

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 Colleges & Universities (CSCU) System 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 (2) courses per semester at any of the four (4) State universities, tuition free. During the fall 2019 semester, three (3) CCSU employees benefitted from this program: Three (3) White females. During the spring 2020 semester, there were no applicants for this program.

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 four (4) recipients received this scholarship during this reporting period: Fall 2019 – Four (4) White females, Spring 2020-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 2019, ELP served 32 families of the greater New Britain area and 65 CCSU students benefited from hands-on experiences. Out of the 65 students, 5 served in internship programs (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 benefited from this program were from the Nursing Program, Psychology Program, & Education Program. Nursing students worked with the children and focused on the preventative medicine and health sciences aspect. Psychology students worked with children on the social and emotional aspects, and Education students worked with children on enhanced cognitive, executive functioning aspects. 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. During the reporting period, this event was postponed because of the COVID-19 pandemic and there are hopes to bring it back in May 2021.

EOP - The Educational Opportunity Program

In 1968, Central Connecticut State University established the Educational Opportunity Program (EOP). Presently, it offers 75 students from 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 Skills 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 with assisting students with retention and graduation.

As of Spring 2020, 176 students continue to be served (43% male and 57% female). The majority of these students identify as either Black 39% or Hispanic 35% followed by 18% 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, 48 cases were opened, 132 clients were served, there were 0 management consultations and 35 cases were closed. The annual utilization for the EAP was 2.75%.

Employee Appreciation

Normally, the Human Resources Department holds an annual recognition ceremony to recognize long term CCSU faculty and staff and all employees who retired within the current academic year. The President's Office holds an Administrative Professionals Day Appreciation Luncheon, and, the President's Office also holds a CCSU faculty and Staff End-of-Academic-Year Campus Picnic celebrating our student's successes. Unfortunately, due to the COVID-19 pandemic, the CCSU campus closed in March 2020 and the aforementioned events were unable to be held this academic year.

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:

Travelers EDGE – Empowering Dreams for Graduation and Employment

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.

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 fifth 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 2023.

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 2020, the Travelers EDGE Program once again 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. Additionally, a new coach to serve students enrolled in Actuarial Science and Computer Science and who enroll in higher level mathematics and statistics courses, is being sought. SME's are typically graduates of CCSU Masters' Degree programs, and in their service to the Travelers EDGE Scholars, work directly 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, 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 that produces exceptional 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, 65% of Travelers EDGE Scholars receiving Dean's List Honors (Spring 2020), including two students who earned President's Honors. In fall 2019, 39% of scholars made Dean's List. In AY 2019-2020, 9 scholars completed their bachelor's degree or degrees (a high percentage double major). Of those, 6 accepted full-time offers at Travelers, 1 accepted a full-time offer in the IFS cluster, and 2 are seeking job opportunities at this time.

CCSU's Travelers EDGE program places emphasis on preparing its participants for internship opportunities at Travelers. CCSU is recognized 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 2019-2020, CCSU remains a preferred partner in Travelers prestigious Financial Leadership Development Program (FLDP) as Summer Interns who then have the opportunity to convert to full-time. Three CCSU students were selected for this elite Internship program, and two Travelers EDGE Scholars accepted full-time positions in FLDP. Additional leadership development programs followed FLDP into making CCSU a targeted and strategic recruiting partner. Six CCSU students accepted full-time offers in the Product Management Development Program, including 5 Travelers EDGE Scholars. The Technology and Innovation Program (TIP) offered summer internships to students (who followed in the footsteps of earlier EDGE Scholars), where they are on the cutting edge of applied artificial intelligence projects. The Actuarial and Analytics Leadership Development Program, another elite program, is beginning to recruit from CCSU following the success of prior CCSU-Travelers EDGE scholars, one of whom successfully completed her second year-round internship in AALDP over the summer of 2020.

Overall, our Travelers EDGE Program produces a retention rate in the mid-ninety percent range. To-date, all but two 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 opportunity through college access, academic excellence, internship success, graduation, and importantly to Travelers, CCSU remains a beacon of success within the academic partner institutions that comprise this wonderful diversity partnership.

The Travelers EDGE Program is excited to report the following stats for the period of August 2019 to July 2020:

- Dean's List Honors, Fall 2019 = 39% (9 of 23 students)
- Dean's List Honors, Spring 2020 = 65% (13 of 20 students)
 - 2 Students made President's List

In AY 2019 to July 2020, 9 students completed their bachelor's degree or degrees.

- 6 accepted full-time offers at Travelers in programs
- 1 accepted full-time offers in other IFS organization
- 2 are seeking job opportunities in the IFS cluster

In AY 2019-2020, CCSU remained a preferred recruiting partner for the prestigious Financial Leadership Development Program, placing 2 students in the full-time program from Travelers EDGE, and 3 in the in the early finance and FLDP Summer Internship program. This is notable given the remote nature of summer internships in summer 2020 given the pandemic.

Additionally, 6 CCSU students accepted full-time offers in the Product Management Development Program, including 5 Travelers EDGE students.

Additionally, 2 Travelers EDGE Scholars interned in Technology and Innovation Programs, and 1 completed her second internship in the Actuarial & Analytics Leadership Development Programs.

95% of students eligible to intern in summer 2020, did so. Travelers lived up to its promise to these students, and others by conducting robust REMOTE internships given the pandemic.

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. Due to Covid-19 and the move to remote learning in Spring 2020, our Lavender Graduation was postponed to the fall. Due to this changed schedule, we will be honoring five students who can take part virtually and sending certificates to four other students.

Minority Recruitment & Retention

To continue to enhance the recruitment program, the Office of Equity & Inclusion 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 \$14,017.00 to one (1) Black male, two (2) Hispanic female, four (4) Asian male and two (2) Asian 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, 38 members attended a number of presentations 1) MRMC Mentoring Luncheon, 2) presentation to new members on the MRMC/union resources and 3) Social Security Presentation and 4) MRMC Emotional Intelligence Workshop. In addition, ten (10) 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. Unfortunately, due to the COVID-19 pandemic, the CCSU campus closed in March 2020 and this award was unable to be presented.

Red Flag Campaign

In the fall semester, the Office of Victim Advocacy leads the Red Flag Campaign, a national campaign dedicated to raising awareness about healthy and unhealthy relationships. In Fall 2019, thirteen students were selected to work, volunteer, and/or intern in the Office of Victim Advocacy to assist with this campaign. Students participated in a training session about dating violence, healthy relationships, and violence prevention, and then worked together to plan the semester-long campaign with the guidance of the victim advocate.

The Red Flag Campaign consisted of six main components: Red flag placement; information tables; presentations; a poster campaign; social media; and a campus-wide event.

- *Red flag placement:* The Red Flag Campaign includes a visual element of placing physical red flags in locations on campus to bring awareness to the campaign. Over 100 individual flags were placed in high traffic areas on the CCSU campus, including along walkways around the Student Center and around Vance Lawn. In addition, lawn signs were placed near the flags with the message "Blue Devils say

something when they see a relationship red flag” and the Office of Victim Advocacy social media accounts. The goal of the lawn signs was to provide more information about the campaign and the meaning of the flags for people who saw them.

- *Information tables:* The campaign hosted information tables in the Student Center during the semester to provide information about healthy relationships and victim advocacy. Information tables typically included an activity such as trivia to engage students who visited the table. During the Fall 2019 semester, the campaign hosted six information tables in the Student Center and two additional tables at other campus events. Number of student contacts: 150 (approx.)
- *Classroom presentations:* Student staff worked with the victim advocate to develop a 15-minute classroom presentation about the Red Flag Campaign and healthy relationships. In an email sent to the entire campus community, faculty members were encouraged to invite the victim advocate and a student staff member to their class to give a presentation about the campaign. During the Fall 2019 semester, the Office of Victim Advocacy conducted 13 classroom presentations. Number of student contacts: 260 (approx.)
- *Residence Hall presentations:* Resident Assistants in campus residence halls contacted the Office of Victim Advocacy to provide programs for on-campus residents. As part of the Red Flag Campaign, the Office of Victim Advocacy led an activity called “Build Your Perfect Partner,” an interactive activity that led to a discussion about healthy and unhealthy relationships. This program was offered in two residence halls in the Fall 2019 semester and for a campus organization in Spring 2020.
- *Poster campaign:* The Red Flag Campaign provides posters for campuses utilizing the campaign. These posters depict information about unhealthy relationship “red flags.” Posters were distributed around the CCSU campus.
- *Social media:* The Office of Victim Advocacy used Instagram and Facebook to share information about the Red Flag Campaign, including photos of the flags, posters, and information tables, as well as graphics with information about healthy relationships.
- *Campus event:* In October, the Office of Victim Advocacy hosted “Red Flag Campaign Day,” an event planned by the student staff in the office. Red Flag Campaign Day involved having two tables in the Student Center. Students who visited the table answered trivia questions, contributed to a group banner depicting healthy relationship qualities, and learned about the Office of Victim Advocacy. Participants received a Red Flag Campaign t-shirt after engaging with the activities. Number of student contacts: 200 (approx.)

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 was canceled due to COVID-19.
- The Electra-thon – electric vehicle competition was canceled due to COVID-19/

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. All plans were canceled due to COVID-19.

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. Plans were canceled due to COVID-19.

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

The CCSU All Girls stem program, non-residential summer program for female high school students from New Britain and surrounding areas was canceled due to COVID-19. Outreach is continuing to the students in effort 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.

Engineering Department - National Summer Transportation Institute" (NSTI) (Dr. Bin (Brenda) Zhou)

National Summer Transportation Institute (NSTI) program was canceled due to COVID-19 but plans are in motion to offer the program next summer. 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.

Young Engineers Summer STEM Workforce Development program for 7th-9th grade students, and many programs developed by SEST faculty for youth from 2nd-12th grade in cooperation with Continuing Education. The program was canceled due to COVID-19.

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.

Christa Sterling, Director of Continuing Education, coordinated the program. csterling@ccsu.edu

There were many faculties from SEST who were involved in the program - Tech It Out. Due to COVID-19 there were six (6) online programs that served 36 kids during summer 2020. The courses ran according to grades were as follows:

- Android App and Game Programming 6th - 10th
- Two-Week Underwater SeaPerch Robotic Adventure 7th - 12th
- Fun in Science! Biomedical and Genetic Engineering Residential Overnight Girls 9th - 12th
- Coding Fun with Python 6th - 10th
- Get Creative! Digital Graphic Design & Specialty Printing 5th - 8th
- Learn to Code with LEGO Boost 2nd - 7th
- Get Creative! Digital Graphic Design & Specialty Printing 9th - 12th
- Girls, Underwater and Land Robots, and Drones! All girls 5th - 8th
- Elementary Robotics Adventure 3rd - 5th
- Automation - Our Future for 9th - 12th Grades
- Zero Robotics 6th - 9th

School of Engineering, Science, and Technology (SEST): Due to COVID-19 the following programs were canceled but the School of Engineering, Science and Technology continued to reach out to high school students.

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.

Stand Up CCSU Campaign

Every Spring semester, The Office of Victim Advocacy runs Stand Up CCSU, a student-led violence prevention campaign that focuses on the prevention of sexual assault, intimate partner violence and stalking through bystander intervention. In Fall 2019, recruitment began for the Spring 2020 Stand Up CCSU Community Organizer program. After an application and interview process, nine students were elected to be a part of the program in addition to seven student workers already working in the Office of Victim Advocacy.

At the start of the semester, the student organizers participated in two training sessions on sexual and interpersonal violence and prevention strategies. This training was primarily facilitated by the CCSU victim advocate and included a conversation with the Campus Advocate from the YWCA New Britain Sexual Assault

Crisis Service. At the conclusion of these trainings, the students developed a plan for the semester's programming initiatives. Students had weekly office hours in the Office of Victim Advocacy, during which time they worked together to plan and implement educational opportunities for the campaign. In addition, students participated in regular team meetings to ensure all students were actively engaged in the campaign planning.

The Stand Up CCSU campaign consisted of five main components: Information tables; classroom presentations; a poster campaign; social media; and a campus-wide event.

- *Information Tables:* Organizers regularly tabled in the Student Center. They provided resources on advocacy as well as bystander intervention. Information tables typically included an activity such as trivia to engage students who visited the table. During the Spring 2020 semester, Stand Up CCSU held five information tables in the Student Center. More were scheduled, however were canceled due to the campus shutdown in response to COVID-19. Number of student contacts: 100 (approx.)
- *Classroom Presentations:* Organizers worked with the victim advocate to develop a 15-minute classroom presentation about the Stand Up CCSU campaign and bystander intervention. In an email sent to the entire campus community, faculty members were encouraged to invite the victim advocate and a Stand Up CCSU student organizer to their class to give a presentation about the campaign. After the COVID-19 shutdown, the victim advocate continued to offer classroom presentations virtually, including a recorded session that professors could share with their students for asynchronous learning. Number of student contacts: 80 (approx.)
- *Poster Campaign:* Community organizers developed a poster campaign with messages about victim advocacy and violence prevention. They created eight unique posters that were posted to the Office of Victim Advocacy social media accounts. Because of the COVID-19 shutdown, physical copies of the posters were not printed and distributed on campus.
- *Social Media:* Photos, events, poster campaign promotion and links were shared on an on-going basis on Facebook, Twitter and Instagram. In place of a campus-wide event, organizers contributed to a video that was shared on social media with messages about how they stand up against violence. This video was shared on "Stand Up Day," the day that the campaign would typically host an on-campus event to educate students about bystander intervention. On Denim Day, an international day against victim blaming, organizers contributed photos wearing denim and sharing information about victim blaming. In addition, organizers participated in the "30 Days of Sexual Assault Awareness Month" during April and created posts to highlight sexual assault awareness month.
- *Stand Up Day:* Organizers planned a campus-wide event to be held in April called Stand Up Day. This event would include other campus departments and community resources to share information about sexual assault, victim advocacy, and bystander intervention. Due to the COVID-19 campus shutdown, this event was canceled. In place of an in-person event, organizers created video messages about standing up against violence that were posted to the Stand Up CCSU social media accounts.

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 2019-20 academic years, the University Ombudsperson handled 17 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) that serves as centralized places for information on available resources, services, and programs on or related to work-life balance issues.

The Work Life Balance Subcommittee focus has been on childcare. The committee understands that work life balance is more than childcare. During the 2019-2020 time period, they have sought out Elder Caregiver resources and added them to the website.

This year the Work Life Balance Subcommittee continued working on getting the University established 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. Due to Covid-19, the summer 2020 program was cancelled.

9th 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 9th 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. Due to COVID-19, there has been no activity to promote the 9th Grade Academy Partnership. However, CCSU continues to maintain contact with the New Britain schools.

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.

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 semester. Most students seek internships during the summer, while others seek part-time internships during the fall or spring semester. Interns may work for either the same or different employer for each program. This flexibility allows sampling different career paths and employers of different sizes, locations, and industries. Students may start their internship at any time however, it is best when they have completed some course within their 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 of 2019 and spring 2020), CCSU had 1299 known students participate in practicums and internships throughout the State of Connecticut. There may be some students who unofficially participated in an internship or practicum for which the college has no information. The registered students that were served included: 60 Hispanic males, 108 Hispanic females, 20 Asian males, 27 Asian females, 56 Black males, 68 Black females, 1 American Indian/Native Hawaiian/Pacific Island male, 1 American Indian/Native Hawaiian/Pacific Island female, 286 White males, 592 White females, 11 multiracial males, 27 multiracial females, 18 unknown males and 24 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 2019 and spring 2020), CCSU employed fifty-five (55) graduate assistants: Twenty-six (26) White females, Six (6) White males, Five (5) Black females, Four (4) Black males, Four (4) Hispanic males, Four (4) Hispanic females, Three (3) Unknown males, and Three (3) 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 2019 and spring 2020), CCSU had 17 students participated in the co-op program throughout various businesses and organizations with the State of Connecticut including on the campus in various departments of Central Connecticut State University. Out of those seventeen students, five students participated in a second co-op opportunity during the following spring semester. The students served were: 7 White males, 2 White females, 2 Black males, 1 Black female, 1 Hispanic male, 1 Hispanic females, 2 Asian males and 1 unknown male.

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.

As a result of the campus closing in March 2020 due to the Covid-19, the program was canceled for Spring 2020.

CCSU Climate Surveys

In Fall 2019, a suite of three campus climate surveys from the Higher Education Research Institute (HERI) at the University of California Los Angeles (UCLA) were selected for administration in Spring 2020 (Table 1). These surveys were selected using two main criteria – first they are climate surveys and secondly, they provide national benchmark information that will be invaluable in helping to put the results into context and in setting realistic expectations. The surveys were administered simultaneously to students, faculty and staff from February through mid-March. Initially, the surveys were scheduled to remain open until the end of April but had to be closed early due to the coronavirus. Results from the surveys were received in September 2020. Data from each survey is currently being reviewed. Once the data have been reviewed, summaries for each survey will be created in preparation for sharing with the campus community.

Table 1. Surveys Administered to Faculty, Staff and Students

Population	HERI Survey
Students	Diverse Learning Environments Survey
Non-Instructional Staff	HERI Staff Climate Survey
Instructional Faculty	HERI Faculty Survey

As alluded to previously, the pandemic has disrupted the administration of the surveys. When the University pivoted to remote operations in March 2020, Central determined that in order to preserve the integrity of the data, all three surveys needed to be closed immediately – any responses collected after remote operations began would skew the data. While we are confident that this was the appropriate action, HERI did not provide any guidance to institutions regarding whether to keep the survey open or to close it thereby minimizing the impact of a truly unique situation. Rather, they allowed institutions to keep the surveys open longer, an additional month for the staff survey and 7 months longer for the faculty survey (it now closes Nov. 25, 2020). At this time, it is unclear how this varied institutional response has impacted the benchmark data that have been received.

Prior to the selection of the HERI surveys, the plan was to administer each survey annually for a period of three years to establish a baseline. Unfortunately, the HERI Faculty Survey is only offered every third year, in light of this, CCSU is working to develop an interim survey that will be offered in the years HERI does not make their survey available. The HERI climate surveys will be administered to staff and students in Spring 2021, while at the same time, faculty will receive an in-house climate survey. Administering these climate surveys aligns with Goal 3 of Central's Strategic Plan.