions seeking candidates with a “strong commitment to transformative scholarship” aligned with advancing “social, health, economic, environmental, and racial justice,” as well as the school’s “Driving Equity 2030” strategic plan.¹⁴⁶ Applicants are required to submit a diversity, equity, and inclusion statement, and the posting states that “diversity, equity, and inclusion” are “core values” at WashU and that strong candidates must “demonstrate the ability to create inclusive classrooms.”¹⁴⁷

Other faculty postings reflect similar requirements. WashU School of Medicine faculty job postings incorporate diversity-related language in both position descriptions and Equal Employment Opportunity and affirmative action statements, including statements that the University is dedicated to diversity and “especially encourages applicants from underrepresented groups.”¹⁴⁸ The Physical Therapy Program likewise requires applicants to submit a “commitment to diversity statement” and uses similar language.¹⁴⁹ WashU’s School of Public Health likewise directs recruitment toward applicants from underrepresented groups.¹⁵⁰ A faculty job

¹⁴⁴ *CRE²: Center for the Study for Race, Ethnicity & Equity*, WASH. UNIV., <https://perma.cc/9PUB-9MS7> (last visited Dec. 26, 2025).

¹⁴⁵ *Job Opportunities: Department of Chemistry*, WASH. UNIV., <https://perma.cc/UD8F-FH4W> (last visited Dec. 26, 2025).

¹⁴⁶ *Faculty Recruitment: Brown School*, WASH. UNIV., <https://perma.cc/UGD8-634H> (last visited Dec. 26, 2025).

¹⁴⁷ *Id.*

¹⁴⁸ *Research and Clinical Research Mid-Career Faculty Opportunities: Opportunity Details*, WASH. UNIV. SCH. OF MED., <https://perma.cc/U8XD-Y58S> (last visited Dec. 26, 2025).

¹⁴⁹ *Faculty Position in Physiology and/or Exercise Physiology: Faculty Opportunities*, WASH. UNIV. SCH. OF MED., <https://perma.cc/NC4Z-AVPC> (last visited Dec. 26, 2025).

¹⁵⁰ *WashU School of Public Health Call for Leadership and Faculty Positions*, WASH. UNIV., (Sep. 19, 2025) <https://perma.cc/XR7W-CFUZ> (last visited Dec. 26, 2025).

posting in the Department of Molecular Biology requires applicants to submit a “commitment to diversity” as part of their application materials.¹⁵¹

The solicitation and evaluation of diversity and DEI statements operate as substantive components of WashU’s faculty hiring process. These statements are reviewed alongside academic credentials and require applicants to articulate how their research, teaching, and service contribute to advancing the University’s diversity and equity priorities. Applicants who do not frame their research, teaching, or service in DEI terms, or who decline to advance those objectives, are disadvantaged or excluded from consideration regardless of academic qualifications.

H. Washington University Administers Race-Based Student Services

Washington University extends its race-based framework beyond contracting and procurement into student services and professional development. Through its Center for Career Engagement, the University maintains a dedicated career-services channel organized around racial and ethnic classification, titled “BIPOC Career Resources,” structured for students identified as Black, Indigenous, or People of Color.¹⁵²

The University predicates access to these services on racial classification, asserting that BIPOC students face additional obstacles in career exploration, job placement, and applications to advanced-degree programs. Based on this asserted racial disadvantage, WashU provides differentiated career services, including “tailored support,” individualized coaching, career assessments, skills training, and networking opportunities reserved for BIPOC students.¹⁵³

WashU administers these services through race-segregated professional and alumni networks. Students utilizing BIPOC-designated career services are directed to alumni councils and professional organizations defined by race or ethnicity, including the Black Alumni Council, the Washington University Asian Alumni Network, and La Comunidad at WashU.¹⁵⁴ Participation in these race-specific networks is promoted as a means of enhancing career opportunities, mentorship, and recruitment,

¹⁵¹ *Assistant Professor Molecular Biology: Faculty Opportunities*, WASH. UNIV. SCH. OF MED., <https://perma.cc/5JJ2-CXBQ> (last visited Dec. 26, 2025).

¹⁵² *BIPOC Students: Center for Career Engagement*, WASH. UNIV., <https://perma.cc/D8FR-SAUS> (last visited Dec. 25, 2025).

¹⁵³ *Id.*

¹⁵⁴ *Id.*

reinforcing race as a criterion for access to professional networks facilitated by the University.

The University also promotes race-conscious career strategies within its BIPOC career resources, including employer rankings based on diversity metrics, race-focused internship listings, and affinity-group participation as a component of career advancement.¹⁵⁵ Through these practices, WashU structures career development around racial classification within a federally funded program. When viewed alongside the University’s race-based supplier preferences, pipeline initiatives, and admissions-related practices, this structure reflects a broader institutional approach in which race operates as a criterion for access to benefits and opportunities, raising substantial concerns under Title VI.

V. Washington University Continues to Violate *SFFA*

The Supreme Court’s decision in *SFFA* held that universities may not use race as a factor in admissions and made clear that “eliminating racial discrimination means eliminating all of it.”¹⁵⁶ In its opinion, the Court rejected “amorphous” goals such as “diversity” and “equity” as insufficient to justify racial classifications, emphasizing that any use of race must satisfy strict scrutiny and have a “logical end point.”¹⁵⁷ It made clear that race-based preferences or penalties are unconstitutional, even if adopted to remedy past disparities, and that policies rooted in racial stereotypes cannot stand.¹⁵⁸

Because Title VI of the Civil Rights Act bars the same conduct in federally funded programs as the Equal Protection Clause does for state actors, *SFFA* applies with full force to private institutions such as WashU.¹⁵⁹

A. *Washington University Continues to Advance Diversity Rationales Rejected in SFFA*

Washington University’s post-*SFFA* admissions messaging reflects continued institutional emphasis on racial and ethnic composition as a measure of admissions

¹⁵⁵ *Id.*

¹⁵⁶ *SFFA*, 600 U.S. at 206.

¹⁵⁷ *Id.* at 210–14.

¹⁵⁸ *Id.* at 226–27.

¹⁵⁹ *Id.* at 289–90 (Gorsuch, J., concurring).

outcomes.¹⁶⁰ In its public announcement of the class of 2029, WashU prominently reports the racial and ethnic breakdown of the incoming class, including the percentage of students identifying as White, Asian, Hispanic, Black or African American, Native American or Pacific Islander, and international. The University presents these figures as part of its official admissions profile and frames them as reflective of its institutional values.¹⁶¹

WashU explains elsewhere that it is “transitioning to a new method of tracking race/ethnicity” to “stay true to the ways students identify.”¹⁶² Although institutions may collect demographic data for limited compliance purposes, WashU’s materials suggest that the University continues to treat race and ethnicity as salient institutional metrics for evaluating admissions outcomes despite the Supreme Court’s decision in *SFFA*. At the same time, WashU concedes that there are now “limitations to what we can do legally in our recruiting practices,” while assuring applicants that its “institutional values have not changed,” and it remains “fully committed” to the same objectives.¹⁶³

This admission reflects an awareness of *SFFA*’s legal constraints coupled with a commitment to preserve pre-existing diversity objectives. As described below, WashU’s programmatic admissions practices translate these stated commitments into concrete mechanisms that continue to embed race-conscious considerations into the admissions process in violation of *SFFA* and Title VI.

B. Washington University Redefines Merit in Ways That Enable Demographic Objectives

The same “Class of 2029” announcement contains WashU’s redefinition of “merit,” defined in a way that diminishes objective academic criteria and elevates subjective factors aligned with its diversity priorities.¹⁶⁴ The University declares that “merit is more than an overall GPA or a test score” and that such measures “don’t necessarily tell you anything” about a student’s preparedness.¹⁶⁵ WashU’s fully test-optional

¹⁶⁰ *Class of 2029 Embodies WashU Values*, WASH. UNIV., <https://perma.cc/8VEM-EVW6> (last visited Dec. 25, 2025).

¹⁶¹ *Id.*

¹⁶² *Id.*; see also *Incoming 2029 Class Profile: Undergraduate Admissions*, WASH. UNIV., <https://perma.cc/HB6Q-DAXM> (last visited Dec. 25, 2025).

¹⁶³ *Id.*

¹⁶⁴ *Class of 2029 Embodies WashU Values*, *supra* note 160.

¹⁶⁵ *Id.*

framework¹⁶⁶ recasts merit through the lens of its institutional “values,” emphasizing subjective assessments of engagement, contribution, and perceived fit.¹⁶⁷

In place of objective academic standards, WashU elevates amorphous criteria such as recommender impressions, teamwork, and narrative descriptions of how applicants used available opportunities.¹⁶⁸ These malleable standards are precisely the type of subjective criteria *SFFA* warned could be used to obscure race-conscious decision-making.

The Supreme Court in *SFFA* made clear that universities may not dilute or redefine merit in ways that permit subjective assessments to operate as proxies for race or other protected classifications.¹⁶⁹ Yet WashU’s admissions philosophy adopts the very rationales the Court rejected. By minimizing objective benchmarks while emphasizing criteria aligned with preferred demographic outcomes, WashU preserves the substance of race-conscious admissions while abandoning only the explicit terminology.

C. Washington University’s Holistic Review Admissions Process Embeds Racial Preferences

WashU’s holistic admissions process continues to employ the same evaluative framework that the Supreme Court condemned in *SFFA*.¹⁷⁰ Although the University asserts that it gives “full consideration to all applicants ... without regard to race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, veteran status, disability, or genetic information,” it simultaneously declares that it is “strongly interested” in recruiting and enrolling students from “diverse backgrounds”¹⁷¹ and invites applicants to submit diversity statements designed to “highlight and showcase diverse qualities” of the applicant.¹⁷²

¹⁶⁶ *Admissions: 2025-26 Bulletin*, WASH. UNIV., <https://perma.cc/8RSX-WXV5> (last visited Dec. 13, 2025); Test-optional means applicants may elect not to submit standardized test scores without penalty. WashU extended its test-optional policy implemented during COVID-19 to increase the diversity of its applicant pool and to place a greater emphasis on holistic, non-merit-based standards.

¹⁶⁷ Class of 2029 Embodies WashU Values, *supra* note 160.

¹⁶⁸ *Id.*

¹⁶⁹ *SFFA*, 600 U.S. at 206.

¹⁷⁰ *What We’re Looking For: Undergraduate Admissions*, WASH. UNIV., <https://perma.cc/VQP4-ATKK>; *How to Apply for the Full-Time MBA: Olin Business*, WASH. UNIV., <https://perma.cc/LDG5-XU97> (last visited Dec. 27, 2025).

¹⁷¹ *Admissions: 2025-26 Bulletin*, *supra* note 166.

¹⁷² WASH. UNIV. L., *Chatting About All Things Diversity Statements and Addenda*, at 2:32 (YouTube, May 15, 2025), <https://perma.cc/G4X4-7L8E> (last visited December 31, 2025).

WashU’s own admissions materials frame diversity as a factor expressly tied to race and ethnicity. In a recent law-school admissions video, WashU explicitly encourages applicants to submit diversity statements explaining “in what ways” they are “unique or diverse,” with diversity expressly defined to include racial and ethnic characteristics.¹⁷³ WashU’s Business School states that its admissions committee takes a “holistic approach” to evaluating applicants with a “specific interest” in “diversity,”¹⁷⁴ and publicly highlights the demographic composition of incoming classes—disclosing data on race, ethnicity, sex, and national origin.¹⁷⁵

These prompts invite racial and national-origin disclosures directly into evaluative admissions materials. By assessing applicants based on narratives that describe how race or ethnicity has shaped their experiences, WashU embeds race-conscious considerations into its holistic review process. *SFFA* makes clear that even modest racial preferences are impermissible in a zero-sum admissions process,¹⁷⁶ because a “tip for one race necessarily works as a penalty against other races.”¹⁷⁷

These practices also violate Title VI and directly contravene DOJ’s recent guidance, which cautions that essay prompts, personal statements, and so-called “contextual” assessments may not be used as backdoor mechanisms to consider race in admissions decisions.¹⁷⁸ WashU’s holistic review process does precisely that. By inviting applicants to disclose their racial and ethnic identity through diversity statements and evaluating narratives about how those characteristics have shaped their experiences, the University has preserved the substance of race-conscious admissions while attempting to avoid the explicit terminology that *SFFA* forbids.¹⁷⁹

D. Washington University Operates Parallel Admissions Pipelines That Advantage Racially Preferred Groups

Washington University’s admissions practices do not operate in isolation. The University has constructed an extensive system of pipeline programs designed to recruit, prepare, and advantage applicants from underrepresented racial and ethnic

¹⁷³ *Id.*

¹⁷⁴ How to Apply for the Full-Time MBA: Olin Business, *supra* note 170.

¹⁷⁵ *Full-Time MBA class profile: Olin Business*, WASH. UNIV., <https://perma.cc/93RC-CC8X> (last visited Dec. 25, 2025).

¹⁷⁶ *SFFA*, 600 U.S. at 218–219.

¹⁷⁷ *SFFA*, 600 U.S. at 293–94.

¹⁷⁸ Guidance for Recipients of Federal Funding Regarding Unlawful Discrimination, *supra* note 5.

¹⁷⁹ *SFFA*, 600 U.S. at 181.

groups long before they enter the formal admissions process.¹⁸⁰ WashU openly describes these initiatives as essential to advancing “inclusive excellence”¹⁸¹ and as “a critical part of our blueprint for diversity,”¹⁸² making clear that these programs are intended to shape the demographic composition of future applicant pools.

On its “Academic Pipeline Programs” webpage, WashU states that these programs are specifically designed to “support[] and prepar[e] students from a variety of backgrounds to enter leadership positions within research and higher education.”¹⁸³ WashU’s own descriptions confirm that “variety of backgrounds” is not a neutral term. The University repeatedly defines these pipelines as diversity initiatives designed to increase the representation of individuals from underrepresented backgrounds.¹⁸⁴

WashU’s race-conscious pipeline strategy is illustrated by programs such as the Diversity STEM Pipeline Consortium, which states that its purpose is to “strengthen the university’s pipeline efforts to recruit, retain and support individuals from underrepresented backgrounds in science and research related fields” to “diversify these fields.”¹⁸⁵ These initiatives include directives to “recruit and retain a diverse community of faculty, staff, and students” and to “identify feeder programs and partnership opportunities,”¹⁸⁶ mirroring the same race-conscious recruitment strategies that *SFFA* forbids.

WashU further commits to expanding race-focused academic pathways through scholarships and fellowship initiatives centered on developing “the most diverse pool of scholars and leaders of tomorrow.”¹⁸⁷ While the University frames these opportunities as supporting “budding researchers, leaders, and innovators,”¹⁸⁸ they are administered under the Office for Institutional Equity and explicitly tied to

¹⁸⁰ *Academic Pipeline Programs: Equity, Diversity & Inclusion*, WASH. UNIV., <https://perma.cc/6F3N-VUBY>; see also *Diverse, Equitable, and Inclusive Community: Arts & Sciences Strategic Plan*, WASH. UNIV., <https://perma.cc/SW4H-X2LR> (last visited Dec. 29, 2025).

¹⁸¹ *Academic Pipeline Programs: Equity, Diversity & Inclusion*, *supra* note 180.

¹⁸² *Initiatives: Equity, Diversity & Inclusions*, WASH. UNIV., <https://perma.cc/6P6C-NKGN> (last visited Dec. 27, 2025).

¹⁸³ *Academic Pipeline Programs: Equity, Diversity & Inclusion*, *supra* note 180.

¹⁸⁴ *STEM Pipeline Consortium (WUDPC-STEM) Focus: Equity, Diversity & Inclusion*, WASH. UNIV., <https://perma.cc/RTN3-BVJE> (last visited Dec. 27, 2025).

¹⁸⁵ *Id.*

¹⁸⁶ *Id.*

¹⁸⁷ *Scholarships & Fellowships: Equity, Diversity & Inclusion*, WASH. UNIV., <https://perma.cc/ZM2F-CWJJ> (last visited Dec. 25, 2025).

¹⁸⁸ *Id.*

WashU’s DEI mandate, confirming that they are identity-driven recruitment mechanisms rather than race-neutral enrichment programs.

WashU also integrates socioeconomic recruitment programs such as the QuestBridge National College Match (“QuestBridge”) into its admissions pathways.¹⁸⁹ QuestBridge is a need-based program that focuses on providing opportunities to high-achieving students from low-income backgrounds. The legal issue arises not from QuestBridge itself, but from how WashU deploys such programs within its broader admissions framework.

It is well recognized that race and socioeconomic status are “intimately intertwined” in the United States and that income and wealth disparities track sharply along racial and ethnic lines.¹⁹⁰ By leveraging these disparities, universities can preserve racially preferred outcomes through facially neutral means.¹⁹¹ Although *SFFA* did not prohibit consideration of socioeconomic status, it made clear that facially neutral criteria may not be used as substitutes for race or as a means of maintaining discriminatory outcomes. Policies must be race-neutral in effect as well as in form, and universities may not simply relabel racial preferences as economic ones to preserve a discriminatory status quo.¹⁹²

WashU’s use of socioeconomic pipeline programs operates in precisely this manner. The University integrates income-based recruitment pathways into an admissions architecture that simultaneously de-emphasizes objective academic criteria, employs holistic review that invites race-salient narrative disclosures, and confers admissions-relevant advantages on pipeline participants. In this context, socioeconomic pipelines function, as a practical matter, to advantage cohorts that overlap predictably with racially preferred groups. To the extent WashU relies on such pipelines as part of a coordinated admissions strategy that predictably produces racially disparate advantages, those programs function as proxies for race in effect in violation of *SFFA* and Title VI.

¹⁸⁹ *Washington University to Partner with QuestBridge: The Source*, WASH. UNIV., <https://perma.cc/X92N-T2CX> (last visited Dec. 25, 2025).

¹⁹⁰ *Ethnic and Racial Minorities & Socioeconomic Status*, AM. PSYCHOLOGICAL ASS’N., <https://perma.cc/2AE8-FAL9> (last visited Dec. 25, 2025).

¹⁹¹ Liam Knox, *Selective Colleges Double Down on QuestBridge*, INSIDE HIGHER ED, (Feb. 6, 2025) <https://perma.cc/HGC7-5MGL> (last visited Dec. 25, 2025); Cassidy M. Cheng and Claire T. Grumbacher, *Will QuestBridge Partnership Help Harvard Reach Low-Income Students? Experts Aren’t Sure*, THE HARVARD CRIMSON, (Jan. 31, 2025) <https://perma.cc/3CGD-9MJC> (last visited Dec. 25, 2025); *see also* Jorge Martinez, *Harvard Joins National Scholarship Group Amid Anti-DEI Push*, (Jan. 30, 2025) <https://perma.cc/XD3L-9QMC> (last visited Dec. 25, 2025).

¹⁹² *SFFA*, 600 U.S. at 227–31.

In structure and effect, WashU’s pipeline system operates as an upstream network designed to cultivate racially preferred applicants long before they reach the admissions stage. Participants receive faculty mentorship, research placements, leadership development, and institutional sponsorship—advantages that materially strengthen their competitiveness in the very admissions process WashU claims to conduct without regard to race. These exclusive and preferential opportunities function as pre-admission “plus factors,” conferring race-linked advantages that the Supreme Court has unequivocally condemned.

WashU’s pipeline architecture, therefore, operates as an unlawful end-run around *SFFA* and Title VI by preserving race-conscious advantages at upstream stages of the admissions ecosystem. As the Supreme Court has long held, “what cannot be done directly cannot be done indirectly.”¹⁹³

E. The Implications of SFFA are Clear

SFFA draws a bright line. Universities may not pursue race-conscious admissions, either directly or indirectly, or maintain systems that allow race to remain a factor in any evaluative process. As the Court in *SFFA* explained, this kind of open-ended, race-focused admissions structure “effectively assure[s] that race will always be relevant ... and that the ultimate goal of eliminating race as a criterion will never be achieved.”¹⁹⁴

WashU’s institutional data systems confirm that race and ethnicity remain central evaluative metrics within its admissions framework. Across governance-level platforms maintained by the Office of the University Registrar and the Office of the Provost, WashU continues to collect, disaggregate, monitor, and publicly report admissions outcomes by race, sex, and national origin across undergraduate, graduate, and professional programs.¹⁹⁵ These dashboards track year-to-year demographic changes and present racial composition as an institutional metric subject to comparison and evaluation.

While demographic data collection may be permissible for limited federal reporting or compliance purposes, *SFFA* makes clear that universities may not treat race as an

¹⁹³ 600 U.S. at 230 (quoting *Cummings v. Missouri*, 71 U.S. 277, 325 (1867)).

¹⁹⁴ *SFFA*, 600 U.S. at 224.

¹⁹⁵ *Student Body Diversity: Office of the University Registrar*, WASH. UNIV., <https://perma.cc/A546-3CBU> (last visited Dec. 15, 2025); see also *Institutional Data: Office of the Provost*, WASH. UNIV., <https://perma.cc/G2JE-YEFC> (last visited Dec. 27, 2025).

admissions objective, benchmark, or measure of success.¹⁹⁶ When viewed alongside WashU’s redefinition of merit, race-explicit holistic review prompts, and parallel pipeline programs, the University’s continued emphasis on demographic outcomes confirms that race remains embedded in its admissions ecosystem in violation of *SFFA* and Title VI.

By embedding race into its so-called “holistic admissions process” and disguising racial discrimination as “diversity,” WashU does precisely what UNC and Harvard did. These practices violate federal law¹⁹⁷ and undermine the merit-based standards essential to medical education, where competence is not symbolic but a matter of life and death.

VI. WashU Is Engaged in a Coordinated Strategy to Preserve DEI and Undermine Federal Oversight

Washington University has not dismantled its discriminatory DEI infrastructure. Instead, it has adopted a deliberate, university-wide strategy to preserve the substance of DEI while disguising its operations through a rebranding campaign that mirrors the playbook used by other noncompliant institutions.¹⁹⁸ WashU has recast its discriminatory policies under a lexicon of euphemisms, including “Inclusive Excellence,”¹⁹⁹ “Belonging for All,”²⁰⁰ “Cross-Cultural Connections,”²⁰¹ “Leading Across Differences,”²⁰² and “Dialogue Across Difference.”²⁰³ These labels serve as semantic substitutions, maintaining the same system of race-, sex-, and classification-based programming, preferences, and administrative structures under revised terminology.

At the center of this effort is WashU’s adoption of the “Inclusive Excellence” model—a national framework used across higher education to preserve race-, sex-, and

¹⁹⁶ *SFFA*, 600 U.S. at 223.

¹⁹⁷ U.S. CONST. amend. XIV, § 1 (Equal Protection Clause); *see also* 42 U.S.C. § 2000d *et seq.*

¹⁹⁸ Letter from Megan D. Redshaw, Am. First. Legal, to the Hon. Harmeet K. Dhillon, Assistant Atty. Gen. for Civ. Rts., U.S. Dept. of Just. (May 21, 2025), <https://perma.cc/4R2J-GS6Q>.

¹⁹⁹ *Center for Diversity & Inclusion: Cultivating Inclusive Excellence*, WASH. UNIV., <https://perma.cc/F66U-WB43> (last visited Dec. 27, 2025).

²⁰⁰ *Center for Diversity & Inclusion: About*, WASH. UNIV., <https://perma.cc/J2RH-SWNZ> (last visited Dec. 27, 2025).

²⁰¹ *Center for Diversity & Inclusion: Our Offices*, WASH. UNIV., <https://perma.cc/8GT5-WJY7> (last visited Dec. 27, 2025).

²⁰² *Office of the Provost*, WASH. UNIV., <https://perma.cc/86Q7-EQH3>.

²⁰³ *Id.*

identity-based practices while distancing itself from the scrutinized DEI label.²⁰⁴ On July 25, 2025, WashU announced the formation of an Inclusive Excellence Advisory Committee, composed of faculty and administrators,²⁰⁵ tasked with working alongside the University’s Office of the General Counsel to “develop guidance in support of inclusive excellence.” The committee was tasked with reviewing existing programs, defining standards, and determining which DEI practices should be carried forward under the new terminology.²⁰⁶

The University’s rebranding strategy is evident when comparing archived and current public materials. A July 2025 archive of the University’s Center for Diversity & Inclusion’s webpage emphasized “enhancing WashU’s commitment to diversity and inclusion” and used traditional DEI language throughout.²⁰⁷ In the current version, that language has been replaced with references to “cultivating inclusive excellence,” while the underlying programs, staffing, and organizational structure remain unchanged.²⁰⁸ The page retains the same identity-based offices, photographs, and structure. Only the terminology has been rewritten.²⁰⁹ Individual schools and administrative units—most notably the School of Medicine²¹⁰—now anchor faculty programming, policy guidance, climate initiatives, and curricular development in the same framework.²¹¹

The University’s Office of Equity, Diversity & Inclusion—a central policy office that operates alongside, and in addition to, CDI and WashU’s compliance-focused Office for Institutional Equity—likewise incorporates Inclusive Excellence into its core vision statement, describing WashU as a community “fully committed to the principles of equity, fairness, and inclusive excellence.”²¹² By replacing “diversity”

²⁰⁴ *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> (last visited December 31, 2025).

²⁰⁵ Committee Appointed, *supra* note 1.

²⁰⁶ *Id.*

²⁰⁷ WASH. UNIV., *Center for Diversity & Inclusion*, WAYBACK MACHINE (Jul. 20, 2025), <https://perma.cc/RQR9-DFNF>.

²⁰⁸ *Center for Diversity & Inclusion*, WASH. UNIV., <https://perma.cc/8PYE-WVR6> (last visited Dec. 13, 2025).

²⁰⁹ *Id.*

²¹⁰ Letter from Megan D. Redshaw, Am. First. Legal, to the Hon. Harmeet K. Dhillon, Assistant Atty. Gen. for Civ. Rts., U.S. Dept. of Just. (Sep. 10, 2025), <https://perma.cc/3N5E-VZ43>.

²¹¹ *Faculty Promotions & Career Development*, WASHU MED., <https://perma.cc/8DTW-XUAY> (last visited Dec. 25, 2025).

²¹² *Equity, Diversity & Inclusion: Our Vision*, WASH. UNIV., <https://perma.cc/A8VH-77GA> (last visited Dec. 25, 2025).

with “inclusion” and “equity” with “excellence,” the University recodes its DEI language while advancing the same race, sex-, and identity-based policy mandates.

VII. Requested Investigatory and Enforcement Actions

Washington University in St. Louis continues to operate programs, offices, and policies that violate federal civil-rights laws and binding Executive Orders prohibiting discrimination on the basis of race, sex, and national origin. These allegations follow a prior civil rights complaint concerning illegal DEI practices within its School of Medicine and confirm a pattern of institutional noncompliance.²¹³

Despite repeated federal directives requiring the dismantling of DEI practices, policies, and infrastructure, the University has not complied. Instead, it has doubled down, publicly affirming its commitment to DEI as an institutional priority while convening an internal committee to determine how to rebrand its unlawful framework.²¹⁴ This is not compliance. It is institutional defiance.

WashU’s conduct is a conscious rejection of lawful authority and a deliberate act of defiance against the Constitution, Supreme Court precedent, and binding Executive Orders.

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. Initiate a formal investigation into WashU, including its admission process, recruitment pipelines, faculty hiring practices, academic curricula, and grant-funded research. This investigation should specifically examine whether the University is unlawfully using socioeconomic status, first-generation status, “historically marginalized populations,” or similar demographic surrogates as proxies for race, sex, ethnicity, or national origin, to circumvent *SFFA*, federal civil rights laws, and President Trump’s Executive Orders.
2. Direct WashU 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,

²¹³ Letter from Megan D. Redshaw, Am. First. Legal, to the Hon. Harmeet K. Dhillon, Assistant Atty. Gen. for Civ. Rts., *supra* note 198.

²¹⁴ Committee Appointed, *supra* note 1.

including, but not limited to, “Inclusive Excellence,” “Dialogue Across Difference,” “Belonging for All,” or “Viewpoint Diversity.”

3. Open a compliance review and investigation and require WashU to cease the use of race and sex in supplier outreach and procurement decision-making and ensure implementation of race-neutral and sex-neutral measures that expand opportunity without resort to unlawful identity-based preferences.
4. Require WashU to dismantle DEI offices, roles, or committees, including working groups or steering bodies, that promote, implement, or sustain race, sex, and other identity-based preferences.
5. Obtain certified written assurances from WashU’s President confirming full compliance with Title VI of the Civil Rights Act of 1964, the Equal Protection Clause, Executive Orders 14151 and 14173.
6. Audit all federal funding received by WashU 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, and should appoint an independent, neutral monitor from a law firm that has not previously represented WashU or from another academic institution unaffiliated with the University to oversee compliance, verify remediation, and report publicly and to DOJ on findings and corrective action.

WashU 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 DOJ’s oversight and encourage the University to take meaningful, lawful action to dismantle its system of discrimination.

As the Supreme Court has made clear, “The Constitution deals with substance, not shadows.”²¹⁵ WashU may rename its policies and scrub its public-facing DEI webpages, but if the underlying discrimination remains, so does the violation.

Thank you for your attention to this matter.

Sincerely,
/s/ Megan Redshaw
Attorney
America First Legal Foundation
Resident of Missouri

Cc: Jeffrey Morrison, Senior Counsel, Civil Rights Division, U.S. Department of Justice
Gregory W. Brown, Deputy Assistant Attorney General, Civil Rights Division, U.S. Department of Justice
The Honorable Linda McMahon, U.S. Department of Education
Kimberly Richey, Assistant Secretary for Civil Rights, U.S. Department of Education
The Honorable Andrea R. Lucas, Chair, U.S. Equal Employment Opportunity Commission
John Powers II, General Counsel, Washington University, St. Louis
Louis Capozzi, Solicitor General, Missouri

²¹⁵ 600 U.S. at 213 (quoting *Cummings v. Missouri*, 71 U.S. (4 Wall.) 277, 325 (1867)).

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Exhibit 1



Office of the Attorney General
Washington, D. C. 20530

July 29, 2025

MEMORANDUM FOR ALL FEDERAL AGENCIES

FROM: THE ATTORNEY GENERAL 

SUBJECT: GUIDANCE FOR RECIPIENTS OF FEDERAL FUNDING
REGARDING UNLAWFUL DISCRIMINATION

I. INTRODUCTION

One of our Nation's bedrock principles is that all Americans must be treated equally. Not only is discrimination based on protected characteristics illegal under federal law, but it is also dangerous, demeaning, and immoral. Yet in recent years, the federal government has turned a blind eye toward, or even encouraged, various discriminatory practices, seemingly because of their purportedly benign labels, objectives, or intentions. No longer. Going forward, the federal government will not stand by while recipients of federal funds engage in discrimination.

This guidance clarifies the application of federal antidiscrimination laws to programs or initiatives that may involve discriminatory practices, including those labeled as Diversity, Equity, and Inclusion ("DEI") programs.¹ Entities receiving federal funds, like all other entities subject to federal antidiscrimination laws, must ensure that their programs and activities comply with federal law and do not discriminate on the basis of race, color, national origin, sex, religion, or other protected characteristics—no matter the program's labels, objectives, or intentions. In furtherance of that requirement, this guidance identifies "Best Practices" as non-binding suggestions to help entities comply with federal antidiscrimination laws and avoid legal pitfalls; these are not mandatory requirements but rather practical recommendations to minimize the risk of violations.

Entities that receive federal financial assistance or that are otherwise subject to federal anti-discrimination laws, including educational institutions, state and local governments, and public and private employers, should review this guidance carefully to ensure all programs comply with their legal obligations.

¹ DEI programs go by other names as well, such as Diversity, Equity, Inclusion, and Accessibility ("DEIA") and Diversity, Equity, Inclusion, and Belonging ("DEIB").

Exhibit 2

NEWSROOM SECTIONS ▾

Committee appointed, has begun work to develop guidance in support of inclusive excellence at WashU

July 25, 2025

SHARE  

A committee of Washington University in St. Louis faculty and administrators has begun its work with general counsel to develop guidance for leaders, staff and students. Appointed by Chancellor Andrew D. Martin, the Inclusive Excellence Advisory Committee (IEAC) will make recommendations to university leadership for how WashU can achieve its community-focused goals in support of its students, faculty and staff, while continuing to comply with federal guidance and laws.

“At WashU, our greatest strength is our people. We represent many different cultures, backgrounds, experiences and ways of thinking, including a wide variety of political views. This is what makes us strong. This is what makes us WashU,” Martin said when the committee [was announced](#) in May. “This work is about supporting our students, faculty and staff. The work of this committee will help us to be more effective at cultivating and supporting the type of community we aspire to be, where all feel welcome, included and valued.”

Grounded in the [mission, vision and goals](#) of the university, the IEAC is charged with working with the Office of the General Counsel to:

- Develop clear guidance for leaders, faculty, staff and students on activities and programming in support of inclusive excellence that is grounded in existing relevant law as set forth in statutes, regulations and case law;
- Identify exemplar programs and activities in support of achieving inclusive excellence, both at WashU and elsewhere; and
- Make recommendations for a sustainable process by which all programs and activities can be reviewed to ensure compliance with civil rights laws.

Exhibit 3



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.¹ 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.

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

Exhibit 4



WashU | Center for Diversity & Inclusion

EXPLORE STUDENT AFFAIRS

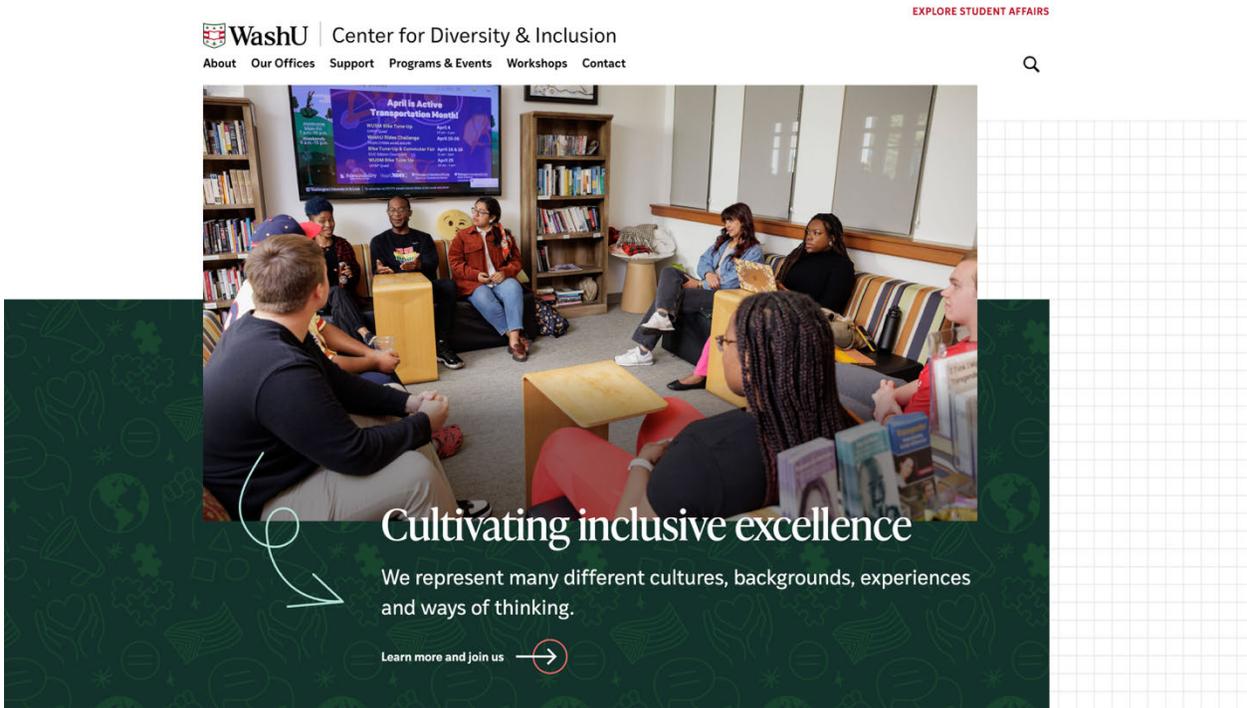
About Our Offices Support Programs & Events Workshops Contact

Enhancing WashU's commitment to diversity and inclusion

We foster belonging for all.

Learn more and join us →

This banner features a photograph of three diverse individuals sitting on a bench and talking. The background is a dark green with a subtle pattern of white icons representing various aspects of diversity and inclusion.



WashU | Center for Diversity & Inclusion

EXPLORE STUDENT AFFAIRS

About Our Offices Support Programs & Events Workshops Contact

Cultivating inclusive excellence

We represent many different cultures, backgrounds, experiences and ways of thinking.

Learn more and join us →

This banner features a photograph of a diverse group of people sitting around a table in a meeting or discussion. A screen in the background displays information about 'April is Active Transportation Month'. The background is a dark green with a subtle pattern of white icons representing various aspects of diversity and inclusion.

Exhibit 5

WashU | Center for Diversity & Inclusion

EXPLORE STUDENT AFFAIRS

About Our Offices Support Programs & Events Workshops Contact

Q

About

ABOUT

News & Announcements

Mission

We foster belonging for all.

Vision

Together, we inspire students to build a positive sense of belonging on campus.



What's new in the CDI?

See news & announcements



Exhibit 6



Our Offices



OUR OFFICES

Cross-Cultural Connections (CCxN)

Office for International Student Engagement (OISE)

Office for Religious, Spiritual & Ethical life (ORSEL)

Spectrum

The CDI comprises four offices that together provide programming, resources and support for students across multiple identities and backgrounds. Explore our offices, visit their websites and learn what we can offer you.

Cross-Cultural Connections (CCxN) →

Educational programs including cultural and heritage celebrations and events.

Office for International Student Engagement (OISE) →

We support our international students through programming and cultural enrichment.



Celebrating cultural & ethnic identities

Educational programs including cultural and heritage celebrations and events

Learn more about CCxN 

Exhibit 7



Office of the Provost

[STRATEGIC PLAN](#) [FACULTY HANDBOOK](#) [CONTACT US](#)

[About](#) [Vice Provosts](#) [Faculty Resources](#) [Programs & Initiatives](#) [Institutional Data](#) [Academic Administration](#)



Prof. Gisele Marcus teaches the Leading Across Differences class in Simon Hall at WashU

Advancing academic
excellence and
innovation at WashU.

Exhibit 8



NEWS & ANNOUNCEMENTS

Center for Diversity and Inclusion Announces New Offices

Effective August 2023, The Center for Diversity and Inclusion (CDI) within WashU's Division of Student Affairs has a new structure.

Mark Kamimura-Jiménez, associate vice chancellor for student affairs, believes this restructure will provide WashU students with a space and set of resources to help validate their lived experiences.

"This structure allows us to create a stronger collection of spaces for students to engage with their identities, to learn about cultures and the importance of connecting within them, and to gain the tools and knowledge necessary to develop a sense of self that supports a student's progress through WashU," explained Kamimura-Jiménez.

In addition to Dialogue Across Difference (DxD) and the Office for Religious, Spiritual and Ethical Life (ORSEL), the new offices within the CDI will include the Office for International Student Engagement (OISE), Cross Cultural Connections (CCxN), and Spectrum.



All five offices within the CDI and their directors are:

Office for International Student Engagement

OISE designs educational programs to connect international students to the United States and the St. Louis region, creates campus opportunities to expand the U.S. based networks of students and fosters WashU peer student relationships.

The OISE is led by director Evelyn Real.

Cross Cultural Connections (CCxN)

CCxN will design educational programs related to race and ethnic identity, including cultural/heritage months, weeks and holidays.

Jordan Cooper took on the role of CCxN director in 2023.

Spectrum Office (Spectrum)

Spectrum designs educational programming that supports the LGBTQIA+ community, including recognition of various months, weeks and days designated for identities.

Nat Hilterbrand serves as the director of Spectrum.

Office for Religious, Spiritual and Ethical Life (ORSEL)

The Office for Religious, Spiritual & Ethical Life serves students of any/no religious or philosophical background through connections to communities, support for religious/spiritual practices, increasing interfaith understanding and offering spiritual support.

Since the fall 2019 academic year, ORSEL has been led by The Reverend, Callista Isabelle.

Dialogue Across Difference (DxD)

Dialogue Across Difference fosters communication and collaboration across socio-cultural differences in the WashU community, including engaging across differences in identities and perspectives through dialogue and fostering healthy relationships through effective communication. [DxD is a one-credit hour, eight-week course available to all students.](#)

DxD has been led by Dr. Jacob Chacko since January 2023. In addition to his role as director for Dialogue Across Difference, Chacko has recently been promoted to executive director of the CDI.

WashU students can visit [the CDI](#), located in the Danforth University Center (DUC), suite 150, during regularly scheduled DUC hours. [See more on DUC hours.](#) To connect with the staff, please [contact us](#).

Exhibit 9

The screenshot shows the top navigation bar of the WashU Medicine website. The header includes the WashU Medicine logo and the text 'OFFICE OF Faculty Promotions & Career Development'. Below the header is a dark navigation bar with links for 'ABOUT', 'APPOINTMENTS & PROMOTIONS', 'FACULTY RECOGNITION', 'RECRUITMENT & NEW FACULTY', 'FACULTY OPPORTUNITIES', and 'MORE'. A search icon is also present.

Examples of Faculty Activities Demonstrating Inclusive Excellence

The sample activities below provide a framework for faculty members to find opportunities and develop practices that support diversity, equity, inclusion and excellence in all that we do at Washington University School of Medicine and beyond.

Jump to a section below:

- [Research](#)
- [Education](#)
- [Clinical](#)
- [Quality Improvement / Patient Safety](#)
- [Mentorship](#)
- [Service](#)
- [Community impact](#)
- [Faculty development and CME](#)

Research

Grants and Projects

Across the spectrum of research (basic, translational, clinical, health services, community engaged research, etc.), grants or research projects that include objectives that address the health of historically marginalized populations and/or that address differences in therapeutic efficacy, health disparities, health care, or health care delivery related to marginalized communities

Scholarship

Publications, conference presentations, invited lectures or presentations regarding research or other activities that address the health of historically marginalized populations, and/or that address differences in therapeutic efficacy, health disparities, health care, or health care delivery related to marginalized communities

Inclusive Excellence Initiatives

Examples of Faculty Activities Demonstrating Inclusive Excellence

Exhibit 10



WashU | Office for International Students & Scholars

LIFE AT WASHU CONTACT US EVENTS

Get Started Maintain Status Visa Basics Travel Work & Taxes For Departments About OISS MyOISS

International compliance with care

The Office for International Students and Scholars (OISS) is dedicated to fostering an environment that celebrates our international students' and scholars' experiences, cultures and aspirations. OISS plays a pivotal role in cultivating a vibrant, intercultural atmosphere on our campus, extending support to international students, scholars, faculty and staff through immigration sponsorship. We are committed to ensure a seamless integration process for those who are admitted, appointed or employed by WashU.



Exhibit 11

 [About](#) [Support](#) [Get Involved](#) [Programs & Events](#) [Contact](#) [Leave this Site](#) [EXPLORE STUDENT AFFAIRS](#) 

Our mission is to make Washington University in St. Louis a welcoming and equitable environment for all LGBTQIA+ undergraduate, graduate and professional students through campus-wide programming, policy creation and student-centered trainings. At its core, the Spectrum Office aims to create a community where every member feels valued, heard and empowered to thrive academically, socially, and personally.

Vision

We envision a WashU community that is centered in creating curricular and co-curricular environments where community members from all sexual, romantic and gender identities can share their gifts, knowledge and joy with one another.

We strive to:

- Cultivate Inclusion:** Foster an inclusive campus culture where identity is celebrated, and all individuals are embraced for who they are.
- Provide Resources:** Offer comprehensive resources, services and support systems that address the unique needs and challenges faced by LGBTQIA+ students.
- Advocate:** Advocate for policies and practices that center the needs of LGBTQIA+ students with a focus on our transgender, gender-expansive and QTBIPOC communities.
- Educate:** Facilitate educational programs, student-centered workshops and events to increase awareness, understanding and advocacy on LGBTQIA+ issues.
- Foster Connection:** Create opportunities for social connection, community building and networking among LGBTQIA+ students, faculty and staff.
- Collaboration:** Collaborate with campus partners, student groups and community members to enhance our collective impact and create a more inclusive university environment.
- Center Identity:** Celebrate and honor the diverse identities within the LGBTQIA+ and larger WashU community, recognizing the strength that comes from embracing our differences.

Exhibit 12

 **Equity, Diversity & Inclusion**

[Our Vision](#) [Our Community](#) [Resources](#) [Q](#)

RESOURCES
Learning Opportunities

We aim to foster **inclusive excellence** by creating an environment where every WashU community member can reach their full potential. We want every person who studies, teaches, or works on our campuses to have the resources they need in order to succeed, learn and grow.



Connect. Learn. Grow.

By developing awareness and understanding of our own perceptions and impact, we aim to create a more inclusive community.

Explore opportunities to learn →



We are fully committed to the principles of equity and inclusive excellence.

[View policies and best practices](#) →



Report an incident of hate, bias, and/or discrimination involving a student.

[Use the Bias Reporting System for Students](#) →



Report an incident of hate, bias and/or discrimination involving faculty or staff.

[Use the WashU Confidential Concern Reporting Portal](#) →



Bias Report & Support System

SUPPORT

[Bias Report & Support System](#)

Washington University in St. Louis values diversity, inclusion and human dignity, and strives to foster an environment in which all community members are respected and able to take part in academic, co-curricular and social activities.

Following these values, the university developed a system through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination involving a student can report their experiences to the university's Bias Report and Support System (BRSS) team. If you would like to report a bias incident that does not involve a student, please contact [Human Resources](#).

[View/download the BRSS Summative Incident Data Reports, Spring 2014-AY 2024](#) →

Emergency situations

If you are concerned about your immediate health and safety or that of someone else, **do not complete the online form**. Please call 911 or WashU Police at 314-935-5555



SUPPORT

[Bias Report & Support System](#)

The BRSS team

Supports students who have witnessed or been the target of bias-related incidents.

Refers community members to appropriate university and local resources, and educates reporters on what to expect from each resource.

Informs the university community about the frequency and nature of bias incidents through annual summary reports to drive discussion around making the university more diverse and inclusive.

The BRSS coordinator also meets with the Vice Chancellor for Student Affairs to discuss the campus community's climate and areas for potential improvement.

Bias incidents

A bias incident is any discriminatory or hurtful act that appears to be or is perceived by the victim to be motivated by:

Race	Ethnicity
Age	Religion
National origin	Sex
Disability	Gender identity or expression
Sexual orientation	Veteran status
Socioeconomic status	

Exhibit 13

WashU | Equity, Diversity & Inclusion

FACULTY STAFF STUDENTS
Our Vision Our Community Resources Q



Equity strengthens our community.

Current and former Mallon Mays Undergraduate Fellows, Olivia, Lucas and Maya listen to Jonathan Fenderson, Associate Professor in African & African American Studies.

WashU aims to be a diverse community fully committed to the principles of equity, fairness and inclusive excellence. We will pursue and value equity, diversity and inclusion in our research, learning, clinical and administrative environments so that we, collectively and individually, can benefit from the rich perspectives and contributions of individuals from all backgrounds.

[Learn more about our vision →](#)



Meet our community.

We have a vibrant and growing community dedicated to equity, diversity and inclusion on our campus.

[Explore community offices and groups](#)

[Explore the Cultivating Connections platform](#)

We strive to make WashU a more inclusive place.

We've come a long way on our march toward achieving equity and inclusion on campus, but we still have work to do.

17%

First-generation students in Class of 2027

5/5

Stars on Campus Pride Index

\$1.0bn

Financial aid commitment for need-blind admissions



Meet our community.

We have a vibrant and growing community dedicated to equity, diversity and inclusion on our campus.

[Explore community offices and groups](#)

[Explore the Cultivating Connections platform](#)

We strive to make WashU a more inclusive place.

We've come a long way on our march toward achieving equity and inclusion on campus, but we still have work to do.

17%

First-generation students in Class of 2027

52%

Class of 2027 who identify as students of color

\$1.0bn

Financial aid commitment for need-blind admissions

5/5

Stars on Campus Pride Index

[Track our progress →](#)

Exhibit 14

The screenshot displays the 'ABOUT US' page of the Campus Pride Index website. The page features a navigation menu with links for 'Campus Search', 'College Prep Resources', 'FAQs', 'College Fairs', 'About Us', 'Partners', and 'Contact Us'. A search bar and a 'DONATE' button are located in the top right corner. The main content area includes a section titled 'ABOUT US' with a sub-header 'National Listing of LGBTQ-Friendly Colleges & Universities'. The text describes the index as a premier benchmarking tool for colleges and universities, aimed at creating safer and more inclusive campus communities. It also lists five primary goals and provides background information on the index's development since 2001. Three individuals are highlighted: Genny Beemyn, Ph.D., Susan R. Rankin, Ph.D., and Shane L. Windmeyer, M.S., Ed., each with a brief description of their roles and affiliations.

Campus Pride Index National Listing of LGBTQ-Friendly Colleges & Universities

[Campus Search](#) [College Prep Resources](#) [FAQs](#) [College Fairs](#) [About Us](#) [Partners](#) [Contact Us](#)

ABOUT US

SINCE 2007, THE CAMPUS PRIDE INDEX HAS BEEN THE PREMIER LGBTQ NATIONAL BENCHMARKING TOOL FOR COLLEGES AND UNIVERSITIES TO CREATE SAFER, MORE INCLUSIVE CAMPUS COMMUNITIES. THE FREE ONLINE TOOL ALLOWS PROSPECTIVE STUDENTS, FAMILIES/PARENTS AND THOSE INTERESTED IN HIGHER EDUCATION TO SEARCH A DATABASE OF LGBTQ-FRIENDLY CAMPUSES WHO HAVE COME OUT TO IMPROVE THE ACADEMIC EXPERIENCE AND QUALITY OF CAMPUS LIFE.

The Campus Pride Index sets the bar higher for LGBTQ-inclusive policies, programs and practices.

The index is owned and operated by Campus Pride, the leading national nonprofit organization for student leaders and campus groups working to create safer, more LGBTQ-friendly learning environments at colleges and universities. The index is supported under the Campus Pride Q Research Institute for Higher Education as well as benefits from strategic partnerships with professional organizations in higher education and related LGBTQ nonprofit organizations.

Primary Goals

1. Set forth a national standard of LGBTQ-inclusive benchmarks when it comes to policies, programs, and practices.
2. Offer an ongoing, effective measurement tool to improve the quality of life for LGBTQ and ally people on campus.
3. Provide an accessible online tool for prospective students and families to search LGBTQ-friendly campuses.
4. Support campuses in recruitment and retention efforts for LGBTQ prospective students, faculty and staff.
5. Advocate nationally for further LGBTQ and ally progress by highlighting positive efforts.

Background

In development since 2001 and launched in 2007, the Campus Pride Index is in response to the increasing demand for tools and resources to support campuses in assessing LGBTQ-friendly policies, programs and practices. The index was developed by Campus Pride with a team of national LGBTQ researchers and has an advisory board, which oversees the future of the index as well as participates in an annual review of the instrument for necessary changes or improvements. This advisory board includes Genny Beemyn, Ph.D., Susan R. Rankin, Ph.D. and Shane L. Windmeyer, M.S., Ed.

Genny Beemyn, Ph.D.
Genny is the director of the Stonewall Center at the University of Massachusetts-Amherst, co-chair of the

Susan R. Rankin, Ph.D.
Susan is a Research Associate in the Center for the Study of Higher Education and Assistant Professor of Education in

Shane L. Windmeyer, M.S., Ed.
Shane is a leading author on gay campus issues, national leader in gay and lesbian civil rights and a champion for

Exhibit 15

Center for the Study of Race, Ethnicity & Equity

[ABOUT](#) [FUNDING](#) [CRE² RESEARCH](#) [LEARNING](#) [COMMUNITY](#) [AFFILIATES](#) [EVENTS](#) [NEWS](#) [THE ENGAGED CITY](#)



Origins

About CRE²

[Origins](#)

[Email Us](#)

Following the August 2014 uprisings in Ferguson, Missouri and the campus activism and dialogue that followed, in February 2015 then-Chancellor Mark Wrighton and then-Provost Holden Thorp convened a [Commission on Diversity and Inclusion](#) to create a university-wide plan for diversity.



Chancellor Andrew D. Martin and Adrienne Davis, Founding Director of the Center for the Study of Race, Ethnicity & Equity; Vice Provost; William M. Van Cleave Professor of Law; African and African-American Studies (Affiliate); History (Affiliate); Women, Gender, and Sexuality Studies (Affiliate); Co-Director Law, Identity & Culture Initiative

After two years of work, the Commission issued a comprehensive report. One of the chief recommendations of the [Washington University Commission on Diversity & Inclusion Report](#), CRE² is a university-wide research center for the study of race and ethnicity. The Commission recommended the university create this center to generate research momentum and accelerate the university's capacity to study race and ethnicity and shape discourse on these crucial issues globally, nationally, and locally. [Chancellor Martin announced the founding of the Center in February, 2019](#) and the Center was launched in August 2020.

Center for the Study of Race, Ethnicity & Equity

[ABOUT](#) [FUNDING](#) [CRE² RESEARCH](#) [LEARNING](#) [COMMUNITY](#) [AFFILIATES](#) [EVENTS](#) [NEWS](#) [THE ENGAGED CITY](#)



About CRE²

CRE² brings the research force of Washington University to study how race and ethnicity are integral to the most complex and challenging issues of our time.

We believe in field-defining research, innovative learning, and strategic engagement that will transform scholarship, policy and clinical interventions where race and ethnicity are at the center.

Key Pillars and Initiatives

CRE² centers its work around four strategic pillars that guide our research, collaborations, and community engagement. These pillars reflect our institutional commitments and drive initiatives that are distinct, evolving, and deeply embedded in the region and beyond. While each pillar supports specific areas of inquiry and practice, they are designed to intersect—encouraging innovation across disciplines and partnerships. Together, they represent the foundation of CRE²'s mission to advance the study of race and ethnicity through dynamic scholarship and community-engaged work.

St. Louis Area-Based Research and Partnerships

This geographic focus is reflected in curriculum development, research, clinical practice, and community-engaged scholarship. It is a WashU strength and yet an area in distinct need of continued evolution, highlighting, and coordination. We aim to strengthen support for research, community partnerships and projects, and convenings that address and enhance our knowledge of the history, demographics, culture, and critical policy issues (among others), specific to the greater St. Louis region. We are also eager to play a more active role in better connecting colleagues leading community-engaged scholarship and research based in St. Louis.

About CRE²

[Origins](#)

[Email Us](#)

Center for the Study of Race, Ethnicity & Equity

ABOUT FUNDING CRE² RESEARCH LEARNING COMMUNITY AFFILIATES EVENTS NEWS THE ENGAGED CITY



Course Innovation Grants



[Undergraduate Course Innovation](#)



Learning

Course Innovation Grants
Undergraduate Course Innovation Grant
Graduate Course Innovation Grant
Washington University Student Research Awards
St. Louis High School Student Paper Awards

Washington University in St. Louis

Center for the Study of Race, Ethnicity & Equity

ABOUT FUNDING CRE² RESEARCH LEARNING COMMUNITY AFFILIATES EVENTS NEWS THE ENGAGED CITY



Latinx | Latin American Race & Ethnicity Research Unit

The Latinx | Latin American Race & Ethnicity Research Unit (or L2 for short) aimed to bolster support for and catalyze innovative scholarship, creative practice, and research on race, ethnicity and equity across Latin America and throughout the Latinx diaspora. L2 supports cutting-edge learning opportunities with research components and community connections and partnerships across the University, within the St. Louis region, nationally, and globally.

Guided by a multidisciplinary steering committee of leading scholars, and informed by an advisory group that developed a series of recommendations in 2020, the L2 Unit designed research projects, frameworks, and programming that will serve students, faculty, postdoctoral fellows, residents and trainees, and creative practitioners across the University's seven schools.

The research unit is currently on hiatus. See former members of the advisory group [here](#).

Research

CRE ² Research
Latinx Latin American Race & Ethnicity Research Unit
WashU & Slavery
WUSM-CRE² Grand Rounds Partnership
CRE² Research Workshop Series
Funding Opportunities: Support for Research & Scholarship

Exhibit 16



Picture: O'Fallon Polytechnic Institute, 7th and Chestnut, 1876. Washington University Archives.

REVISITING THE FIRST FIFTY YEARS

WashU & Slavery

Washington University in St. Louis (WashU) was founded in 1853 and developed over its first half-century in downtown St. Louis before relocating to a new "Hilltop campus" west of the city in 1905. Several of the institution's founding leaders derived their wealth and power in part through the dispossession of Native Americans and exploitation of enslaved African Americans, and were otherwise invested in the perpetuation of white dominance, through slavery and other means.

About the Project

The WashU & Slavery Project began in Fall 2020 when the [Center for the Study of Race, Ethnicity & Equity](#) (CRE2) convened a working group to explore participation in Universities Studying Slavery (USS). This group began exploring relationships between slavery, its legacies, and our institutional history, and several courses that year engaged students in related research, including a review of USS projects at other universities. A proposed initial phase of the WashU & Slavery Project was enthusiastically supported by Chancellor Andrew Martin and Provost Beverly Wendland, and WashU formally joined Universities Studying Slavery at the end of Spring 2021.

The WashU & Slavery Project is based in CRE2 to support integration across the institution, an interdisciplinary and collaborative approach, and related strategic plans of the center and other campus and community partners. The initial phase emphasizes research and teaching, including supported student research and creative projects, in close partnership with the university libraries, archives and museum. We will conduct foundational research, further organize and contextualize relevant collections in the university archives, libraries, and museum, create a digital project infrastructure, and facilitate an array of campus and community engagements. The project's scope and impact will grow through wide-ranging research, collaborative campus and regional efforts, and a reparative commitment. This website tracks the progress of our efforts, shares what we are learning, and invites members of the campus and broader community to participate in the WashU & Slavery Project.

Picture: The courthouse in St. Louis photographed ca. 1861, shortly after the U.S. Supreme Court ruling in Dred Scott v. Sandford (1857), a case that began in this St. Louis court in 1846. Founded in 1853, Washington University in St. Louis emerged in this historical and social context, its original campus within a mile of the court.

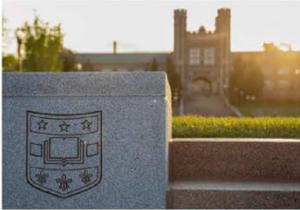


Exhibit 17

Washington University in St. Louis

Office of Institutional Equity

OUR TEAMS EDUCATION AND ENGAGEMENT COMPLIANCE & POLICIES INVESTIGATIONS 



The Office of Institutional Equity (OIE) has been established to build infrastructure to support a diverse and inclusive community. As such, it is responsible for upholding WashU's commitment to the fair and equitable treatment of all employees of the university community.

Our Focus Pillars

We are committed to providing educational classes and engagement opportunities to assist all employees at WashU in addition to providing employee investigational support and resolution in a respectable manner. Our three functional areas help WashU continuously improve processes that promote diversity and help ensure our working and learning environments are discrimination, harassment and retaliation free.



Education & Engagement

Offers innovative education, engagement, and connection opportunities designed to support an environment where all can thrive.

[Learn more >>](#)



Compliance & Policies

Our comprehensive approach to university compliance and ensuring equal opportunity and affirmative action policies are upheld.

[Learn more >>](#)



Investigations & Conflict Resolution

Our team consults & investigates formal and informal complaint to provide resolution options and offer additional conflict resolution tools.

[Learn more >>](#)

Exhibit 18

WashU | Equity, Diversity & Inclusion

FACULTY STAFF STUDENTS

Our Vision Our Community Resources

Our Vision

OUR VISION

[Message from the Chancellor](#)

[Initiatives](#)

WashU aims to be a diverse community fully committed to the principles of equity, fairness and inclusive excellence so that we, collectively and individually, benefit from the rich perspectives and contributions of individuals from all backgrounds.

— “ —



No matter our role, there's always more we can do to explore new perspectives, build new bridges and celebrate the rich diversity of Washington University and the wider world.

[Read more from Chancellor Andrew D. Martin →](#)

University mission

The mission of Washington University in St. Louis is to act in service of truth through the formation of leaders, the discovery of knowledge and the treatment of patients for the betterment of our region, our nation and our world.

At WashU, we generate, disseminate and apply knowledge. We foster freedom of inquiry and expression of ideas in our research, teaching and learning.

We aim to create an environment that encourages and supports wide-ranging exploration at the frontier of discovery by embracing diverse perspectives from individuals of all identities and backgrounds. We promote higher education and rigorous research as a fundamental component of an open, vibrant society. We strive to enhance the lives and livelihoods not only of our students, patients, and employees but also of the people of the greater St. Louis community and beyond. We do so by addressing scientific, social, economic, medical and other challenges in the local, national and international realms.

[Read full statement →](#)

University initiatives

Equity and inclusion don't happen overnight. We have made an intentional commitment to laying the groundwork for our shared vision.

[Learn about our efforts →](#)



University EDI leaders



**Mark Kamimura-
Jiménez**

**Associate Vice Chancellor for
Student Affairs, Dean of the
Center for Diversity and
Inclusion**



Sherree Wilson

**Associate Vice Chancellor
and Associate Dean of
Diversity, Equity, and
Inclusion**

School of Medicine

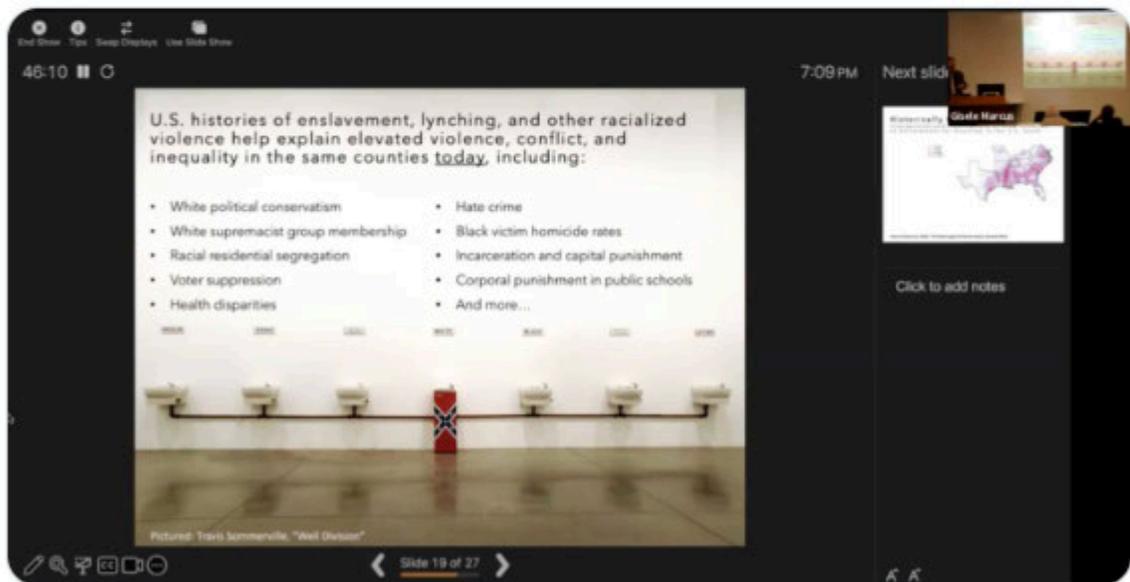
Exhibit 19



/1 🇺🇸 EXPOSED — At @WashU in St. Louis, DEI isn't a framework. It's a creed — engineered, enforced, and embedded into every classroom. What was once an elite university has become a factory for ideological conformity.

Is it WashU — or BrainwashU?

You decide.

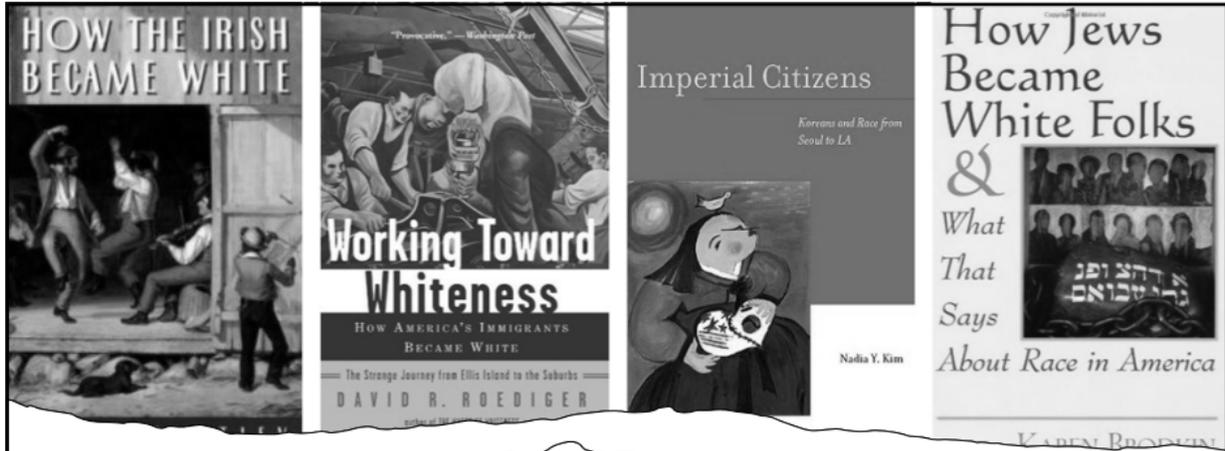


10:06 AM · Nov 4, 2025 · 13.9K Views

U.S. histories of enslavement, lynching, and other racialized violence help explain elevated violence, conflict, and inequality in the same counties today, including:

- White political conservatism
- White supremacist group membership
- Racial residential segregation
- Voter suppression
- Health disparities
- Hate crime
- Black victim homicide rates
- Incarceration and capital punishment
- Corporal punishment in public schools
- And more...





How ethnic groups become “white”

A large body of historical and sociological research examines how various marginalized “ethno-racial” groups – e.g., the Irish, Jews, Koreans, and Blacks – have actively pursued racial classification or recognition as “white,” to access associated advantages.

Implicit Bias

Attitudinal studies show a substantial decline in levels of explicit racial bias over the past fifty years, but consistent implicit bias.

- **Explicit vs. Implicit Bias:**
 - **Explicit Bias:**
Consciously held preferences (for/against)
 - **Implicit Bias:**
Subconsciously held preferences (for/against)
- **Implicit biases** are not well reflected in explicit self-reported measures (i.e., are you racist?), given:

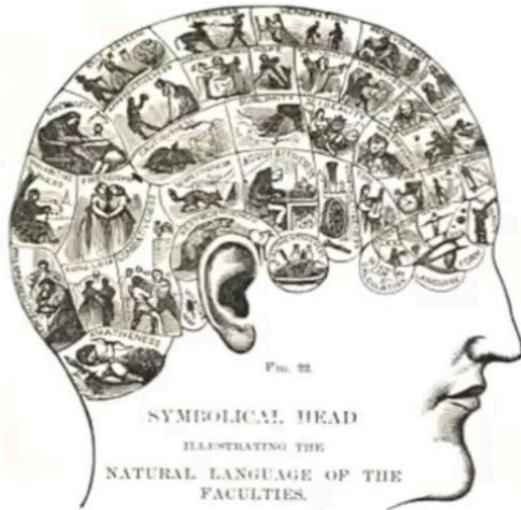


Exhibit 20

1/30/25, 7:53 PM

Qualtrics Survey | Qualtrics Experience Management

- Preferred response not listed (Please specify):

What is your sexual orientation?

- Heterosexual
- Bisexual
- Queer
- Questioning
- Asexual
- Preferred response not listed (Please specify):

Please indicate the racial or ethnic groups with which you identify. (Check all that apply.)

- African American/Black
- Asian American/Asian
- Hispanic/Latino/a
- Middle Eastern/North African
- Native American/Alaskan Native
- Native Hawaiian/Other Pacific Islander
- White
- Other (Please specify):

If you indicated that you identify with more than one racial or ethnic group, of the following, please mark the one racial or ethnic group with which you most identify.

- African American/Black
- Asian American/Asian
- Hispanic/Latino/a
- Middle Eastern/North African
- Native American/Alaskan Native
- Native Hawaiian/Other Pacific Islander
- White

Exhibit 21

Diversity, Equity, Inclusion & Belonging in Teamwork



WashU Olin
Business School



Today's Agenda

- Review key concepts and frameworks
- Guest Speaker Q&A
- Opening Week at Darden
- Choose Your Own Adventure Jigsaw



WashU Olin
Business School

Dr. Melanie Prengler

Assistant Professor of Organizational Behavior
University of Virginia Darden School of Business

PhD in Organizational Behavior from Texas A&M
MA in Clinical Mental Health Counseling from Sam Houston State University
BA in Psychology from Texas A&M

Allyship & anti-racism
Efforts to reduce systemic racism
Promote diversity, equity, inclusion & belonging



WashU Olin
Business School

Dr. Akberet Boykin Farr

Vice President of Diversity & Social Responsibility at Emerson

PhD in Organizational Theory from St. Louis University
MBA in Human Resource Management from St. Louis Univ.
BA in Science, Management, and Industrial Relations from St. Louis University

Over 20 years of experience in HR management, significant accomplishments include leadership and management of corporate and division functions.



WashU Olin
Business School

Land Acknowledgement



Washington University in St. Louis occupies the ancestral, traditional, and contemporary lands of the Osage Nation, Missouria, Illinois Confederacy and many other tribes as the custodians of the land where we reside, occupy, and call home. We recognize their sovereignty was never ceded after unjust removal and encourage your own research on tribal removal, tribal sovereignty, and the history of the land you reside.



WashU Olin Business School

DIVERSITY

SURFACE LEVEL

Visually perceptible, physical, immutable

Immediately apparent

Race, ethnicity, age, gender

DEEP LEVEL

Visually imperceptible, more mutable

Communicated through verbal and non-verbal patterns

Technical skills, professional background

Personality, values, beliefs

Harrison et al. 1998

ALL OF THE DIFFERENCES THAT PEOPLE BRING TO A TEAM OR GROUP.



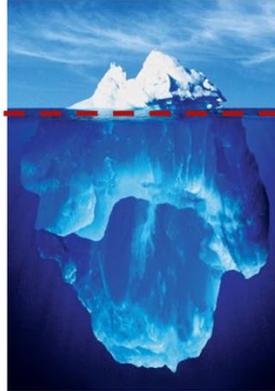
WashU Olin Business School

DIVERSITY

SURFACE LEVEL

may make it difficult for teams to integrate and perform well initially.

Short Term Effects



Long Term Effects

DEEP LEVEL

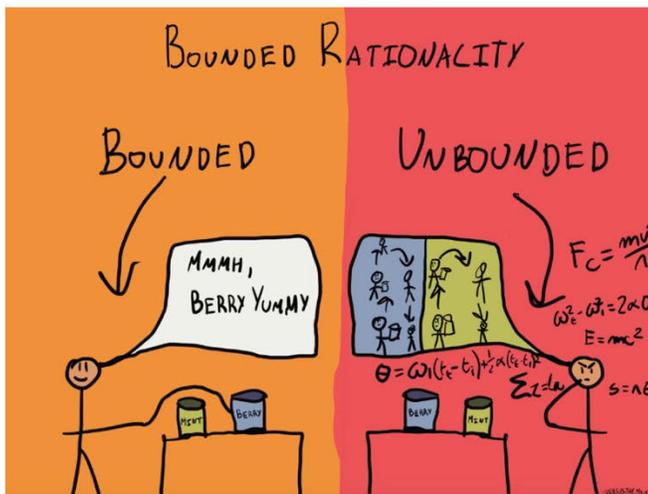
has little immediate effect on integration and performance but poses the greatest long-term challenges

**WHICH LEVEL
POSES THE
GREATEST
CHALLENGES
TO TEAMS?**



WashU Olin
Business School

How Diversity Works



**Does surface
or deep level
diversity help
teams
perform?**

HOW DIVERSITY WORKS

Teams higher in surface level diversity are more innovative than homogeneous groups.

HOW – Simply interacting with individuals who are different:

- forces members to prepare better,
- to anticipate alternative viewpoints, and
- to expect that reaching consensus will take effort.

Phillips et al. 2014



WHAT CHALLENGES DOES DIVERSITY BRING?

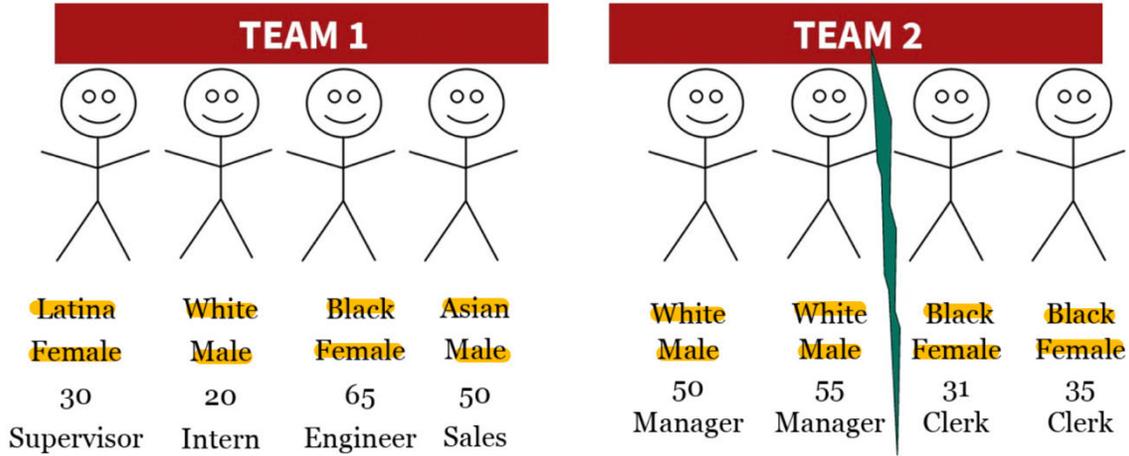
1. Decreases social contracts
2. Reduces social interaction and integration
3. Decreases communication frequency
4. Reduces group cohesion

Which of these was evident in the case study?

Blau 1977, O'Reilly et al. 1989

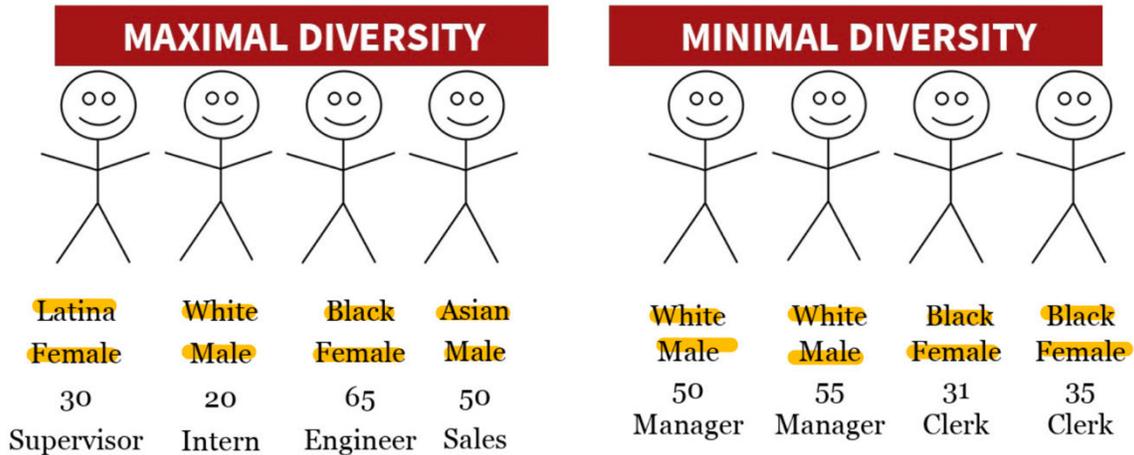


Which Team is More Vulnerable to Developing a Faultline?



Lau & Murningham 1998

Are the Teams *Equally* Diverse?



Lau & Murningham 1998

Bridging Faultlines

Has your team scheduled relationship building activities into your timetables?

Have you considered how you will intentionally build and strengthen relationships?

Or are you simply expecting that to happen on its own?

Task Orientation
vs.
Relational Orientation

Gratton, Voigt, & Erickson, 2007

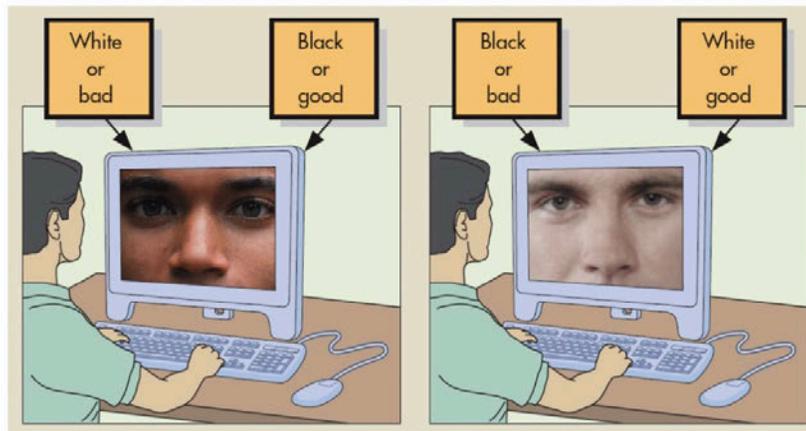


WashU Olin Business School

BIAS

Unconscious or conscious thoughts that influence our actions.

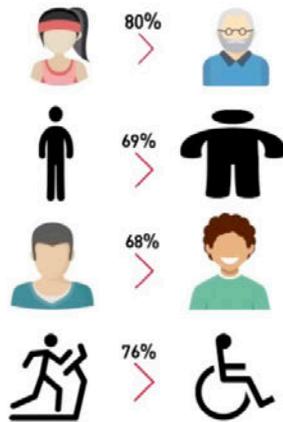
Can be contradictory to our consciously held beliefs.



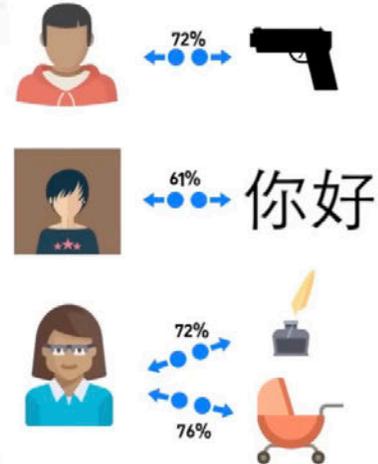
WashU Olin Business School

BIAS

Implicit Attitudes



Implicit Stereotypes



Implicit.Harvard.edu

DISCRIMINATION

Denial of opportunities. Different treatment.

Individual, organizational, structural, societal

Resume Field Experiments

Applicants with White-sounding names **received 50% more callbacks** for interviews than equally qualified applicants with Black-sounding names.

Whitening résumés by altering names and extracurriculars increased the callback rate from 10% to nearly 26% for Blacks, and from about 12% to 21% for Asians.

Bertrand & Mullainathan 2010



WashU Olin
Business School

Inclusion & Belonging

Se
Seen

When you are **seen** at work, you are recognized, rewarded, and respected by your colleagues.

Co
Connected

When you are **connected** at work, you have positive, authentic social interactions with peers, managers, and senior leaders.

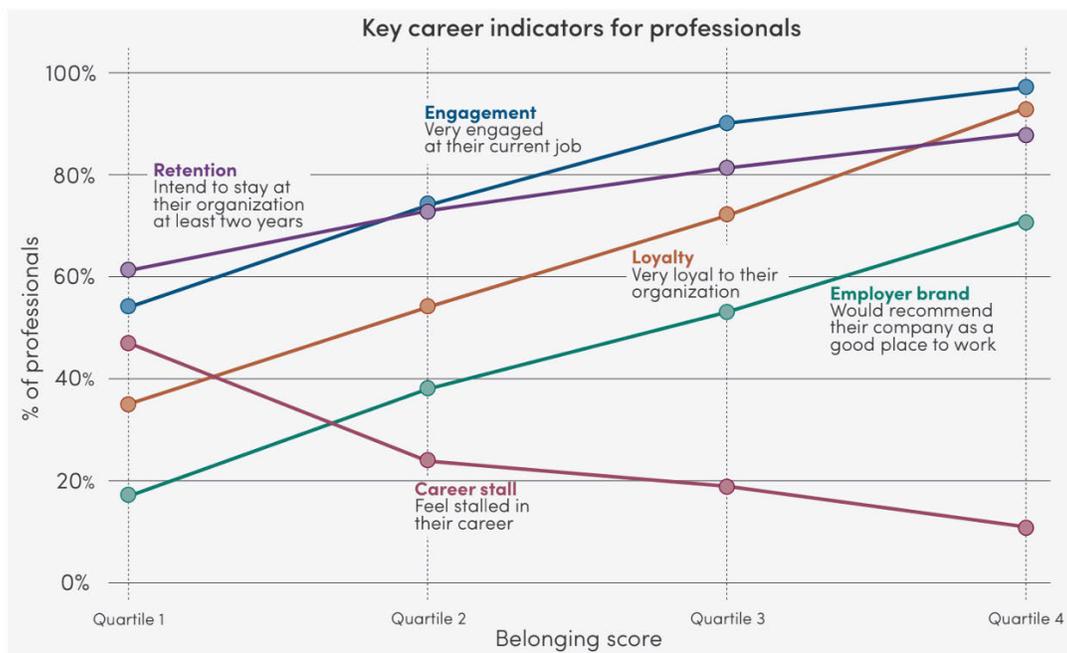
Su
Supported

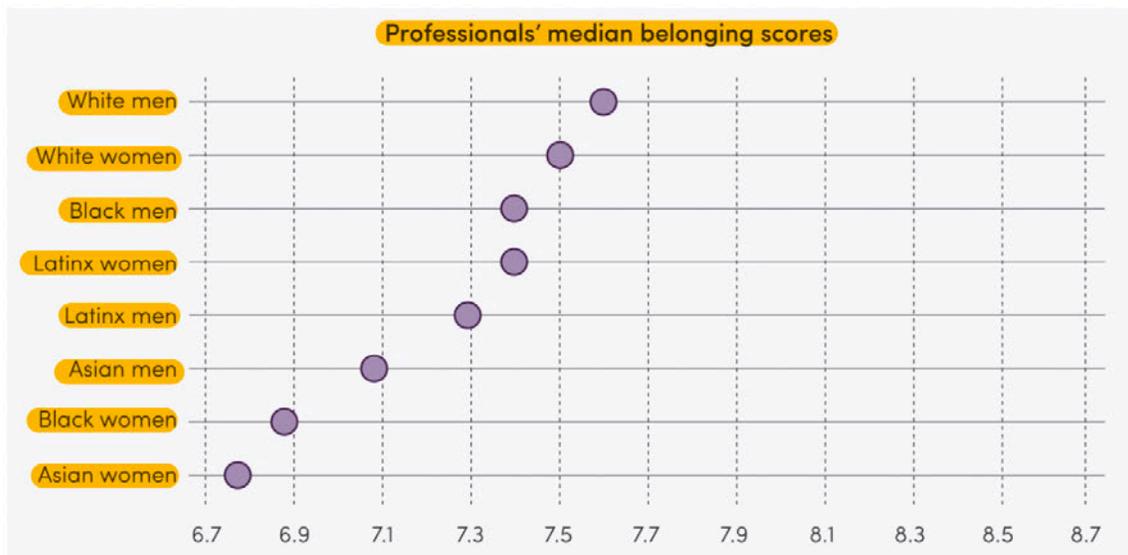
When you are **supported** at work, those around you—from your peers to senior leaders—give you what you need to get your work done and live a full life.

Pr
Proud

When you are **proud** of your work and your organization, you feel aligned with its purpose, vision, and values.

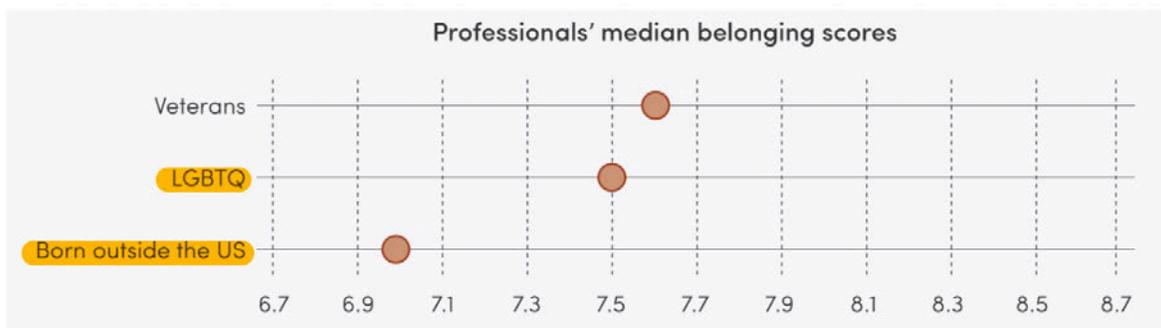
The Power of Belonging, Kennedy et al., 2020

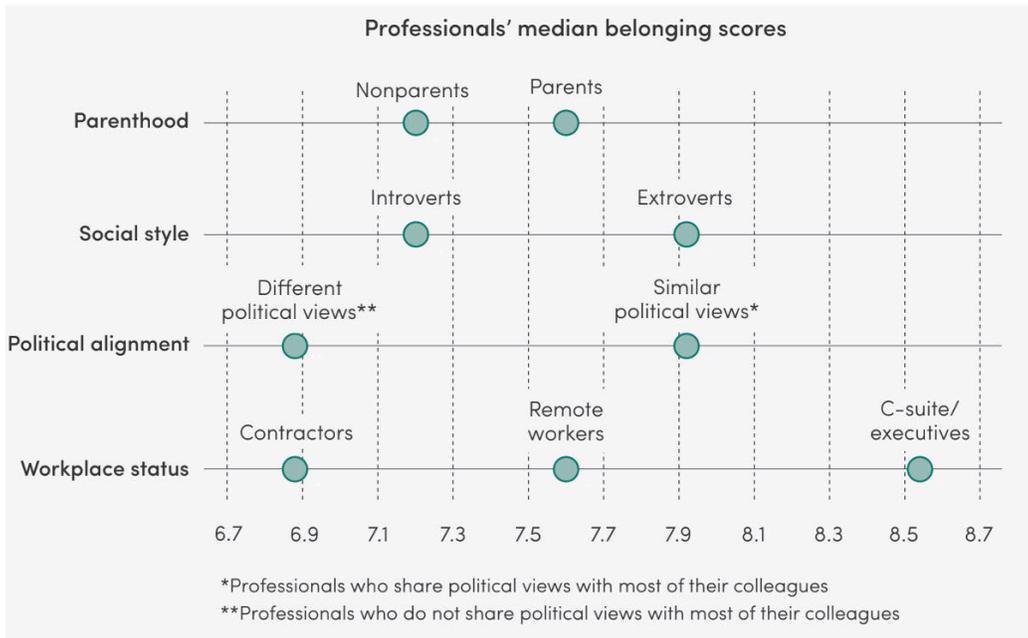




Who Feels Belonging?

Who Feels Belonging?





How Well Do You Belong?

1 = strongly disagree

5 = strongly agree



I feel seen in my team. I feel recognized, rewarded and respected by my teammates (MBA cohort peers).



I have positive, authentic social interactions with my teammates (MBA cohort peers).



My teammates (MBA cohort peers) give me what I need to get my work done and live a full life.



When I feel proud of my work and team, I feel aligned with its purpose, vision, and values.

Build Belonging For All

Acknowledge and thank teammates (cohort mates)

Respect others' commitments outside of work

Provide help – “instrumental assistance”

- Help perform tasks
- Provide insider information
- Make introductions
- Give endorsements (in meetings or class)
- Encourage minority/lower status voices to speak first

Take care of members' emotionally

- Check in with others personally before and after meetings



WashU Olin
Business School

Commit to Doing the Work

Identify someone on your team who is (or you suspect is) lower in belonging.

Commit to do three things in the next week to support their belonging.

Write them down.

Identify someone in the Cohort who you suspect is lower in belonging.

Commit to do three things in the next week to support their belonging.



WashU Olin
Business School

Opening Week at Darden



What do the members
have in common?

What experiences
resonated with you?

How are biases
influencing their
behavior?

What are the “missed
opportunities” for
inclusion?



WashU Olin
Business School

PRIVILEGE

When one group has something of value that is not accessible to members of other groups simply because of the groups they belong to rather than because of anything they’ve done or failed to do.

A.G. Johnson



WashU Olin
Business School

SUSPENDING JUDGEMENT

When one group has something of value that is not accessible to members of other groups simply because of the groups they belong to rather than because of anything they've done or failed to do.

A.G. Johnson



Choose Your Own Adventure Jigsaw



Form a circle with your group.

Choosing ONE reading *at a time*, go around and describe:

- What reading you chose
- Why you chose it
- A couple captivating quotes, perspectives, statistics, information you gained

Paste the best quotes, stats, insights on a PPT slide.



Exhibit 22



Considerations for this Activity

- To provide an opportunity for team members to **connect and reflect on the experience of having (or not having) privilege.**
- Team members will be able to **identify privileges that they take for granted in their everyday life.**
- Team members will discuss what types of privileges (social, financial, legal, etc.) are **important** to them and **why that may differ from others in their group.**
- Team members will be able to **investigate and discuss what groups may have limited access to what privileges and effect that lack of access may have on an individual.**



Privilege for Sale Instructions



- **Imagine you are living in a world where none of you have privileges**
- **In this activity you are given a list of privileges.**
- **As a group you may purchase privileges. Each privilege costs \$100. Each group will be given an amount of money to purchase privileges.**
- **Remember to allow everyone to express their opinion and really speak up as to why the privileges you would like to see should be included.**

50 POTENTIAL PRIVILEGES IN THE WORKPLACE

1. You are white.
2. You are male.
3. You are straight.
4. You are cisgender (you identify as the gender you were assigned at birth).
5. You're not significantly younger or older than your coworkers.
6. You don't have any disabilities, visible or otherwise.
7. You have a college degree.
8. You attended an elite university.
9. You were born in the United States or you're a citizen of the United States.
10. English is your first language.
11. You don't receive comments about your accent or the way you pronounce certain words.
12. You've never been passed over for a job (or fired from one) based on your gender, race or ethnicity, religion, age, body shape or size, disability, or sexual orientation.
13. You are partnered and feel comfortable speaking openly about your significant other.
14. You're not the primary caregiver for anyone else.
15. You feel welcome at networking opportunities.
16. You aren't asked to do menial tasks that colleagues of another gender or race are asked to do.
17. Others don't routinely assume you're a lower seniority level than you are.
18. You feel comfortable actively and effectively contributing to meetings you attend.
19. You're rarely interrupted or ignored in meetings.
20. You are confident that if you raise an idea in a meeting, you'll be credited for that idea.
21. Your manager maintains eye contact when speaking to you.
22. You recently received feedback about a technical skill you need to learn.
23. You have spare time to spend on open source projects or learning new technologies.
24. You haven't been told to wait your turn for a promotion or plum project assignment behind an equally qualified peer.
25. You have gotten a job or a promotion with the help of a social, family, or school-related connection.
26. You can talk about politically or identity-oriented extracurricular activities without fear of judgment or bias from colleagues.
27. You can observe the holy days in your religious tradition without having to use vacation days.
28. You feel welcome and valued on group projects.
29. You've never been called a "diversity hire."
30. When meeting people at technical events, they assume you're attending in a technical role (versus being the partner of an attendee or that you work in a non-technical role).
31. At events, people don't mistake you for a member of the catering staff.
32. You don't receive unwanted sexual advances at work.
33. You haven't had to change teams or companies because of harassment.
34. You feel physically safe at work and at professional events.
35. You feel safe leaving work late at night and going home after evening events.
36. You have stable housing.
37. You're confident that if you were to lose your job, you'd be able to land another one without worrying about paying bills.
38. You can afford to join out-of-office lunches or after-work social activities.
39. You can manage monthly payments on any debt you have.
40. You never have to decide which bills to pay or go without meals because of not being able to afford food.
41. You're not financially supporting a parent, grandparent, sibling, or other extended family member(s).
42. You have a partner who takes on a large share of household and family responsibilities.
43. You're rarely, if ever, late to work or miss work because of a child's illness or family emergency.
44. You don't have a long career gap on your resume.
45. You've never been arrested, incarcerated, or charged with a criminal offense.
46. People never touch you or your hair without consent.
47. You're comfortable speaking in meetings, without worrying someone will find a flaw in your logic and prove you're not qualified to be there.
48. You don't receive abusive comments on social media.
49. You don't remember the last time someone was condescending or overly pedantic when explaining a topic to you.
50. You don't depend on a sponsor, mentor, or any other ally to be respected and taken seriously.



Being an ally is a journey. Want to join us?

Get our weekly "5 Ally Actions" newsletter at betterallies.com
Follow @betterallies on Twitter, Instagram, Pinterest, and Medium



CC BY 4.0

Exhibit 23

16/20

In-Class Exercise 2 Questions

INSTRUCTIONS: Carefully read each question and select the best response based on your readings and class discussions. Encircle the correct answer. Each correct answer is worth two (2) points.

A

1. Which of the following statements is TRUE?

- a. Privilege is a benefit some individuals enjoy based on certain traits or social identities, granting them power and advantages not necessarily earned.
- b. Privilege is exclusively a financial advantage.
- c. Privilege is solely the result of individual merit and hard work.
- d. Privilege is power and those who have it are always aware they have privilege.
- e. Privilege is a concept that has no tangible effect on people's lives.

D

2. In her Harvard Business Review article, "Do Your Global Teams See DEI as an American Issue?", Poornima Luthra underscores the important role culture and history play in DEI efforts. An example she highlights is the Law of Jante, an influential law among Nordic countries that promotes equality by discouraging individuals from thinking they are better than others. What potential downside/s to this law does Luthra identify?

- a. It can create a positive bias.
- b. It can lead individuals to assume that inequalities do not exist.
- c. It can hinder efforts to acknowledge and address disparities.
- d. All of the above.
- e. Only a and c

A

3. FILL IN THE BLANKS. _____ involves conscious and intentional preferences or prejudices, whereas _____ are unconscious attitudes or stereotypes that affect understanding, actions, and decisions.

- a. Explicit bias, implicit bias
- b. Implicit bias, unobvious bias
- c. Attribution bias, beauty bias
- d. None of the above

D

4. In Chapter 1 of their book "Overcoming Bias", Tiffany Jana and Michael Baran suggest various strategies for addressing unconscious bias. Which approach demonstrates a comprehensive understanding of the issue?

- a. Ignoring biases, as they are a natural part of human cognition and mostly harmless.

- b. Focusing on individual self-awareness without acknowledging the systemic nature of bias.
- c. Promoting a zero-tolerance policy towards any expression of bias, without addressing the underlying causes.
- d. Implementing systemic changes, fostering self-awareness, expanding social circles to enhance cultural competence, and encouraging individuals to speak out against bias.

C 5. According to Grossman, what key challenge do employers confront in their efforts to accommodate religious diversity?

- a. Difficulty in identifying employees' sincerely held religious beliefs.
- b. Balancing the need to accommodate religious practices with the obligation to prevent harassment or a hostile work environment.
- c. Rising cost in providing religious accommodations.
- d. Lack of employee interest in religious expression.

(B)

A

6. FILL IN THE BLANKS. Habit #20 (Have Coffee (or Tea) focuses on _____. An example of doing so is by _____.

- | | | | |
|---|---|---|--|
| A | Limiting discussions to only superficial topics. | D | Breaking down social barriers by building relationships with people outside your familiar circles. |
| B | Reinforcing existing relationships and avoiding discomfort. | E | Networking with people who can benefit you. |
| C | Welcoming only close friends to your home. | F | Actively exploring unfamiliar cultural or religious events. |

- a. D, F
- b. B, F
- c. E, A
- d. C, E

C

7. Following the death of George Floyd, several companies pledged billions of dollars to promote racial justice. What concern do DEI strategists raise regarding corporate responses to George Floyd's death?

- a. The private sector is too involved in social justice issues. This is clearly a public sector problem.
- b. Companies are not investing enough in diversity, equity, and inclusion.
- c. Several companies focus more on performative inclusion without making any lasting, substantive change.
- d. That companies are facing boycotts for supporting racial equity

...ture of bias.
...dressing the
...cycles to

C 8. Which statement best captures the complexity of unconscious bias?

- They are overt prejudices that individuals are aware of.
- They are detrimental and have to be eradicated.
- They are natural cognitive shortcuts that become problematic when they influence judgment and reinforce stereotypes, limiting diverse perspectives.
- They have no effect on workplace dynamics and organizational culture.

B 9. Racial justice only became an important issue in the US after the death of George Floyd.

- a. True
- b. False

A 10. Which of the following lists the steps of the Confrontation Model in the correct order?

- a. Inquire, Introduce, Inform, Impact, Incentivize
- b. Introduce, Impact, Inquire, Inform, Incentivize
- c. Introduce, Inform, Inquire, Impact, Incentivize
- d. Impact, Introduce, Inquire, Inform, Incentivize

(B)

18/20

90%

Name

Section 2 11:30 AM

In-Class Exercise #3

INSTRUCTIONS: Carefully read each question and select the best response based on your readings and class discussions. Circle the correct answer, *unless otherwise indicated*. Each correct answer is worth two (2) points.

A 1. The Harvard Business Review article, *Do Global Teams See DEI as an American Issue?*, suggests that a limitation of a purely US-centric approach to DEI in global organizations is:

- a. DEI's universal applicability across all cultural contexts.
- b. DEI's inherent focus on objective meritocracy.
- c. Potential resistance and disengagement in global offices.
- d. DEI's ease of implementation due to established frameworks.

B 2. **TRUE OR FALSE.** While there has been a rise in the employment of persons with disabilities, true inclusion requires solely the implementation of the right technologies.

- a. True
- b. False

Answer: FALSE. Creating a conducive environment is also crucial

B 3. When considering the use of assessment tests in hiring, a key concern regarding neurodiverse talent is:

- a. Neurodivergent individuals consistently underperform on standardized tests due to inherent cognitive deficits.
- b. Tests may evaluate skills not directly related to the job and may not provide necessary accommodations, leading to an underrepresentation of capable neurodivergent candidates.
- c. Assessment tests accurately and objectively measure all relevant skills necessary for job performance.
- d. Providing accommodations on assessment tests gives neurodivergent candidates an unfair advantage over neurotypical candidates.

9 4. The "Glocal" approach to DEI emphasizes:

- a) Combining global DEI strategies with adaptation for local contexts.
- b) Standardizing DEI initiatives across all global locations for consistency.
- c) Primarily focusing on the diversity dimensions prevalent in the United States.
- d) Centralizing all DEI decision-making at the headquarters.

5 5. Match each word in Column A with its best definition in Column B by drawing a line to connect them (1/3 point each).

Column A	Column B
Sexual Orientation	<input checked="" type="radio"/> A multidimensional construct with psychological, social, and behavioral dimensions including gender identity and gender expression. It may be reported in terms of a person's felt, desired, or intended identity and expression, as well as how an individual believes he or she is perceived by others
Transgender Woman	<input checked="" type="radio"/> Refers to individuals whose gender identity matches their sex assigned at birth
Intersex	<input checked="" type="radio"/> Primary physical, romantic, and/or emotional attraction to other people
Gender	<input checked="" type="radio"/> A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male.
Cisgender	<input checked="" type="radio"/> Someone who is assigned male at birth but who identifies as female
Transgender Man	<input checked="" type="radio"/> Someone who is assigned female at birth but who identifies as male

d 6. The concept of "masking" among neurodivergent individuals is relevant for managers to understand because:

- a. It indicates a lack of authenticity and can be addressed by encouraging more "genuine" behavior.
- b. It is a sign that the individual is successfully integrating into the neurotypical workplace culture.
- c. It is a manipulative tactic used by neurodivergent individuals to gain preferential treatment.
- d. It requires significant cognitive and emotional effort and can lead to burnout, highlighting the need for supportive and understanding work environments.

7. Fill in the blanks with the correct answer from the options provided in the box (1/3 points each):

Gender Identity is the gender you feel you are on the inside, while Gender expression refers to how we show our identity to others. Meanwhile, Gender role is society's concept of how men or women should behave.

Cisgender	Intersex	<u>Gender expression</u>
Bias	Protocol	Male
<u>Gender identity</u>	Sexual expression	Privilege
Heuristics	Stereotypes	Sex
Bisexual	<u>Gender role</u>	Genetic predisposition

C 8. Which of the following is highlighted as a strategy or strategies for developing cultural competence?

- a. Seek to understand the cultural differences in others by not assuming a complete understanding of another culture after minimal interaction.
- b. Being curious and asking questions without judgment.
- c. All of the above
- d. None of the above

A

9. The examples of companies like Microsoft, SAP, and Freddie Mac reforming their HR processes to access neurodiverse talent demonstrate that:

- a. Proactive and tailored approaches to recruitment, onboarding, and support can unlock the unique skills and perspectives of neurodivergent individuals.
- b. Neurodivergent individuals are only suitable for specific, highly technical roles.
- c. Traditional HR processes are inherently fair and effective in identifying all qualified candidates.
- d. Accommodating neurodivergent employees requires significant financial investment with questionable return on investment.

B

10. When you are unsure of someone's preferred pronouns:

- a. Avoid the use of pronouns altogether to prevent mistakes.
- b. Ask the individual directly.
- c. Use the pronouns that seem most appropriate based on one's appearance.
- d. Assume they/them pronouns, even if you have the opportunity to ask

BC
a-1
✓
II. **MULTIPLE CHOICE. Underline the letter corresponding to the best answer.**

✓ C 1. In the reading, *Why Diversity Programs Fail*, what is cited as a reason why mandatory diversity training may not be effective?

- A It consistently reinforces positive messages about inclusion.
- B It always leads to enduring behavioral changes.
- C It can activate bias or be met with anger and resistance.
- D Managers readily embrace the opportunity to learn about diversity in a mandatory setting.

✓ B 2. An effective DEI policy/commitment statement should answer which among the following questions?

- A What are the current diversity statistics of the company?
- B What is important, why is it important, and who is responsible?
- C How much budget will be allocated to DEI initiatives?
- D Which external DEI consulting firms will be hired?

III. **TRUE OR FALSE. On the blank provided before each number, write T if the statement is True and F if the statement is False.**

✓ F 1. According to Bain & Company brief, *Better Inclusion for Latino Talent Will Build Stronger Organizations*, the emphasis on behavioral enablers of inclusion over systemic enablers is a uniform preference across all subgroups within the Latino community in the US, irrespective of gender or generational differences.

✓ T 2. The McKinsey report explicitly states that Asian Americans have the largest income disparity among any of the races and ethnicities in the US, underscoring the wide range of economic outcomes within the Asian American community, with a significant number of individuals living below the federal poverty line. Therefore, income inequality within the Asian American population is higher, not lower, compared to other groups.

✓ F 3. The "model minority" stereotype accurately reflects the lived experiences of most Asian Americans in the US workforce, as evidenced by their overrepresentation in high-wage occupations and consistently equitable rates of advancement to leadership positions across all subgroups and genders.

✓
a

BONUS QUESTION. *The points you earn will be added to your score from Part I to III.*

For Section 2. Which among the following choices accurately summarizes the common diversity challenges confronted by China, India, Cameroon, and Croatia?

- a. Ethnic and cultural tensions, gender inequality
- b. Religious intolerance and language extinction
- c. Urban-rural migration and youth unemployment

Exhibit 24

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- Financial Accounting
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- Platform Industry Seminars
- Global Immersion: Barcelona

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- **Diversity, Equity and Inclusion**
- Implementing Strategies through Global Operations
- Strategic Cost Analysis
- Global Immersion: Singapore

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- Managerial Economics
- Marketing Management
- Financial Management
- Operations Management
- Financial Accounting
- General Management Practice for International Business

Spring Semester 1

- Data Analytics for Business Leaders
- **Leading Across Differences**
- Implementing Strategies through Global Operations
- Strategic Cost Analysis
- Values Based, Data Driven Decision Making

General Information

Course OB 5603 - Leading Across Differences

Description Given the challenges that we face locally both nationally and globally, managers need to develop the necessary skills to thrive socially and professionally in diverse contexts and communities. Most successful managers are able to incorporate and capitalize on the diversity of their employee population. However, by its nature, diversity means that we have different points of view, different values, different understandings and ways of knowing, different cultures and nationalities, and different ideas about how to measure and implement success and other factors in our organizations. Failure to incorporate and value those diverse voices can lead to conflict, negative press, turnover and poor performance in organizations and leave us paralyzed. Alternatively, we can capitalize on our diversity instead of letting it divide us. **In so doing, we incorporate more points of view in our thought processes, consider novel alternatives, enhance creativity and performance, and incorporate all of our human assets by focusing on the basic values of equity, equality and inclusion. In this course, we will explore the impact of diverse organizational and multicultural contexts, with topics relevant to the workplace and our interactions, perceptions, and outcomes by exploring difference in terms of nationality, ethnicity, age, cultural values, gender differences, sexual orientation and different abilities. We take an interdisciplinary approach to the topic of diversity and inclusion. We will highlight diversity, equity and inclusion from the perspective of areas within business, law, and sociology. As we cover each topic area, we will juxtapose specific business practices and their impact (or lack thereof) on members of a diverse organization. We will also attend to the impact of different perspectives in terms of how business practices may be viewed by diverse employees, customers and stockholders.** Our agenda will be accomplished in discipline-specific segments, where we examine a specific topic/business practice and its impact on various constituencies, identities and organizational outcomes. Students can expect discussions that at times involve conflicting ideas and positions. These discussions should be approached with humility and respect, and students should be courteous and professional.

Academic Period Spring 2026

Instructor Marcus, Gisele

Start/End Date 01/12/2026 - 05/06/2026

Status Open

Exhibit 25

Group Project - Case Presentation 20%

Assignments include a 25-minute video due on Monday, April 21, and a 10-minute in person summary presentation to Mastercard on April 28 and 29. This presentation will be followed by a 10 – 15 minute Question and Answer session.

Case Study: Mastercard's Strategic Focus on Gen Z Neurodivergent Talent

Mastercard, a global leader in payment solutions, has consistently positioned itself as a pioneer in innovation and inclusion. With Gen Z now entering the workforce, the company faces the challenge of attracting, retaining, and enabling a diverse segment of this generation—those who self-identify as neurodivergent. Neurodiversity encompasses conditions such as autism spectrum disorder (ASD), ADHD, dyslexia, and other cognitive differences. Recognizing the value of neurodivergent talent in fostering creativity, innovation, and unique problem-solving approaches, Mastercard seeks to build a workplace culture and operational strategy that fully integrates and supports this group.

The Opportunity

Gen Z is the [most diverse generation in history, and they place a high value on prioritizing diversity, equity, and inclusion \(DEI\) when evaluating employers](#). In addition, [50-60% of Gen Z self-identify as neurodivergent](#). Companies with inclusive hiring practices are more likely to attract top-tier talent from this generation. Neurodivergent individuals bring distinct skills, including pattern recognition, attention to detail, and unconventional problem-solving—traits that are highly valuable in technology-driven industries like Mastercard's.

The Challenges

This case challenges MBA students to think critically about implementing sustainable and impactful strategies to attract, retain, and enable neurodivergent talent within a global organization.

Mastercard must address several challenges to achieve its goals:

- Adjusting recruitment practices to best attract gen z talent
- Consider accommodations to retain gen z talent (facilities, benefits, compensation packaging, etc.)
- Consider cultural and financial implications across potential solutions
- Consider the global nature of our business, internally and externally
- Consider regulatory implications across various markets

Current State at Mastercard

Mastercard has made strides in DEI through initiatives like its "True Name" card, which supports LGBTQ+ inclusion. Mastercard touts being an organization that endeavors to provide "Inclusion for All", with 9 business Resource Groups and 159 chapters. However, the intersectionality of neurodiversity and the Gen Z population remains an emerging focus. Current programs lack a targeted approach to this demographic, presenting an opportunity to establish Mastercard as a leader in neurodivergent inclusion.

Mastercard's commitment to DEI has positioned it as a forward-thinking employer. By focusing on neurodivergent Gen Z talent, the company has an opportunity to unlock innovation, enhance its workforce diversity, and solidify its reputation as a leader in inclusion.

Case Questions

20

- **Strategic Alignment:** How can Mastercard align its neurodivergent inclusion efforts with its broader DEI strategy to enhance its employer brand?
- **Recruitment Innovation:** What specific tactics can Mastercard employ to identify and attract neurodivergent talent without relying on traditional recruitment methods?
- **Retention Metrics:** What metrics should Mastercard use to evaluate the success of its neurodivergent employee retention initiatives?
- **Cultural Change:** How can Mastercard foster a company-wide culture that supports neurodivergent employees and reduces stigma?
- **Partnership Opportunities:** Which external organizations or resources should Mastercard collaborate with to strengthen its neurodiversity strategy?
- **Long-Term Impact:** What are the potential long-term benefits for Mastercard in investing in neurodivergent talent, and how can these be measured?

Reading Materials

- [Get Ready For Gen-Z In Neurodiversity: Collaborative, Authentic, Intersectional And Ethical. Or Else.](#)
- [Generation Z in the United States - statistics & facts | Statista](#)

The grading scale follows:

	Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory
Strategic Alignment (5 points)	Clearly integrates neurodivergent inclusion into Mastercard’s broader DEI strategy with strong alignment to business objectives and employer branding. Uses data and/or case studies for support.	Aligns neurodivergent inclusion with DEI strategy but lacks depth in employer branding impact. Some supporting data is provided.	Shows general alignment with Mastercard’s DEI goals but lacks specific connections to employer brand enhancement.	Limited connection to Mastercard’s DEI efforts with minimal discussion on branding.	No clear alignment with Mastercard’s DEI strategy or employer brand.
	5	4	3	2	0

Recruitment Innovation (10 points)	Proposes creative, feasible, and scalable recruitment tactics.	Suggests innovative strategies but lacks details on implementation or scalability.	Presents basic recruitment adaptations but relies on traditional methods.	Mentions recruitment strategies but lacks neurodivergent-specific considerations.	No innovative recruitment tactics presented.
	10	8	6	4	0
Retention Metrics (5 points)	Defines clear, relevant, and measurable KPIs with a strong tracking methodology.	Proposes useful retention metrics but lacks comprehensive tracking mechanisms.	Identifies some metrics but does not explain how they will be measured effectively.	Mentions retention but lacks specific metrics or measurement strategies.	No retention metrics provided.
	5	4	3	2	0
Cultural Change (10 points)	Proposes actionable initiatives that foster a neuro-inclusive culture with measurable impact.	Suggests strong cultural initiatives but lacks depth in execution or scalability.	Discusses culture change but lacks clear, actionable strategies.	Mentions cultural change but does not connect it to neurodiversity.	No discussion of cultural change or stigma reduction.
	10	8	6	4	0
Partnership Opportunities (5 points)	Identifies key partnerships and articulates how collaboration enhances Mastercard's neurodiversity strategy.	Suggests relevant partnerships but lacks depth in engagement strategy.	Identifies potential partners but does not explain how they add value.	Mentions partnerships but provides no strategic rationale.	No external partnerships proposed.
	5	4	3	2	0
Long-Term Impact (5 points)	Provides a forward-thinking,	Presents a solid long-term strategy but	Discusses long-term impact but lacks a clear	Mentions long-term benefits but without	No long-term vision or measurable

Exhibit 26

6/13/25, 11:59 AM

Personal Audit/Reflection #1

Personal Audit/Reflection #1

- Due Feb 3 by 11:59pm
- Points 20
- Submitting a text entry box or a file upload
- Available Jan 31 at 12am - Apr 29 at 11:59pm

This assignment was locked Apr 29 at 11:59pm.

Personal Audit/Reflection #1: Practices that Promote Inequality (due uploaded to Canvas by 11:59pm)

- Identify a practice in your current or former organization that promotes inequality in 300-500 words.
 - How does/did it promote inequality?
 - What would you recommend the organization change to reduce the unfair outcomes?
 - How would they implement this change including specific measurements?

Upload to Canvas at the indicated time. 300-500 words each. Students should relate the course topics and discussion in class to their own personal situation. Be specific and be honest. There is obviously no right answer.

A high-quality personal audit/reflection meets these criteria (20 points):

- 300-500 words each – 2.5 points
- Relates class concepts to specific experiences you have had or witnessed – 5 points
- Shows evidence of critical thinking - 8 points
- Shows evidence of insight and self-awareness – 2.5 points
- Clear and concise, well-organized - 2 points
- Free of typographical errors- 2.5 points
- Late Work Deductions
 - 2 points for every day (max 4 points)
 - 1 point off if turned in between 1am and noon following the due date

It should be (double-spaced, 12-point Times New Roman font, one-inch margins).

Personal Audit / Reflection (1)

Personal Audit/Reflection #2

- Due Feb 17 by 11:59pm
- Points 20
- Submitting a text entry box or a file upload
- Available Jan 31 at 12am - Apr 29 at 11:59pm

This assignment was locked Apr 29 at 11:59pm.

Personal Audit/Reflection #2: Witness to Bias/Discrimination (due uploaded to Canvas by 11:59pm)

- Think about a time you experienced or witnessed discrimination or bias at work. Your reflection should be 300-500 words and address the following:
 - Describe what happened
 - How did you respond?
 - If you are satisfied with the way you responded, what was the source of your response (i.e., culture, examples seen in the past, training)?
 - If you are not satisfied with the way you responded, what would you change? Why?

Upload to Canvas at the indicated time. 300-500 words each. Students should relate the course topics and discussion in class to their own personal situation. Be specific and be honest. There is obviously no right answer.

A high-quality personal audit/reflection meets these criteria (20 points):

- 300-500 words each – 2.5 points
- Relates class concepts to specific experiences you have had or witnessed – 5 points
- Shows evidence of critical thinking - 8 points
- Shows evidence of insight and self-awareness – 2.5 points
- Clear and concise, well-organized - 2 points
- Free of typographical errors- 2.5 points
- Late Work Deductions
 - 2 points for every day (max 4 points)
 - 1 point off if turned in between 1am and noon following the due date

It should be (double-spaced, 12-point Times New Roman font, one-inch margins).

Personal Audit / Reflection (1)

Exhibit 27



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Recommended Books

TITLES (AUTHORS)

- ◆ Me & White Supremacy (Layla F. Saad)
- ◆ Things That Make White People Uncomfortable (Michael Bennett)
- ◆ Why Are All the Black Kids Sitting Together in the Cafeteria? (Beverly Daniel Tatum)
- ◆ The New Jim Crow (Michelle Alexander)
- ◆ Dear America: Notes of an Undocumented Citizen (Jose Antonio Vargas)
- ◆ Sister Outsider (Audre Lorde)
- ◆ Freedom is a Constant Struggle (Angela Y. Davis)
- ◆ Born a Crime (Trevor Noah)
- ◆ So You Want to Talk About Race (Ijeoma Oluo)
- ◆ Bad Feminist (Roxane Gay)
- ◆ Dear White America (Tim Wise)
- ◆ Fresh Off the Boat (Eddie Huang)
- ◆ No Ashes in the Fire (Darnell L. Moore)
- ◆ You Can't Touch My Hair (Phoebe Robinson)
- ◆ Between the World & Me (Ta-Nehisi Coates)
- ◆ Redefining Realness (Janet Mock)
- ◆ How to Be Black (Baratunde Thurston)
- ◆ A People's History of the United States (Howard Zinn)
- ◆ Tell the Truth & Shame the Devil: The Life, Legacy, and Love of My Son Michael Brown (Lezley McSpadden)
- ◆ When Chickenheads Come Home to Roost (Joan Morgan)
- ◆ Why I'm No Longer Talking to White People about Race (Reni Eddo-Lodge)
- ◆ I'm Judging You (Luvvie Ajayi)
- ◆ The Blood of Emmett Till (Timothy B. Tyson)
- ◆ The Immortal Life of Henrietta Lacks (Rebecca Skloot)
- ◆ Sister Citizen (Melissa V. Harris-Perry)
- ◆ Beyond the Messy Truth (Van Jones)
- ◆ Well That Escalated Quickly (Franchesca Ramsey)
- ◆ The Body is Not an Apology (Sonya Renee Taylor)
- ◆ White Fragility (Robin DiAngelo)
- ◆ Surpassing Certainty (Janet Mock)
- ◆ Living in the Tension: The Question for a Spir-itualized Racial Justice (Shelly Tochluk)
- ◆ Mom & Me & Mom (Maya Angelou)
- ◆ The Last Black Unicorn (Tiffany Haddish)
- ◆ We're Going to Need More Wine (Gabrielle Union)
- ◆ I'm Still Here: Black Dignity in a World Made for Whiteness (Austin Channing Brown)

- ◆ Go Tell It on the Mountain (James Baldwin)
- ◆ The Color of Law (Richard Rothstein)
- ◆ The Autobiography of Malcolm X (Malcolm X as told to Alex Haley)
- ◆ Invisible Man, Got the Whole World Watching (Mychal Denzal Smith)
- ◆ So Close to Being the Sh*t, Y'all Don't Even Know (Retta)
- ◆ Becoming (Michelle Obama)
- ◆ The Awkward Thoughts of W. Kamau Bell
- ◆ The Souls of Black Folk (W.E.B. DuBois)
- ◆ Eloquent Rage (Brittney Cooper)
- ◆ Around the Way Girl (Taraji P. Henson)
- ◆ The Sun Does Shine (Anthony Ray Hinton)
- ◆ Caste: The Origins of Our Discontents (Isabel Wilkerson)
- ◆ The Origin of Others (Toni Morrison)
- ◆ Black Fatigue: How Racism Erodes the Mind, Body, and Spirit (Mary-Frances Winters)

CURATED ANTI-RACIST BOOK LISTS

- ◆ "Understanding and Dismantling Racism: A Booklist for White Readers"
<https://www.charisbooksandmore.com/understanding-and-dismantling-racism-booklist-white-readers>
- ◆ "Decolonization and anti-racism: a reading list— Books that challenge the notion of empire and offer a history of anti-colonial, anti-racist struggle"
<https://www.versobooks.com/blogs/4384-decolonization-and-anti-racism-a-reading-list>
- ◆ "Understanding and Dismantling Racism: A Booklist for White Readers"
<https://www.charisbooksandmore.com/understanding-and-dismantling-racism-booklist-white-readers>
- ◆ "Racism & Bias Reading List"
<http://changenow.icahn.mssm.edu/resources/racism-and-bias-reading-list/>
- ◆ "These 16 Books Explain White Supremacy In The US"
<https://www.buzzfeednews.com/article/ariannarebolini/must-read-books-about-white-supremacy-in-the-us>
- ◆ "Ibram X. Kendi's Anti-Racist Reading List"
<https://seattle.bibliocommons.com/list/share/73000360/1423892517>

Articles

- ◆ “Explaining White Privilege”
<https://everydayfeminism.com/2017/06/about-white-privilege-best-of-ef/>
- ◆ “White Fragility”
<https://libjournal.uncg.edu/ijcp/article/viewFile/249/116>
- ◆ “White Privilege: Unpacking the Invisible Knapsack”
<https://www.pcc.edu/illumination/wp-content/uploads/sites/54/2018/05/white-privilege-essay-mcintosh.pdf>
- ◆ “Toward a Radical White Identity”
<https://static1.squarespace.com/static/581e9e06ff7c509a5ca2fe32/t/588d4ff3414fb55621d5d0f1/1485656053135/Toward+a+Radical+White+Identity.pdf>
- ◆ “10 Things Everyone Should Know About White Supremacy”
<https://www.alternet.org/civil-liberties/10-things-everyone-should-know-about-white-supremacy>
- ◆ “White Anti-Racism: Living the Legacy”
<https://www.tolerance.org/professional-development/white-antiracism-living-the-legacy>
- ◆ “Why My ‘Good Intentions’ Aren’t Enough to Dismantle White Superiority”
<https://www.everyday-democracy.org/news/good-intentions-aren%E2%80%99t-enough-dismantle-white-superiority>
- ◆ “So you call yourself an ally: 10 things all ‘allies’ need to know”
<https://everydayfeminism.com/2013/11/things-allies-need-to-know/>
- ◆ “From White Racist to White Anti-Racist”
<https://www.fammed.wisc.edu/files/webfm-uploads/documents/diversity/LifeLongJourney.pdf>
- ◆ “Why Do We Keep Using the Word ‘Caucasian’?”
<https://www.sapiens.org/column/race/caucasian-terminology-origin/>
- ◆ “Getting Rid of the Word ‘Caucasian’”
<http://www.sjsu.edu/people/carol.mukhopadhyay/papers/Getting-Rid-of-the-Word-Caucasian.pdf>
- ◆ “Brown in America: A lesson in internalized whiteness”
<https://medium.com/@realtalkwoandallies/brown-in-america-a-lesson-in-internalized-whiteness-6baad6150ddf>
- ◆ “What’s Wrong with Cultural Appropriation”
<https://everydayfeminism.com/2015/06/cultural-appropriation-wrong/>
- ◆ “How to check your privilege when asking person of color for their labor”
<https://everydayfeminism.com/2018/07/white-people-this-is-how-to-check-your-privilege-when-asking-people-of-color-for-their-labor/>
- ◆ “8 Ways People of Color Are Tokenized in Non-Profits”
<https://medium.com/the-nonprofit-revolution/8-ways-people-of-color-are-tokenized-in-nonprofits-32138d0860c1>
- ◆ “7 Ways Non-Black People of Color Perpetuate Anti-Blackness”
<https://thebodyisnotanapology.com/magazine/7-ways-non-black-poc-perpetuate-anti-blackness-in-their-communities/>
- ◆ “Racism harms black people most. It’s time to recognize ‘anti-blackness’”
<https://www.theguardian.com/commentisfree/2019/aug/09/black-people-racism-anti-blackness-discrimination-minorities>

Media

PODCASTS

- ◆ Seeing White
<https://www.sceneonradio.org/seeing-white/>
- ◆ Code Switch
<https://www.npr.org/podcasts/510312/codeswitch>
- ◆ Whatchu Know about RJ? A Restorative Justice Podcast by CCEJ
<https://www.stitcher.com/podcast/california-conference-for-equality-and-justice/whatchu-know-about-rj>

RESOURCE LISTS, GUIDES AND GOOGLE DOCS

[BLM Guide to Organizing](#)

[Anti-Racism Resources Google Doc](#)

[National Resource List Google Doc](#)

[Resource List with Petitions, Orgs, etc.](#)

[Bail Funds/Legal Help by City](#)

[Resource List](#)

HELPFUL INSTAGRAM POSTS FOR ANTI-RACIST DIALOGUE

- ◆ [How to respond to basic racist statements](#)
- ◆ [How to talk to people who disagree](#)
- ◆ [How to refocus the convo on what's important](#)
- ◆ [What do I say when... \(a guide for white people\)](#)

TED TALK

“How to build community when you feel isolated” (Chitra Aiyar)

https://www.ted.com/talks/chitra_ayyar_how_to_build_community_when_you_feel_isolated?utm_source=edcomshare&utm_medium=email&utm_campaign=tedspread

Exhibit 28

Anti-racism resources

This document is intended to serve as a resource to white people and parents to deepen our anti-racism work. If you haven't engaged in anti-racism work in the past, start now. Feel free to circulate this document on social media and with your friends, family, and colleagues.

Here is a shorter link: bit.ly/ANTIRACISMRESOURCES

To take immediate action to fight for Breonna Taylor, please visit FightForBreonna.org.

Resources for white parents to raise anti-racist children:

- Books:
 - [Coretta Scott King Book Award Winners: books for children and young adults](#)
 - [31 Children's books to support conversations on race, racism and resistance](#)
- Podcasts:
 - [Parenting Forward podcast episode 'Five Pandemic Parenting Lessons with Cindy Wang Brandt'](#)
 - [Fare of the Free Child podcast](#)
 - [Integrated Schools podcast episode "Raising White Kids with Jennifer Harvey"](#)
- Articles:
 - [How White Parents Can Talk To Their Kids About Race | NPR](#)
 - [Teaching Your Child About Black History Month | PBS](#)
 - [Your Kids Aren't Too Young to Talk About Race: Resource Roundup from Pretty Good](#)
- The Conscious Kid: follow them on [Instagram](#) and consider signing up for their [Patreon](#)

Articles to read:

- ["America's Racial Contract Is Killing Us"](#) by Adam Serwer | Atlantic (May 8, 2020)
- [Ella Baker and the Black Freedom Movement \(Mentoring a New Generation of Activists\)](#)
- ["My Life as an Undocumented Immigrant"](#) by Jose Antonio Vargas | NYT Mag (June 22,

2011)

- [The 1619 Project \(all the articles\)](#) | The New York Times Magazine
- [The Combahee River Collective Statement](#)
- ["The Intersectionality Wars"](#) by Jane Coaston | Vox (May 28, 2019)
- [Tips for Creating Effective White Caucus Groups](#) developed by Craig Elliott PhD
- ["Where do I donate? Why is the uprising violent? Should I go protest?"](#) by Courtney Martin (June 1, 2020)
- ["White Privilege: Unpacking the Invisible Knapsack"](#) by Knapsack Peggy McIntosh
- ["Who Gets to Be Afraid in America?"](#) by Dr. Ibram X. Kendi | Atlantic (May 12, 2020)

Videos to watch:

- [Black Feminism & the Movement for Black Lives: Barbara Smith, Reina Gossett, Charlene Carruthers \(50:48\)](#)
- [Dr. Robin DiAngelo discusses 'White Fragility' \(1:23:30\)](#)
- ["How Studying Privilege Systems Can Strengthen Compassion"](#) | Peggy McIntosh at TEDxTimberlaneSchools (18:26)

Podcasts to subscribe to:

- [1619 \(New York Times\)](#)
- [About Race](#)
- [Code Switch \(NPR\)](#)
- [Intersectionality Matters! hosted by Kimberlé Crenshaw](#)
- [Momentum: A Race Forward Podcast](#)
- [Nice White Parents \(Serial and The New York Times\)](#)
- [Pod For The Cause \(from The Leadership Conference on Civil & Human Rights\)](#)
- [Pod Save the People \(Crooked Media\)](#)
- [Seeing White](#)

Books to read:

- [Black Feminist Thought](#) by Patricia Hill Collins
- [Eloquent Rage: A Black Feminist Discovers Her Superpower](#) by Dr. Brittney Cooper
- [Heavy: An American Memoir](#) by Kiese Laymon
- [How To Be An Antiracist](#) by Dr. Ibram X. Kendi
- [I Know Why the Caged Bird Sings](#) by Maya Angelou
- [Invisible No More: Police Violence Against Black Women and Women of Color](#) by Andrea J. Ritchie
- [Just Mercy](#) by Bryan Stevenson
- [Me and White Supremacy](#) by Layla F. Saad
- [Raising Our Hands](#) by Jenna Arnold
- [Redefining Realness](#) by Janet Mock
- [Sister Outsider](#) by Audre Lorde
- [So You Want to Talk About Race](#) by Ijeoma Oluo

- [The Bluest Eye](#) by Toni Morrison
- [The Fire Next Time](#) by James Baldwin
- [The New Jim Crow: Mass Incarceration in the Age of Colorblindness](#) by Michelle Alexander
- [The Next American Revolution: Sustainable Activism for the Twenty-First Century](#) by Grace Lee Boggs
- [The Warmth of Other Suns](#) by Isabel Wilkerson
- [Their Eyes Were Watching God](#) by Zora Neale Hurston
- [This Bridge Called My Back: Writings by Radical Women of Color](#) by Cherrie Moraga
- [When Affirmative Action Was White: An Untold History of Racial Inequality in Twentieth-Century America](#) by Ira Katznelson

Films and TV series to watch:

- 13th (Ava DuVernay) — Netflix
- American Son (Kenny Leon) — Netflix
- Black Power Mixtape: 1967-1975 — Available to rent
- Blindspotting (Carlos López Estrada) — Hulu with Cinemax or available to rent
- Clemency (Chinonye Chukwu) — Available to rent
- Dear White People (Justin Simien) — Netflix
- Fruitvale Station (Ryan Coogler) — Available to rent
- I Am Not Your Negro (James Baldwin doc) — Available to rent or on Kanopy
- If Beale Street Could Talk (Barry Jenkins) — Hulu
- Just Mercy (Destin Daniel Cretton) — Available to rent for free in June in the U.S.
- King In The Wilderness — HBO
- See You Yesterday (Stefon Bristol) — Netflix
- Selma (Ava DuVernay) — Available to rent for free in June in the U.S.
- The Black Panthers: Vanguard of the Revolution — Available to rent
- The Hate U Give (George Tillman Jr.) — Available to rent for free
- When They See Us (Ava DuVernay) — Netflix

Organizations to follow on social media:

- Antiracism Center: [Twitter](#)
- Audre Lorde Project: [Twitter](#) | [Instagram](#) | [Facebook](#)
- Black Women's Blueprint: [Twitter](#) | [Instagram](#) | [Facebook](#)
- Color Of Change: [Twitter](#) | [Instagram](#) | [Facebook](#)
- Colorlines: [Twitter](#) | [Instagram](#) | [Facebook](#)
- The Conscious Kid: [Twitter](#) | [Instagram](#) | [Facebook](#)
- Equal Justice Initiative (EJI): [Twitter](#) | [Instagram](#) | [Facebook](#)
- Families Belong Together: [Twitter](#) | [Instagram](#) | [Facebook](#)
- Justice League NYC: [Twitter](#) | [Instagram](#) + Gathering For Justice: [Twitter](#) | [Instagram](#)
- The Leadership Conference on Civil & Human Rights: [Twitter](#) | [Instagram](#) | [Facebook](#)

- The Movement For Black Lives (M4BL): [Twitter](#) | [Instagram](#) | [Facebook](#)
- MPowerChange: [Twitter](#) | [Instagram](#) | [Facebook](#)
- Muslim Girl: [Twitter](#) | [Instagram](#) | [Facebook](#)
- NAACP: [Twitter](#) | [Instagram](#) | [Facebook](#)
- National Domestic Workers Alliance: [Twitter](#) | [Instagram](#) | [Facebook](#)
- RAICES: [Twitter](#) | [Instagram](#) | [Facebook](#)
- Showing Up for Racial Justice (SURJ): [Twitter](#) | [Instagram](#) | [Facebook](#)
- SisterSong: [Twitter](#) | [Instagram](#) | [Facebook](#)
- United We Dream: [Twitter](#) | [Instagram](#) | [Facebook](#)

More anti-racism resources to check out:

- [75 Things White People Can Do for Racial Justice](#)
- [Anti-Racism Project](#)
- [Jenna Arnold's resources \(books and people to follow\)](#)
- [Rachel Ricketts' anti-racism resources](#)
- [Resources for White People to Learn and Talk About Race and Racism](#)
- [Save the Tears: White Woman's Guide by Tatiana Mac](#)
- [Showing Up For Racial Justice's educational toolkits](#)
- [The \[White\] Shift on Instagram](#)
- ["Why is this happening?" — an introduction to police brutality from 100 Year Hoodie](#)
- [Zinn Education Project's teaching materials](#)

Document compiled by Sarah Sophie Flicker, Alyssa Klein in May 2020.

Exhibit 29

WashU Olin Business External Partners Alumni
About Programs Faculty & Research Student Resources Admissions 

Gisele Marcus

Vice Dean



 > [Faculty Directory](#) > [Gisele Marcus](#)



Networking Made Easy:
Head Down to Head Up!

TEDx

Gisele Marcus



Gisele Marcus  She/Her · 3rd
I make organizations hum! Executive | Operations | Profit & Loss Management | Independent Board Director | Professor | **DEI** | TEDx Harvard Speaker

St Louis, Missouri, United States · [Contact info](#)

500+ connections


 Washington University in St. Louis
 Harvard Business School

Gisele Marcus
Professor of Practice - Diversity, Equity & Inclusion
Olin Business School
Washington University in St. Louis
 Gisele.Marcus@wustl.edu
<https://olin.wustl.edu>
Pronouns: she/her/hers

Experiences

- MBA, Harvard Business School
- 20+ Years: Operations Executive, Fortune 250 Companies
 - 5-Time General Manager
 - Johnson Controls, Cushman & Wakefield, ThermoFisher Scientific
- 15+ years: Diversity, Equity & Inclusion (DEI)
 - Developed & Championed Strategies
 - Developed Metrics
 - President of an Employee Resource Group
 - Increased partnerships with minority-owned business



 WashU Olin Business

Exhibit 30

 Washington University in St. Louis
SCHOOL OF LAW

STRATEGIC PLAN

July 2022



Exhibit 31

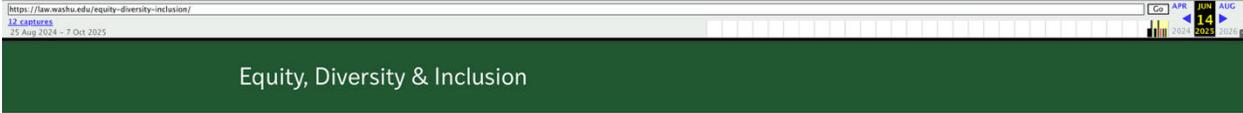
[← BACK TO NEWS](#)

Angela Smith Named WashU Law's Interim Diversity, Equity and Inclusion Officer

January 7, 2022



Exhibit 32



Mission Statement

Fostering a diverse community of students, staff, and faculty from different backgrounds and walks of life is essential to WashU Law's core mission: to train students to succeed in the modern legal profession and serve as a hub of influential research production.

To live up to that commitment, we strongly emphasize the value and importance of diversity, equity, and inclusion across all dimensions of our curriculum, administration, and institution as a whole.

Our Commitment to Equity, Diversity & Inclusion

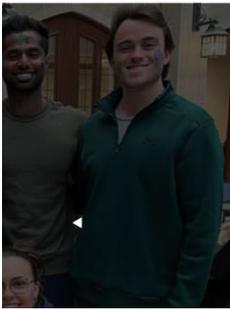


Exhibit 33

The strategic planning process has given McKelvey a chance to hone our bold, ambitious vision for our future. We will build on our strengths in research and innovation, augment our approach to education to meet the evolving needs of our students and prepare them to be the best version of themselves, expand the impact our school has on our people and society, and **enhance our culture of inclusion and equity**. We believe in the promise our vision represents for our faculty, staff, students, alumni, and partners.

Expanding upon the progress we made from the McKelvey 2018 Strategic Plan, *Leadership Through Excellence*, we envision a future McKelvey that:

- I. *Serves as a national and global leader in innovative engineering research and education that contributes to positive systematic change and is recognized for this leadership,*
- II. *Creates meaningful and impactful connections to the innovation and economic communities in the greater St. Louis area and beyond,*
- III. *Propels Washington University in St. Louis forward in support of the Here and Next strategic plan through transformative research, innovation and entrepreneurship, and equitable access to education for our emerging leaders and scholars, and*
- IV. *Fosters an **equitable, inclusive, diverse**, and desirable place to work and to learn.*

The strategic priorities and supporting initiatives outlined in this plan will drive us toward a 2030 McKelvey Engineering that realizes our vision.

.....

Strategic Plan: From Excellence to Impact

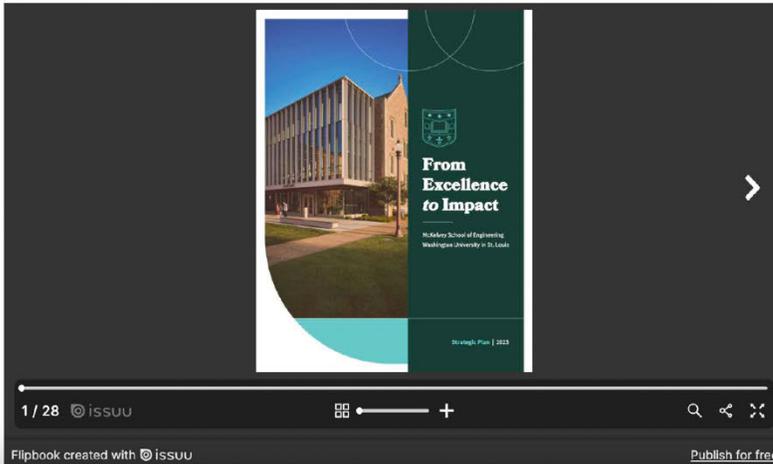


Exhibit 34

[Home](#) [News & Events](#) [McKelvey Engineering launches EDI certificate program](#)

McKelvey Engineering launches EDI certificate program

Program for faculty and staff designed to integrate EDI into daily practice

Beth Miller 02.28.2024



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The McKelvey School of Engineering will launch a new equity, diversion and inclusion (EDI) certificate program for employees this spring. Spearheaded by the McKelvey Engineering Equity, Diversity & Inclusion Committee, the program aims to provide faculty and staff with the opportunity to learn, practice and implement EDI skills within the school.

A major focus of the certificate is to help faculty and staff learn and practice the skills needed on their journey towards equity and inclusion at WashU, said Marcus Foston, associate professor of energy, environmental & chemical engineering and director of diversity initiatives.

"I see this certificate as a powerful community-building tool," he said. "We aim to identify, inspire and organize a community within McKelvey that is deeply committed to evolving towards being more equitable, diverse and inclusive. This is one of the critical ways we can achieve that transformation. By wrapping the EDI Engage series in customized Integrated Group Coaching sessions and an annual EDI summit, we offer a space for this community to interact."

Certificate curriculum will be divided into two phases. Phase 1, which will require 20 hours of coursework and group coaching sessions, will be based on the Office of Institutional Equity's [Engage EDI](#) curriculum, which includes a seven-class Commit Series to help employees develop the skills to enact EDI work in long-lasting ways.

Participants will complete the classes on their own time schedules and will discuss what they've learned in at least four 90-minute integrative group coaching sessions during which they will complete group projects. They'll also be invited to a Microsoft Teams workspace to continue the discussions.

Phase 2 requires a minimum 10 hour-practicum in EDI, including joining an organization recognized for doing EDI work or service or completing a project that will further EDI efforts in McKelvey Engineering.

.....

Faculty in this story



[Marcus Foston](#)

Professor

Exhibit 35

About Our Department

The Department of Political Science at Washington University in St. Louis is an international leader in political science, recognized for our strengths in theory, methods, and the growing field of international relations. Our faculty are leading scholars in their subfields, and our PhD students go on to be leaders in the discipline. Our ambitious undergraduate student body at WashU are among the brightest in the country, and our majors have their choice of careers, graduate programs, and professional schools. The department is nationally and internationally recognized for its research productivity. As of 2025, our graduate program is ranked #13 nationally by the [US News and World Report](#).

Research & Teaching

Our faculty specialize in a variety of research areas within political science, including American politics, formal theory, international conflict, international political economy, methodology, and political theory. Across all these areas, faculty regularly bring their expertise to both undergraduate and graduate students in the classroom. We host several subfield-specific [workshops](#) where students and faculty collaborate on research in real time. Students regularly co-author publications with our faculty, and often continue those collaborations well after graduation.

Community

The department regularly hosts lectures, workshops, and conferences to foster our intellectual community. Our annual spring Speaker Series invites decorated scholars across the discipline to present research, as well as our year-long Workshop on Politics, Ethics and Society. In recent years, our department has hosted annual conferences for [Visions in Methodology](#), the [Society for Political Methodology](#), and the [Peace Science Society](#), as well as our annual self-hosted [Comparative Politics Annual Conference](#).

Commitment to Diversity and Inclusion

The Department of Political Science at Washington University is deeply committed to creating a diverse and inclusive learning environment, and to generating new scientific knowledge on diversity and equity in society. We believe that a diverse and inclusive academic community is essential to producing excellent scholarship and promoting student learning. We believe that all members of our community should feel welcome and respected, regardless of their background or identity, and we strive to ensure that all members of our community have the opportunity to succeed. **We recognize that there have been systemic barriers that have prevented people from marginalized groups from participating fully in academia.** We are working to dismantle these barriers and to create a more equitable environment for all. We are committed to creating a more diverse, equitable, and inclusive Department of Political Science: this is essential to our mission of producing excellent scholarship and preparing students to be informed and engaged citizens in a globalized world.



Exhibit 36

Washington University in St. Louis
ARTS & SCIENCES

Psychological & Brain Sciences

MENU



Diversity, Equity, and Inclusion

RESEARCH IN DIVERSITY SCIENCE AT WASHU | DIVERSITY COMMITTEES | FELLOWSHIPS | RESOURCES

Our Mission Statement

Diversity refers to individual differences that include ability, age, culture, ethnicity, gender, nationality, race, religion, sexual orientation, and socioeconomic status. The Department of Psychological & Brain Sciences at Washington University welcomes the richness that diversity brings to our community. We hope to model and enhance the appreciation of diversity by:

- Attracting faculty, students, and staff of diverse backgrounds to our Department of Psychological & Brain Sciences and Psychology Programs
- Fostering an atmosphere of acceptance and inclusion in which all individuals are supported and integrated within our academic and social communities
- Welcoming honest and open discussion regarding diversity issues
- Incorporating diversity as a central issue in our academic curriculum to facilitate student research and clinical work with individuals from diverse backgrounds
- Enhancing awareness of diversity issues through ongoing research

Diversity Science

What is Diversity Science?

Diversity Science is not a separate area of graduate study in the Department, but provides an opportunity to apply work in all areas of psychological science to understanding the causes of bias and disparities and eventually to eliminate them. Diversity Science is the scientific study of the causes of racism, socioeconomic and health disparities, and bias. Research in Psychological & Brain Sciences includes research on early adversity, the development and expression of bias across the lifespan, intergroup relationships and conflict, and the mechanisms of disparities in health and well-being across the lifespan, as well as in access to health care and education.



RESEARCH IN DIVERSITY SCIENCE

Calvin Lai

Calvin Lai studies how people create, interpret, and maintain social group distinctions. Lai is particularly interested in implicit biases: automatic or unconscious mental processes that create a gap between what people value (e.g., racial equality) and what people do (e.g., racial discrimination).

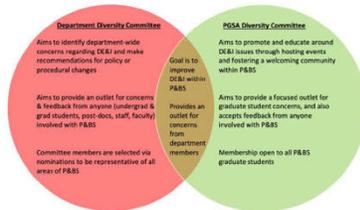
His research focuses on (1) learning how implicit biases change, (2) understanding the consequences of implicit bias for behavior, and (3) developing interventions to reduce the impact of implicit biases on behavior.

MEET OUR FACULTY CONDUCTING RESEARCH IN DIVERSITY SCIENCE



PBS Diversity, Equity, and Inclusion Committee

MENU



This department-level committee is dedicated to continually improving the department's environment with regard to issues of diversity, equity, and inclusion. It is an action-oriented committee that is committed to promoting diversity, equity, and inclusion at various levels within the department, including its culture, practices, and systems. The committee's members span a wide range of positions in the department, representing all groups other than undergraduate students (e.g., graduate students, staff, faculty). The committee is tasked with working on department-level policy and procedures related to diversity, equity, and inclusion, as well as overseeing the development and organization of activities and initiatives related to fostering diversity, equity, and inclusion (e.g., inviting speakers, hosting workshops). The PBS Diversity, Equity and Inclusion Committee works closely with the department chair and the Diversity Committee of the Psychology Graduate Student Association.

PBS Diversity, Equity, and Inclusion Committee Members

- Kristin Van Engen (co-chair)
- Ryan Bogdan (faculty rep)
- Zach Reagh (faculty rep)

Student Members

- SynClaire Arthur (grad rep)
- Jenn Beatty (grad rep)
- Maddie Valdez (grad rep)
- Ran Zhang (grad rep)

Postdoc & Staff Members

- Ruth Altmiiller (post-doc rep)

Staff Members

- Ali Adams (staff rep)



Exhibit 37

Department of Chemistry

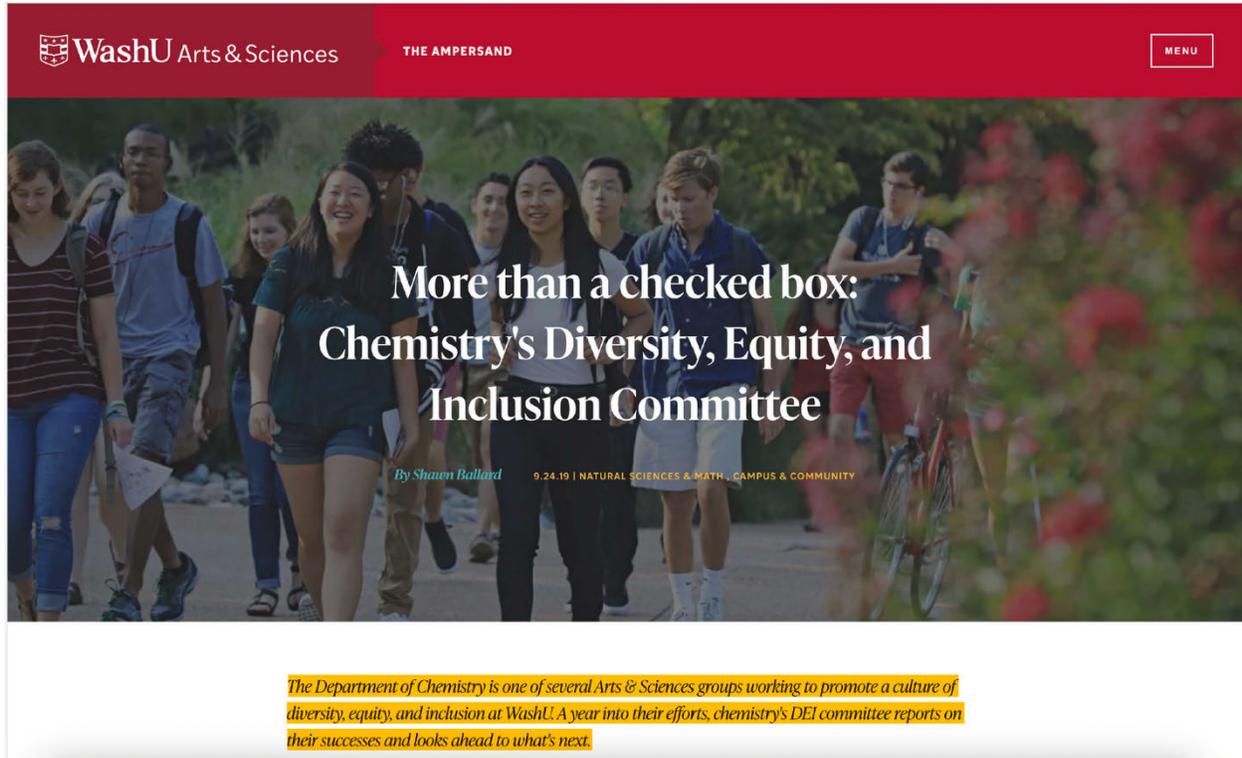


Our Aims

As a department, we seek to welcome and elevate all members of our academic community by fostering an active environment that celebrates our differences and commonalities. We aspire to ensure that all members of our department feel respected and championed for their true individuality. Our community enhances the educational, research, and service goals we seek through the reflection of multiple perspectives. We work intentionally to support our members' access to and inclusion in our activities to most effectively prepare them to engage in society.

Culture, Climate, and Sustainability Committee Committee

Exhibit 38

A banner for WashU Arts & Sciences featuring a photograph of a diverse group of students walking on a campus path. The students are of various ethnicities and are dressed in casual attire. The background is slightly blurred, focusing attention on the students in the foreground. The banner includes a red header with the WashU logo and 'Arts & Sciences' text, the title 'THE AMPERSAND', and a 'MENU' button. The main title of the article is 'More than a checked box: Chemistry's Diversity, Equity, and Inclusion Committee', written by Shawn Ballard, dated 9.24.19, under the category 'NATURAL SCIENCES & MATH, CAMPUS & COMMUNITY'. A yellow highlight box contains a summary of the article's content.

WashU Arts & Sciences

THE AMPERSAND

MENU

More than a checked box: Chemistry's Diversity, Equity, and Inclusion Committee

By Shawn Ballard 9.24.19 | NATURAL SCIENCES & MATH, CAMPUS & COMMUNITY

The Department of Chemistry is one of several Arts & Sciences groups working to promote a culture of diversity, equity, and inclusion at WashU. A year into their efforts, chemistry's DEI committee reports on their successes and looks ahead to what's next.

Exhibit 39

About the Department

How do microbes make drugs? How do plant cells perceive forces? What do electric fish communicate? How has Earth's biodiversity changed over time? Why do we sleep? How do pathogens manipulate their hosts? These are a small sample of the questions our scientists are asking to understand fundamental biological processes and to discover new treatments for diseases. Some of these questions address societal challenges – climate change, environmental degradation, loss of biodiversity – facing the current and next generations of biology students. These challenges are opportunities for scientists to lead, finding the answers to guide future solutions. Preparing the next generations to think deeply and critically is the mission of the research and teaching efforts of the biology department.

Studying biology at Washington University in St. Louis means:

- learning in a **supportive environment** from faculty nationally and internationally recognized for their teaching and research
- obtaining a degree that opens many **professional doors**; two-thirds of our undergraduates attend medical school while others pursue professional schools, teaching, public policy, the biotech business, or science communication
- doing **cutting-edge scientific research** with an interdisciplinary hub of scholars working in plant and microbial biology, neuroscience, cellular development, evolution, ecology, and biodiversity
- learning at a university committed to being a national leader in **sustainability** and building the **bioeconomy**
- **belonging to a community with an active commitment to diversity, equity, and inclusion in the classroom, field, and laboratory**



Exhibit 40

Danforth Faculty Affairs and Development

Heemstra co-authors blueprint for promoting diversity in the lab

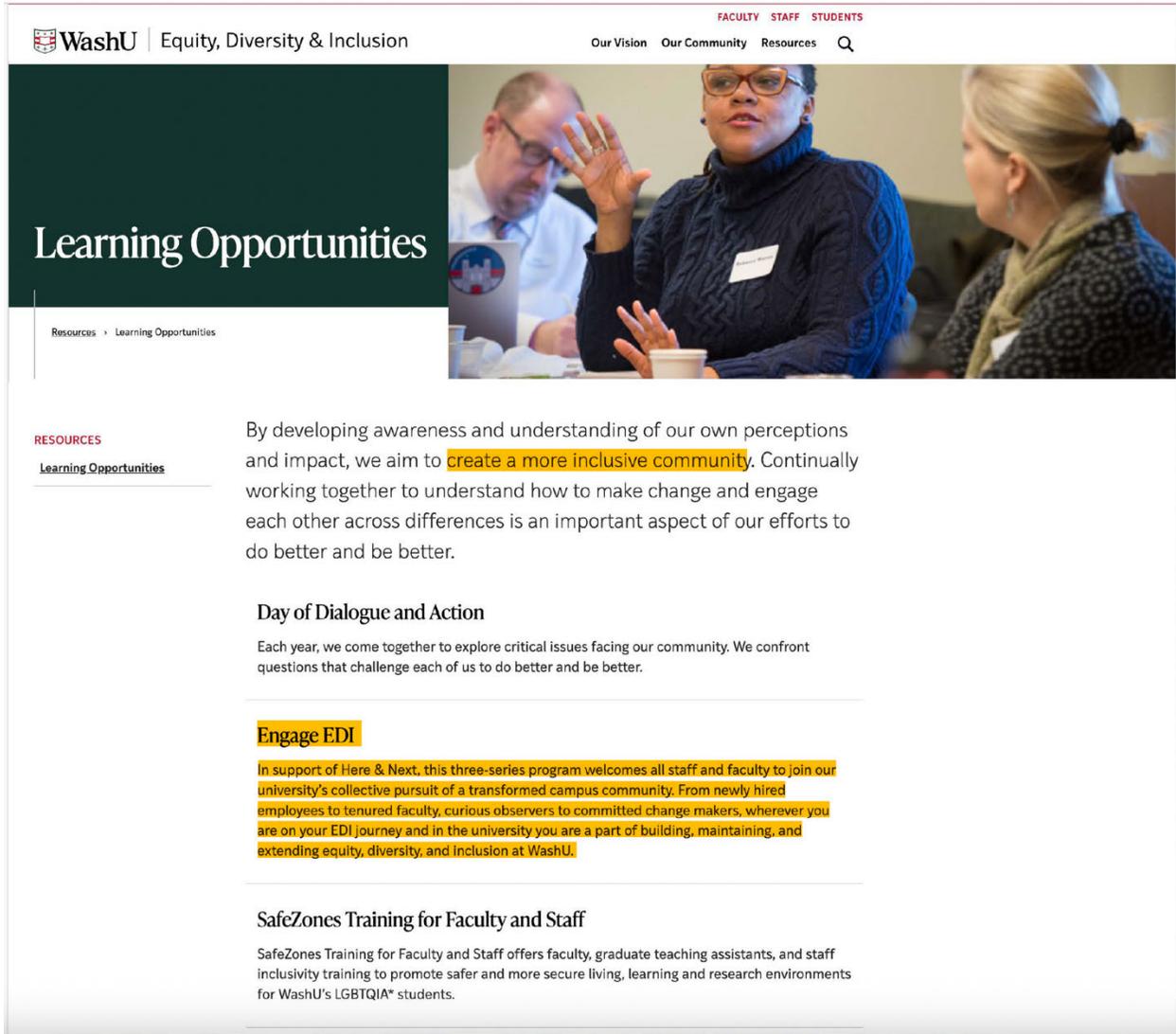
By [kulich](#) • February 12, 2024

Chemistry chair Jennifer Heemstra is part of a national consortium of scientists and students charting a path for inclusive science.

As part of her ongoing commitment to improving the culture of science, [Jennifer Heemstra](#), the Charles Allen Thomas Professor of Chemistry, has joined a national consortium of university faculty, postdocs, and students to develop a blueprint for promoting diversity, equity, and inclusion in science labs.

Heemstra and co-authors — including project organizers Sandra Murray of the University at Buffalo and Antentor Hinton Jr. of Vanderbilt University — outlined their ideas in the journal [Molecular Cell](#). Read more [here](#).

Exhibit 41



The screenshot shows the top navigation bar with 'WashU | Equity, Diversity & Inclusion' on the left and 'FACULTY STAFF STUDENTS' on the right. Below this is a secondary navigation bar with 'Our Vision', 'Our Community', 'Resources', and a search icon. The main header area features a dark green background with the text 'Learning Opportunities' and a photograph of three people in a meeting. A breadcrumb trail reads 'Resources > Learning Opportunities'. The main content area includes a 'RESOURCES' section with 'Learning Opportunities' highlighted. The text describes the goal of creating a more inclusive community through dialogue and action. It features two sub-sections: 'Engage EDI' and 'SafeZones Training for Faculty and Staff', both with highlighted text.

WashU | Equity, Diversity & Inclusion

FACULTY STAFF STUDENTS

Our Vision Our Community Resources Q

Learning Opportunities

Resources > Learning Opportunities

RESOURCES

Learning Opportunities

By developing awareness and understanding of our own perceptions and impact, we aim to **create a more inclusive community**. Continually working together to understand how to make change and engage each other across differences is an important aspect of our efforts to do better and be better.

Day of Dialogue and Action

Each year, we come together to explore critical issues facing our community. We confront questions that challenge each of us to do better and be better.

Engage EDI

In support of Here & Next, this three-series program welcomes all staff and faculty to join our university's collective pursuit of a transformed campus community. From newly hired employees to tenured faculty, curious observers to committed change makers, wherever you are on your EDI journey and in the university you are a part of building, maintaining, and extending equity, diversity, and inclusion at WashU.

SafeZones Training for Faculty and Staff

SafeZones Training for Faculty and Staff offers faculty, graduate teaching assistants, and staff inclusivity training to promote safer and more secure living, learning and research environments for WashU's LGBTQIA* students.

Exhibit 42



Log in Sign up

Educational Materials

1 of 2 < > ⬇

NAME	UPDATED ↓	SIZE	 
 Increasing Gender Diversity in STEM_Science.pdf	Nov 14, 2019 by A Prior Collaborator	1.7 MB	
 Building Chem Departments Through Gender Equality.pdf	Feb 18, 2019 by A Prior Collaborator	2.5 MB	
 Anti-Asian messages spread at Washington University in St. Louis.pdf	Feb 6, 2019 by A Prior Collaborator	1.2 MB	
 Cross-racial mentorship in a segregated academy.pdf	Feb 6, 2019 by A Prior Collaborator	203.2 KB	
 The power of diversity.pdf	Feb 6, 2019 by A Prior Collaborator	972.2 KB	
 The Chemical Sciences and Equality, Diversity, and Inclusion.pdf	Feb 6, 2019 by A Prior Collaborator	1.3 MB	
 Harassment in Science is real.pdf	Feb 6, 2019 by A Prior Collaborator	211.6 KB	
 Gender diversity leads to better science.pdf	Feb 6, 2019 by A Prior Collaborator	1.3 MB	
 How the Scientific Community can Confront Gender Bias.pdf	Feb 6, 2019 by A Prior Collaborator	711.7 KB	
 Strength in Diversity.pdf	Feb 6, 2019 by A Prior Collaborator	814.5 KB	
 Unequal Opportunities in Science_Expanding Our Perspectives.pdf	Feb 6, 2019 by A Prior Collaborator	261.2 KB	
 Implicit Associations Fact Sheet.pdf	Feb 6, 2019 by A Prior Collaborator	563.3 KB	

Details

Folder Properties

Owner
WUSTL Cleanup Data 2025

Enterprise Owner
Washington University in St. Louis

Created
Jan 7, 2019, 3:46 PM

Modified
Nov 14, 2019, 9:40 AM

Size
26.3 MB
23 Files

Exhibit 43

Arts & Sciences Strategic Plan

Diverse, Equitable, and Inclusive Community

A FOUNDATIONAL AREA

Arts & Sciences must achieve and maintain a diverse, equitable, and inclusive community of faculty, students, and staff across all identities and socioeconomic backgrounds.

While we have made important strides over the past years, much remains to be done. We need to implement strong administrative support at the university, school, and departmental levels to improve racial, ethnic, and gender diversity in the hiring and recruitment of faculty, staff, and students. To build this foundational support, we will pursue the following steps:

- Establish or enhance policies and programs that generate a positive and inclusive culture to enhance the retention and success of women and people of color
- Ensure that investments in hiring include a strong commitment to diversity with concrete plans to achieve and maintain that diversity.
- Create pipelines at all levels of education to help foster diversity and inclusion from the earliest phases of education to the highest echelons of academic leadership
- Establish a new Bean's Award for Diversity Advancement

Exhibit 44

Supplier Engagement Opportunities

[Our Services](#) > [Supply Chain Management](#) > [Supplier Engagement & Development](#) > [Supplier Engagement Opportunities](#)

OUR SERVICES

[Mail & Receiving Services](#)

[Parking & Transportation](#)

[Supply Chain Management](#)

[Business Directories](#)

[Furniture & Design](#)

[Purchasing Services](#)

[Staff Discounts](#)

[Supplier Engagement & Development](#)

[Business Registration Form](#)

[Refer or Review Supplier](#)

[Supplier Code of Conduct](#)

[Supplier Development Opportunities](#)

[Supplier Engagement Opportunities](#)

At WashU, we actively seek businesses that deliver exceptional products and services while supporting a strong, sustainable supply chain. We believe in creating opportunities for a variety of suppliers to contribute to the university's mission, strengthen the local economy, and spark innovation across our operations.



Business Directories

The Supply Chain Management directories support inclusive purchasing, promote best-value decision-making, and help ensure compliance with university purchasing policies.

[Browse our Business Directories](#) →

OUR SERVICES

- Mail & Receiving Services

- Parking & Transportation

- Supply Chain Management
 - Business Directories
 - Furniture & Design
 - Purchasing Services
 - Staff Discounts
 - Supplier Engagement & Development
 - Business Registration Form
 - Refer or Review Supplier
 - Supplier Code of Conduct
 - Supplier Development Opportunities

Business Classification Definitions

Business classifications categorize companies based on key characteristics such as size, ownership, or certification.

A business is considered diverse if it is at least 51% owned and controlled by individuals from underrepresented groups, or—if publicly owned—if at least 51% of its stock is owned by those individuals, with management and daily operations under their control.

Accurate business classifications help build a competitive and resilient supply chain, support compliance with procurement goals, and strengthen community and economic impact.



Ability One	Established as an employment center for blind and/or disabled people
DBE	Disadvantaged Business Enterprise
HBCU/MI	Historically Black College or University/Minority Institution
HUBZone	Historically Underutilized Business Zones
LGBTQ	Lesbian, Gay, Bisexual, Transgender, or Queer Owned
MBE	Minority Business Enterprise
SDB	Small Disadvantaged Business
VBE	Veteran-Owned Business Enterprise
SDVOSB	Small Disabled Veteran-Owned Small Business
VOSB	Veteran-Owned Small Business
WBE	Woman Business Enterprise
WOSB	Woman-owned Small Business

Resource Management

PURCHASING SERVICES

FURNITURE & DESIGN SERVICES

MAIL SERVICES

MORE ▾



Supplier Diversity

Our Supplier Diversity Program encourages relationships with businesses owned by women and members of minority communities.

What is Supplier Diversity?

In the most general terms, **supplier diversity is a strategy that ensures businesses owned by minoritized individuals or groups are included in the supply chain for the procurement of goods and services.** However, supplier diversity is more than just giving equitable opportunities to diverse businesses—it is about creating sustainable communities and increasing economic impact.

“Connecting with diverse-owned businesses benefits our community by building and strengthening the trust of those who are in arms reach of WashU,” says Janelle Turner, Director of Supplier Diversity. “By supporting diverse businesses, we are doing more to support generational wealth, ensure businesses remain sustainable, and support job creation.”



Janelle Turner, Director of Supplier Diversity

Within WashU, **woman-owned, minority-owned, veteran-owned, and Historically Black College or University (HBCU) are some of the classifications we consider diverse-owned business.** Supplier Diversity is working on expanding that consideration, most recently adding businesses owned by **LGBTQ+ individuals.**

The goal, of course, is to diversify our supply chain by building relationships with as many different kinds of local, diverse-owned business as possible. **Supplier Diversity will recommend diverse businesses that match requirements, a process made much easier by a website that includes a registration portal for businesses to provide their capabilities. This, in turn, led to the comprehensive diverse businesses directory that they released in early 2022.**

Search Submit



- BIPOC Students Business
- First-Generation & Limited Income
- Graduate Business (MBA & SMP)
- International Students LGBTQIA+
- Veteran / ROTC Women +

Building an Effective Supplier Diversity Program

Instructor: Kathey Porter

Supplier diversity is a strategic approach that focuses on actively incorporating businesses owned by diverse groups into a company's supply chain and operations. Supplier diversity professionals are an integral part of an organization, communicating and interacting with every function from procurement, to business development, to community relations, and senior executives. In this course, gain an understanding of basic supplier diversity function and the key competencies needed to drive the organization and achieve impactful results. Kathey Porter, a procurement professional specializing in supplier diversity and economic inclusion, discusses key performance competencies to help you to master supplier diversity and drive high-performing execution within your organization.

Learn More >

Exhibit 45

WashU | University Services

NEWS CONTACT US RESOURCES

About Us Our Services Visitor Info Q



2024-05-30—Spring Beauty Scenes on Washington University's Danforth Campus.

University Services is making strategic updates to better align our functions with university goals and industry best practices. These changes reflect our commitment to doing procurement better while maintaining our strong dedication to partnerships, strategic sourcing, sustainability, and community impact.

What's Changing

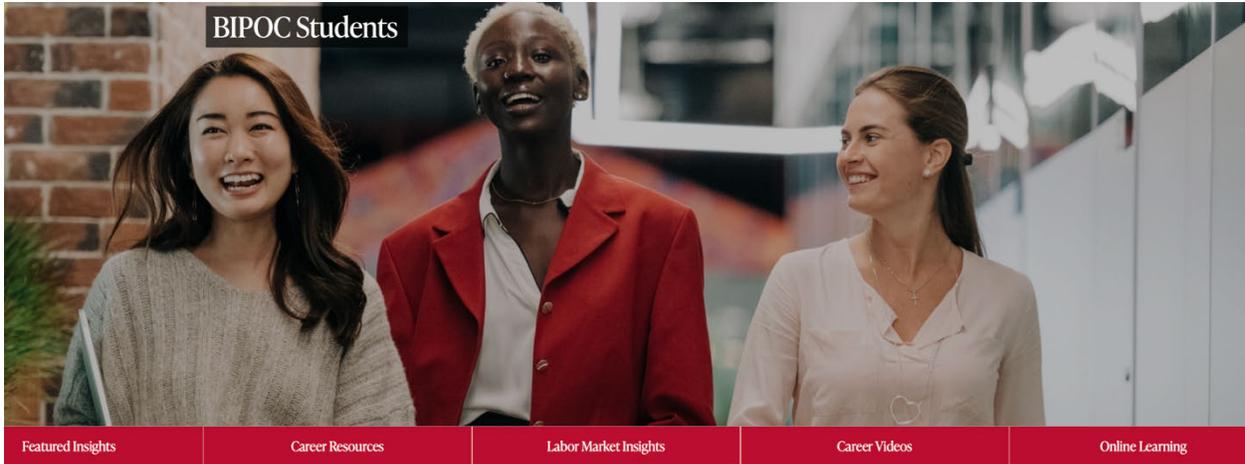
Nomenclature

Resource Management and Supplier Diversity department will become Supply Chain Management and Supplier Engagement & Development respectively. These changes better reflect our functions and align with industry standard terminology. More importantly, they communicate our expanded approach to supporting purchasers, suppliers and community partners throughout their journey with WashU.

Websites

By November 10, 2025, both departments, along with Mail & Receiving Services, will operate under a unified website experience within University Services, providing clearer navigation and improved access to services.

Exhibit 46



BIPOC Career Resources

Welcome to a team that values your journey and is committed to your success.

WashU's Center for Career Engagement is committed to supporting the unique experiences and success of our BIPOC students. We understand that many BIPOC students face additional obstacles when approaching processes related to exploring different careers, searching for internships/jobs and applying to advanced-degree programs. Our goal is to provide the guidance and resources you need to thrive.

As a member of the WashU community, you have access to an array of services designed to help you navigate your academic and career paths effectively:

- **Personalized Career Coaching and Planning:** Tailored support to help you identify your strengths, explore career options, and plan your future. [Make an Appointment with a Career Coach](#)
- **Career Assessment:** Career coaches offer in-depth assessments and discussion that can help you understand yourself and explore possibilities. [Make an Appointment with a Career Coach](#) or get started on your own with [Focus2 Career Assessment](#).

Sign up for career community updates and resources

Affinity Group Staff



Ahmar Ursani

[Meet Ahmar](#)



Amber Brown

[Meet Amber](#)



Cynthia Bowdry

Exhibit 47

Job Opportunities

MENU

DEPARTMENT OF CHEMISTRY

Job Opportunities at This Time

WASHINGTON UNIVERSITY IN ST. LOUIS, DEPARTMENT OF CHEMISTRY - ASSISTANT/ASSOCIATE LEVEL

The Department of Chemistry at Washington University in St. Louis invites applications for a full-time, tenure-track faculty appointment at the rank of assistant professor or associate professor. We invite applicants in all areas of chemistry, broadly defined (e.g., analytical chemistry, biochemistry, chemical biology, inorganic chemistry, nuclear chemistry, organic chemistry, physical chemistry, radiochemistry, theoretical chemistry, etc.). Candidates with interdisciplinary research interests are welcomed. A Ph.D. in chemistry or a closely related field is required at the time of appointment. Candidates for the rank of associate professor should have an outstanding academic record of research, publication, teaching, and service commensurate with tenure at that rank. The duties of the position include conducting research, publishing in peer-reviewed journals, obtaining extramural research support, teaching courses, advising students, performing assigned committee work, and participating in university service. The development and maintenance of an outstanding research program is expected.

The Department of Chemistry highly values the ability to work with diverse students and colleagues and contribute to building an inclusive environment. We are committed to the principles and practices of equal employment opportunity. It is the University's policy to recruit, hire, train, and promote persons in all job titles without regard to race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, protected veteran status, disability, or genetic information.

Please visit <https://apply.interfolio.com/151908> to apply and chemistry.wustl.edu for more information about the Department of Chemistry. Applications will only be accepted through Interfolio and should include a cover letter, curriculum vitae, one or more research proposals, and a diversity statement. Applicants should also arrange for three letters of reference to be uploaded to Interfolio. Applications will be reviewed on a rolling basis until October 1, 2024. Please direct all other correspondence to ChemSearch@wustl.edu.



Assistant Professor

Position Description

The **Department of Molecular Microbiology** at Washington University in St. Louis School of Medicine is recruiting several faculty at the Assistant Professor level. We are particularly interested in recruiting scientists pursuing fundamental aspects of microbiology with an emphasis on host-pathogen interactions, emerging infectious disease, antimicrobial resistance, structural biology and women's infectious disease. Applicants with bold new perspectives and 'outside the box' approaches, particularly those focused on interdisciplinary, collaborative research are strongly encouraged as are those from members of groups that are typically under-represented in science. Candidates working on infectious diseases related to women's health would also be appointed to the Center for Women's Infectious Disease Research. Candidates working in areas related to mycobacterial diseases are particularly encouraged to apply as part of a new Washington University Interdisciplinary Initiative for Mycobacterial Research and Treatment. Washington University offers an intellectually exciting, collegial, and supportive environment with robust graduate and post-doctoral programs and extensive opportunities for interdepartmental collaboration and entrepreneurship. We are home to a uniquely broad and interactive microbial pathogenesis community that spans the university, supported by vibrant and integrated centers that further enrich the intellectual environment. Newly expanded enhanced biocontainment (BSL3) laboratories and outstanding core facilities including genomics, small-molecule screening, imaging, Cryo-EM, mass-spectrometry, high-performance cluster computing and vivarium are available. In addition to developing a vigorous, cutting-edge, externally funded research program, teaching of graduate and professional students will be required.

Basic Qualifications

Candidates should possess a Ph.D. or equivalent degree in a relevant discipline, and a strong publication record. To apply, please submit a cover letter, Curriculum Vitae, up to 3 selected publications, a 2-page description of planned research interests, **a statement of commitment to diversity**, and three reference letters via <https://facultyopportunities.wustl.edu/>.

All materials received by November 15, 2024, will be considered by the search committee; applications thereafter will be considered on a rolling basis. Brief videoconference interviews of selected candidates will be conducted on December 19-20, 2024. Select candidates will be invited to visit Washington University January 29-31, 2025, and participate in a research symposium on January 30, 2025. Inquiries can be directed to Micro-Search@email.wustl.edu.

Special Instructions

Contact Name

Mersiha Menkovic

Contact Email

micro-search@email.wustl.edu

Posting Date

8/8/2024

End Date

10/8/2025

Exhibit 48

Danforth Faculty Affairs and Development



University supports for hiring and new faculty

Below are resources to actively support the faculty hiring process.

University resources

Target of Opportunity hires

A Target of Opportunity hire represents an opportunity to recruit a candidate of outstanding quality who has not emerged through a conventional national search. Myriad reasons justify such targeted hiring, including opportunities to recruit outstanding faculty who are not generally on the job market, to strengthen existing areas or fill strategic needs, to make partner hires, and to **diversify the faculty**. All Target of Opportunity proposals must be approved by the school's affirmative action process and the school's dean.

Faculty Search Support

[Strategies for conducting a successful search](#)

[Best practices for interviewing](#)

[Recruitment and Search Advisors \(RASAs\)](#)

[Interfolio Faculty Search](#)

[University supports for hiring and new faculty](#)

[Resources for Faculty Search Committees](#)

Exhibit 49

Here, Turner explains why WashU’s international numbers have stayed strong, reflects on the success of WashU college access programs and peeks over the “demographic cliff.”

WashU continues to admit a significant number of first-generation and Pell-eligible students. Still, there was a slight decline this year. What happened?

This was a very complicated admissions cycle. We understood that there was a chance that many of our admitted international students wouldn’t be able to obtain a visa. So, in anticipation of summer melt, we were able to say yes to more students on our wait list. In the end, summer melt was lower than anticipated, which resulted in a larger incoming class. This impacted the overall percentages.

Class of 2029	Fall '24	Fall '25
Students	1848	1963
White	52%	52%
Asian	27%	27%
International	11%	12%
Hispanic	13%	11%
Black/African-American	8%	9%
Native American/Native Hawaiian/Native Pacific-Islander	2%	2%
Race/ethnicity unknown	5%	4%

WashU is transitioning to a new method of tracking race/ethnicity to be in line with our peers and stay true to the ways students identify. Accordingly, we've begun counting students in each category they select on their application. While the reported numbers look different from those reported in the past, we've restated the Fall 2024 numbers using the new methodology to have a fair point of comparison.

Source: WashU Undergraduate Admissions

Are you surprised that so many international students applied to WashU given the changing federal guidelines and revocation of student visas?

One of the things that I’ve learned as I’ve been recruiting abroad is that international families still value a U.S. education. These families are still so excited about their kids getting into WashU, and we make it clear that their students are welcome here and that we have a lot of support and services for them.

What is your message to students who place a high value on having a diverse community?

It's important to us that we recruit and enroll a class that includes students from all backgrounds. This makes our class and our campus community stronger. What I would say to our students who care about the diversity of our class is to continue their participation in the WashU community. Their contributions are making WashU an open and inclusive community for all. There are limitations to what we can do legally in our recruiting practices, but just because there have been some changes to the way we're able to approach our work, that doesn't mean our institutional values have changed. We remain fully committed to serving students with a diversity of experiences, backgrounds and viewpoints. This class chose WashU because they believe in that mission. And so the more we get students from a variety of backgrounds and viewpoints in the classroom, and involved in extracurricular life, the more we're going to be able to attract students who share our institutional values. Additionally, we have made some changes to the way we report our data (see chart) and that has affected how this year's percentages look.

Exhibit 50



Student Body Diversity

[Student Data](#) > Student Body Diversity



STUDENT DATA

[Current Enrollment & Graduation Data](#)

[Student Body Diversity](#)

[Enrollment Visualization](#)

[Historical Data](#)

[Requesting Student Data](#)

Washington University in St. Louis values the diversity of its student body, which adds complexity to student learning and the student experience.

Fall 2025 – 10th Week

Sex

	Undergraduate	Graduate	Total University
Female	55.2%	48.5%	51.9%
Male	44.4%	49.6%	46.9%
Not Declared	0.4%	1.9%	1.1%
X-Non-Binary	0.1%	0.0%	0.1%



STUDENT DATA

Current Enrollment & Graduation Data

Student Body Diversity

Enrollment Visualization

Historical Data

Requesting Student Data

Race / Ethnicity

	Undergraduate	Graduate	Total University
Hispanic	12.0%	5.7%	8.9%
American Indian	0.1%	0.1%	0.1%
Asian	21.1%	8.4%	14.9%
Black	8.9%	5.4%	7.2%
Pacific Islander	0.1%	0.0%	0.1%
White	39.0%	32.2%	35.7%
Two or more races	5.9%	2.9%	4.4%
Unknown	2.5%	2.8%	2.7%
International	10.4%	42.4%	26.0%

Exhibit 51

Washington University in St. Louis

2025-26 Bulletin

About Washington University Programs of Study Undergraduate Graduate & Professional About This Bulletin

Admissions

Bulletin › Graduate & Professional › Arts & Sciences › Admissions

Eligibility

Washington University encourages and gives full consideration to all applicants for admission and financial support without regard to race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, veteran status, disability, or genetic information.

Evidence considered by each admissions committee includes not only the quality of previous course study but also its relevance to the applicant's prospective program. Research experience in the discipline is always viewed favorably.

The Office of Graduate Studies, Arts & Sciences, is strongly interested in recruiting, enrolling, retaining, and graduating students from diverse backgrounds and disciplines.

Applications for admission to any of the Arts & Sciences degree programs are encouraged and welcomed. To the greatest extent possible, students with disabilities are integrated into the student population as equal members.

To be considered for admission into a graduate degree program, applicants must hold a bachelor's degree from an accredited institution prior to starting the graduate program.

Students may be admitted to study for a PhD degree directly from baccalaureate study or after undertaking other graduate or professional education, whether at Washington University or at another accredited institution.

- About Washington University
- Programs of Study
 - Undergraduate
 - Graduate & Professional**
 - Graduate Study
 - University PhD Policies & Requirements
 - PhD Mentored Experiences
 - Architecture & Urban Design
 - Art
 - Arts & Sciences
 - Doctoral Degrees
 - Master's Degrees
 - Fields of Study
 - Degrees Offered
 - Admissions**
 - Policies

Exhibit 52



What We're Looking For

[How to Apply](#) › [What We're Looking For](#)

HOW TO APPLY

[Admissions Glossary](#)

[Application Dates & Deadlines](#)

[Application Fee Waiver](#)

[Common Questions](#)

[English Testing Requirements](#)

[First-Year International Applicants](#)

[First-Year U.S. Citizen/ Permanent Resident Applicants](#)

[Optional Writing and Video Supplements](#)

[Portfolio Reviews](#)

[QuestBridge](#)

We want to get to know you—your passions, your talents, and how you want to make a difference.

Our application review process goes beyond grades to understand your potential, character, accomplishments, and how you'll connect with our collaborative and intellectually curious community.

We're looking for students who are eager to learn, contribute, support others, and bring their unique experiences to enrich our campus and the wider world. Tell us your story—we're excited to see how you'll thrive at WashU.

Our approach to your application

At WashU, we take our mission seriously: to discover and disseminate knowledge; protect the freedom of inquiry through research, teaching, and learning; and to create an environment to encourage and support wide-ranging exploration. We strive to enhance the lives and livelihoods of all in our WashU community, our neighbors in St. Louis, the country, and the world.

With our mission in mind, we review your application in an individualized manner, where our goal is to get to know you—and your story—through the application process. Here are some of the things we are looking for:



HOW TO APPLY

- [Admissions Glossary](#)
- [Application Dates & Deadlines](#)
- [Application Fee Waiver](#)
- [Common Questions](#)
- [English Testing Requirements](#)
- [First-Year International Applicants](#)
- [First-Year U.S. Citizen/ Permanent Resident Applicants](#)
- [Optional Writing and Video Supplements](#)
- [Portfolio Reviews](#)
- [QuestBridge](#)
- [Schoolhouse.world](#)
- [Transfer Applicants \(U.S. and International\)](#)
- [What We're Looking For](#)
- [English Testing Requirements](#)
- [First-Year International Applicants](#)
- [First-Year U.S. Citizen/ Permanent Resident Applicants](#)
- [Optional Writing and Video Supplements](#)
- [Portfolio Reviews](#)
- [QuestBridge](#)
- [Schoolhouse.world](#)
- [Transfer Applicants \(U.S. and International\)](#)
- [What We're Looking For](#)

Academic potential

We evaluate your achievement, preparation, and potential to contribute in your chosen area of study and across the university.

How do your academic choices and performance help us understand your ability to thrive here? How do others describe your academic talents and skills?

Personal characteristics and qualities

While there is no one type of WashU student, our students have many things in common. They are collaborative, intellectually curious, creative, and demonstrate leadership in a variety of ways. They share concern for others, seek solutions, and support one another. We also know that our classrooms, residence halls, and common spaces are enriched by being a community of people with a broad array of experiences, backgrounds, perspectives, and interests.

What will you contribute to the WashU community? How have you demonstrated your character? What is important to you, and what sort of person do you hope to become?

Accomplishments and involvement

We are interested in understanding your engagement outside of the classroom, including extracurricular activities, family obligations, work commitments, service, or other ways you are involved.

How do you spend your time, and how have you had an impact in your family, school, workplace, or community? What have you learned from your experiences, and how have you taken advantage of the opportunities made available to you? Do you have particular skills or talents?

Fit and engagement

What opportunities would you seek out on our campus? How do your academic and professional interests align with what we offer? We hope to understand why WashU might be a good fit for you and how you have taken advantage of opportunities to get to know us better, too.

One thing we don't consider: your financial need.

WashU is "need blind" in our admission process for first-year applicants who are U.S. citizens or permanent residents.

What does "need blind" mean? It means that WashU does not consider an applicant's ability to pay when making admission decisions.

What does this mean for you? It means we rely solely on our individualized review of applications with one goal in mind: to get to know you as a person and understand how you would both contribute to and benefit from the WashU experience. What we do NOT look for is your ability to pay tuition.

[Learn how to apply →](#)

Exhibit 53

☰ YouTube

Search 🔍



S1 E6 - Chatting About All Things Diversity Statements and Addenda

 **WashU Law**
793 subscribers [Subscribe](#)

👍 0 | 🗨️ | ➦ Share | ⚡ Ask | ⬇️ Download | ⋮

45 views 6 months ago Applying Yourself - A Law School Admissions Podcast
No description has been added to this video.
[...more](#)

Exhibit 54

Full-Time MBA

Class Profile

- Cost, Aid and Scholarships
- Curriculum
- Specializations & STEM
- Career Prospects
- How to Apply

Full-Time MBA class profile

103 students

Highlights

4.4

years average work
experience

27

countries
represented by citizenship

3.53

average GPA
range 2.7 - 4.0

706

average GMAT
range 550 - 780

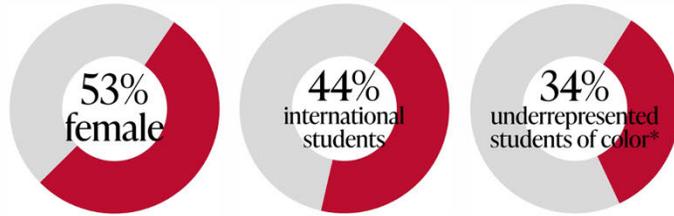
163

average GRE V
range 155 - 170

164

average GRE Q
range 148 - 170

Demographics



* As a percent of students who are U.S. citizens or permanent residents

U.S. Race & Ethnicity

Key Demographic	Federal Guidelines Reporting	Multi-Dimensional Reporting
Indian/Native/Islander*	0 (0%)	0 (0%)
Asian American	7 (12%)	8 (14%)
Black/African American	15 (26%)	16 (28%)
Hispanic/Latinx	4 (7%)	4 (7%)
White	28 (48%)	30 (52%)
Two or more races	1 (2%)	N/A
Unknown race and ethnicity	3 (5%)	3 (5%)

Exhibit 55

INITIATIVES

Academic Pipeline Programs

Academic pipeline programs are a critical part of our blueprint for creating inclusive excellence. Through these programs, Washington University is supporting and preparing students from a variety of backgrounds to enter leadership positions within research and higher education.

K-12

[Alberti Program](#)

[Catalysts for Change](#)

[College Prep Program](#)

[Institute for School Partnership](#)

[The Pipeline to Support K-12 Education](#)

[QuestBridge](#)

[STEM Pipeline Consortium \(WUDPC-STEM\) Focus](#)

[Washington University Rural Scholars Academy](#)

[Washington University Summer Engineering Fellowship \(WUSEF\)](#)

Undergraduate

[Mellon Mays Undergraduate Fellowship](#)

[STEM Pipeline Consortium \(WUDPC-STEM\) Focus](#)

Graduate

[Edward A. Bouchet Graduate Honor Society](#)

[Joint Post-baccalaureate Program \(JPP\) in Mathematics, Physics, and Earth and Planetary Sciences](#)

[STEM Pipeline Consortium \(WUDPC-STEM\) Focus](#)

Scholarships and Fellowships

Learn more about our signature scholarships and fellowships.

[WashU scholarships and fellowships](#) →

School of Medicine

Browse Pipeline Programs at the School of Medicine.

[School of Medicine educational outreach programs](#) →

Exhibit 56

WashU | Equity, Diversity & Inclusion

FACULTY STAFF STUDENTS

Our Vision Our Community Resources Q

Initiatives

Our Vision > Initiatives

OUR VISION

Message from the Chancellor

Initiatives

We are investing in initiatives and programs that empower our community members to drive changes that will ensure WashU is welcoming to all.

Academic Pipeline Programs

Academic pipeline programs are a critical part of our blueprint for diversity. Through these programs, WashU is supporting and preparing students from a variety of backgrounds to enter leadership positions within research and higher education.

Day of Dialogue and Action

Each year, we come together to explore critical issues facing our community. We confront questions that challenge each of us to do better and be better.

Scholarships & Fellowships

To develop the most diverse pool of scholars and leaders of tomorrow, we are committed to creating possibilities for budding researchers, leaders, and innovators through scholarship and fellowships.

Exhibit 57

 WashU | Equity, Diversity & Inclusion

FACULTY STAFF STUDENTS

Our Vision Our Community Resources 

FACULTY RESOURCES STUDENT RESOURCES

STEM Pipeline Consortium (WUDPC-STEM) Focus

The Washington University Diversity Programs Consortium – Science, Technology, Engineering and Mathematics (WUDPC-STEM) Focus exists to strengthen the university's pipeline efforts to recruit, retain and support individuals from underrepresented backgrounds in science and research related fields.

Our goal is to increase diversity in these fields. In addition, we aim to encourage diversity within the STEM professoriate at Washington University and elsewhere. We will do this by facilitating sustained collaborations between STEM departments and programs at Washington University that focus on building diversity and by enhancing awareness of those diversity efforts, resources and opportunities to the individuals and communities we serve.

WUDPC-STEM Focus goals

- Recruit and retain a diverse community of faculty, staff and students
- Identify feeder programs and partnership opportunities
- Share data appropriate to the goals of the group
- Share success stories and explain barriers
- Understand the mission of each program to assist in achieving its goals
- Provide a support network for diversity program coordinators and directors
- Advertise upcoming events, projects and initiatives

Exhibit 58

Scholarships & Fellowships

To develop the most diverse pool of scholars and leaders of tomorrow, Washington University is committed to creating possibilities for budding researchers, leaders and innovators through scholarships, internships and fellowships.

Undergraduate Programs

Undergraduate Signature Scholar Programs

The university's signature merit-based scholars programs, housed within the [Office of Scholars Programs \(OSP\)](#), create unique academic and cultural communities in which to share, learn, challenge, make friends, and exchange views and ideas.

Danforth Scholars Program

The [Danforth Scholars Program](#) honors students with a passion for helping others. Danforth Scholars are also known for their leadership in service, intellectual and creative acuity, a commitment to diversity and kindness. Named in honor of William H. and Elizabeth Gray Danforth, the chancellor and first lady of Washington University from 1971 to 1995, this program pays tribute to this couple's exemplary leadership and service.

John B. Ervin Scholars Program

Started in 1986, the [John B. Ervin Scholars Program](#) honors the memory of a nationally renowned educator and community leader who believed in giving students a first-rate education. Ervin Scholars are selected based on academic excellence, leadership, service and commitment to bringing diverse peoples together.

Exhibit 59

Project Grant # FAIN-K12NS129164
In Progress (2 years remain)

Awarding Agency

Department of Health and Human Services (HHS)

Recipient

WASHINGTON UNIVERSITY, THE
 1 BROOKINGS DR
 SAINT LOUIS, MO 63130-4862
 UNITED STATES
 Congressional District: MO-01

Assistance Listings (CFDA Programs)

93.853 - EXTRAMURAL RESEARCH PROGRAMS IN THE NEUROSCIENCES AND NEUROLOGICAL DISORDERS
[VIEW MORE INFO ABOUT THIS PROGRAM](#)

Dates

\$ Award Amounts

● Outlayed Amount	\$2,950,706.95
● Obligated Amount	\$5,026,009.00
○ Non-Federal Funding	\$0.00
● Total Funding	\$5,026,009.00

Description

NEUROSURGEON RESEARCH CAREER DEVELOPMENT PROGRAM (NRCDP) - ABSTRACT THIS RENEWAL APPLICATION WOULD PROVIDE FUNDING TO ADMINISTER THE NEUROSURGEON RESEARCH CAREER DEVELOPMENT PROGRAM (NRCDP) FOR ANOTHER **FIVE YEARS**. THIS PROGRAM IS THE BASIS OF A CONTINUED NATIONAL EFFORT TO **SUPPORT, TRAIN, AND MENTOR JUNIOR NEUROSURGICAL FACULTY MEMBERS** AT APPROPRIATE INSTITUTIONS NATIONWIDE. THE PROPOSAL ADDRESSES THE RATIONALE AND ONGOING NEED FOR THE NRCDP AND **INCLUDES SEVERAL PROPOSED INNOVATIONS TO AUGMENT AND EXPAND THE SCOPE AND DIVERSITY OF THE PROGRAM**, THE LEADERSHIP STRUCTURE, AND THE RATIONALE FOR THE SELECTION OF THE NATIONAL ADVISORY COMMITTEE (NAC). IT ALSO DETAILS A WELL-DEVELOPED AND ROBUST SYSTEM FOR THE RECRUITMENT AND SELECTION OF SCHOLAR-APPLICANTS BASED ON THEIR POTENTIAL, THEIR MENTOR'S TRACK-RECORD, AND THE SUPPORT OF THEIR CHAIRS. IN ADDITION, THERE IS A DESCRIPTION OF THE ANNUAL RETREAT, WHICH INCLUDES APPLICANT INTERVIEWS, SYMPOSIA ON REPRODUCIBILITY AND RIGOR, INTERACTIVE GRANT-PREPARATION SESSIONS, AND NIH STYLE "STUDY-SECTION", WHERE THE NAC REVIEWS APPLICATIONS AND SELECTS SCHOLARS. ELIGIBLE CANDIDATES ARE NEWLY APPOINTED NEUROSURGICAL FACULTY WITHIN ONE YEAR OF COMPLETING RESIDENCY OR FELLOWSHIP. SUCCESSFUL APPLICANTS ARE CALLED SCHOLARS. QUALIFIED APPLICANTS NOT SELECTED FOR FUNDING ARE CALLED EMERGING INVESTIGATORS AND ARE ALSO AN IMPORTANT PART OF THE PROGRAM. THE PRIMARY GOAL OF THE PROGRAM IS TO SUPPORT SCHOLARS ALONG THE PATH TO SCIENTIFIC INDEPENDENCE. HENCE, AN IMPORTANT METRIC IS SUCCESS IN SECURING SUBSEQUENT INDEPENDENT FUNDING FROM THE NIH, OR OTHER FEDERAL AGENCIES. IN THE 10 YEARS THE PROGRAM HAS BEEN IN PLACE, WE HAVE REVIEWED APPLICATIONS FROM 138 INDIVIDUALS, AT 75 DIFFERENT INSTITUTIONS, LOCATED IN 36 STATES. IN THE MOST RECENT ANALYSIS, WE FOUND THAT THE SUCCESS RATE FOR SCHOLARS OBTAINING SUBSEQUENT NIH FUNDING INCREASED SIGNIFICANTLY YEAR BY YEAR - APPROACHING 85% BY NINE YEARS. THESE BENEFITS DID NOT ONLY ACCRUE TO SCHOLARS, BUT ALSO TO EMERGING INVESTIGATORS. THEIR SUCCESS RATE IN OBTAINING SUBSEQUENT INDEPENDENT NIH FUNDING ALSO GREW OVER TIME, THOUGH AT A SLOWER RATE, AND APPROACHED 60% BY NINE YEARS, DUE TO THE DEVELOPMENT OF A PARALLEL PATH FOR CONTINUED MENTORING IN THE ACADEMY EMERGING INVESTIGATOR PROGRAM (EIP). IN THIS COMPETING RENEWAL, WE HAVE IDENTIFIED FOUR IMPORTANT PRIORITIES: **GOAL ONE: TO PROMOTE AND FOSTER DIVERSITY, EQUITY, AND INCLUSION AT ALL PROGRAM LEVELS. GOAL TWO: TO CREATE A "PIPELINE PROGRAM" TO RECRUIT THE MOST TALENTED AND DIVERSE GROUP OF K13 APPLICANTS.** GOAL THREE: TO EXPAND THE "TRAINING PROGRAM" TO ACCELERATE TIMING TO FIRST INDEPENDENT NIH AWARD. GOAL FOUR: ESTABLISH AN NRCDP LEADERSHIP STRUCTURE THAT EMBRACES CONTINUOUS RENEWAL AND EVOLUTION. ACHIEVEMENT OF THESE GOALS WILL LEAD TO A CADRE OF DIVERSE, INDEPENDENT NEUROSURGEON- SCIENTISTS THAT PERFORM ETHICAL, RIGOROUS, AND HIGH-IMPACT RESEARCH INTO THE PATHOGENESIS AND TREATMENT FOR MANY OF MOST DISABLING DISORDERS AFFECTING THE NERVOUS SYSTEM.

Awarding Agency

Department of Health and Human Services (HHS)

Recipient

WASHINGTON UNIVERSITY, THE
1 BROOKINGS DR
SAINT LOUIS, MO 63130-4862
UNITED STATES
Congressional District: MO-01

Assistance Listings (CFDA Programs)

93.866 - AGING RESEARCH
[VIEW MORE INFO ABOUT THIS PROGRAM](#)

Dates



\$ Award Amounts



Description

THE COEQUAL REGISTRY: CREATING OPPORTUNITIES TO INCREASE HEALTH EQUITY AND EQUALITY FOR PERSONS AT RISK FOR ALZHEIMER DISEASE AND RELATED DEMENTIAS. - ABSTRACT AS OUR POPULATION AGES, THE GLOBAL CRISIS RELATED TO ALZHEIMER DISEASE (AD) AND RELATED DEMENTIAS (ADRD) INCREASES AND YET PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF RESEARCH STRATEGIES THAT SUPPORT THE NEEDS OF OUR AGING COMMUNITY. IN MISSOURI, THE PROJECTED TOTAL NUMBER OF PEOPLE 65 AND OLDER LIVING WITH ADRD WILL INCREASE FROM 120,000 IN 2020 TO 130,000 BY 2025. HEALTH DISPARITIES IN ADRD BEGIN WITH ACKNOWLEDGING THE IMPACT OF **SOCIAL DETERMINANTS OF HEALTH, STRUCTURAL VULNERABILITY, AND SYSTEMATIC DISCRIMINATION: ETHNORACIAL FACTORS, CLASSISM, SYSTEMIC AND SYSTEMATIC RACISM**, AGEISM, HISTORICAL MISTRUST OF SCIENTISTS, AND SUSPICION OF THE HEALTHCARE SYSTEM ALL ARE FACTORS LINKED TO REDUCED RECRUITMENT, ENROLLMENT, AND RETENTION IN ADRD RESEARCH. THE MAIN OBJECTIVE OF THIS STUDY IS TO ESTABLISH A NOVEL APPROACH TO RECRUITING, ENROLLING, AND RETAINING UNDER-RESOURCED COMMUNITIES INTO AN ADRD RESEARCH REGISTRY NAMED COEQUAL (**CREATING OPPORTUNITIES TO INCREASE HEALTH EQUITY AND EQUALITY FOR PERSONS AT RISK FOR ALZHEIMER DISEASE AND RELATED DEMENTIAS**). WE PROPOSE USING A COMMUNITY AND PATIENT ENGAGED RESEARCH FRAMEWORK (CPER) TO DEVELOP AND TEST THE FEASIBILITY OF A HIGH-YIELD RECRUITMENT PROCESS TO CREATE A RESEARCH REGISTRY FOR RECRUITMENT, ENROLLMENT, AND RETENTION OF UNDER-RESOURCED PARTICIPANTS INTO ADRD RESEARCH. THE STUDY TEAM CONSISTS OF DIVERSE RESEARCHERS, COMMUNITY MEMBERS, AND FAMILY AND PATIENT ADVOCATES PARTNERED WITH WASHINGTON UNIVERSITY SCHOOL OF MEDICINE KNIGHT ALZHEIMER'S DISEASE RESEARCH CENTER (KNIGHT ADCRC) IN ST. LOUIS, MISSOURI. WE HYPOTHESIZE THAT THE **CREATION OF A CULTURALLY APPROPRIATE RESEARCH REGISTRY** WILL AID IN THE RECRUITMENT, ENROLLMENT, AND RETENTION OF DIVERSE PARTICIPANTS INTO ADRD RESEARCH, AS WELL AS THOSE WHO ARE MORE REPRESENTATIVE OF THE MEDICAL COMORBIDITIES EXPERIENCED BY COMMUNITY-LIVING OLDER ADULTS. THE SPECIFIC AIMS ARE TO: 1. IDENTIFY AND ENHANCE CURRENT PRACTICES AND RESOURCES TO PROMOTE HIGH-YIELD RECRUITMENT, ENROLLMENT, AND RETENTION OF UNDERREPRESENTED PARTICIPANTS INTO ADRD RESEARCH. 2. DETERMINE IF NIA ADORÉ (ALZHEIMER'S & DEMENTIA OUTREACH, RECRUITMENT & ENGAGEMENT RESOURCES) MATERIALS ARE ACCURATE, ACCESSIBLE, AND ACTIONABLE FOR MEETING BEST PRACTICES TO INCREASE RECRUITMENT, ENROLLMENT, AND RETENTION FOR UNDER-RESOURCED PARTICIPANTS IN ADRD RESEARCH. 3. ESTABLISH AND IMPLEMENT THE COEQUAL RESEARCH REGISTRY IN THE ST. LOUIS AREA TO INCREASE THE RECRUITMENT, ENROLLMENT, AND RETENTION OF N=2000 UNDER-RESOURCED PARTICIPANTS WHO ARE COGNITIVELY UNIMPAIRED AND IMPAIRED INTO ADRD RESEARCH. THIS STUDY PROVIDES A SYSTEMATIC PROCESS FOR THE ENROLLMENT OF UNDER-RESOURCED PARTICIPANTS INTO ADRD STUDIES. OUR GOAL IS TO BUILD A SUSTAINABLE RESEARCH REGISTRY THAT EXPANDS THE EXISTING SUCCESS AND EFFORTS OF THE KNIGHT ADCRC TO **INCREASE DIVERSITY, EQUITY, AND INCLUSION IN ADRD RESEARCH**.

Awarding Agency

Department of Health and Human Services (HHS)

Recipient

WASHINGTON UNIVERSITY, THE
 1 BROOKINGS DR
 SAINT LOUIS, MO 63130-4862
 UNITED STATES
 Congressional District: MO-01

Assistance Listings (CFDA Programs)

93.837 - CARDIOVASCULAR DISEASES RESEARCH
[VIEW MORE INFO ABOUT THIS PROGRAM](#)

Dates



\$ Award Amounts



Description

WASHINGTON UNIVERSITY SUMMER RESEARCH DIVERSITY PROGRAM IN CARDIOVASCULAR DISEASE & HEMATOLOGY (RADIANCE) - PROJECT SUMMARY/ABSTRACT THIS R25 **SHORT-TERM RESEARCH EDUCATION PROGRAM TO ENHANCE DIVERSITY IN HEALTH-RELATED RESEARCH** TITLED "WASHINGTON UNIVERSITY (WU) SUMMER RESEARCH DIVERSITY PROGRAM IN CARDIOVASCULAR DISEASE & HEMATOLOGY (RADIANCE)" PROPOSAL IS IN RESPONSE TO RFA-HL-22-012. WE BUILD UPON OUR EXTENSIVE EXPERIENCE WITH TWO CURRENTLY-EXISTING PROGRAMS, **1) NHLBI-FUNDED "PROGRAMS TO INCREASE DIVERSITY AMONG INDIVIDUALS ENGAGED IN HEALTH-RELATED RESEARCH (PRIDE)", WHICH FOCUSES ON NATIONALLY UNDERREPRESENTED IN MEDICINE (URM) JUNIOR FACULTY, AND 2) WU INSTITUTE FOR PUBLIC HEALTH SUMMER RESEARCH PROGRAM (IPH-SRP) - PUBLIC AND GLOBAL HEALTH TRACK THAT HAS TRAINED UNDERGRADUATE AND HEALTH PROFESSIONAL STUDENTS IN HEALTH-** RESEARCH FOR PAST EIGHT YEARS. OUR EXCELLENT TRACK-RECORD WITH THESE SUMMER RESEARCH PROGRAMS AND ESTABLISHED INFRASTRUCTURE ALLOWS FOR SEAMLESS PROGRAM EXPANSION AND INTEGRATION. CARDIOVASCULAR DISEASE (CVD) AND HEMATOLOGIC DISORDERS ARE LEADING CAUSES OF MORBIDITY AND MORTALITY IN THE US AND GLOBALLY. DISPARITIES IN DIAGNOSIS AND TREATMENT OF BOTH CVD AND HEMATOLOGIC DISORDERS ARE HIGHLY PREVALENT. **WE PROPOSE TO RECRUIT, PROVIDE TRAINING, MENTORING AND CAREER DEVELOPMENT AND RESEARCH SKILLS TO UNDERGRADUATE AND HEALTH PROFESSIONAL STUDENTS (TOTAL 12 URM TRAINEES/YEAR) WHO ARE INDIVIDUALS: A) FROM RACIAL/ETHNIC GROUPS TRADITIONALLY UNDERREPRESENTED IN HEALTH-RELATED SCIENCES ON A NATIONAL BASIS; B) WITH DISABILITIES; AND C) FROM DISADVANTAGED BACKGROUNDS, THROUGH THE FOLLOWING OBJECTIVES: OBJECTIVE 1. TO RECRUIT, TRAIN, MENTOR, AND ENGAGE A DIVERSE URM STUDENTS GROUP WITH INTERESTS** IN EXPLORING RESEARCH CAREERS, THOROUGH A MULTIDISCIPLINARY APPROACH NECESSARY TO ADVANCE RESEARCH ON CVD AND HEMATOLOGIC DISORDERS. OBJECTIVE 2. TO PROVIDE RIGOROUS DIDACTICS, STRUCTURED MENTORING AND HANDS- ON RESEARCH EXPERIENCES THAT FOSTER KNOWLEDGE, ATTITUDES, AND SKILLS IN BIOMEDICAL, BEHAVIORAL, AND CLINICAL RESEARCH. OBJECTIVE 3. TO EXPOSE AND NURTURE TRAINEE INTERESTS IN RESEARCH, ACADEMIC AND PROFESSIONAL DEVELOPMENT IN CVD/HEMATOLOGIC DISORDERS AND TO PROVIDE RESEARCH EXPERIENCES THAT WILL HELP INFORM FUTURE CAREER AND TRAINING OPPORTUNITIES. OBJECTIVE 4. TO PREPARE, UNDER GUIDANCE FROM MENTORS AND PROGRAM LEADERSHIP, A "CAPSTONE EXPERIENCE" SUMMARY PRESENTATION AT THE END OF THE PROGRAM THAT SYNTHESIZES THE TRAINEE LEARNING AND RESEARCH EXPERIENCE. THE OVERARCHING GOAL OF RADIANCE IS TO PROVIDE CREATIVE AND HIGHLY RELEVANT EDUCATIONAL ACTIVITIES WITH PRIMARY FOCUS ON RESEARCH EXPERIENCES AND MENTORING ACTIVITIES FOR ENHANCING DIVERSITY OF THE BIOMEDICAL RESEARCH WORKFORCE. THE GOALS OF THIS PROPOSAL ALIGN WITH SCIENTIFIC PRIORITIES OF NHLBI TO: 1) PROVIDE BROAD CVD/HEMATOLOGIC DISORDERS TEACHING AND RESEARCH TRAINING; 2) PROVIDE SCIENTIFIC RESEARCH FOUNDATION FOR TRAINEES; 3) ENSURE EQUITABLE & INCLUSIVE PROGRAM ACCESS AND PARTICIPATION OF DIVERSE US POPULATIONS. NHLBI-FUNDED WU PROGRAM & MENTORING FACULTY WILL OFFER EXCELLENT EXPERIENCES FOR MENTEEES. WE ARE OPTIMISTIC THAT THIS PROPOSAL WILL HELP **ENHANCE THE DIVERSITY OF THE RESEARCH WORKFORCE** IN AREAS OF IMPORTANCE TO THE NHLBI MISSION.

Project Grant # FAIN P042A251369

In Progress (7 months remain)

Awarding Agency
Department of Education (ED)

Recipient
WASHINGTON UNIVERSITY, THE
1 BROOKINGS DR
SAINT LOUIS, MO 63130-4862
UNITED STATES
Congressional District: MO-01

Assistance Listings (CFDA Programs)
84.042 - TRIO STUDENT SUPPORT SERVICES
[VIEW MORE INFO ABOUT THIS PROGRAM](#)



\$ Award Amounts

Description

WASHINGTON UNIVERSITY—TRIO STUDENT SUPPORT SERVICES (SSS): THIS PROJECT AIMS TO INCREASE THE NUMBER OF LOW-INCOME, FIRST-GENERATION, AND DISABLED STUDENTS.



Outlayed Amount	\$0.00
Obligated Amount	\$422,795.00
Non-Federal Funding	\$0.00
Total Funding	\$422,795.00

Awarding Agency

Department of Health and Human Services (HHS)

Recipient

WASHINGTON UNIVERSITY, THE
 1 BROOKINGS DR
 SAINT LOUIS, MO 63130-4862
 UNITED STATES
 Congressional District: MO-01

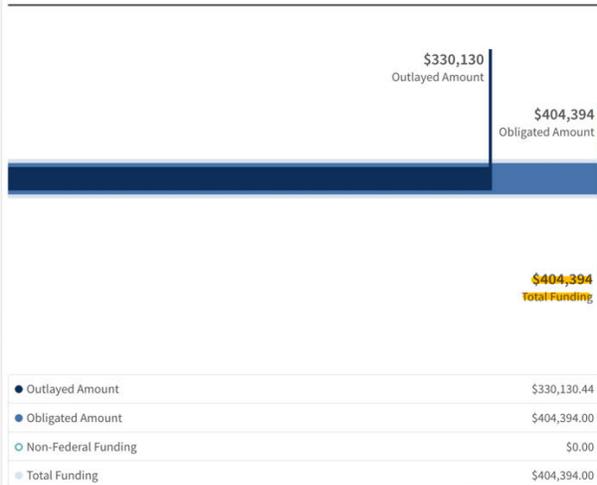
Assistance Listings (CFDA Programs)

93.853 - EXTRAMURAL RESEARCH PROGRAMS IN THE NEUROSCIENCES AND NEUROLOGICAL DISORDERS
[VIEW MORE INFO ABOUT THIS PROGRAM](#)

Dates



\$ Award Amounts



Description

ST. LOUIS SUMMER RESEARCH IMMERSION PROGRAM - ABSTRACT **INCREASING DIVERSITY AND INCLUSIVENESS WITHIN THE PEDIATRIC NEUROSCIENCES WORKFORCE WILL HELP CLOSE THE GAP IN HEALTH DISPARITIES** AND ACCELERATE RESEARCH EFFORTS THAT WILL LEAD TO NEW TREATMENTS FOR PEDIATRIC BRAIN DISORDERS. MINORITY POPULATIONS ARE AFFECTED BY COGNITIVE AND NEUROLOGICAL CONDITIONS AT A RATE HIGHER THAN OTHER GROUPS, YET THEY ARE INVOLVED IN NEUROSCIENCE RESEARCH AT A MUCH LOWER RATE. **THE NIH/NINDS HAS DEMONSTRATED LEADERSHIP IN ADDRESSING THIS CRITICAL DISPARITY BY CREATING AN NINDS OFFICE OF PROGRAMS TO ENHANCE NEUROSCIENCE WORKFORCE DIVERSITY (OPEN AND DEVELOPING SPECIFIC INDIVIDUAL AND INSTITUTIONAL FUNDING OPPORTUNITIES TO PROMOTE INCLUSION ACROSS THE NINDS SCIENTIFIC PORTFOLIO)**. THE CURRENT PROPOSAL WILL CREATE THE ST. LOUIS SUMMER RESEARCH IMMERSION PROGRAM IN PEDIATRIC NEUROSCIENCE (SSRIP) TO PROVIDE AN INNOVATIVE RESEARCH TRAINING EXPERIENCE TO HIGH SCHOOL STUDENTS WHO MIGHT NOT OTHERWISE HAVE ACCESS TO SUCH OPPORTUNITIES. THIS R25 RESEARCH EDUCATION PROGRAM IS BOTH INNOVATIVE AND RESPONSIVE TO THE PRIORITIES OF THE NINDS. IT DIRECTLY ADDRESSES THE STATED PRIORITIES OF THE NINDS TO **ELIMINATE DISPARITIES IN THE PEDIATRIC NEUROSCIENCES WORKFORCE, ENHANCE CREATIVITY AND INNOVATION THROUGH DIVERSE REPRESENTATION, BROADEN THE SCOPE OF BIOMEDICAL INQUIRY, AND ENSURE FAIRNESS IN OUR DIVERSIFICATION. FURTHER, THE SSRIP MODELS THE NIH SCIENTIFIC DIVERSITY TOOLKIT BY DEVELOPING ALL FOUR KEY FOCUS AREAS: 1) A DIVERSE CANDIDATE POOL; 2) UNBIASED TALENT SEARCHES; 3) OUTREACH AND NETWORKING; AND 4) MENTORING RELATIONSHIPS. WASHINGTON UNIVERSITY'S EDUCATIONAL ENVIRONMENT PRESENTS AN IDEAL CONTEXT AND SUBSTANTIAL, EXISTING INFRASTRUCTURE TO DEVELOP THIS UNIQUE TRAINING PROGRAM**. THUS, IN ADDRESSING PAR-21-168, SSRIP WILL ADVANCE THE COLLECTIVE MISSION OF THE NINDS, WUSM, AND THE ST. LOUIS COMMUNITY OF **ENHANCING THE DIVERSITY AND INCLUSIVENESS** OF THE PEDIATRIC NEUROSCIENCES RESEARCH WORKFORCE BOTH LOCALLY AND MORE BROADLY.

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