

INNOVATIVE PROGRAMS

(Section 46a-68-93)

March 2024

This section was in compliance in the previous filing. The proposals and recommendations were to focus on innovative programs that create opportunities not otherwise available to achieve full and fair participation of all protected group members. For example, the Employee Assistance Program is a program for all employees in every state agency, therefore, it should not be considered an innovative program. The focus of innovative programs should be on employees not the student body, as do many of the scholarship programs.

The University focused on innovative programs for employees that created opportunities to achieve full and fair participation of protected group members.

The University makes every effort to support affirmative action in employment and to satisfy all affirmative action regulations. The University has reviewed this section of the regulations and drafted this section accordingly.

Subsections (a) and (b)

The University acknowledges that the development and implementation of programs not covered elsewhere in sections 46a-68-75 through 46a-68-114, inclusive, is an important part of the road to achieving a truly diverse workforce. Accordingly, the University accepts the invitation to structure innovative, comprehensive programs to create opportunities not otherwise available to achieve full and fair participation of all protected group members, such programs shall include:

- Utilization of noncompetitive programs
- Summer employment programs
- Youth programs
- Apprenticeship or internship programs
- Work-Study programs
- Job sharing arrangements
- Internships
- Day care programs
- Creation of new positions
- Reassignments
- Other positive, result-oriented program designed to achieve affirmative action

Programs planned or operated pursuant to this section and the results achieved are discussed below:

Work/Life Flexibility

The University has continued to develop its Work/Life Program and the HR continues to be an active partner in promoting the University's programs. HR continues to enhance the Work Life website (<http://worklife.uconn.edu/index.html>) which features not only childcare providers, seniors/eldercare information, wellness and parenting information but also information about professional development opportunities, leaves of absences, community events, and other helpful information and services available to the University community.

During National Work and Family Month (October) the HR sponsored the annual in-person Work/Life Exposition. It included exhibitors in the areas of health and wellness, employee benefits, childcare, community resources and services to employees demonstrating the University's commitment to work/life balance. During National Work and Family month, the HR sponsored a variety of other programs for employees focused on work life including but not limited to programs focused on physical, mental and emotional health, financial, inclusive and belonging, and environmental.

Something's Happening Program

HR continues to work closely with the Women's Center, OIE, Office of University Compliance, and Public Safety as well as members of the AFSCME, CEUI and UCPEA unions to promote and sponsor the Something's Happening Program. The program was developed to heighten sensitivity to gender, cultural differences, other diversities, and to educate staff on how these factors impact interactions between co-workers and/or supervisors.

Career Progression

The Office of Human Resources has continued the Career Progression Program for positions covered by University of Connecticut Professional Employee Association (UCPEA). This Program is included in a bargaining agreement between the University and the UCPEA and was designed to create opportunities for members of the bargaining unit to achieve growth and development within their job classification based on increased job proficiency over time. Employees will be able to advance from a baseline of Proficient to a rank of Advanced and eventually to the level of Expert through experience, training and skill development that is critical to the specific position they encumber.

Academic Impressions

Academic Impressions is an organization specializing in professional development resources for higher education professionals. This partnership provides faculty and staff with membership access to a host of learning resources designed specifically for professionals working in higher

education. Topic areas range from skills-based trainings to leadership trainings on topics such as supervision, personal effectiveness, diversity, equity, and inclusion, and more. This access for our workforce will build the capacity of our campus communities and help us overcome the inevitable challenges we all face in our daily work.

Learning @ Work

This University-wide online system is used to aid employees in tracking and managing their training and professional development opportunities. Employees can utilize this Cloud-based system for several different functions including:

- Enrolling in courses
- Tracking completion of learning experiences, and
- Fulfilling regulatory compliance requirements

Leadership Development Program

The Office of Human Resources engaged senior leaders and administrative offices across campus and developed a leadership development program for leaders at the University. The training provided leaders with the necessary tools to foster a clear understanding of the University's leadership philosophy as well as practical tools for managing employees at the University of Connecticut. The Program included a comprehensive and dedicated component focusing on the development and enhancement of core leadership skills while also providing critical information regarding the core institutional values, policies and procedures, conduct expectations, and rules and regulations at the institution.

Center for Excellence in Teaching in Learning

The Center for Excellence in Teaching in Learning is to support faculty and teaching assistants in becoming more effective teachers, through evidence based and research informed programming. The Center promotes a culture of inclusive excellence in teaching and learning. Some of the opportunities provided to faculty and teaching assistants include but not limited to:

- Crafting a Teaching Philosophy Statement
- Teaching Creatively
- Crafting the syllabus
- Managing Anxiety – Yours and Theirs
- First Impressions, First Day of Class
- The Teaching Persona
- Effective Questioning
- Giving Feedback

Thriving @Work Series

Programs that teach graduate students, post docs, staff, and faculty how to professionally navigate and communicate their concerns with workplace issues. This allows employees to work through toxic workplaces and cultivate a more diverse, inclusive and welcoming environment for all social groups.

Upskilling with the Women's Affinity Group

Upskilling is defined as the process of improving an existing skill or learning a new skill to perform better in your current job. Upskilling can take place in several different ways (ex. training classes, internships, micro-credentials, etc.) and focus on both hard and soft skills. The Women's Affinity Group assisted employees identify upskilling opportunities through UConn.

The Major Experience (TME)

Through the ACES department, TME combines professional staff members to help students navigate their major exploration journey. UConn professionals in the role of exploratory advisors and career coaches assist students in the major exploratory journey and the connection between majors and careers. Both programs assist undergraduate students to develop their skills in relation to their potential career path.

African American Cultural Center (AACC)

School Visits

This program is designed to bring middle school and high school students from New Haven, Bridgeport, Hartford and East Hartford public schools to campus during each semester. Students will participate in motivational, educational, cultural, and recreational experiences.

Community Service

UConn and the CT Training School are participating in a mentor/mentee partnership for the support of youthful offenders who are incarcerated in two residential facilities. The training school is located in Middletown, CT and Journey House is located on the grounds of Nachaug Hospital in Willimantic, CT. Students from Journey House visit PA2SS, the peer mentoring program at the African American Cultural Center, to share their stories and meet with students. Representatives from the Center travel to Journey House several times a semester to work with the residents.

Latin American Student Organization (LASO)

The Latin American Student Organization (LASO) was established in the School of Social Work as an effort to identify the needs of Latino students, influence the policies of the school, and provide a link between the school and the Latino community. LASO provides Puerto Rican and other Latino students in the school with a vehicle to share ideas, enhance identification with

Latino culture, and express sensitivity and responsiveness to the needs and issues affecting Puerto Rican and other Latino communities. For the past several years, LASO has worked directly with the faculty of the Puerto Rican Studies Project in the recruitment and retention of Latino students. In addition to numerous conferences, workshops, seminars, and cultural events, LASO and the Puerto Rican and Latin@ Studies Project faculty continue to co-sponsor Hispanic Youth Conferences, special workshops, and other activities aimed at enhancing and strengthening Puerto Rican and Latino social work students, service providers, and the larger society. This program will also develop pipelines for potential employment in the School of Social Work.

The Organization of Black Social Work Students

The University of Connecticut School of Social Work's Organization of Black Social Work Students (OBSWS) provides support for the black students in the school as well as in the community. Its goal is to sensitize the school and the larger community to the culture, the experiences, and the needs of black people of African descent through a variety of forums,

workshops, symposia, and artistic displays. In addition, "Black Studies for Social Work Practice" is available as a focused area of study. With the aid of faculty and administration, OBSWS hopes to continue to develop the black perspective in course content. OBSWS feels that this is critical in light of increased negative racial attitudes in this society. Additionally, participants in this program may consider future employment at the School of Social Work.

PRIDE

PRIDE is to serve the Gay, Lesbian, Bisexual, Transgender, Queer, Questioning, Intersex and Allied communities at the UConn School of Social Work, including students, faculty and staff.

We work to ensure that our school's environment, classrooms, curricula, policies and events are accessible, safe, open, and affirming to all individuals regardless of sexual orientations and gender identities and expressions.

As a social justice organization, we support all efforts to further equality and empowerment for all marginalized populations. We are committed to educating social work students to be better equipped to provide safe and affirming services once they become professionals.

The Writing Internship Program

The English department's Writing Internship Program puts students in a professional environment, working with professional writers on real-life problems. Current placements include positions in a museum, a newspaper, a publishing house, an advertising agency, a software company, a technical magazine and a variety of other businesses and organizations that employ writers and editors. Internship positions are available either on or off campus throughout the academic year. Departments on campus are also exposed to promising students to consider as part of future employment applicant pipelines.

Genome Ambassador Program (GAP)

The Genome Ambassador Program provides career presentations and fairs to students of all ages to diverse career opportunities in genetics and genomics. The GAP members also encourage young scientists to explore their scientific interests by conducting hands-on genetics experiments and fostering inquisitive discussions. Additionally, the GAP members host middle and high school classes for half-day field trips filled with engaging activities and lab tours in the UCONN Engineering and Science Building.

4-H Youth Development

Through the College of Agriculture, Health and Natural Resources, this program prepares youths to meet the needs of a global economy, while learning new skills, meeting new friends and discovering new things about themselves and their world through UConn's Extension's research-driven programs. It provides fun, hands-on learning activities that foster skills and character development in science, citizenship, and healthy living.

Jorgensen Outreach for Youth (JOY!)

The Jorgensen Outreach for Youth program (JOY!) invites low-income children and adults to attend a range of art events. The program offers free tickets for economically disadvantaged children of all ages; public school programs with transportation assistance; in-school outreach and residency programs; and support for the JOY! Conservatory Program. These services come with the help of private contributors and corporate partners. Students who participate in this program are exposed to a wide variety of employment and career options within the field of Fine Arts.

Project Oceanology

Project Oceanology has offered hands-on, inquiry-based science education to K-12 students for more than forty years. They work closely with schools to design programs for students that fit your curricular goals. The classes can visit in-person or virtually to our fully equipped marine science research facility for an immersive scientific research experience.

The UConn Connecticut Collegiate Awareness and Preparation (ConnCAP)

The UConn Connecticut Collegiate Awareness and Preparation program motivates and prepares Connecticut students from underserved communities with potential for success, in grades 9-12 and at the post-secondary level.

ConnCAP builds on the success of more than 50 years of working with Connecticut's first generation to college and low-income students. The ConnCAP program receives funding from the Connecticut Office of Higher Education and the University of Connecticut to provide ongoing support through academic year and summer components at all UConn campuses.

Upward Bound Program (UB)

The Upward Bound (UB) Program motivates and prepares Connecticut students from underserved communities with potential for success, in grades 9-12 and at the post-secondary level.

UBMS builds on the success of more than 50 years of working with Connecticut's first generation to college and low-income students. The Upward Bound program provides ongoing support through academic year and summer components in the cities of Hartford, Norwich, Naugatuck, and Windham.

Upward Bound enhances educational opportunities for students throughout the academic year by offering programs and services in High School Success and College and Career Preparation. The program also offers a six-week on-campus summer experience, where students could complete foundational courses, cultivate skills for college preparedness, and develop a well-rounded College Admissions Profile.

Upward Bound Math and Science Program (UBMS)

The Upward Bound Math and Science (UBMS) Program motivates and prepares Connecticut students from underserved communities with potential for success, in grades 9-12 and at the post-secondary level.

UBMS builds on the success of more than 50 years of working with Connecticut's first generation to college and low-income students. The Upward Bound Math & Science program provides ongoing support through academic year and summer components for New London High School, Norwich Free Academy, and Rockville High School.

Upward Bound Math and Science enhances educational opportunities for students throughout the academic year by offering programs and services in High School Success and College and Career Preparation. The program also offers a six-week on-campus summer experience, where students could complete foundational courses, cultivate skills for college preparedness, and develop a well-rounded College Admissions Profile.

UConn BRIDGE Program

The University of Connecticut's School of Engineering continues its BRIDGE program—a five-week, study-intensive program that provides hands-on experience, professional instruction, and scholarship opportunities. Participants attend approximately 120 hours of course work in Mathematics, Chemistry, Physics and Computer Programming. A component of the School of

Engineering's Diversity Program, the residential BRIDGE program targets admitted freshmen who are members of groups traditionally underrepresented among the nation's engineers, including:

- Women
- African Americans
- Hispanics
- Puerto Ricans, and
- Native Americans

English as a Second Language (ESL)

The American Language Program at the University of Connecticut in Stamford serves men and women from more than fifty countries around the world. English as a Second Language (ESL) Family Literacy Program matches students with non-English speaking individuals in the local area within a classroom setting in Willimantic. Volunteers assist in the classroom by helping ESL students develop proficient communication skills in the English Language.

Big Brothers, Big Sisters

Big Brothers, Big Sisters serves youth ages 5-18 in 5,000 communities in the US, through 4,700 agencies and matches 1-on-1 mentoring to help at risk youths. At the University of Connecticut, the BBBS program continues to serve several local public schools including:

- Natchaug School
- Sweeney School
- North Windham School
- Windham Center School
- Putnam, and
- Windham Middle School

University students and employees go to these locations both during and after school to mentor and supervise both their academic and recreational activities. Children involved in the program also have the chance to come to the University to shadow their mentor.

Preparing African American Students to Sustain Success (P.A2.S.S)

The School of Business Office of Diversity Initiatives offers Preparing African American Students to Sustain Success (P.A2.S.S.). The goal of P.A2.S.S is to assist first year African American Students in making a healthy, productive and successful transition to college life. The P.A2.S.S Program is a one-credit course facilitated through the H. Fred Simon's African American Cultural Center. Through the P.A2.S.S program first year students will be matched up with an African American upperclassman mentor. Mentors will serve as liaisons to campus resources, services, organizations events and opportunities. It is a program open to all majors who can make a weekly commitment, are full-time students, and have strong leadership,

academic, and communication skills. Good University standing (both academic & judicial) is necessary. Through this program, incoming students have better opportunities to learn of the resources available to them, be encouraged to participate in both AAC and on-campus events and interact with students with similar experiences.

Center for Clean Energy Engineering (C2E2)

K-12 Student Enrichment

K-12 Student Enrichment, C2E2 faculty, students, and staff actively support an integrated array of outreach and diversity programs aimed at enhancing engineering awareness among school-age students and their teachers. The Center hosts visiting groups of school children throughout the year, many on campus to explore energy technologies.

UCONN Engineering Ambassadors

The Engineering Ambassadors are the student representatives of UCONN's School of Engineering. Engineering Ambassadors strive to raise awareness of the value of engineering and the need to increase interest in the field. We hope to connect people with UCONN's School of Engineering. You will find our Presentation Team members in middle and high schools educating students on the importance of engineering to the health, happiness, and safety of our world. Engineering Ambassadors support the School of Engineering by participating in Engineering Diversity Programs and by providing a volunteer force to serve the engineering community at UCONN. We hope that our presentations and programs play a role in changing the conversation that students are having about engineering.

Engineering Diversity and Outreach Center

The Engineering Diversity Program (EDP) provides academic support services for underrepresented populations in the engineering fields such as female, African American, Hispanic, and Native American engineering students. In the past, the EDP has sponsored events such as:

- Multiply Your Options: A one-day seminar for eighth grade girls aimed at exposing them to role models in math, engineering, and technology.
- Engineering Your Future:
- A similar program for eighth grade boys; and
- Spark! Igniting the Next Generation of Women Engineers: A four-week program for middle school and high school females to have a mentorship experience by outstanding female undergraduate engineering students and engineering faculty members.
- BRIDGE: A five-week intensive summer readiness program designed to prepare students for their first-year experience in engineering fields.
- The Pre-Engineering Program: An enrichment program for seventh, eighth, and ninth grade students that includes hands-on math and science exploratory activities aimed at increasing interest in careers involving science, mathematics, engineering, and technology;

- The da Vinci Project: A program designed to help post-elementary schools integrate elemental engineering into the classroom; and
- The Joule Fellows Program: Another program that aids teachers in incorporating engineering into the classroom.

The EDP continues to provide academic retention programs and outreach activities designed to increase the numbers of under-represented students pursuing careers in engineering.

Kids in Developmental Science (KIDS)

A group of researchers from more than 35 child development and behavior labs across UConn developed this program to conduct scientific research pertaining to the development and behavior of children. Their conduct database collects information of families interested in participating in research. This research ranges from creative differences between children with or without dyslexia to language development of preschoolers.

Work-Study Research Assistant Program (WSRAP)

The Office of Undergraduate Research provides the WSRAP opportunity to students both interested in assisting faculty researchers and who have been granted a federal work-study award. Undergraduate students can collect data, attend conferences and more through their researcher while receiving finances through their work-study award.

America Reads

America Reads is a tutoring program provided by Student Activities Community Outreach that provides one-on-one tutoring or small group style tutoring on all academic subjects, placing an emphasis on literacy and math, for grades pre-K through 8th in local preschools and elementary schools such as:

R.J. Kinsella Magnet School
 Southeast Elementary School
 North Windham Elementary School
 Windham Center School
 Willington Center Elementary School

Building Infrastructure Leading to Diversity (BUILD)

This Common Fund award is designed to attract minority students to the STEM (Science, Technology, Engineering, and Mathematics) fields through the development of interventions and initiatives for underrepresented groups.

M1 Mentorship Program

The M1 Mentorship Program was launched by CICATS to fund chosen faculty to recruit and mentor underrepresented minority students.

Young Innovative Investigator Program (YIIP)

The Young Innovative Investigator Program (YIIP) is another of CICATS's sponsored programs. Its goal is to provide underrepresented minority UConn graduate students with support for research and academic achievement. The program also aims to provide mentorship and career guidance so the students may be prepared and qualified to enter master's and doctoral programs.

UConn College Access and Preparation Program (UCAP)

The University's Center for Academic Achievement continues its high school outreach program called UConn College Access and Preparation Program (<https://cap.uconn.edu/hsi/ccap/>). First generation and low-income high school students who demonstrate academic need are helped to complete high school and prepare for post-secondary education. The program offers summer classes in addition to services provided during the school year. Some of these programs include:

- Weekly meetings
- Tutoring services and academic advising
- Assistance with career or college and scholarship searching
- Cultural and social activities, and
- Community service participation

Cross Cultural Connections

UConn Community Outreach runs the Cross Cultural Connections program with the goal to help international students improve their English and ease their transition into American culture. UConn students engage in one-on-one mentoring sessions with UCAELI students (UConn American English Learning Institute) to bridge cultural gaps and foster diversity at the University. This program can also enhance the success of employees for whom English is a second language and wish to develop their English skills further.

Eastern Area Health Education Center (AHEC)

UConn's School of Nursing is continuing its collaboration with the Eastern Area Health Education Center (AHEC) to provide service-learning opportunities to students pursuing careers in healthcare. AHEC emphasizes service in diverse communities through leadership and educational programs.

Entrepreneurship Bootcamp for Veterans with Disabilities

UConn's School of Business was recognized by the Paul Newman Foundation for positive and innovative community impact for its program, Entrepreneurship Bootcamp for Veterans with Disabilities. The program works on training veterans with disabilities in business management and entrepreneurship and has become important for the reintegration of U.S. military service members to civilian society. This program has also served as an excellent recruitment source for departments on campus considering veterans for employment.

Rising Scholars Program

The First Star Academy, now known as the Rising Scholars Program, continues its partnership with UConn to improve the education of high-school foster children. The program begins as a 4-week residential experience in Storrs, during which students are immersed in academics and other activities of the University. The program extends to a 4-year college immersion program that provides the students support, tutoring, and mentorship. This program helps the foster children realize the possibilities of higher education are not closed to them.

Graduate Assistance in Areas of National Need Program (GAANN)

The School of Engineering has awarded fellowships from the Graduate Assistance in Areas of National Need Program, from the US Department of Higher Education. The fellowship is designed for graduate students who are pursuing doctoral degrees in fields designated by the Federal Register as “areas of national need,” such as area studies, biology sciences/life sciences, chemistry, computer and information sciences, engineering, foreign languages and literature, mathematics, nursing, physics, and educational evaluation, research, and statistics. The School of Engineering encourages women and students from minority backgrounds to apply for this fellowship.

Louis Stokes Alliance for Minority Participation Scholars Program (LSAMP)

UConn’s LSAMP mission is to increase enrollment, retention, and graduation of underrepresented minority groups in STEM (Science, Technology, Engineering, and Mathematics) fields. LSAMP students collaborate with faculty and their peers in research, community service, fostering leadership, and mentorship programs.

McNair Scholars Program

The McNair Scholars Program continues its mission to provide low-income, first-generation, and other underrepresented students research opportunities at the main Storrs campus during the summer. The undergraduates selected are mainly from STEM (Science, Technology, Engineering, and Mathematics) fields and are pursuing doctoral degrees. The program allows the students to conduct research as well as attend classes to encourage admission and success in graduate school.

Research Experience for Undergraduates (REU) Program

UConn’s Chemistry Department hosts a program open mainly to students in non-Ph.D. granting institutions to expose them to research opportunities. Students in the REU Program receive a variety of academic support pertaining to future graduate-level research. The REU Program strongly encourages female students and student from underrepresented groups.

UConn Learning Community Program

The UConn Learning Communities provide students with a guided program based on their area of interest – either academic or personal. The communities range from structured course-loads aimed at giving students the best possible head-start on their career path, to more community-centered programs, where students live together their first and second years at the University. The communities are divided between interdisciplinary and major-based, where the former allows students of any major to apply²², as long as they meet the academic or structural requirements of the program, and the latter admits only students of a certain major or discipline. The goal of these communities is to provide the students with the best possible educational setting their first years at University based on their area of interest. Some of UConn’s Living and Learning Communities include but are not limited to:

- **Global House:** This Living, Learning Community is open to any student interested in global affairs and aims to strengthen students’ global awareness and cultural identities through active, peer-led collaborative learning. Students in Global House travel abroad with UConn faculty to explore their international community.
- **Human Rights & Action:** All undergraduates interested in enhancing their understanding of social justice, diversity, and civic responsibility are welcome to apply to this Living, Learning Community. Students in the Human Rights & Action House are engaged through academic, experiential, and residential activities designed to make them stronger and more socially aware members of the UConn community. This House is partnered with *Community Outreach* and the *Human Rights Institute* to provide its students with a more enriching experience.
- **La Comunidad Intellectual (LCI):** Although this Living, Learning Community is about examining Caribbean and Latin American cultures, customs, and traditions, all students are welcome to apply regardless of race, heritage, or any other defining factor. This Community collaborates with *El Instituto* and *PRLACC* to provide students with an intellectually diverse, inclusive, and socially active community.
- **Leadership House:** This Living, Learning Community provides students with an environment focused on furthering leadership skills in all aspects of their University lives: academics, personal, and future careers. With a supportive, inclusive environment, students are allowed to explore leadership opportunities across campus and outside the University; bettering themselves and their community.
- **ScHOLA²RS House:** This Living, Learning Community is only open to male undergraduates, and is focused on engaging in topics related to the experience of black males in higher education. The program is designed to support students who identify as African American/Black in their academic and social life at the University.
- **Business Connections House:** The Business Connections House provides incoming freshman, sophomores, and juniors who have been accepted into UConn’s School of Business with the opportunity to network with alumni, faculty, staff, and other business school students.

- **WiMSE House:** The Women in Math, Science, and Engineering Learning Community provides support for female students at UConn as they navigate the University's challenges, both academic and social. WiMSE offers residents a support system of faculty members, academic support, research opportunities, and access to a community of women driven to excel in the STEM field.
- **Gender Inclusive Housing:** The University of Connecticut seeks to provide a living environment welcoming to all gender identities; one not limited to the traditional gender binary. Gender Inclusive Housing allows for students of any gender to live together regardless of biological sex. Students living in Gender Inclusive Housing are assigned to the first and second floors of Brock Hall in Alumni Quadrangle with primarily two people in each room.
- **Veterans Community:** The primary mission of the Veterans Community is to help veterans transition from military to student life in a supportive environment. This community is located within South Campus, with four students assigned to each suite (two students in each bedroom of the suite). Within the community, veterans can participate in programs and events that allow for peer learning and connection with other veterans. This community is dedicated to helping veterans navigate the complexities of the college experience and making a successful transition from military life to civilian life.

Student Support Services

Helps students who are either first-generation to college, from low-income families, and/or from underrepresented populations by providing services that assist in their academic and professional growth at UConn. Includes summer programs, counseling, peer tutoring, workshops, and other opportunities made specifically for SSS Students.

Human Rights Close to Home Youth Summit

The Human Rights Close to Home Youth Summit is a one-day summit that is designed *by youth for youth* and convenes high school students, activists, and allies from a diverse range of Connecticut high schools to learn and mobilize as a community.

The goal is to encourage civic action to strengthen democracy and respect for human rights in our Connecticut communities and beyond. This event is a one-day educational space for young activists and allies to come together to learn about, for, and through human rights. Throughout the day at the Youth Summit, students and educators will participate in workshops and activities designed by youth and will interact with a wide range of speakers, from fellow youth activists to professional human rights advocates.

Association for Latina/o Faculty/Staff (ALFAS)

This association is devoted to representing and raising awareness about issues concerning UConn's Latina/o faculty and/or staff. ALFAS seeks to advance educational and work opportunities within the University community. Some, but not all, of the objectives of this association are as follows:

- To work closely with the University administration to promote the upper mobility of Latinas/o at all levels
- To provide an environment for the discussion of issues concerning the overall well-being of the Latina/o community
- To represent and be a voice for the Latina/o community on all UConn campuses, and
- To create a support system within the University

Accounting Career Awareness Program

The Accounting Career Awareness Program (ACAP) was created to provide underrepresented high school students with early exposure to career opportunities within the business and accounting professions. The primary objective of ACAP is to increase the number of students pursuing careers in accounting and related business areas. ACAP began in 1980 when the National Association of Black Accountants (NABA) recognized the need for a program that would direct African Americans and other underrepresented groups towards the accounting profession. Recognizing that preparation for a professional career begins in the junior and senior years of high school, NABA designed a one-week residency program where students could attend classes on careers in accounting and business, personal development and college preparation.

Asiantation Mentoring Program (AMP)

The Asiantation Mentoring Program (AMP) is an award-winning peer education program that assists incoming Asian American students adapt to their new college environment. New students are paired with continuing students who serve as a resource and assist them through their first year. Throughout the year, AMP hosts various workshops- academic success, career preparation, and outreach opportunities-with each catering specifically to the incoming UConn student. The Asiantation Mentoring Program also provides new students the opportunity to connect with other students, faculty, and staff and to learn how to get involved with the Asian American Cultural Center and its affiliated student organizations.

Leadership in Diversity

Leadership in Diversity (LID) is a mentoring program that aims to maintain and encourage confidence and success in Students of Color as they pursue careers in the fields of Elementary, Secondary and Higher Education. This program intends on providing minority students with the necessary tools, networks and information to be competitive, well-rounded future educators.

UConn School of Fine Arts and Charter Oak Cultural Center Partnership

The Charter Oak Cultural Center is a non-profit, multi-cultural arts center committed to offering performances, exhibits, classes, lectures and cultural programming, and after school programs for inner city youth. The UConn School of Fine Arts is piloting a service-learning project in which music and art students act as mentors and lesson assistants – supervising homework, hosting dinner, and assisting in the jazz band class.

Kids & UConn Bridging Education (KUBE)

KUBE is a one-on-one mentoring program that pairs UConn students with middle school students from Killingly and Windham, Connecticut. The aim of the program is to create a multicultural mentoring program that builds literacy, educational aspirations, and social skills development. Monthly gatherings consist of cultural events, field trips, science programs, and journal writing.

UConn's Chapter of the Minority Association of Pre-Medical Students (MAPS)

MAPS strive to diversify the health field by supporting and preparing pre-health students of color for health-related professional schools during their undergraduate careers. Regular meetings consist of panels, webinars, trainings, lectures, and field trips.

UConn Collaborative to Advance Equity Through Research on Women and Girls of Color

In 2015, Anna Julia Cooper Center at Wake Forest University and the White House Council on Women and Girls announced an initiative to promote scholarship and research on women and girls of color. As a partnering university, the University of Connecticut committed to this cause by designating focus to research, teaching, and programming to promote the advancement of knowledge about women and girls of color.

Kristie Ann Wood Endowment Scholarship

This scholarship is awarded to an undergraduate student majoring in Women's, Gender, and Sexuality Studies in recognition of academic achievement and demonstrated financial need. This endowment named after Kristie Ann Wood, the first Women's Studies major at UConn, honors her passion for social justice. Preference is given to students with senior standing who have been involved in activities to promote social justice.

The Center for Career Development's Diversity and Inclusion Career Resource Webpage

The Center for Career Development is committed to providing services to people with diverse backgrounds and experiences by offering one-on-one career coaching meetings, career development programming, and on-campus recruiting. To uphold this commitment, the Center for Career Development has a webpage that includes identity specific resources to aid students in their career preparation and job search.

Rainbow Graduate Students & Young Professionals

The Rainbow Center Grads and Young Professionals Group seeks to connect and empower LGBTQIA+ graduate students, non-traditional students, faculty, and staff at UConn through social, community service, and professional development events.

CSDTech

The Center for Students with Disabilities' CSDTech program provides students with disabilities the opportunity to access learning technologies such as software, apps, and other resources that aim to enhance overall success and independence.

REACHing Peers

Resources in Education and Advocacy for Current Huskies is a three-fold peer mentoring program that provides: opportunities for prospective UConn students with disabilities to connect with current UConn students that are registered with the Center for Students with Disabilities, mentor-mentee relationships amongst current UConn students registered with the Center for Students with Disabilities, and connections between current UConn students with the Center for Students with Disabilities alumni network.

SHARE Virtual Summer Apprenticeship

The SHARE Virtual Research Apprenticeship program provides early career undergraduates majoring in social sciences, humanities, and arts fields with an opportunity to work closely with a faculty member on a research project over the summer. These experiences allow students to gain foundational research skills and establish mentoring relationships with University faculty while receiving hourly wages and a professional development award.

Learning Communities

- **Connecting with the Arts:** This residential learning community is open to all first- and second-year undergraduates of any major with an interest in the Fine Arts. Within the community, students will explore the broad array of cultural offerings available at UConn to help them deepen their interest in the cultural arts. Involvement includes curated tours, attendance at performances, and special presentations and master classes with visiting artists. Partnership with The Connecticut Repertory Theater, The Benton Museum, Contemporary Arts Gallery, and The Ballard Institute and Museum of Puppetry will help foster interests and development of skills with students.
- **EcoHouse:** First- and second-year undergraduate students may apply to live in the EcoHouse learning community to foster a culture of sustainability and passion for environmental issues. EcoHouse collaborates with UConn's *Spring Valley Student farm* to provide hands-on learning. Inclusion in this learning community offers diverse learning experiences and academic discourse.

- **Engineering House:** Open to first year students and sophomores who have been admitted into the School of Engineering. This learning community provides a supportive environment for students of the major by connecting students with SOE faculty, staff, and peers. The LC holds social and professional events and gives students access to UConn's Innovation Zone.
- **Fine Arts House:** The Fine Arts House provides a community for first- and second-year students admitted into the School of Fine Arts. Through this, Fine Arts students will be connected with faculty, staff, and peers, helping support students in their art performances and presentations. Students will have access to experiential opportunities such as field trips and guest speakers.
- **Pharmacy House:** The Pharmacy Learning Community is open to all first- and second-year students admitted into the School of Pharmacy. Inclusion in the LC will connect students with faculty, staff, and peers, allowing them to better understand the pharmacy profession and related career fields. Students will have access to social events and academic guidance.
- **Humanities House:** The Humanities House is open to all first- and second-year undergraduate students interested in the humanities. Being part of this learning community will help turn students into socially responsible citizens through fostering imagination, creativity, and possibility. Students will develop and practice holistic thinking and communication skills, allowing them to be adaptable to many careers.
- **Innovation House:** The Innovation House is open to first- and second-year students of any major interested in innovation, creativity, and/or entrepreneurship. Students will access and leverage campus resources and networks through their personal exploration of creativity, innovation, and entrepreneurship. They will relate to faculty, staff, other students, and local business leaders to develop an array of dynamic skills that will lead them to success as innovators and entrepreneurs.
- **International Engineering House:** The International Engineering House is open to first- and second-year engineering majors interested in pursuing an International Engineering program to earn a dual degree of a BS in engineering and a BA in a language. This learning community provides academic, social, and cultural support for students in this five-year program. Students will be provided with guest lectures, field trips, alumni panels, professionalization courses, and development opportunities.
- **Nursing House:** Open to first- and second-year students in the School of Nursing, this learning community acts a support network for Nursing majors. It offers an increased level of contact with faculty, staff, peer mentors, and professional organizations. It also provides students with academic course support, a close social network, and information about the Nursing program and profession.
- **Public Health House:** Open to first- and second-year students, this interdisciplinary learning community gives students the opportunity to expand their understanding and interest in community service, public health, education, and advocacy. Students will augment their understanding of public policy, community health issues, public health as a profession, and their role within the public health field.

Center for International Students and Scholars

The CISS provides a space to bring together the services for international students and visiting scholars at the Storrs campus. Services include the International Student and Scholar Services (ISSS), the Intercultural Programs and Support (IPS), and UCAELI, which is UConn's English Language Institute.

CLAS Women's Leadership Collective

The CLAS Women's Leadership Collective helps bring together women to bolster their abilities by connecting them with alums. Connections include talks on key issues that affect women in the workplace and society, Group Mentorship Circles that meet throughout the year, connecting groups of alums and students with similar career interests, and an end-of-year celebration. Undergraduate students will have unique learning and leadership experiences.

Explore Engineering (E²)

The UConn Explore Engineering (E²) Program is open to high school sophomores and juniors, providing them with a one-week residential STEM summer camp. Students will work with SoE faculty and students to learn more about the workplace and engineering concepts. Participants will work with engineering devices and processes and fabricate a single engineering discipline-specific device.

Multiply Your Options

Multiply Your Options is a one-day conference for 8th-grade females meant to expose them to female role models in the STEM field. This introduces them to the opportunity and career possibilities that girls are not historically exposed to.

Sisters in STEM Conference

Sisters in STEM Conference is a one-day conference for underrepresented tenth grade high school female students to show what the STEM fields have to offer. This conference includes representative role models leading laboratory tours, engaging experiments, and self-development workshops.

SPARK Program

The goal of the SPARK Program is to shrink the gender gap within STEM, thus it invites 6th through 9th grade female students to participate. Participants will challenge themselves through utilizing math and science skills in hands-on projects and experiments, engineering concepts, and activities. All participants will be taught and mentored by outstanding female undergraduate engineering students.

Queer Science

Queer Science is a one-day conference for LGBTQIA+ in-state high school students that connects them with LGBTQIA+ researchers. This conference provides these students with role models across various STEM fields and connects them with LGBTQIA+ students and faculty in STEM fields at UConn.

Rowe Scholars Program

The John and Valerie Rowe Health Professions Scholars Program was designed to provide a multitude of opportunities to students from underrepresented backgrounds in the health fields. This program provides mentoring, educational enrichment, community service, and professional development to help build students into leaders.

New Beginnings for Students of the Tribes of Southern New England

This program provides Tribal students of the Northeastern US with free tuition and room and board in the Ratcliffe Hicks Associate's Degree Program at UConn. In this, students can dive into three areas of focus: Plant Science, Urban Forestry and Arboriculture, or Animal Science. The curriculum is designed to include an Indigenous framework that students can utilize in their careers. Students will also be part of the Native and Indigenous Scholars Community (NISC) non-residential learning community, have access to weekly mentorship meetings, and attend a monthly seminar series devoted to Tribal history and culture. In addition, students will have access to participate in a summer internship to assist them within their career path, undergraduate research project, or both.

Husky Sport

Husky Sport is a community-campus partnership that utilizes the power of sport to connect and empower partners from the city of Hartford and UConn. Husky Sport brings together students at UConn and in Hartford for weekly sessions that allow the students, families, and partners to engage in physical activity, nutritional education, transferable life skills, and academic enrichment. The program builds lasting enrichment through intentional programs facilitated in schools, after-school, on weekends, and as part of academic coursework.

Puerto Rican & Latin@ Studies Project (PRLSP)

the PRLSP was established to help prepare social workers serve individuals, groups, families, and organizations within Latina/o communities through research, training, and service, while also increasing the advancement of knowledge and research regarding Puerto Rican and Latina/o matters. PRLSP works to increase Puerto Rican and Latina/o recruitment, retention and BSW, MSW, and Ph.B. degree completion, as well as training social workers. It also includes partnership and collaborations with CT residents and agencies, and institutions in-state and globally.

BOLD Women's Leadership Network at UConn

The BOLD Women's Leadership Network is a program that brings out leadership in young women during and beyond their college years. The network focuses on career development and networking through a multitude of channels. At UConn, applicants are selected to receive scholarships while making a 2-year commitment to the program. Scholars will work with mentors to develop individualized projects for implementation during the summer between their junior and senior years. During their senior year, scholars will disseminate the results of their projects, participate in leadership development activities, and serve as mentors for subsequent cohorts.