

## **INNOVATIVE PROGRAMS**

### **Section 46a-68-93**

Central Connecticut State University (CCSU) supports and maintains a number of programs that benefit students, staff, faculty, potential employees and the community in ways that demonstrate the University's commitment to equal employment opportunity and affirmative action.

#### **Administrative Clerical Tuition Waiver Program**

The Connecticut State University System (CSU) has an agreement with AFSCME Council 4 to provide a tuition waiver program to clerical employees, effective through June 30, 2021. Members of the Administrative Clerical bargaining unit, who are permanent and work at least 20 hours weekly, may take up to two courses per semester at any of the four State universities, tuition free. During the fall 2018 semester, two (2) CCSU employees benefitted from this program: Two (2) White females. During the spring 2019 semester, two (2) CCSU employees benefitted from this program: One (1) American Indian/Alaska Native female and one (1) White female.

#### **Alternate Work Schedules**

The University provides alternate work schedules for all employees, if requested and in accordance with union contracts. This assists the individual in maintaining a full-time job while meeting other responsibilities outside the workday.

#### **Center for Teaching Excellence and Faculty Development**

The Center for Teaching and Faculty Development (CTFD) coordinates professional development activities and resources related to teaching, and faculty leadership. The CTFD helps faculty achieve their full potential as teachers and scholars so that they effectively and creatively support student learning.

To realize this mission, CTFD will:

- Provide programming that broadens faculty pedagogical exploration and reflection.
- Design, promote, and host activities so both full-time and part-time faculty may form professional and collaborative connections across the university and with the larger state community.
- Support ongoing efforts, either in campus-wide committees, in departments, or within specific courses, to enhance student performance and service.
- Provide a weekly newsletter and serve as a clearinghouse for information on successful teaching strategies. Provide a forum for conversations that promote innovation, intellectual vitality, and ongoing growth and development for faculty and students.
- Advocate for including ongoing instructional improvement and the study of pedagogical practices as an expectation for all faculty and a factor of significant weight in the Promotion and Tenure process.

The Center sponsors various programs aimed at building and sustaining a learning community on the CCSU campus. Among the many programs offered by the Center are Teaching Excellence Learning Colloquiums, Forums, and resources for new and non-tenured faculty for their continued instructional development in the teaching and learning process.

#### **CCSU Scholarships**

Scholarship funds are available to assist classified employees and their dependent children with educational goals at Central Connecticut State University. The University designates funds for both the dependent children and the employees enrolled in courses. Each semester, the Human Resources Office sends mass mailings to all classified staff to notify them of this opportunity. A total of nine recipients received this scholarship during this reporting period: Fall 2018 – One (1) White female, One (1) Black male, One (1) White male; Spring 2019 - One (1) White female. The total awarded was \$4,000.

## **Child Care Center**

The Early Learning Program is a non-profit organization that holds the childcare license for this facility. The University and its academic departments are not directly responsible for the daily operation of the facility. An elected board of directors oversees the general operations.

Our belief is that young children will thrive through their positive interactions with appropriate role models, exposure to developmentally appropriate materials and the introduction of educational concepts in a developmentally appropriate environment. The children enrolled in our program are involved in activities, based on play, that address their developmental needs in the following areas of growth: social and emotional, language and literacy, cognitive, Math, Science, social studies, Creative arts, and physical/health development.

We believe that it is the responsibility of all early childhood educational environments to provide, on a daily basis, challenging, and age-appropriate experiences in order to foster a child's positive developmental growth. Early Learning Program provides equal employment and educational opportunities for all persons without regard to race, color, religion, national origin, gender, age, veteran status, disability, political affiliation, or sexual orientation.

In 2018, ELP served 27 families and 82 CCSU students benefited from hands on experiences. Out of the 82 students, 6 served in internship programs (1 male and 5 female students). They were coached and mentored and assigned to a classroom and got hands on experience with the children. Some of the students that benefitted from this program were from the Nursing Program. They worked with the children and focused on the preventative medicine and health sciences aspect. 50% of the nurses that participated were male.

## **Community Involvement-**

The Human Resources Department organized a team for the Connecticut Race in the Park, an annual event held in New Britain to support the CT Breast Health Initiative. Team CCSU had 35 participants and raised a total of \$8,858 to be used to support leading edge breast cancer research in Connecticut.

## **Educational Opportunity Program-**

### **EOP - The Educational Opportunity Program**

In 1968, Central Connecticut State University established the Educational Opportunity Program (EOP). Presently, it offers 75 C Connecticut high schools seniors who do not meet the regular admissions criteria but have the desire and motivation the opportunity to attend Central Connecticut State University. Accepted students must complete a comprehensive five-week summer academic and residential program to begin the fall semester as full-time matriculates. During the summer, EOP students are provided an all-expense paid tuition, room, board, books and supplies. Students are registered for Math, Writing and Reading Courses. In addition, they are taught Study Skills, Time Management, Learning Techniques and how to navigate university resources. During the academic years' students are provided with intrusive support and EOP Staff works closely with CCSU's faculty and university departments.

As of October 2019, 201 students continue to be served (43% male and 57% female). The majority of these students identify as either Black 38% or Hispanic 36% followed by 17% White, 6% Asian and 3% other.

## **Employee Assistance Program**

The University, in conjunction with the Lexington Group, Inc., offers an Employee Assistance Program (EAP). This program is a free, short-term counseling, assessment and referral service available to employees and eligible family members. EAP counselors are available for six sessions of short-term counseling. The EAP offers confidential assistance to employees in the identification and resolution of personal problems. Its' objective is to reduce problems in the workforce and to retain valued employees. The Lexington Group also provides seasonal

newsletters with tips for healthy living and stress relief. During the reporting period, 29 cases were opened, 104 clients were served, there were 6 management consultations and 22 cases were closed. The annual utilization for the EAP was 6.5%.

### **Employee Appreciation**

In May 2019, the Human Resources Department held a recognition ceremony to recognize long term CCSU faculty and staff and all employees who retired within the 2018-2019 academic year. In April 2019, the President's Office held an Administrative Professionals Day Appreciation Luncheon, and, in May 2019, the President's Office also held a CCSU Faculty and Staff End-of-Academic-Year Campus Picnic celebrating our student's successes and celebrating 169 years of putting our students first.

### **Institutional Advancement –**

The CCSU Foundation, Inc., sponsored events for such organizations as the Connecticut Alliance to End Sexual Violence, Eleven28 Entertainment Group, Hospital for Special Care, Connecticut Anti-Defamation League, National Association for the Advancement of Colored People (NAACP), Commission on Equity and Opportunity, Connecticut Association of Latinos in Higher Education, and the YWCA. In addition, the Foundation sponsored the Immigrant Heritage Hall of Fame Induction Ceremony and Gala; Girl Scouts of Connecticut Breakfast Badge Award; Prudence Crandall Center, Inc., Celebrating Hope Annual Fundraising Breakfast; Out Film CT – Connecticut LGBT (lesbian, gay, bisexual, and transgender) Film Festival; and Wheeler Clinic's Farm to Table Gathering, *Celebrating 50 Years of Care*.

Scholarships assisting in the diversification of our CCSU student population are as follows:

CCSU's Travelers EDGE (Empowering Dreams for Graduation and Employment) Scholars Program is a mature, grant-funded program offering full tuition, fees, and book scholarships to program participants. Travelers EDGE leverage the strengths of the University with those of The Travelers Companies. Working with specific pipelines of students, the objectives are to retain students in business or business-friendly majors through to completion to degree attainment, while simultaneously developing career-ready qualified professionals to the insurance and financial services industries. Travelers' goal is to build a pipeline of qualified workers while specifically targeting first-generation and underrepresented groups from Hartford and New Britain. Key elements of the program are academic support and coaching, peer mentoring, and the executive mentoring necessary to build the mindset and skills necessary to succeed in academics, internships, and on to career. Eligible students who meet GPA criteria earn the opportunity to interview for robust experiential learning via internships at Travelers.

An agreement with the Pratt & Whitney Aircraft Quality Engineering Scholarship Program at CCSU continues. The scholarship will enhance a pipeline of qualified workers to the aircraft industry while building awareness of careers in the aerospace quality-engineering field. A key element of the program is the recruitment of students from CCSU's existing network of community and school-based collegiate awareness programs to ensure that scholarship recipients represent diverse social, economic, educational, and cultural backgrounds.

### **Lavender Graduation-**

Lavender Graduation is a program that began in 1995 at the University of Michigan and now takes place in colleges and universities across the country. It celebrates the academic achievements of lesbian, gay, bisexual, transgender, queer, questioning, intersex, and ally (LGBTQI/A) undergraduate and graduate students. This event acknowledges the unique challenges, experiences and accomplishments that these students face during their pursuit of higher education and thanks them for their contributions to campus life, diversity and their fields of study. Having completed degrees in higher education and become positive role models for younger LGBT students, this ceremony also thanks them for their perseverance through sometimes turbulent and hostile life and school experiences.

This program was first brought to CCSU as a capstone project completed by two students of the graduate program for Counseling in Student Development in Higher Education. It is now an institutional effort offered annually by the CCSU LGBT Center and the Office of Student Activities and Leadership Development. Since 2010, CCSU has recognized 114 LGBTQ and Ally students in our annual Lavender Graduation Ceremony. Each Lavender Graduate receives a certificate of recognition and a rainbow cord and tassel to wear during commencement exercises. This year the University recognized eight students and one honorary recipient.

### **Minority Recruitment & Retention**

To continue to enhance the recruitment program, the Office of Diversity & Equity and Human Resources work with the SUOAF/AFSCME Minority Recruitment and Mentoring Committee (MRMC) and AAUP Minority Recruitment and Retention Committee (MRRC) to develop strategies to attract a diversified pool of applicants for employment.

The **AAUP (Faculty) MRRC** is charged with the responsibility of assisting search committees to recruit members of minorities and other protected groups; to assist the University in retaining such members; and to engage in such other actions as will make the above purposes. Last year the University awarded \$38,335.00 to seven male and nine female minority faculty in the following disciplines: History, Chemistry and Biochemistry, Psychological Science, Computer Electronics & Graphics Technology, Modern Languages, Physical Education Human Performance, Social Work, Manufacturing & Construction Management, Economics, Counselor Education & Family Therapy, Physics & Engineering Physics, Communication, Anthropology, and Educational Leadership, Policy & Instructional Technology.

**The SUOAF/AFSCME MRMC** (Professional Non-Faculty) is charged with the responsibility for identifying and recommending qualified minority candidates to search committees after the promotional process has been followed. The committee ensures that mentoring arrangements are available for newly appointed minority employees. The mentors are charged with responsibility for enhancing the professional development of minority employees during the first 1-6 years of their appointments and during the first three years in a new position or reassignment. The program eligibility was changed from three to six years and it now includes employees who are promoted to a higher-level position. During the reporting period, 32 members attended a number of presentations 1) MRMC Mentoring Luncheon, 2) presentation to new members on the MRMC/union resources and 3) MRMC Financial Retirement & State Options Planning. In addition, thirteen (13) members of color received funding to participate in professional development activities. The committee also contributed to several recruitment subscriptions.

### **Performance Excellence Award for Support Staff**

The Performance Excellence Award for Support Staff is designed to distinguish individuals or teams for their contributions to the University. These employees consistently exhibit performance and behavior that exemplify the University's values. Permanent classified employees and Management/Confidential employees who are at or below salary grade 35 are eligible to be nominated for this award. The Award is presented during Employee Appreciation Week each year. In May 2019, the University awarded a \$500 award, to One (1) White female.

### **The Red Flag Campaign**

CCSU Fall 2018 Red Flag Campaign – Through a multi-departmental committee, CCSU successfully implemented an eight-week Red Flag Campaign to raise campus-wide awareness on the warning signs (“red flag”) in relationships. The University utilized multiple approaches to reach over 10,000 individuals.

The University conducted an extensive marketing campaign by placing several hundred red flags around campus, posting over 150 posters in academic buildings, dining halls and resident halls, re-launching the CCSU Red Flag Website, sending out campus-wide emails and displaying campaign information on the electronic billboards.

A campus-wide committee worked together to implement the campaign. Chaired by Sarah Dodd (Office of Diversity and Equity) and Kathy Bantley (Criminology and Criminal Justice) the committee was comprised of students, faculty and staff from Student Government, Residence Life, Health Services, Women's Center, University Police, Office of Diversity and Equity, Psychological Sciences, Criminology and Criminal Justice.

**The following events occurred during the campaign:**

- Facilitated presentations in 18 classrooms across various disciplines including history, computer science, psychology, music, communication, women and gender studies, math, EOP, and nursing.
- Recognizing Stalking and Intimate Partner Violence on Campus (Approximately 75 students attended).
- Red Flag Campaign Scavenger Hunt (Approximately 20 students participated).
- Why we SAY SOMETHING: Real Conversations Series (approximately 400 students, faculty, staff and community members attended).
- Tabling at the student center on multiple dates; Hillside Cafeteria; Meet the Greek Event; Homecoming football game
- Every resident received a Door tag with a tear off card of both the on- and off-campus resources
- Two e-mails to campus from Rosa Rodríguez, Title IX Coordinator

**Overall Outcomes**

Events lead to learning. Students report learning about bystander intervention, social norm change and different aspects of abusive behavior through educational events

New faculty allies. Faculty from atypical disciplines such as computer science and geography engaged in the campaign, allowing RFC to reach students who might not otherwise focus in the classroom on issues like interpersonal violence.

**Ruthe Boyea Women's Center**

The Ruthe Boyea Women's Center exists to provide resources, to advocate, to inform, and to support personal development. The Center offers a variety of services for and about women. We sponsor educational and cultural programs designed to promote gender equity, knowledge of women's rights issues, leadership, and independence. We offer information and applications for scholarships pertaining to women including the Ruthe Boyea Scholarship. We encourage understanding and cooperation among women of varied socio-economic groups, cultures, ethnic backgrounds, races and sexual orientations. . The Women's Center aims to help find victims of violence, assault or harassment find the resources they need and act as their advocates in the process.

Latina Leadership and Personal Development Support Group: A weekly support group for and about Latina women. The goals of the group are to empower and support participants to successfully adjust to college life and effectively use their college experience to achieve their educational and career goals.

United Sisters Leadership Group: A weekly support mentoring and empowerment group for African American females. Discussions related to balancing academic and family responsibilities, and the development of leadership skills.

**School of Engineering, Science, and Technology (SES&T) – Student Services Center**

The Student Services Center provides academic advising to declared and undeclared majors in the School of Engineering, Science, and Technology. We effectively communicate available co-ops, internships, and job opportunities and establish close personal and institutional relationships with local manufacturing companies, and secure internship and co-op positions for SES&T students. The Center provides tutoring in various academic areas. Faculty serve as role models and mentors for students who are enrolled in the School's programs and

provide students with access to specialized equipment beyond the regular classroom and laboratory. Student employees staff the Center. Special attention is paid to ensure a diverse student workforce in the Center.

### **SES&T Activities Contributing to Recruitment of Students from Underrepresented Groups**

#### The Technology & Engineering Education Department - Advisor, P. Foster

The TEE Collegiate student club members volunteer their time to assist and judge at the following CCSU and State Association events throughout the year:

- FFL (First Lego League Robotics) student competition.
- The annual Sea Perch Submersible Robotic Competition held at CCSU.
- The Electra-thon – electric vehicle competition held twice a year at Lime Rock Race Track for over 30 high schools.

#### The Technology & Engineering Education Department - Advisor M. Dischino

The Central CARES student club sponsors the national program for “Go Baby Go” that puts disabled and immobile children into small electric cars. To date, over 130 cars have been distributed to families with disabled children at no cost to the family. The primary revenue growth this past year has been a major donation from the Fisher Price Co. for \$15,000.00 to the Central CARES project to the CCSU Foundation. In addition, Fisher Price has donated 312 electric cars to the program for a value of \$48,600.00.

#### Computer Science Department - K-12 computer science support.

CCSU CS department has a long history of collaboration with CTCSTA (CT Computer Science Teachers Association). On the near horizon, in the state is certification for K-12 computer science teachers. Several of the legislators spoke about this at the CS4CT summit and the App Challenge. According to the chairperson of the Connecticut Board of Education, no university in CT offers any formal training for CS teachers. We would like to step up and offer the AP courses AP Computer Science, and AP Computer Science Principles.

#### Engineering Department - “CCSU All Girls STEM Summer Program,” (Dr. Luz Amaya and Dr. Nidal Al-Masoud):

The CCSU All Girls stem program is a weeklong, non-residential summer program for female high school students from New Britain and surrounding areas. The goal of the program is to inspire the next generation of female engineers and scientists to explore different aspects of what it means to be in a STEM related field. Participants will engage in activities that highlight different engineering and science disciplines under the guidance of CCSU faculty, staff, and students. The program is funded through \$2,650 received from 2018-19 Diversity Curriculum Development Grants, and \$8000 from the Dean’s office. The camp will run June 24-June 28, 2019. So far, 17 girls from various high schools have registered. The list of schools includes Academy of Science and Innovation, Civil Leader HS, Hotchkiss, New Britain HS, and Plainville HS.

#### Engineering Department - “2019 National Summer Transportation Institute” (NSTI) (Dr. Bin (Brenda) Zhou)

Dr. Zhou submitted a proposal for the 2019 National Summer Transportation Institute (NSTI) program and won the competition. The program is funded by the Federal Highway Administration (FHWA) and managed by the Connecticut Department of Transportation (CTDOT). The total funding from FHWA is \$50,000. The goal of this program is to improve Science, Technology, Engineering, and Math (STEM) skills by providing high school students, minorities, young women, and disadvantaged youth with awareness regarding careers in transportation and to encourage them take transportation-related technical curricula in pursuit of a transportation career. About 20 high school students will be selected to receive full-scholarship to participate in this two-week, non-residential program at CCSU.

Young Engineers Summer STEM Workforce Development program for 7<sup>th</sup>-9<sup>th</sup> grade students, and many programs developed by SEST faculty for youth from 2<sup>nd</sup>-12<sup>th</sup> grade in cooperation with Continuing Education.

An Industrial Advisory Board contributes significantly to the program development by providing expertise and knowledge of current technologies and creating alliances with regional industries. Each program which is accredited from national organizations in SEST shall have an Industrial Advisory Board composed of appropriate industrial representatives. The Board assists and recommends to faculty and administration matters concerning: student recruitment, evaluation and suggesting modifications of existing programs and courses, analysis of needs and the development of new courses and programs to meet the identified needs and assist in recruiting and advertising for full-time and part-time faculty positions in the school.

This past summer, 280 students from grades 2 – 12 participated in Tech It Out 2018  
Christa Sterling, Director of Continuing Education, coordinated the program. [csterling@ccsu.edu](mailto:csterling@ccsu.edu)

There were many faculties from SEST who were involved in the program - Tech It Out 2018. The program was held from June 25<sup>th</sup> until August 10<sup>th</sup>. The courses that ran according to grades were as follows:

- Android App and Game Programming 6<sup>th</sup> - 10<sup>th</sup> by Stan Kurkovsky
- Two-Week Underwater SeaPerch Robotic Adventure 7<sup>th</sup> - 12<sup>th</sup> by Patrick Foster
- Fun in Science! Biomedical and Genetic Engineering Residential Overnight Girls 9<sup>th</sup> - 12<sup>th</sup> by M. Dischino and B. Dobbs-McAuliffe
- Coding Fun with Python 6<sup>th</sup> - 10<sup>th</sup> by Stan Kurkovsky
- Get Creative! Digital Graphic Design & Specialty Printing 5<sup>th</sup> - 8<sup>th</sup> by David Defeo
- Learn to Code with LEGO Boost 2<sup>nd</sup> - 7<sup>th</sup> by E. Kane, S. Kurkovsky
- Get Creative! Digital Graphic Design & Specialty Printing 9<sup>th</sup> - 12<sup>th</sup> by David Defeo
- Girls, Underwater and Land Robots, and Drones! All girls 5<sup>th</sup> - 8<sup>th</sup> by P. Foster and M. Dischino
- Elementary Robotics Adventure 3<sup>rd</sup> - 5<sup>th</sup> by Greg Kane
- Automation - Our Future for 9<sup>th</sup> - 12<sup>th</sup> Grades by Ravi Thamma
- Zero Robotics 6<sup>th</sup> - 9<sup>th</sup> by Haoyu Wang.

#### School of Engineering, Science, and Technology (SEST): On Campus Activities

In addition to the outreach activities mentioned above, SEST is home to several student clubs/associations, including, but not limited to: National Society of Black Engineers, the Society of Women Engineers, International Society of Automation, Engineers without Borders, Society of Automotive Engineers: Formula, American Society of Mechanical Engineers, Society of Manufacturing Engineers, Institute of Electrical & Electronics Engineers, Association of Technology, Management & Applied Engineering, Technology & Engineering Education Collegiate Association, Lunar Exploration Club, Multi-Powered Vehicle Club (formerly Human Powered Vehicle), Construction Management Club, Chemistry Club, Biology Club, Computer Science Club, Geology and Planetary Sciences Club, Math Club, Physics Club, Sigma Gamma Epsilon (Theta Zeta Chapter), CARES Club, and Combat Robotics Association.

#### Girls in STEM Program

The Women's Center along with the Connecticut Women's Education and Legal Funds (CWEALF) sponsors an annual Girls and STEM Expo at Central Connecticut State University. This one-day expo held on our campus for selected high school girls in CT is one of the many annual events sponsored by us to engage young women in the field of STEM (Science, Technology, and Engineering & Mathematics). Led by CCSU women faculty, staff and

students, these high school students are engaged in hands on workshops and team building exercises that will encourage and inspire a career in STEM.

With the assistance of CWEALF and the CCSU Staff and students, each girl will leave with a better understanding of STEM careers and STEM related materials including an activity guide, STEM career information, jeweled safety glasses, a fun t-shirt and new friends! Each year this project brings between 100-150 high school students to our campus.

### **Stand Up CCSU Campaign**

Stand Up CCSU is a student-led bystander intervention campaign that focuses on the prevention of sexual assault, intimate partner violence and stalking.

Students primarily lead stand up CCSU. In Fall 2018, recruitment began for the Spring 2019 Stand Up CCSU Community Organizer program. After an application and interview process, ten students were ultimately selected to be a part of the program. These students were provided a full day of training on sexual and interpersonal violence and prevention strategies. They then worked to plan events, host information tables, and create a poster campaign to educate the campus about bystander intervention.

- *Tabling:* Organizers regularly tabled in the Student Center and at major events across campus. They provided resources on advocacy as well as bystander intervention. Number of student contacts: 200 (approx.)
- *Stand Up Day.* At this outdoor event, the Stand-Up Community Organizers partnered with campus and community organizations to provide interactive activities for CCSU students to practice and think deeply about bystander intervention. Number of participants: 400 (approx.)
- *Poster Campaign.* Community organizers developed a poster campaign with messages about victim advocacy and violence prevention. They created eight unique posters that were distributed in academic buildings, residence halls, athletic facilities and administrative buildings.
- *Social Media.* Photos, events, poster campaign promotion and links were shared on an on-going basis on Facebook, Twitter and Instagram.
- *Classroom Presentations.* The Office of Victim Advocacy offered classroom presentations to share information about the campaign and violence prevention. Number of student contacts: 80 (approx.)

### **Travelers EDGE – Empowering Dreams for Graduation and Employment**

In 2007 a unique scholarship program, Travelers Empowering Dreams for Graduation and Employment (EDGE), was created.

With input from academic partners serving urban populations in which Travelers has a large base of operations, Hartford CT, Baltimore MD, and Minneapolis/St Paul MN, this unique public-private partnership was launched. The objective of Travelers EDGE is to create access and opportunities for first-generation and underrepresented groups to prepare for careers in the Insurance and Financial Services Industry. The Travelers EDGE talent pipeline extends back to middle and high schools, and on to select two- and four-year colleges and universities. Academic partners work together to identify and recruit high potential first-generation students or students or from ethnically diverse and/or racially diverse or underrepresented groups within these cities. Travelers EDGE Partners guide and support the pipeline, offering unique programming to help students view college as possible and achievable. Travelers supports student success and enrichment through Internships and mentoring help broaden the robust experiential learning component for high school and college participants which is the hallmark of the Travelers EDGE Program.

In 2010, Central Connecticut State University became a formal EDGE Partner Institution. In doing so, it joined Capital Community College and the University of Connecticut as Connecticut Partners. During the period from August 1, 2018 to July 31, 2019 26 CCSU EDGE Scholars—including the eighth Freshmen Cohort— majoring in



business or closely related subjects—were advised, coached, mentored, and financially supported on their journey to obtaining a bachelor’s degree.

CCSU built upon the experience to attract its seventh and eighth Freshmen Cohorts, each consisting of up to five incoming Travelers EDGE Scholars. These students attend specific high schools in the program’s talent pipeline. Now in its fourth year as recognized pipeline partners, New Britain High School (NBHS) Academy of Finance Program continues to put forth talented students. Each partner school also receives separate grant funding to assist in critical components targeting student success and professional development. Among the 10 incoming Travelers EDGE Scholars for Academic Year 2019-2020 in Connecticut, three NBHS Academy of Finance students were selected and started their respective 4-year degree programs at CCSU or UConn. They are members of the Cohort joining the program as members of the class of 2021.

Lessons learned from the close attention given to this program are shared with Travelers and across the Travelers EDGE Partner System, internally at CCSU with faculty members with whom Dr. Wall shares ideas, and in committee work such as with the School of Business. Dr. Wall has spoken at numerous academic conferences about important lessons drawn from her work. In spring 2018-2019, the Travelers EDGE Program identified area professionals (SME’s) who work directly with Travelers EDGE Scholars on an as-needed basis to support their learning. Specifically, these professionals work as “academic coaches” in math/statistics and accounting. Both SME’s are graduates of CCSU Masters’ Degree programs. The SME’s work under Dr. Wall’s direct supervision. Often, these Coaches share a diverse, cultural background similar to those the Travelers EDGE Program serves. Academic institutions including those that focus on meeting diversity missions such as the University of Connecticut, Morgan State University, Stevenson University, the University of Minnesota, and Georgia State University are also part of the larger Travelers EDGE program.

CCSU continues to define itself as an excellent partner who produces results. Metrics such as GPA and number of interning Scholars indicate the program’s goals of creating career-ready individuals, are evidence of our commitment to program goals. In terms of GPA, 67% of Travelers EDGE Scholars receiving Dean’s List Honors (Spring 2018), and 40% did so in Fall 2018. In AY 2018- 2019, 100% of Travelers EDGE Program graduates obtained full-time job offers at Travelers in Connecticut. CCSU’s program places emphasis on preparing students in the program for internship opportunities at Travelers. CCSU is known in the partnership for the highest retention and graduation rates, as well as the highest conversion rate to full-time opportunities at Travelers. These metrics also produce ongoing awareness of the strength and readiness of academic programs at CCSU. To this point, going forward into AY 2018-2019, CCSU is a preferred partner in Travelers prestigious Financial Management Leadership Development Program (FMLDP) as Summer Interns who then have the opportunity to convert to full-time. Seven CCSU students were selected for this elite Internship program! Another 2 students were selected into the full-time program.

Overall, our Travelers EDGE Program produces a retention rate in the mid-ninety percent range. To-date, all but one Travelers EDGE Scholars who interned during his or her tenure in the program-and who then graduated-has converted to full-time employment with Travelers or within the Insurance and Financial Services Industry. Thus, CCSU Travelers EDGE fulfills the dream of college access, success, graduation, and importantly to Travelers, CCSU is a beacon of success within the academic partner institutions who comprise this wonderful partnership.

### **University Ombudsperson**

The Office of the University Ombudsperson provides an extensive service that facilitates fair and equitable resolutions to concerns that arise within the university. The Office remains a strategic part of CCSU’s commitment to pursuing educational excellence with productivity, due process, and fairness. The practices of

the Office of the University Ombudsperson reflect the values and principles expressed in the University's mission and vision statements.

The Office of the University Ombudsperson advocates for fairness, equity, justice and humane treatment at CCSU. From these principles, The University Ombudsperson offers an impartial, objective, informal alternative for resolution of concerns for students, faculty, staff and management. Acting as an impartial third party, the University Ombudsperson informally investigates complaints, resolves differences through mediation, expedites processes or advocates for specific actions and, based on experience in dealing with individual cases, presents options for procedural changes within the University. To the extent permitted by law, consultations with the University Ombudsperson are confidential. The Ombudsperson reports directly to the University's President. In the 2018-19 academic years, the University Ombudsperson handled 27 cases.

### **Work Life Balance**

The CCSU Work-Life Balance Committee, a sub-committee of the Committee on the Concerns of Women (CCW), is focused on providing leadership in facilitating the integration of work and study with family/personal life at Central Connecticut State University. Our mission supports the broader goals of creating a healthy and productive environment for men and women across the life span and contributing to the well-being of future generations.

Over the past decade, academic institutions have increasingly begun to focus attention on the importance of work/family issues for students, faculty, and staff, generating rapid growth in the number and variety of campus programs designed to address work/family needs. Our focus is to encourage the university to develop strategies for all members of the campus community to better balance their Work-Life arenas. We believe it is necessary and important to work with individuals from various organizations and groups on campus in order to achieve this important endeavor. We believe that it is our responsibility to assist faculty, staff, and students in creating the best work-life balance possible. To this end, we have created various resources to aid in this goal.

In response to a recommendation by CCW, the President of the university has appointed a representative in Human Resources who devotes 10% of his/her workload to managing Work-Life balance resources. This representative serves on CCW's Work-Life Balance Subcommittee, providing support and guidance for campus work-life balance initiatives.

With financial support provided by CCW and Human Resources, CCSU is an institutional member of the College and University Work Family Association (CUWFA), which maintains an active website and listserv and holds an annual national conference each year. The association provides advice and support for Work-Life initiatives at institutions of higher learning.

CCW has established a "clearinghouse" website ([www.ccsu.edu/wlb](http://www.ccsu.edu/wlb)) that serves as centralized places for information on available resources, services, and programs on or related to work-life balance issues.

During this plan reporting period, the Work Life Balance Subcommittee continued to advocate for comprehensive child care on campus. The center would serve as an academic resource for students and faculty on campus who are researching the effects of early childhood education and to provide a vital resource for CCSU and New Britain parents seeking comprehensive child care. To access the student's current needs of child care, a new Child Care Survey was sent out to all students for completion. The survey information will also be used as supportive documentation for the Child Care Access Means Parents in School (CCAMPIS) Program grant. The funds for the grant are to be used to support or establish campus-based child care programs.

This year, the Work Life Balance Subcommittee also focused on how to establish the University as a Breastfeeding Friendly Campus, a designation given by the Connecticut Breastfeeding Coalition. The University already has several lactation rooms throughout the campus and would like this designation to add to its already supportive environment for breastfeeding students, employees, and visitors of the campus that wish to breastfeed or express breast milk.

### **The Summer Bridges Program**

This prepares students for the challenging transition from high school to college, between high school graduation and matriculation at the university for the fall semester. The Summer Bridges Program consists of a partnership with the CCSU English and Mathematics Departments and serves students from all areas of Connecticut. In 2018, 22 students participated in the English program and 46 students participated in the Math program and in 2019, 24 students participated in the English program and 45 students participated in the Math program.

### **9<sup>th</sup> Grade Academy Partnership**

Starting in September each year, the first of six teams of approximately 100 new freshman students from the Ninth Grade Academy visit the CCSU campus for the first of four cycles of interactions at the University. Thereafter, each Friday another 100 students will come to campus until all 600 students have the opportunity to experience the same cycle of programming. Once each of the teams experiences the same itinerary, the next cycle begins. The first visit is basically to welcome the students to CCSU, to tour parts of the campus, participate in a planetarium show, view faculty art work, and, lastly, eat in the Student Center. For the remaining visits on campus, students will be working with their New Britain teachers on a theme of sustainability, using the topic of water as it connects to their 9<sup>th</sup> grade curriculum, with the aim of meeting student competencies as defined by the School District. Faculty and CCSU students have been involved in sharing their expertise by making presentations to the New Britain students. The aim is to give the New Britain students exposure to the experiences of a college student.

### **College Internships and Practicums**

The purpose of the Graduate Internship and practicums is to provide an on-the-job training and development experience for students in a variety of disciplines who are exploring careers in their respective fields. Internship and practicum opportunities are available across all disciplines, including but not limited to, teacher education, design, nursing, anesthesiology, art, archeology, engineering, technology, construction management, theatre, geography, accounting, education leadership, exercise science, psychology, modern languages, mathematics, marriage and family therapy, marketing, finance, music, information systems, history and counseling.

During the reporting period (fall of 2018 and spring 2019), CCSU had 1179 students participate in practicums and internships throughout the State of Connecticut. The students served were: 301 White males, 324 White females, 126 Black males, 141 Black females, 87 Hispanic males, 118 Hispanic females, 23 Asian males, 32 Asian females, 1 American Indian male, 1 American Indian female, 4 Unknown males and 9 unknown females.

### **Graduate Assistantships**

The purpose of graduate assistantships is to allow well-qualified matriculated graduate students to participate in institutional activities academically relevant to the student's program of study. During the reporting period (fall 2017 and spring 2018), CCSU employed sixteen (16) graduate assistants: Three (3) White males, Five (5) White females, One (1) Black female, One (1) Hispanic male, Two (2) Hispanic females, One (1) Unknown male, and Four (4) Unknown females.

## **Cooperative Education (Co-op) Internships**

Cooperative Education (Co-op) provides practical work experience in an occupation or profession. The co-op work experience is typically full-time and lasts for 6 months. During a co-op, students may take the semester off from school completely, take a class or two while working, or maintain a full course load; however, the latter is not recommended. You may do one or more co-ops for the same or different employer each time. This flexibility allows you to sample different career paths and employers of different sizes, locations, and industries. For co-op, it is best to have completed some courses within your major area of study. Junior or senior year would be the best time for the most rewarding experience, especially if only taking one co-op rotation.

An internship provides practical work experience in an occupation or profession. The work experience may be part-time or full-time and extend over any period. Most students seek internships during the summer, while others seek part-time internships during the semester. You may intern for the same or different employer each time. This flexibility allows you to sample different career paths and employers of different sizes, locations, and industries. You may start interning at any time; however, it is best to have completed some courses within your major area of study. Junior or senior year would be the best time for the most rewarding experience, especially if only fulfilling the minimum requirement.

During the reporting period (fall 2017 and spring 2018), CCSU had 12 students participate in practicums and internships throughout the State of Connecticut. The student served were: 5 White males, 1 White female, 1 Black male, 1 Black female, 1 Hispanic male, 1 Hispanic female, and 2 Asian males.

## **Girls in STEM Program**

The Women's Center along with the Connecticut Women's Education and Legal Funds (CWEALF) sponsors an annual Girls and STEM Expo at Central Connecticut State University. This one-day expo held on our campus for selected high school girls in CT is one of the many annual events sponsored by us to engage young women in the field of STEM (Science, Technology, and Engineering & Mathematics). Led by CCSU women faculty, staff and students, these high school students are engaged in hands on workshops and team building exercises that will encourage and inspire a career in STEM.

With the assistance of CWEALF and the CCSU Staff and students, each girl will leave with a better understanding of STEM careers and STEM related materials including an activity guide, STEM career information, jeweled safety glasses, a fun t-shirt and new friends! Each year this project brings between 100-150 high school students to our campus.