



PAUL G. ALLEN SCHOOL  
OF COMPUTER SCIENCE & ENGINEERING

# DIVERSITY, EQUITY, INCLUSION & ACCESS 5-YEAR STRATEGIC PLAN

September 2021

(Updated January 2024)





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## CONTEXT

The Paul G. Allen School of Computer Science & Engineering (CSE) is committed to increasing diversity, equity, inclusion, and access (DEIA) across identity groups (including but not limited to gender, ethnicity, race, LGBTQ+ status, dis/ability) in such a way that all members of our community are safe, included, and equitably supported. Consistent with this commitment, even before this Strategic Plan, we have had a number of DEIA-related activities already in place (see the “Example Ongoing Activities” column in the tables below).

With this Strategic Plan, the Allen School commits to a coordinated DEIA plan for the future. Prior to this Plan, existing activities were developed and implemented independently for the most part, with both duplication and gaps in coverage and no long-term plan for persistence. The Plan aims to knit together our existing DEIA efforts with new activities (where needed) into a cohesive, effective and sustainable whole.

Our Desired End State is one in which we have significantly increased the diversity of the Allen School community while providing community members with the opportunity to be their authentic selves in an environment that is safe, fair, equitable, accessible, and supportive.

Many members of the Allen School community — undergraduate students, graduate students, postdocs, faculty, and staff — contributed to the creation of this Strategic Plan, participating in numerous meetings and submitting documents over a two-year period. We thank them for their time, energy, and commitment! The Plan was also informed by the results of a school-wide climate survey, course evaluations, and the Allen School’s participation in the national Data Buddies Survey. All of this input was captured, giving us a lot of content but not much of the organization, structure and details needed to ensure an effective, overall implementation. A much smaller group of faculty and staff met over an eight-month period with an outside consultancy (led by Linda Callecod from Seraphim Consulting) to organize the amassed content into its current form as a well-structured, detailed, and actionable plan.

## OVERVIEW

The five-year DEIA Strategic Plan describes our Desired End State as a state in which we have significantly increased the diversity of the Allen School community while providing our community members with the opportunity to be their authentic selves in an environment that is safe, fair, equitable, accessible, and supportive. In addition, members of our community will understand the relationships between people, society, and technology, and students will be taught the skills necessary to create technologies designed for everyone. Rather than be conservative and target a desired state we knew was achievable in five years, our plan is visionary; we may not achieve this full end state in five years, but we expect to make significant progress towards it that will inform our DEIA activities and plans as we move forward.

To achieve the desired state, we adopt a three-part strategy aiming to (1) increase the diversity of our community and each cross section, (2) improve the quality and equity of one's experience at the Allen School, and (3) build the capacity of our community to produce technology that is just, equitable, and socially aware.

In implementing our strategy, we utilize six imperatives. Each imperative is a vehicle for change, and together, these imperatives enable us to fulfill the strategy. Each imperative is further defined by a set of goals.

1. **Curricula & Programs.** This imperative has three elements: the first is to significantly revamp our introductory course sequence in order to make it more accessible and engaging to students with a range of interests and prior preparation, the second is to deploy a variety of academic supports reaching students at a number of different levels, and the third is to add education on DEIA, justice, and the societal implications of technology in a range of new and existing courses.
2. **Professional Development.** The first goal for this imperative is to increase awareness in all members of our community of the importance of DEIA and current mechanisms for addressing it within the Allen School, in the field of computing, and in the technology that we produce. The second goal is to raise awareness and adoption of best practices for inclusive teaching and presentations.
3. **Policies & Procedures.** This imperative aims to ensure that equitable, inclusive, and consistently used policies and procedures are in place for school-wide hiring, evaluation and promotion, admission, and allocation of resources and opportunities. In addition, it aims to improve procedures for reporting and responding to issues/incidents in the Allen School.

4. **Internal Community Engagement & Support.** This imperative will engage members of the Allen School in DEIA activities, including increased access to peer groups with a focus on better supporting diverse students/postdocs in the Allen School, mentorship programs for faculty, staff, and graduate students/postdocs, and mechanisms for participation in community celebrations and other DEIA events and activities.
5. **Outreach.** This imperative will build effective pipelines for entering the Allen School as undergraduate, B.S./M.S., and Ph.D. students, faculty, and staff with a focus on increasing diversity. It will also include efforts to expand professional development opportunities for teachers in Washington who seek to bring computer science to K-12 schools across the state, and to strengthen the Allen School's participation in and contributions to national consortia and alliances that work to improve DEIA in undergraduate and graduate programs.
6. **Budget Management.** This imperative aims to ensure a sufficient, persistent, and effectively managed budget that allows us to achieve our DEIA strategic goals.

Each goal for an imperative is associated with a set of tactics or concrete activities that will be undertaken to achieve that goal, and a set of objective measurements that will enable us to assess our progress. Overall accountability will be ensured by the Allen School's Associate Director for DEIA and Director for DEIA Strategy and Operations (currently Professor Yoshi Kohno and Dr. Jan Cuny, respectively). They will oversee supervisors for each goal, who will in turn ensure that the goals are being effectively implemented with appropriate measurements. Although numerous people may work on any individual tactic, for accountability, each tactic has an identified lead or co-lead, who report to the goal supervisor.

After several years of developing this Strategic Plan, we are excited now to pivot to its implementation. We are committed to building a diverse community and the safe, fair, equitable, and supportive environment that we envision.

## DEFINITION OF TERMS

**Diversity:** The representation and honoring of all identities, backgrounds, cultures, dis/abilities, socioeconomic status, experiences, and perspectives.

**Equity:** The absence of systemic and isolated oppression, favoritism, stereotyping, and prejudice, including but not limited to racism, sexism, xenophobia, and ableism; the broad support of everyone to have their needs met, to access resources and opportunities, and to participate in the social network.

**Inclusion:** To welcome and invite everyone and all groups “to the table,” where all voices are listened to, everyone matters and has a sense of belonging, and no one feels like an outsider but feels a part of a supportive, welcoming community where it is safe to be transparent, vulnerable, and authentic.

**Access:** Having no barriers to participation, opportunities, or resources, including but not limited to access for people with different dis/abilities or backgrounds; having information and expectations publicly available by default, not by request or social network; being unlimited by assumptions and able to overcome traditional barriers and be first, having had conventional hindrances removed and being the recipient of intentional outreach.

**Community:** Those who identify as part of the Allen School or take our courses.

**Outreach:** Intentional efforts to connect with those outside and inside the Allen School community in ways that increase DEIA within the Allen School and computing as a whole, and educate them about our field, our school, our mission, our activities, our contributions to society, and how they can join the Allen School community at different stages of their career. We also aim to inspire people to participate in the computing field in general.

**Underrepresented in computing:** Where used in this plan, the term “underrepresented in computing” encompasses the National Science Foundation definition, which includes people who are women, African American, Hispanic, American Indian, Native Hawaiian, Native Pacific Islander, and students with different dis/abilities; our definition also includes but is not limited to people who have different gender identities, who identify as LGBTQ+, who are Black and Latinx, who are from different economic backgrounds, and who are first-generation college students. We also consider the intersectionality of different identity dimensions.



## DEIA DESIRED STATE

When we have realized our Desired State for DEIA, we will have increased the diversity of our community as a whole, across multiple dimensions of identity (as listed in our definition of diversity), including intersectionality, and across different parts of the school (e.g., different programs, different labs, etc.). All community members of the Allen School will have the opportunity to be their authentic selves. Students, faculty, and staff will know the importance of addressing inequities and will be able to effectively address them. When or if individuals experience an environment that is not conducive to authenticity, there will be well-defined paths to address that situation and make changes to that environment.

Here at the Allen School, our community members will have access to and the ability to take advantage of resources that support them in the success of their work, and policies, procedures, and practices will be transparent. We will include diverse perspectives in decision-making processes, and those diverse voices will be “at the table” and listened to by default.

Our processes and activities will take into account that people have different circumstances at home (e.g., children, small living spaces, responsibilities). Information about resources, opportunities, and criteria will be available, transparent, and easy to follow.

Our intentional outreach will include us showing up in potential students’ communities and spaces instead of expecting them to find us. In our classes, students who qualify for disability or other accommodations will easily access those accommodations.

Finally, students, faculty, and staff will think critically about the relationships between people, society, and technology, and students will be taught the skills necessary to create just technologies: technologies that are fair and designed for everyone.

# STRATEGY

The Allen School's five-year strategy is to drive improvements in three primary areas: (1) the diversity of our community and each cross section, (2) the quality and equity of one's experience at the Allen School, and (3) the capacity of our community to produce technology that is just, equitable, and socially aware. We will accomplish this through six targeted imperatives:

1. **Curricula & Programs**
2. **Professional Development**
3. **Policies & Procedures**
4. **Internal Community Engagement & Support**
5. **Outreach**
6. **Budget Management**

The following tables detail the goals we will pursue under each imperative and a set of objective measurements that will serve as guideposts for our progress. They also describe the specific tactics we will pursue as well as examples of activities that are already ongoing. Because this strategic plan was created not to sit on a shelf but rather to serve as a roadmap for concrete action, each goal is assigned to one or more faculty or staff leaders who will supervise implementation by the appropriate team(s) and be internally accountable for helping us make progress toward our desired end state.

Questions or comments about this strategic plan may be submitted to [diversity@cs.washington.edu](mailto:diversity@cs.washington.edu). Thank you for your interest!

# CURRICULA & PROGRAMS (C&P) IMPERATIVE

**Goal C&P.1** Ensure that our introductory curriculum (currently CSE142/CSE143) promotes a positive computing culture and is appealing, engaging, and accessible to an audience that is diverse and has a range of prior experiences and preparation in computing.

Objective Measurement(s)	Tactics	Example Ongoing Activities
<p><b>By year 3:</b> Have updated and piloted the new intro curriculum, with content to appeal to and better engage students across a range of backgrounds, interests, and dis/abilities.</p> <p><b>By year 5:</b> Evaluations in the new intro curriculum average a score of 4/5 (or equivalent) on questions related to climate and inclusion for all students, including groups that are underrepresented in computing (and sufficiently large to compute a meaningful aggregate).</p>	<p><b>C&amp;P.1.1</b> Redesign the intro curriculum to better support students with multiple entry points based on their computing preparation.</p> <p><b>C&amp;P.1.2</b> Assess and update the intro curriculum content to appeal to and better engage students across a range of backgrounds and interests.</p> <p><b>C&amp;P.1.3</b> Assess and update the intro curriculum such that they are taught in a way that is accessible to students with disabilities.</p> <p><b>C&amp;P.1.4</b> Include questions about course climate in all course and teaching assistant (TA) evaluations.</p>	<p>→ Preliminary planning started in Summer 2020.</p> <p>→ First iteration of some new ideas (e.g., new course evaluations, new grading mechanisms) used in Spring 2021.</p>

Supervised by: Allen School Vice Director



**Goal C&P.2** Ensure different tiers of academic support are available to undergraduate students, including academic advising, on-ramp programs, seminars, and courses, as well as disability accommodations.

Objective Measurement(s)	Tactics	Example Ongoing Activities
<p><b>By year 1:</b> Complete review of undergraduate student retention and graduation data, as well as qualitative data from the undergraduate student services team to determine gaps in our academic support models for undergraduate students; the analysis will be done for the student population at large as well as for each group that is underrepresented in computing.</p> <p><b>By year 2:</b> Complete assessment for all undergraduate academic support programs to determine what types of programs/activities are effective for student success.</p> <p><b>By year 2:</b> Complete expansion of the Startup program, intended for direct-to-major students with limited computing backgrounds.</p> <p><b>By year 3:</b> Create a first-quarter seminar for current UW student admits.</p> <p><b>By year 4:</b> Complete development of additional undergraduate academic support programs, if significant gaps were identified.</p>	<p><b>C&amp;P.2.1</b> Expand the Allen School Startup Program, intended for direct-to-major students with limited computing backgrounds, to a year-long cohort experience as the Allen School Scholars Program.</p> <p><b>C&amp;P.2.2</b> Continue offering the Allen School and Allen School affiliated on-ramp programs and seminars; create a first-quarter seminar for current UW student admits.</p> <p><b>C&amp;P.2.3</b> Conduct assessments of programs to determine if they are effective and identify gaps in offerings.</p> <p><b>C&amp;P.2.4</b> Develop or revise offerings based on assessment results.</p> <p><b>C&amp;P.2.5</b> Leverage other campus programs that support students.</p> <p><b>C&amp;P.2.6</b> Decrease stigma around disability accommodations and lower the barriers to receiving accommodations.</p>	<p>→ Support for the College of Engineering's STARS program &amp; STARS Pre-CSE courses and workshops.</p> <p>→ Courses and programs designed to provide academic support: Allen School Scholars Program; CSE 190Y: CSE 14X sidecar course; CSE 190B: Direct to Major Seminar; CSE 390T: Transfer Seminar; CSE 390Z: CSE 311 workshop; Rising into 300s; CSE 390B: Building Academic Success through Bottom-Up Computing.</p> <p>→ Strengthen ongoing partnerships with existing student support programs on campus, including but not limited to Disability Resources for Students, Office of Minority Affairs &amp; Diversity (OMA&amp;D), and the College of Engineering Office of Inclusive Excellence.</p>

Supervised by: Director for DEIA Strategy and Operations, Director of Student Services

**Goal C&P.3** Ensure academic support is available to B.S./M.S. and Ph.D. students, including academic advising, on-ramp programs, and cohorts as well as disability accommodations.

Objective Measurement(s)	Tactics	Example Ongoing Activities
<p><b>By year 2:</b> Complete expansion of cohort support for all B.S./M.S. students, including cohort support geared toward students underrepresented in computing.</p> <p><b>By year 2:</b> Complete development of cohort support for all Ph.D. students, including cohort support geared toward students underrepresented in computing or with non-traditional academic backgrounds in computing.</p> <p><b>By year 1:</b> Complete initial offering of new seminar for Ph.D. students.</p> <p><b>By year 2:</b> Complete initial offering of workshop or onboarding materials for B.S./M.S. students.</p> <p><b>By year 4:</b> Complete development of additional support programs, if significant gaps were identified.</p>	<p><b>C&amp;P.3.1</b> Expand support for all cohorts of B.S./M.S. and Ph.D. students.</p> <p><b>C&amp;P.3.2</b> Develop support for cohorts of Ph.D. students with non-traditional academic backgrounds in computing.</p> <p><b>C&amp;P.3.3</b> Develop new seminars and workshops to provide graduate students with tools to be successful in the Ph.D or B.S./M.S. programs.</p>	<ul style="list-style-type: none"> <li>→ Graduate student orientation in Fall and refresher in Winter.</li> <li>→ Graduate student first-year seminar on how to navigate and succeed in graduate school.</li> <li>→ LEAP quarterly events (e.g. Catch-Up Coffee, guest speakers, etc.) open to all Ph.D. students.</li> <li>→ Career panels featuring Allen School alumni.</li> <li>→ Ph.D. student first-year peer mentoring program, pairs “pods” of first year students with more senior students.</li> <li>→ Care Committee for Ph.D. student peer-to-peer support.</li> <li>→ Make available a professional editor for academic papers and other manuscripts.</li> <li>→ Students attend Grace Hopper / Tapia conferences.</li> </ul>
Supervised by: Allen School Vice Director		



**Goal C&P.4** Ensure academic support is available to postdocs, including mentorship and cohorts as well as disability accommodations.

Objective Measurement(s)	Tactics	Example Ongoing Activities
<p><b>By year 1:</b> Orientation offered within first 3 months of hiring for all postdocs.</p> <p><b>By year 2:</b> List of online and in-person resources for postdocs posted, updated as needed in subsequent years.</p> <p><b>By year 3:</b> At least three career development panels or workshops for postdocs offered each year.</p> <p><b>By year 2:</b> Complete development of cohort support for postdocs.</p>	<p><b>C&amp;P.4.1</b> Provide an orientation program for newly-hired postdocs.</p> <p><b>C&amp;P.4.2</b> Maintain a list of online and in-person resources for postdocs and provide access to it.</p> <p><b>C&amp;P.4.3</b> Expand and provide a series of career development panels or workshops for postdocs.</p> <p><b>C&amp;P.4.4</b> Support postdocs in attending conferences and professional development events.</p> <p><b>C&amp;P.4.5</b> Develop a cohort support for postdocs and invest in community building.</p>	<p>→ All newly-hired postdocs complete an orientation that covers programs and resources in the Allen School and at UW.</p> <p>→ Postdocs have access to an online suite of career development resources (targeted at Allen School Ph.D. students and postdocs).</p> <p>→ Autumn career panel discussions.</p> <p>→ Postdocs are eligible to request editing/writing support from professional editor on staff.</p> <p>→ Financial support (travel awards) for attendance at events or conferences that would support professional networking and development.</p>
Supervised by: Postdoctoral Adviser, Faculty Postdoc Adviser		

**Goal C&P.5** Expand our curriculum to include discussions of DEIA, justice, and societal implications of technology in a range of new and existing undergraduate and graduate courses.

Objective Measurement(s)	Tactics	Example Ongoing Activities
<p><b>By year 5:</b> DEIA, justice, and societal implications of technology content is incorporated into at least three courses that each undergraduate student must take to graduate with a degree from the Allen School.</p> <p><b>By year 5:</b> At least one undergraduate course specifically focused on DEIA, justice, and societal implications of technology offered each quarter (except summer), with at least two distinct courses offered each year.</p> <p><b>By year 5:</b> At least one graduate DEIA, justice, and societal implications of technology course offered each year.</p>	<p><b>C&amp;P.5.1</b> Integrate into our courses discussions of the intersection of society and technology, how technologies can be unjust, and how to build technologies that are fair and designed for everyone. The integration should become part of the syllabus.</p> <p><b>C&amp;P.5.2</b> Develop new, experimental courses specifically focused on DEIA, justice, and societal implications of technology and turn successful experimental courses into permanent courses.</p> <p><b>C&amp;P.5.3</b> Develop a curated list of courses available in other units and encourage Allen School students to take them.</p>	<p>→ Process started in intro sequence (120, 143, 14x, 163, 190E, 190Z, 312, 333, 373, 340) and advanced courses 412, 414, 417, 440, 446, 460, 480, 481h, 492t, 495, 640, 580, 581, 590e.</p> <p>→ 3C Fellows' Modules for First Courses.</p>

Supervised by: Allen School Vice Director, Associate Director for DEIA

**Goal C&P.6** Early in the programs, increase awareness and understanding among graduate and undergraduate students of concepts regarding respect, communication, treatment of peers and others, and the need to improve computing culture.

Objective Measurement(s)	Tactics	Example Ongoing Activities
<p><b>By year 5:</b> Content on respect, communication, and treatment of peers is incorporated into each entry pathway.</p>	<p><b>C&amp;P.6.1</b> Incorporate key concepts regarding respect, communication, and treatment of peers and others into entry pathways (e.g. direct-to-major seminar, transfer seminar, advising &amp; orientation), include discussions of how we can improve computing culture.</p>	<p>→ In planning.</p>

Supervised by: Associate Director for DEIA

# PROFESSIONAL DEVELOPMENT (PD) IMPERATIVE

**Goal PD.1** Increase awareness among our staff, faculty, instructors, postdocs, research assistants (RAs), and teaching assistants (TAs) about DEIA; increase understanding of the importance of and current mechanisms for addressing DEIA issues in the Allen School, in the field of computing, and in the technology that we produce.

Objective Measurement(s)	Tactics	Example Ongoing Activities
<p><b>By year 2:</b> Completed a curated list of resources, best practices, and professional development training on DEIA topics and issues, updated as needed in subsequent years.</p> <p><b>By year 3:</b> 90% of the active staff, faculty, instructors, postdocs, RAs, and TAs have received professional development on DEIA topics and issues.</p>	<p><b>PD.1.1</b> Improve and curate a list of resources on DEIA topics.</p> <p><b>PD.1.2</b> Provide professional development (e.g., facilitated training) for staff, faculty, instructors, postdocs, RAs, and TAs on DEIA topics and issues, including but not limited to respect, communication, treatment of peers and others, and the need to improve computing culture. Regularly revise and improve the content.</p> <p><b>PD.1.3</b> Investigate and cover best practices in tactic PD.1.1 for each issue and DEIA topic we cover in professional development.</p> <p><b>PD.1.4</b> Rebrand our language to DEIA instead of DEI.</p> <p><b>PD.1.5</b> Investigate and cover best practices in team management as related to DEIA in professional development for faculty and staff.</p>	<ul style="list-style-type: none"> <li>→ List of resources and activities is maintained on the Allen School DEIA website, in coordination with the College of Engineering.</li> <li>→ The Allen School Inclusive Community workshop for TA training.</li> <li>→ Periodic anti-harassment trainings for faculty and academic student employees (ASEs).</li> <li>→ DEIA-related presentations (e.g., anti-bias, accessible teaching, etc.) at faculty meetings.</li> <li>→ Participation in CoE trainings.</li> <li>→ Participation in Professional &amp; Organizational Development (POD) trainings.</li> <li>→ In professional development provided so far, leverage resources from ADVANCE, recent research, and workshops offered by other organizations.</li> <li>→ Integrating DEIA topics into Ph.D. orientation.</li> </ul>

Supervised by: Associate Director for DEIA

**Goal PD.2** Increase awareness and adoption of best practices for inclusive teaching and presentations among our faculty, staff, instructors, TAs, graduate students, postdocs, and other researchers.

Objective Measurement(s)	Tactics	Example Ongoing Activities
<p><b>By year 2:</b> Updated and curated list of best practices for inclusive teaching and presentations, updated as needed in subsequent years.</p> <p><b>By year 3:</b> Created a checklist of critical best practices for inclusive teaching and deployed for use in course preparation, updated as needed in subsequent years.</p> <p><b>By year 4:</b> 90% of classes have adopted at least the critical best practices for inclusive teaching.</p>	<p><b>PD.2.1</b> Revise and improve our curated set of best practices for inclusive teaching and presentations, including the identification of those practices considered critical.</p> <p><b>PD.2.2</b> Develop a trackable checklist of critical best practices for inclusive teaching for use in course preparation.</p>	<p>→ Maintain Allen School list of best practices for inclusive teaching.</p>
Supervised by: Director for DEIA Strategy and Operations		

# POLICIES & PROCEDURES (P&P) IMPERATIVE

**Goal P&P.1** Ensure school-wide hiring, evaluation, and promotion procedures are equitable, inclusive, and consistently used, and are encouraging of work contributing to DEIA.

Objective Measurement(s)	Tactics	Example Ongoing Activities
<p><b>By year 1:</b> Complete a checklist for hiring, evaluation, and promotion procedures to ensure that they are equitable and inclusive.</p> <p><b>By year 2:</b> 50% of entry points have had their hiring, evaluation, and promotion procedures assessed with respect to DEIA.</p> <p><b>By year 3:</b> Track demographics of each population of hires (e.g., undergraduate TAs, undergraduate RAs).</p> <p><b>By year 4:</b> 100% of entry points have had their hiring, evaluation, and promotion procedures assessed with respect to DEIA.</p> <p><b>By year 5:</b> Allen School-wide hiring, evaluation, and promotion procedures have been revised with respect to DEIA and are consistently used across all entry points.</p>	<p><b>P&amp;P.1.1</b> Identify best practices for equitable and inclusive hiring, evaluation, and promotion procedures.</p> <p><b>P&amp;P.1.2</b> Review current hiring for each path into the Allen School, including:</p> <ul style="list-style-type: none"> <li>• Training of the hiring committee,</li> <li>• Creation of job description, posting, and sharing of position,</li> <li>• Evaluation procedures for those selected to interview and to be given an offer, and</li> <li>• Formation of the offer.</li> </ul> <p><b>P&amp;P.1.3</b> Review current procedures for evaluations and promotions.</p> <p><b>P&amp;P.1.4</b> Create or improve procedures for equitable and inclusive hiring, evaluation, and promotion using best practices from P&amp;P1.1.</p> <p><b>P&amp;P.1.5</b> Include DEIA contributions in annual reviews and other evaluations.</p> <p><b>P&amp;P.1.6</b> Provide or facilitate anti-bias training for everyone involved in hiring, evaluations, or promotions.</p>	<p>→ Revision of rubric used for faculty hiring.</p> <p>→ Revision of procedure used for assessing and selecting faculty candidates after interviews.</p> <p>→ Revision of procedure for generating offers to faculty candidates.</p> <p>→ Anti-bias training provided for participants in faculty hiring.</p> <p>→ Revision of language used in staff job descriptions.</p> <p>→ Revision of faculty annual review procedures to explicitly highlight contributions to DEIA.</p>

Supervised by: Allen School Director, Assistant Director of Human Resources, Faculty TA Training Coordinator, Director of Student Services, Director of Graduate Student Services, Postdoctoral Adviser, Faculty Postdoc Advisor



**Goal P&P.2** Ensure that admissions procedures into our school are equitable, inclusive, and consistently used for all degree programs.

Objective Measurement(s)	Tactics	Example Ongoing Activities
<p><b>By year 2:</b> Completed a list of best practices for admissions with respect to DEIA.</p> <p><b>By year 3:</b> Completed a checklist to assess the admissions procedures with respect to DEIA best practices.</p> <p><b>By year 4:</b> Admissions procedures for all degree programs have been assessed and revised in accordance with the checklist for DEIA best practices.</p>	<p><b>P&amp;P.2.1</b> Identify best practices for equitable and inclusive admission.</p> <p><b>P&amp;P.2.2</b> Research methods to do assessment(s) of admission procedures.</p> <p><b>P&amp;P.2.3</b> Assess our admission procedures for all admissions pathways, including undergraduate, B.S./M.S., PMP, and Ph.D. programs.</p> <p><b>P&amp;P.2.4</b> Revise procedures as needed following best practices.</p> <p><b>P&amp;P.2.5</b> Provide or facilitate anti-bias training for everyone involved in admissions.</p>	<p>→ Graduate student pre-application mentoring program.</p> <p>→ Graduate student involvement on Ph.D. admission information session panels.</p> <p>→ Revising procedure for graduate admissions.</p> <p>→ Revising rubrics and training materials for undergraduate current UW admission and transfer admission pathways.</p>

Supervised by: Director of Student Services, Director of Graduate Student Services, Graduate Admissions Chairs, Professional Master's Program Adviser

**Goal P&P.3** Have equitable, inclusive, and consistent procedures for providing all members of our community with resources and opportunities.

Objective Measurement(s)	Tactics	Example Ongoing Activities
<p><b>Each year:</b> Develop or revise, and put in place at least one procedure from our identified list of missing procedures to ensure equitable, inclusive, and consistent access to resources or opportunities.</p>	<p><b>P&amp;P.3.1</b> Identify where procedures are needed and maintain a prioritized list of procedures that need to be developed or revised.</p> <p><b>P&amp;P.3.2</b> Develop or revise procedures as identified in P&amp;P.3.1.</p>	<p>→ Articulated transparent faculty extended leave policy.</p> <p>→ Articulated transparent telework policy.</p> <p>→ Space allocation policy (in planning).</p>

Supervised by: Allen School Director, Director of Student Services, Director of Graduate Student Services, Director of Finance & Administration, Postdoctoral and Professional Master's Program Adviser

**Goal P&P.4** Improve procedures for reporting and following up on issues/incidents in the Allen School. Ensure procedures are integrated with campus procedures and resources.

Objective Measurement(s)	Tactics	Example Ongoing Activities
<p><b>By year 1:</b> Reviewed current reporting and response procedures for issues/incidents and identified existing campus resources.</p> <p><b>By year 2:</b> Identified best practices for reporting and responding to issues/incidents.</p> <p><b>By year 3:</b> Completed revision of our procedures for reporting and responding to issues/incidents and situations.</p>	<p><b>P&amp;P.4.1</b> Assess our current reporting and response procedures.</p> <p><b>P&amp;P.4.2</b> Identify the resources that exist at the university for reporting and response.</p> <p><b>P&amp;P.4.3</b> In collaboration with CoE, research best practices for reporting and response.</p> <p><b>P&amp;P.4.4</b> In collaboration with CoE, revise procedures for reporting and responding where needed, including responding at the level of the Allen School.</p> <p><b>P&amp;P.4.5</b> Ensure that reporting policies and procedures are visible and clearly documented.</p>	<p>→ Developed webpage with consolidated list of current reporting mechanisms.</p>
Supervised by: Director for DEIA Strategy and Operations		

**Goal P&P.5** Ensure that our physical spaces are supportive of diverse stakeholders.

Objective Measurement(s)	Tactics	Example Ongoing Activities
<p><b>By year 3:</b> Reviewed current physical space allocations with respect to the needs of diverse stakeholders.</p> <p><b>By year 5:</b> Completed revision of our physical space allocations to support the needs of diverse stakeholders.</p>	<p><b>P&amp;P.5.1</b> Assess our physical spaces with respect to the needs of diverse stakeholders.</p> <p><b>P&amp;P.5.2</b> Update our physical spaces to better support the needs of diverse stakeholders.</p> <p><b>P&amp;P.5.3</b> Update our physical spaces to celebrate computer scientists and engineers from diverse backgrounds.</p>	<ul style="list-style-type: none"> <li>→ Maintain and adequately equip a family room.</li> <li>→ Provide quiet and calm spaces, including for prayer (in planning).</li> <li>→ Make spaces and events accessible.</li> <li>→ Provide all-gender bathrooms.</li> <li>→ Representation, including artwork or other presentations within the school buildings honors individual people from diverse backgrounds.</li> <li>→ Reconsider policies around police presence at Allen School events and in Allen School spaces.</li> </ul>
Supervised by: Associate Director for Facilities, Assistant Director of Facilities		

# INTERNAL COMMUNITY ENGAGEMENT & SUPPORT (CE) IMPERATIVE

**Goal CE.1** Have sustainable mechanisms in place for our internal Allen School community to participate in DEIA work.

Objective Measurement(s)	Tactics	Example Ongoing Activities
<p><b>By year 1:</b> Completed the curation of an initial list of sustainable mechanisms for Allen School community members to engage with DEIA work and a clear description of each one.</p> <p><b>Each year:</b> Complete the development or revision of at least one sustainable mechanism to participate in DEIA work.</p> <p><b>By year 3:</b> For each category of stakeholders, there is at least one mechanism to get involved in DEIA work.</p>	<p><b>CE.1.1</b> Offer ways for all Allen School community members to get involved in K-12 outreach efforts (e.g., support the creation of a graduate student outreach organization, encourage faculty to plug into the Allen School Broadening Participation Plan).</p> <p><b>CE.1.2</b> Identify other key areas where volunteer efforts of students, staff, and faculty could contribute to the viability, sustainability, and impact of DEIA efforts.</p> <p><b>CE.1.3</b> Support mechanisms to learn about DEIA-related activities in the Allen School.</p> <p><b>CE.1.4</b> For each mechanism for engaging in DEIA activities, identify faculty or staff member champions.</p> <p><b>CE.1.5</b> Create procedures to recruit and support participants for each of the mechanisms for engaging in DEIA activities.</p>	<p>→ Maintain DEIA website.</p> <p>→ Regular meetings of the Diversity Committee open to representatives of the community (faculty, staff, researchers, graduate and undergraduate students).</p> <p>→ Maintain the Diversity Allies mailing list.</p> <p>→ Provide information on Allen School BPC efforts to support faculty who are developing BPC (Broadening Participation in Computing) activities for NSF CISE proposals.</p> <p>→ Ph.D. K-12 outreach organization.</p>

Supervised by: Director for DEIA Strategy and Operations

**Goal CE.2** Strengthen programs for students and postdocs that facilitate access to peer groups for all students and postdocs, including groups who are underrepresented in computing.

Objective Measurement(s)	Tactics	Example Ongoing Activities
<p><b>By year 1:</b> Completed a curated list of programs that facilitate access to peer groups, including a clear description of the programs and how to get involved.</p> <p><b>By year 1:</b> Have in place a dedicated staff member on the undergraduate Diversity &amp; Access team to support undergraduate student groups and student leadership development.</p> <p><b>By year 5:</b> Created additional Allen School programs and updated list of programs, such that there exists a peer group geared toward each major underrepresented population (with all groups open to all Allen School students).</p>	<p><b>CE.2.1</b> Research areas where additional Allen School programs are needed, such as for subpopulations that do not currently have peer groups.</p> <p><b>CE.2.2</b> Support student-led undergraduate and B.S./M.S. groups (e.g. ACM-W, Gen1, MiT, and Q++ and others), with funding and a dedicated staff member who, among other activities, can provide professional development to group leaders.</p> <p><b>CE.2.3</b> Support graduate student and postdoc-led affinity groups, interest groups, or activities with funding and support from the graduate advising team.</p> <p><b>CE.2.4</b> Investigate peer structures that could work for PMP students.</p> <p><b>CE.2.5</b> Advertise and partner with UW programs.</p>	<p>→ Funding for student groups.</p> <p>→ Student group documentation and policies.</p> <p>→ National First-Generation College Celebration.</p> <p>→ ACM-W Explorer event geared toward high school women.</p> <p>→ Women and allies teas.</p> <p>→ Community-building fund.</p>

Supervised by: Assistant Director for Diversity & Access, Senior Academic Adviser — B.S./M.S. Program, Graduate Retention & Recruitment Specialist, Postdoctoral and Professional Master's Program Adviser





**Goal CE.3** Expand and strengthen faculty mentorship programs to ensure that everyone receives strong mentorship.

Objective Measurement(s)	Tactics	Example Ongoing Activities
<b>Each year:</b> Complete the addition or revision of at least one activity from our identified list of missing activities in the mentorship program for faculty.	<b>CE.3.1</b> Review existing mentorship program for faculty (onboarding, mentoring, panels, etc.). <b>CE.3.2</b> Research best practices for faculty mentorship. <b>CE.3.3</b> Expand and strengthen faculty mentorship program and activities following best practices. <b>CE.3.4</b> Help faculty members participate in the Allen School's DEIA efforts and enable their students' participation.	<ul style="list-style-type: none"><li>→ Expand onboarding for faculty members.</li><li>→ Prepare junior and mid-career faculty members for leadership roles within and outside the Allen School; support faculty members in taking on such roles.</li><li>→ Formal faculty mentor assignment with clear schedule for meetings during academic year.</li><li>→ Faculty panels on areas of interest or concern.</li><li>→ Regular faculty check-ins with director.</li><li>→ Provide junior faculty with mentorship on how to prepare BPC and DEIA components of grant proposals.</li></ul>

Supervised by: Chairs of Faculty Mentorship and Career Development, Allen School Director

**Goal CE.4** Have a mentorship program for staff to ensure that everyone receives strong mentorship.

Objective Measurement(s)	Tactics	Example Ongoing Activities
<p><b>By year 1:</b> Completed research of best practices for the staff mentorship program.</p> <p><b>By year 2:</b> Completed training of staff for the mentorship program.</p> <p><b>By year 3:</b> Completed and deployed a staff mentorship program.</p>	<p><b>CE.4.1</b> Research best practices for staff mentorship.</p> <p><b>CE.4.2</b> Equip and prepare staff to participate in the mentorship program.</p> <p><b>CE.4.3</b> Develop the details of the mentorship program.</p>	<p>→ In planning.</p>
Supervised by: Allen School Director, Assistant Director of Human Resources, Director of Finance & Administration		

**Goal CE.5** Provide and encourage participation in community celebrations and other DEIA events.

Objective Measurement(s)	Tactics	Example Ongoing Activities
<p><b>Each year:</b> Hold at least one annual Allen School community DEIA celebration event.</p> <p><b>Each year:</b> Fund at least 50 students to attend a DEIA conference, such as Grace Hopper, Tapia, or other.</p>	<p><b>CE.5.1</b> Hold Allen School-wide community celebrations and other DEIA events.</p> <p><b>CE.5.2</b> Encourage student, faculty and staff participation in Allen School and national DEIA events.</p>	<ul style="list-style-type: none"> <li>→ Annual Celebration of Diversity in Computing.</li> <li>→ Celebrating Diverse Genders in CS Research Day (formerly Women's Research Day).</li> <li>→ Allen School attendance at the Tapia, Grace Hopper, oSTEM, Afrotech, and SWE Conferences.</li> <li>→ Graduate student participation in CMD-IT Minority Workshops, CRA-WP Graduate Cohort for Women and Graduate Cohort for IDEALS.</li> <li>→ Senior graduate students and new faculty participation in CRA and CRA-WP Career Mentoring.</li> <li>→ Faculty participation in CRA-WP Early Career Mentoring Workshop and Mid-Career Workshop.</li> <li>→ ADA celebration each year during AI4ALL@UW.</li> </ul>

Supervised by: Director for DEIA Strategy and Operations, Associate Director for DEIA

**Goal CE.6** Improve understanding of climate in the Allen School.

Objective Measurement(s)	Tactics	Example Ongoing Activities
<p><b>By year 3:</b> Administered climate surveys to undergraduate students, graduate students, postdocs, staff, and faculty, to be administered every three years thereafter.</p>	<p><b>CE.6.1</b> Create and administer regular climate surveys to undergraduate students, graduate students, postdocs, staff, and faculty.</p>	<ul style="list-style-type: none"> <li>→ CERP Data Buddies.</li> <li>→ UW CERSE Climate Survey.</li> </ul>

Supervised by: Designated Faculty Lead

# OUTREACH IMPERATIVE

**Goal O.1** Have effective pipelines for students to enter the Allen School as undergraduate students with a focus on increasing diversity.

Objective Measurement(s)	Tactics	Example Ongoing Activities
<p><b>Each year:</b> Measure the percentage of women at the undergraduate level and compare with both the UW-Seattle average and past years.</p> <p><b>Each year:</b> Measure the percentage of domestic Black, Hispanic, and American Indian/Alaska Native, Hawaiian/Pacific Islander undergraduates and compare with both the UW-Seattle average and past years.</p> <p><b>Each year:</b> Measure the percentage of undergraduate students with disabilities (measured based on Disability Resources for Students (DRS) use) and compare with both the UW-Seattle average and past years.</p> <p><b>Each year:</b> Measure the percentage of undergraduate students who are Pell grant eligible and compare with both the UW-Seattle average and past years.</p>	<p><b>O.1.1</b> Develop sustainable and in-depth relationships with five partner high schools and their surrounding communities who work with students who are underrepresented in computing (e.g., visit classrooms, provide tutoring in CS classrooms, presentations, disseminate our materials, etc.).</p> <p><b>O.1.2</b> Hire an outreach coordinator on the undergraduate Diversity &amp; Access team who will supervise the ambassador program and support alignment of all Allen School K-12 and community college outreach efforts.</p> <p><b>O.1.3</b> Partner with the Office of Admissions and the Multicultural Outreach, Recruitment Team, and other campus partners on prospective student events.</p> <p><b>O.1.4</b> Hire a recruiter on the Diversity &amp; Access team who will focus on direct-to-major and transfer recruitment efforts.</p> <p><b>O.1.5</b> Create summer programs that would benefit students who lack access to educational opportunities in computing.</p>	<p>→ Partnering with Chief Sealth High School, Cleveland High School, Franklin High School, TAF @ Saghalee, and Tyee High School.</p> <p>→ Participate in the UW Office of Admissions' Husky Junior Previews.</p> <p>→ Participate in National Association for College Admission Counseling recruitment events.</p> <p>→ Participate in Transfer Preview Day and the UW/CC Advising Conference.</p> <p>→ Participate in the Young, Gifted, &amp; Black Conference.</p> <p>→ Summer Programs: Changemakers in Computing, AI4All, Dare to Dream: Math Academy, Dare to Dream: Tech Academy (in planning), UW GearUp Summer Camp (in planning).</p> <p>→ Allen School Open House.</p>

*continued on p. 28...*

**Goal O.1 (continued from p. 27)**

Objective Measurement(s)	Tactics	Example Ongoing Activities
<p><b>Each year:</b> Measure the percentage of undergraduate students who are first-generation college students and compare with both the UW-Seattle average and past years.</p> <p><i>Note: While the metrics for evaluating our efforts to reach diverse populations focus on data for aggregate groups, the Allen School will also track data for some of the main intersectional groups.</i></p>	<p><b>O.1.6</b> Fund two Ph.D. graduate student coordinator positions for 2021-2022 academic year to oversee and coordinate graduate student outreach activities (e.g., “lab in the box” presentations, training research lab presenters, coordinating lab availability, etc.).</p> <p><b>O.1.7</b> Expand outreach and recruitment efforts to Washington State Community and Technical Colleges.</p> <p><b>O.1.8</b> Expand on-campus recruitment efforts to attract “interest changers” who develop a passion for computing after starting as a UW undergraduate; expand partnerships with other UW campus units, including the Office of Minority Affairs &amp; Diversity, the Ethnic Cultural Center, AccessComputing, and the Women’s Center, to offer workshops and information sessions for interest changers.</p> <p><b>O.1.9</b> Provide multiple ways for students and families to access recruitment materials and general information about CSE.</p> <p><b>O.1.10</b> Ensure that all outreach, recruitment, and application materials are accessible to a diverse audience and are up-to-date.</p>	<ul style="list-style-type: none"> <li>→ College of Engineering Discovery Days.</li> <li>→ Allen School Girl Scout Troops.</li> <li>→ Girls Who Code Club in partnership with the Making Connections Program.</li> <li>→ NCWIT Aspirations in Computing Award Seattle affiliate committee and ceremony.</li> <li>→ Partnering with Washington’s community and technical colleges.</li> <li>→ Prospective transfer student, direct to major, and current UW student information sessions.</li> <li>→ Present at the annual UW/CC Conference &amp; Transfer Preview Days.</li> </ul>
Supervised by: Assistant Director for Diversity & Access		



**Goal O.2** Expand professional development opportunities for WA teachers who seek to bring CS to K-12 schools across the state.

Objective Measurement(s)	Tactics	Example Ongoing Activities
<p><b>By year 2:</b> Double the number of teachers in CS4Teachers.</p> <p><b>By year 3:</b> Double the proportion of middle school teachers in CS4Teachers.</p> <p><b>By year 3:</b> Double the number of Title 1 schools who provide UWHS 142 or UWHS 163.</p>	<p><b>O.2.1</b> Expand Allen School K-12 teacher professional development with respect to teaching CS in K-12 classrooms.</p> <p><b>O.2.2</b> Expand the CS component of UW in the High School.</p>	<p>→ CS4Teachers summer workshop.</p> <p>→ UW in the High School: includes CSE 163, complementing continued interest in CSE 142.</p> <p>→ Inspirational Teachers celebration.</p>

Supervised by: Faculty Lead for K-12 Outreach, Assistant Director for Diversity & Access

**Goal O.3** Have effective pipelines for students to enter the Allen School as Ph.D. students with a focus on increasing diversity.

Objective Measurement(s)	Tactics	Example Ongoing Activities
<p><b>Each year:</b> Measure the percentage of women at the Ph.D. level and compare with past years as well as peer institutions.</p> <p><b>Each year:</b> Measure the percentage of domestic Black, Hispanic, and American Indian/ Alaska Native, Hawaiian/Pacific Islander Ph.D students and compare with past years as well as peer institutions.</p> <p><b>Each year:</b> Measure the percentage of Ph.D. students with disabilities (measured based on DRS use) and compare with past years as well as peer institutions.</p> <p><b>By year 3:</b> Created a structured program to help undergraduate students get involved in research.</p> <p><i>Note: While the metrics for evaluating our efforts to reach diverse populations focus on data for aggregate groups, the Allen School will also track data for some of the main intersectional groups.</i></p>	<p><b>O.3.1</b> Provide information about the Allen School to students at national and regional conferences with a focus on diversity, and encourage students to apply.</p> <p><b>O.3.2</b> Partner with schools having highly diverse undergraduates to host campus visits, information sessions, and workshops at UW, and to virtually provide information on the Allen School, doing research, graduate school opportunities, admissions processes, and financial resources.</p> <p><b>O.3.3</b> Provide pre-application mentoring for aspiring students seeking admission to the Allen School's full-time Ph.D. program.</p> <p><b>O.3.4</b> Expand mentorship, support, and opportunities for Allen School and other undergraduate students, with a focus on DEIA, to get involved in and be successful at research and be prepared for applying to a graduate program.</p>	<p>→ Conferences attended include National Society of Black Engineers (NSBE), Grace Hopper Celebration of Women in Computing, Richard Tapia Celebration of Diversity in Computing, and American Indian Science and Engineering Society (AISES).</p> <p>→ Reception for students eligible for the LEAdership in the ProfessoriAte (LEAP) program (self-identifying as African American, Hispanic or Native American) in conjunction with Grad Visit Days, open to all students.</p> <p>→ Computer Vision/Machine Learning (CV/ML) Grad School Prep Workshop, hosted by the UW Reality Lab.</p> <p>→ Graduate student Pre-Application Mentoring Service (PAMS).</p> <p>→ Create new service role of faculty undergraduate research chair and develop a structured program for Allen School undergraduates to get involved in research.</p>
Supervised by: Graduate Recruitment & Retention Specialist		

**Goal O.4** Have effective pipelines for students to enter the B.S./M.S. program with a focus on increasing diversity.

Objective Measurement(s)	Tactics	Example Ongoing Activities
<p><b>Each year:</b> Measure the percentage of women at the B.S./M.S. level and compare with past years as well as numbers at the undergraduate level.</p> <p><b>Each year:</b> Measure the percentage of domestic Black, Hispanic, and American Indian/ Alaska Native, Hawaiian/Pacific Islander B.S./M.S. students and compare with past years as well as numbers at the undergraduate level.</p> <p><b>Each year:</b> Measure the percentage of B.S./M.S. students with disabilities (measured based on DRS use) and compare with past years as well as numbers at the undergraduate level.</p> <p><i>Note: While the metrics for evaluating our efforts to reach diverse populations focus on data for aggregate groups, the Allen School will also track data for some of the main intersectional groups.</i></p>	<p><b>O.4.1</b> Provide guidance about graduate school, the B.S./M.S. program, PMP, and subsequent career opportunities to our undergraduate students, including undergraduate affinity groups.</p>	<p>→ Information on the B.S./M.S. program in the Direct Admit Seminar (CSE 190B) and the Transfer Seminar (CSE 390T).</p> <p>→ B.S./M.S. information sessions and advising appointments.</p>
Supervised by: Senior Academic Adviser — B.S./M.S. Program		

**Goal O.5** Strengthen our participation in and contributions to national consortia, alliances, or equivalent that work on DEIA aspects of undergraduate and graduate programs nationally.

Objective Measurement(s)	Tactics	Example Ongoing Activities
<b>By year 5:</b> Active ongoing, participation in at least five consortia, alliances, or equivalent.	<b>O.5.1</b> Continue existing involvement, consider additional ones as they become available, and drop ineffective ones.	→ Hopper-Dean Foundation Collaborative, LEAP Alliance, NCWIT, BRAID, AccessComputing, CMD-IT.
Supervised by: Director for DEIA Strategy and Operations, Graduate Recruitment & Retention Specialist		

**Goal O.6** Improve pipelines for faculty and staff to be hired in the Allen School with a focus on increasing diversity.

Objective Measurement(s)	Tactics	Example Ongoing Activities
<b>Each year:</b> Measure the demographics information of the applicant pool to evaluate our efforts to reach diverse populations and compare with prior years.	<p><b>O.6.1</b> Identify and utilize diverse networks to advertise positions (e.g., listservs, websites) with a focus on increasing diversity.</p> <p><b>O.6.2</b> Identify diverse, promising candidates for faculty and staff positions and encourage them to apply.</p> <p><i>Note: Also see Policies &amp; Procedures section.</i></p>	<p>→ Encourage outstanding applicants to apply.</p> <p>→ Nominations for potential faculty candidates from graduate students, researchers, and faculty.</p>
Supervised by: Tenure-track Faculty Recruiting Committee Chairs, Teaching Faculty Recruiting Committee Chairs, Director of Finance & Administration		

# BUDGET MANAGEMENT (BM) IMPERATIVE

**Goal BM.1** Have a sufficient, consistent, and persistent budget that allows us to achieve our DEIA strategic goals.

Objective Measurement(s)	Tactics	Example Ongoing Activities
<p><b>By year 1:</b> Completed an assessment and prediction of budget needs to support the tactics that are in progress and are planned.</p> <p><b>By year 2:</b> Completed integration of DEIA into all our fundraising pathways.</p> <p><b>Each year:</b> Completed the pitch of our DEIA needs to at least three companies or private donors.</p> <p><b>Years 2-5:</b> Completed the application for at least two grants or gifts each year.</p>	<p><b>BM.1.1</b> Determine (and revisit annually) the budget needed to support our in-progress and planned tactics.</p> <p><b>BM.1.2</b> Investigate existing fundraising pathways (e.g. Husky Giving Day).</p> <p><b>BM.1.3</b> Update all fundraising pathways to include DEIA as a goal.</p> <p><b>BM.1.4</b> Apply for DEIA-focused grants that align with our strategic plan.</p> <p><b>BM.1.5</b> Investigate methods for leveraging individual grant proposals to further the school-wide DEIA efforts.</p>	<p>→ Current grants include AccessComputing and Hopper Dean.</p> <p>→ Submitted Center for Inclusive Computing application.</p> <p>→ Encourage faculty to request funding for their CISE BPC activities through their proposals.</p>
Supervised by: Allen School Director		

**Goal BM.2** Effectively manage our budgets to achieve our goals with the funds that we have available.

Objective Measurement(s)	Tactics	Example Ongoing Activities
<p><b>By year 1:</b> Complete and deploy a tracking system/balance sheet for DEIA budgets.</p> <p><b>By year 2:</b> Complete procedures, strategies, parameters and rules around financial allocations.</p>	<p><b>BM.2.1</b> Track/balance budgets.</p> <p><b>BM.2.2</b> Determine who manages each part of the DEIA budget.</p> <p><b>BM.2.3</b> Determine and clearly define which DEIA activities are volunteer and which are paid.</p> <p><b>BM.2.4</b> Build procedures, strategies, parameters and rules around financial allocations for new or ad hoc activities.</p>	<p>→ Revamping of procedures in progress.</p>
Supervised by: Director for DEIA Strategy and Operations, Director of Finance & Administration, Allen School Director		







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