

INNOVATIVE PROGRAMS

(Section 46a-68-93)

January 2017

This section of the 2015 *Plan* was deemed in compliance.

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:

UConn Mentor Connection

The UConn Mentor Connection program allows gifted high school juniors and seniors to more fully manifest their talents in an environment that fosters creative productivity. Projects focus on art, chemical and biomolecular engineering, computer and electrical engineering, digital media and design, geography, mechanical engineering, nutritional science, pharmacy, physics, and psychology. The program aims to demonstrate high-level talent that can be found and developed across cultural, ethnic, and socioeconomic groups, thereby increasing members' pursuit of higher education and career goals.

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.

Employee Assistance Program

The Employee Assistance Program is a confidential worksite based service available to all University faculty, staff and eligible family members. The Program provides professional assessment, brief counseling and/or timely referrals to community resources for multiple issues and concerns including, but not limited to:

- Job Stress, Relationship Problems, Anxiety / Worry / Depression
- Parenting and Family Concerns, Alcohol and Substance Misuse
- Eldercare / Caregiver Stress, Financial / Debt Counseling, and/or
- Communication Issues, Legal Questions

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.

Sustainable Community Outreach and Public Engagement (SCOPE) Accelerator

Founded by the School of Business, SCOPE promotes social entrepreneurship and social innovation by working with non-profit organizations and for-profit companies that have social outreach and community impact as a significant part of their strategic missions. It applies a business-centric lens to improve the sustainability and effectiveness of these organizations. Like the school's other learning accelerators, SCOPE is student-focused and project-focused, but stakeholders are defined as they go; depending upon the goals of university and school, interests of faculty, students, staff involved, sponsorships, and advisory board oversight. Unlike many other programs, SCOPE's vision is not to train non-profit managers, rather to create business leaders who pursue careers in either the private or public sectors or who strive to make a difference. SCOPE views for-profit and social-mission goals as complementary at many levels, and takes an experiential approach to understanding this complementarity. Students who

participate in this program are also exposed to various employment options at the University and may consider those options when planning their future career goals.

The Teenage Business Program

The Teenage Business Program was initiated over 20 years ago to recognize that greater minority participation in the business sector can only be achieved through the foundation of a quality education and opportunities for students to engage in skill development activities before college.

Each year, the Office of Diversity Initiatives collaborates with various high schools and programs to bring high school students from inner cities throughout Connecticut to campus for a day long program of workshops, presentations, and a campus tour. These high school students also have the opportunity to attend panel sessions with current UConn students as well business professionals. The goal of the Teenage Business Program is to increase the pipeline of minority students applying and attending college upon graduating from high school, and ultimately may be part of employment applicant pools.

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.

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

Campus Connections

Campus Connections provides adults with physical and intellectual disabilities an opportunity to engage in social and recreational activities in the most inclusive setting with maximum possible participation with non-disabled peers. The program matches clients from Easter Seals of Chaplin, CT with student volunteers who aid them in making simple arts and crafts, playing games, and performing other activities, such as indoor bowling and golf, bingo, and trips to the Dairy Bar. This program works in conjunction with:

- Eastern Seals:
 - a program that matches adult clients from Eastern Seals of Norwich, CT with student volunteers who aid them in making simple arts and crafts, playing games, and performing other activities
- The Department of Developmental Services:
 - a transitional program for young adults with disabilities, and
- Horizons Inc.:
 - a program that provides transportation and includes socializing, cooking, playing in the park and just having fun

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:

- the Natchaug School
- the 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 academics 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.

Engineering Diversity Program

The Engineering Diversity Program 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
- 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.

Pre-Engineering Program

Pre-Engineering Program (PEP) is 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, technology, engineering, and mathematics (STEM). The program engages students in challenging, exciting hands-on problem solving activities facilitated by engineering under-graduate student mentors. Through this interaction, the middle and high school students foster the ability to improve or enhance their level of understanding of mathematics and science and the relation of these concepts to the future study of engineering. Projects include studying composite beams in the seventh grade, Lego robotics in the eighth grade, and mousetrap cars in the ninth.

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.

Platinum HUSKY Service

Platinum HUSKY service, a professional development program focused on providing outstanding service to students, parents, community and one another, is offered each year. There were two open enrollment sessions and three departmental sessions held. Content included Exceeding Expectations, Turnaround Experience and the Internal Customer.

Supervisory Essentials Program (SEP)

The Supervisory Essentials Program (SEP) is designed to help the University of Connecticut's front-line and mid-level supervisors improve their supervisory skills so they can have an immediate and positive impact on the people they lead. SEP is a multi-track program offering supervisors the option of choosing which track of courses best meets their needs. Built into SEP are opportunities for participants to develop peer networks, utilize online learning, practice skills through job applications, and walk away with a tool kit of new resources. Topics include:

- On-the Level-Communication
- Managing Others
- Providing Feedback to Others
- Coaching Through Conflict
- Developing Others
- Goal Setting and Gaining Commitment, and
- Delivering Feedback and Conducting Difficult Discussions

Participating supervisors are organized into cohort groups for the entire program; they engage in practical, interactive, skills based workshops facilitated by a leadership consultant with over 5 years of experience teaching similar workshops at UConn. Through networking among their cohort group and via online job-aids, participants have mechanisms in place to access on-the-job help after they complete the program, further aiding in the transfer of program learning to the job.

Caring About “U”Conn

Caring About “U”Conn was created with the recognition that employees may be in need of information to support them with events of daily life. Sessions dealing with conflict between colleagues, concerns about health and safety, and concerns about job effectiveness were offered to employees. The goal of the program is to connect employees with others in the University community who can help them be productive at work, stay healthy and stay safe. Many of the programs offered have been ‘brown bag’ lunches and have included the following seminar topics:

- Planning for the Unexpected
- Alzheimer’s Discussion
- Care Giver Basics
- Travel and Mobility
- What to Look for When Visiting
- Medicare Basics
- Eldercare
- Housing Options

Work/Life Flexibility

The University has continued to develop its Work/Life Flexibility program and the DHR continues to be an active partner in promoting the University’s programs. The Work/Life Flexibility Committee continues to enhance its 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, flextime and leaves, cultural and community events, and other helpful information and services available to the University community.

The DHR sponsored the annual Work/Life Exposition. The Expo included exhibitors in the areas of benefits, health, wellness and service, providing resources and information to employees demonstrating the University’s commitment to work/life balance.

Something’s Happening Program

DHR continues to work closely with the Women’s Center, OIE, Office of Audit, Compliance and Ethics as well as members of the AFSCME, CEUI and UCPEA unions to promote and sponsor the Something’s Happening Program which 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 Ladders Program

The goal of a Career Ladders Program is to expand opportunities for future upward mobility among employees. Such a program is fully supported at the University. DHR continued its support of the Career Ladders Program mandated by the UCPEA collective bargaining agreement (Article 25).

Recruitment Efforts

The DHR continues to maintain annual contracts with three recruitment sources where all faculty and unclassified job openings are posted. The three sources, Inside Higher Education, Diverse, and the Higher Education Recruitment Consortium are broad-based recruitment sources used in higher education.

The DHR established a relationship with the Department of Labor and now all staff positions are posted on CT.Jobs, Connecticut's Employment Exchange web site.

In addition, the Department of Human Resources and the Office of Institutional Equity, in collaboration with the Office of the Vice Provost for Diversity, continue to promote the new program aimed at improving the search and hiring process for candidates, the Recruitment Ambassadors Program. The Program is designed to connect candidates with a trained UConn faculty or staff member to learn more about working and living in Connecticut, social and cultural activities, religious communities, family resources, educational opportunities and community information. The Recruitment Ambassador website continues to be enhanced to provide both ambassadors and candidates with a variety of information about working and living in Connecticut. DHR identified the top 15-20 towns in which Storrs based employees live in Connecticut, and developed a web page for each town identifying child care services, animal care services, arts and entertainment, restaurants, sports and recreation, places of worship, school systems, and transportation services to name a few. The site includes additional resources for multicultural services and veterans services, as well as a developing list of nearby attractions.

DHR Website

During the 2015 Plan year, the DHR made significant modifications to the jobs website, the new website is called UConn jobs, a more interactive website which provides applicants with valuable information and resources in addition to providing them with an easier way to view and apply for jobs. The DHR will continue to update the UConn jobs site with a focus on improving diversity recruitment efforts at the University.

Common Fund

In 2014, the Connecticut Institute for Clinical and Translational Science (CICATS) at UConn was chosen to receive an award by the National Institute of Health known as the Common Fund. UConn's commitment to increasing diversity in the biomedical research field won it with partnership with NIH and the Common Fund

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 recently launched by CICATS in order 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.

Connecticut Collegiate Awareness and Preparation (ConnCAP)

The University's Center for Academic Achievement continues its high school outreach program called the Connecticut Collegiate Awareness and Preparation Program for the academic year of 2014. First generation and low-income high school students who demonstrate academic need are provided assistance completing high school and preparing 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

The Cross Cultural Connections program is run by UConn Community Outreach 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) in an effort 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.

Diversity Week: UConn Law

UConn Law's Karen DeMeola continues her annual program of Diversity Week after being awarded the Edwin Archer Randolph Diversity Award by the Lawyer's Collaborative for Diversity for her work aiding the success of female lawyers and lawyers of color. Diversity Week hosts a number of UConn Law organizations and student speakers to share personal

narratives particular to their identities and socioeconomic backgrounds.

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.

First Star Academy

The First Star Academy 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 been awarded fellowships from the Graduate Assistance in Areas of National Need Program, which comes 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.

Health Disparities Clinical Summer Research Fellowship Program

In conjunction with the Aetna Health Professions Partnership Initiative, the UConn School of Medicine is offering a research fellowship for UConn an undergraduate that focuses on health disparities, cross-cultural issues, and the intricacies of working with diverse communities as a healthcare provider. Applicants are required to be from traditionally underrepresented groups, such as African American, Hispanic/Latino, Native American, Native Alaskan, Native Hawaiian, or other disadvantaged groups.

Kids are Scientists & Engineers, Too (KASET)

This program is for students entering 5th through 10th grades to gain experience in science fields not traditionally or widely taught in schools, such as archaeology, astronomy, chemistry, engineering, marine science, and more. KASET is sponsored by UConn's Louis Stokes Alliance for Minority Participation Scholars Program. UConn hosts the summertime workshops, where students are encouraged to explore STEM (Science, Technology, Engineering, and Mathematics) fields early in their academic careers.

Louis Stokes Alliance for Minority Participation Scholars Program (LSAMP)

UConn's LSAMP program continues in 2014 in its mission 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

Relatively new to UConn, 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.

Next Generation Connecticut

President Susan Herbst and Governor Dannel Malloy launched Next Generation Connecticut in January 2013, this transformative initiative is still ongoing with the goal to expand educational opportunities to STEM (Science, Technology, Engineering, and Mathematics) students. In addition to creating jobs for the update of infrastructure, the Next Generation CT plan will create jobs for new STEM faculty. The program hopes to increase STEM enrollment at UConn while providing opportunity for the whole state's economy to prosper.

Research Experience for Undergraduates (REU) Program

UConn's Chemistry Department hosts a program open mainly to students in non-Ph.D. granting institutions in order 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.

Urban Service Track (UST)

UConn's Urban Service Track (UST) students continue to receive accolades for their work organizing medical workshops for the community in Hartford. The UST participants are

educated on health issues to the community, such as asthma, hypertension, diabetes, smoking cessation, immunization, and an affordable medicine program. An exclusive 50 UST scholars are selected based on their commitment to service in the inner cities of Connecticut as aspiring health care professionals. The School of Dental Medicine was awarded with the American Dental Association Foundation's "Bud" Tarrson Dental School Student Community Leadership Award for its Urban Service Track program.

Veterans Affairs and Military Programs

The Office of Veterans Affairs and Military Programs provides a full range of benefits and services to Students, Faculty and Staff that have served in the Armed Forces. The services include benefits processing, event programming and community outreach. The Veterans Advisory Council, comprising of Faculty, Staff and Students continue to provide guidance and support to the university and its goals to increase support and services to veterans. In 2015, the board established the definition of Veteran Community to include family members and dependents of any current or prior member of the uniformed services. They also established a Diversity Subcommittee to increase support and outreach to veteran minorities on campus.

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 a number of different functions including:

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

Management Support & Development Program

The Management Support & Development Program provides UConn's managing level employees with the necessary tools to foster a clear understanding of the University's management philosophy. This includes the core institutional values, policies and procedures, conduct expectations, rules and regulations. This program is held mandatorily every fall for managers with supervisory responsibilities. The purpose of the program beyond providing a clearer understanding of University policy is to give managing employees insight into the available University resources that can aid in their workplace. Some other topics that will be covered during the program include but are not limited to:

- Compensation & Classification of University Employees
- Promoting Workplace Civility
- Discrimination and Harassment Prevention
- Collective Bargaining and Labor Relations Issues, and
- Strategies for Correcting Problematic Performance or Behavior

Interaction & Leadership Program (ILP)

The ILP aims to improve interpersonal skills in all University employees through seminars held throughout the academic year. The goal of this program is to build relationships between peers and customers; ensuring employee success at work. This program, designed for all UConn employees both faculty and staff, is noted to be especially valuable for any employee experiencing interpersonal conflict. The upcoming seminars for this year are:

- DiSC Workplace - Discovering Your Work Style
- Communicating with Impact, and
- Navigating Beyond Conflict

Academic Achievement Center

The Academic Achievement Center is focused on assisting students in reaching their personal and academic goals. The Center provides a number of programs and services to aid in skill development, decision-making, and to help students better navigate the University. Professional staff specialized for the Center are available by appointment and Student coaches are available for walk-in hours. These coaches are paired with a student for one-on-one tutoring. This on-campus tutoring center provides both an opportunity for students to seek academic and personal advisement, and creates jobs for specialized faculty and staff.

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 to give 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 Intelectual (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.

UConn Writing Center

The writing center at UConn is located in two centers on campus to maximize the ease of use for both faculty and students. Both the Homer Babbidge and the Phillip E. Austin building locations offer tutoring from designated faculty and graduate students for undergraduate students seeking help in their writing. Undergraduates can also apply to work in the Writing Center. Faculty who work in the writing center or who teach a “W” course at the University (a course with a writing intensive curriculum) are required to attend a W Teaching Orientation every January to insure students are being provided with the best possible help in their writing and classwork. The Writing Center also offers individual consultations for faculty members to go over any aspect of teaching writing or designing courses. Tutor Talks are also available through the Writing Center for faculty members who would like to provide students with a more in-depth presentation about the writing center.

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 associations are as follows:

- To work closely with the University administration to promote the upper-mobility of Latinas/os 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