

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 the expiration of the contract extension agreement entered into by the State of CT and AFSCME Council 4 (NP-3) on July 8, 2016. 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 2015 semester, seven CCSU employees benefitted from this program: three White females, one Black female, two Hispanic females, and one Hispanic male. During the spring 2016 semester, seven CCSU employees benefitted from this program: two White females, one Black female, three Hispanic female and one Hispanic male.

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 Excellence and Leadership Development coordinates professional development activities and resources related to teaching, and faculty leadership. The goals of the Center are to promote a learning community focused on studying and improving teaching to enhance students' learning and to enhance the growth of academic leaders in the CCSU community.

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 thirteen recipients received this scholarship during this reporting period: Summer 2015 – one Hispanic female; Fall 2015 - one White female, two Hispanic females, one Black female and one Hispanic male; Spring 2016—one White female, two Hispanic females, one Black female , one White male and one Hispanic male. Summer 2016: one Hispanic female, one White male and one Hispanic male. The total awarded was \$14,000.

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 the year 2015, ELP served 34 families and 38 children ages 3-14 yrs.

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 a total of 71 participants and raised a total of \$7,410 to be used to support leading edge breast cancer research in Connecticut.

Diversity Grants Program

The Diversity Grant Program provides funds to encourage faculty, staff, and students to implement innovative educational projects and/or activities that promote mutual respect and enhance our understanding of diversity and social justice.

In the past the grants have supported a multidisciplinary discussion of an often neglected historical population and the importance of African and African descendant people to the formation and growth of the U.S.; an art exhibit featuring "Human, All Too Human", the wounds of the natural alphabet; a workshop for faculty conducted by the reacting to the past developers; The Amistad Lecture and Banquet: The Amistad Gender and Struggle for Human Rights; and a conference for Language Teachers of Connecticut to promote understanding of different cultures through foreign language learning.

Due to budgetary restraints, the Diversity Grants program provided limited resources (approximately \$1000) to the following initiative:

- Man Enough Support Group: HEALTHYfellows / Man Enough Support Initiative is a "MENrichment" and personal development program created to support the success of Central Connecticut State University college men. The campaign exists as a multidisciplinary health promotion initiative created as a vehicle to eliminate health disparities by improving access to information, resources, and wellness care services to young men. The campaign exists as a gender specialized support system dedicated to improving health outcomes.
- The HEALTHYfellows / Man Enough Support Initiative campaign was created as a tool to help young men mature into healthy individuals while providing support resources to those working with them. The campaign focuses on facilitating conversations and dialogues where young men can safely learn, process, and organize (mobilize) outreach events. HEALTHYfellows will provide guidance and will promote wellness by encouraging young men to adopt lifestyle practices that will lead to optimal health and well-being.

Educational Opportunity Programs and Conn CAP College Readiness Programs

ConnCAP

Established in 1987 under the Connecticut Board of Governors for Higher Education, the Collegiate Awareness and Preparation Program (ConnCAP) was designed to increase the number of graduating New Britain high school students from disadvantaged backgrounds and prepare them with the necessary skills and motivation for success in college.

Now, in its second decade, Central Connecticut State University's ConnCAP Program is one of the oldest and largest in the state. The program serves 100 students in grades 9 - 12, annually. Over 2,200 students have participated in CCSU's ConnCAP program, which has an average program retention rate of 90% and a college-going rate well above the national average.

While in the program, students enjoy exciting field trips to cultural and educational events, including college campus visits. Seventh and eighth grade students are required to participate in a six-week summer academic program. High school students receive tutoring and mentoring throughout the school year and these students are also required to attend a summer program.

EOP - The Educational Opportunity Program

In 1969, Central Connecticut State University established the Educational Opportunity Program (EOP). Presently, it offers fifty CT high schools seniors who do not meet the regular admissions criteria, but have the desire and motivation the opportunity to attend the 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.

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, 42 cases were opened, 117 clients were served, there were 2 management consultations and 38 cases were closed. The annual utilization for the EAP was 10%.

Employee Appreciation

In May 2016, the Human Resources Department held a recognition ceremony to recognize long term CCSU faculty and staff and all employees who retired within the 2015-2016 academic year. An employee appreciation picnic was also held in May 2016.

Information Technology Services "Tech Talk"

The CCSU Information Technology Services' "Tech Talk" series is held periodically as part of their commitment to addressing current issues in technology. These hour-long programs offer helpful tips and solutions for problems facing computer users. This year, topics included gearing up for the start of the semester, the new Telephone System, Office 365 & Hosted Exchange, Web Conferencing Tools, Kaltura Media Space and Using Classroom Technology.

Institutional Advancement

CCSU is an annual sponsor of the New Britain Chapter NAACP Freedom Fund Dinner, Higher Heights YEP, Inc., the Commission on Equity and Opportunity Annual Awards Banquet, and the New Britain YWCA Women in Leadership Luncheon. In addition, the University provides sponsor support for fundraising events such as the Women of Influence Gala. Proceeds from the 2016 gala were used to assist in endowing a scholarship for students that exhibit leadership in the LGBTQ community. Numerous community nonprofit organizations are also supported through sponsorship, among them: the Boys and Girls Club of New Britain, CICD-Puerto Rican Parade, Concerned Citizens for Humanity, Interval House, the Jordan Matthew Porco Memorial Foundation, the

New Britain Lions Club, the New Britain Museum of American Art, the Hospital of Central Connecticut, the Greater New Britain Arts Alliance and CALAHE.

Scholarships have been created that have assisted with diversifying CCSU's student population. For example:

CCSU's Travelers EDGE Scholars Program is a mature, grant-funded program offering full tuition, fees, and book scholarships to program participants. Travelers EDGE leverages 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. A similar agreement was signed with Sikorsky Aircraft to support one student.

CCSU's Office of Continuing Education, in collaboration with the Office of Diversity and Equity, hosted a conference titled The Culturally Competent Workplace. The Institute of Technology and Business Development continues to collaborate with the Department of Transportation on educational initiatives for disadvantaged businesses (Disadvantaged Business Enterprise Program).

The CCSU Alumni Association continues to support an event and fundraising drive to celebrate the Educational Opportunity Program (EOP) 50th Anniversary in 2017. The Association also continued to support the Anthropology Department with funding for the New Britain African American Oral History Project as well as various activities related to the celebration of Ebenezer Bassett, the first African American graduate of the New Britain Normal School (CCSU's founding institution).

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 87 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 effectuate the above purposes. Last year the University awarded \$21,638.00 to four males and seven female minority faculty in the following disciplines: Economics, Modern Languages, Nursing, Educational Leadership, Policy & Instructional technology, Counselor Education & Family Therapy, Counseling & Wellness Center, Computer Electronics and Graphics Technology, Sociology, Finance, Geography, and Psychology.

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 also now includes employees who are promoted to a higher level position. During the reporting period 10 members attended a number of presentations 1) a speaker on the "Power of Positive Thinking," 2) Financial planning in today's economy, 3) a MRMC Mentoring Luncheon, and 4) presentation to new members on the MRMC/union resources. In addition, twelve members of color were funded 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 2016, the University awarded \$500 to one White female.

The Red Flag Campaign

CCSU Fall 2015 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 Victim Advocacy) 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, Center for International Education, Psychological Sciences, Criminology and Criminal Justice and the YWCA of New Britain.

Events

- Facilitated presentations in 27 classrooms across various disciplines including history, computer science, psychology, construction management and nursing. Approximately 841 students participated (25% increase from 2014)
- Keynote: Don McPherson, “You Throw like a Girl;” 500 (approx.) students in attendance including all athletes
- Dr. Lisa Fontes presented on “Coercive Control;” facilitated workshops for the SART Team, two classrooms and an open sessions with 50 people in attendance.
- Criminal Justice Panel; Legal Consequences of Domestic Violence (82 attended)
- Tabling at the student center on multiple dates (approximately 100 students received educational information) and at two football games (approximately 300 students received educational information)
- 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

- Increased student contact. The RFC 2015 expanded education efforts and directly reached more students with educational content than past campaigns. Total Direct Contact (Training/Events): 1,523 (66% increase from 2014).
- 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. 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. 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. We welcome all women and men who enter our doors.

Sexual Assault Survivors Group: A weekly peer support group for sexual assault victims and survivors to discuss the impact of sexual violence. Topics such as trust issues, flashback, anger, fear, relationship intimacy and others are addressed in a manner in which students can come together with other victims and survivors to share their thoughts and feelings in a safe place.

Healthy Relationship Support Group: A weekly peer support group for victims and survivors of unhealthy relationships with intimidate partners. Topics such as the cycle of violence, power and control, resolving conflict, identifying unhealthy behavior, trust, feeling valued within a relationship are discussed in a safe supportive environment.

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 relationship 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 school's programs and provide students with access to specialized equipment beyond the regular classroom and laboratory. The center is run with student workers. Special attention is paid to ensure a diverse student workforce in the center.

SES&T Activities contributing to recruitment of students from underrepresented groups

Dean Faris Malhas serves as the School's representative on the Advisory Board for the Academy of Engineering and Green Technologies (AoEGT) in Hartford. His effort there is to promote engineering and raise standards in the school and ultimately to attract the best qualified students to the SES&T at CCSU. This year included a site visit to CCSU for 26 student attending AoEGT

In addition, the Dean's office coordinates visits to campus and tours of our facilities for students from various towns including Windsor and Hamden. During these tours, the various programs and possible careers are highlighted. To date, the visits have consisted of diverse students.

Biomolecular Science participation in outreach programs. The faculty and students of the BMS department continue to provide supplemental science laboratories in the "Great Explorations" program funded by the University of Connecticut Health Center, and the "Partners in Science" program. Both programs target middle school students from the surrounding communities (mostly Hartford).

The Dean's Office coordinates the transfer of students from the Connecticut Community College System and CCSU's participation in the College of Technology Pathway program, a two plus two program for students in engineering and technology disciplines. A large majority of our students are coming from the community colleges that serve a diverse student population such as Gateway, Capital, Middlesex, and Manchester Community College.

School of Engineering, Science and Technology: On campus activities

In addition to the outreach activities mentioned above, the School of Engineering, Science, and Technology 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, and Engineers without Borders

StandUPccsu Campaign

StandUPccsu is a bystander awareness campaign organized by a group of Central Connecticut State University students, faculty and staff who are committed to the prevention of sexual and interpersonal violence on our campus. StandUPccsu encourages men to stand and take action against violence. Our goal is to engage the campus community in a dialogue on how each of us can actively plan a part in creating an environment free of sexual and relationship violence.

The campaign directly reached approximately 1,500 students with presentations and trainings on sexual assault and relationship violence prevention. Information on bystander intervention and resources for those impacted by violence was widely distributed, in many different formats, across the CCSU campus

- All academic and administrative buildings had "Where Do you Stand" posters hung in the hallways
- Every room door in the Residence Halls had a Stand Up CCSU doorknocker on it when students returned from spring break

- Stand Up CCSU committee members provided information on the campaign and bystander intervention models through tabling at three basketball games, the Dean’s Cup and on seven days at the Student Center
- Stand Up CCSU committee members were interviewed about the campaign for the campus radio station and news paper
- Empowered CCSU community members to commit to take a stand against violence
- At the hashtag #StandUPccsu dozens of CCSU faculty, staff and students had their pictures posted to twitter with messaging about how and why they take a stand

46 BYSTANDER INTERVENTION CLASSROOM PRESENTATIONS: At the beginning of the spring 2016 semester a sub-committee of community organizers developed a twenty minute presentation for classrooms with the assistance of their advisor. They then reached out to faculty across campus. The community organizers co-facilitated presentations in 46 classrooms, directly reaching approximately 1200 students. Their presentation focused on sexual assault myths, bystander intervention and resources on campus. They reached students from a variety of disciplines including math, English, business, manufacturing, criminal justice, sociology, psychology and geology.

FILM SCREENINGS: The community organizers screened two new documentaries. They hosted a screening of The Hunting Ground, a film that documents how some campuses mishandle Title IX complaints, followed by an open forum with the CCSU Title IX Officer. They also screened The Mask You Live In, a film that deconstructs social norms around masculinity, followed by a discussion with CCSU professor, and expert in hyper masculinity, Dr. Jason Sikorski. Together, the screenings reached approximately 125 students.

COLLABORATION WITH DEPARTMENT OF COMMUNICATIONS: From the very beginning of this project the Department of Communications was a main partner. Two faculty members assigned their production classes a major project of developing a PSA on Stand Up CCSU. The students were provided training and support throughout the semester from the Office of Victim Advocacy. At the end of the semester a screening of the PSA’s was organized. Due to the integration of the campaign in to classes, much excitement was generated amongst students in that department. This led to Stand Up CCSU being highlighted in other academic projects including the student newspaper, a student run TV show, posters and video projects for other classes.

STAND UP DAY: The community organizers developed Stand Up Day and played a major role in its success. The four hour long event was held outside of the Student Center on campus (see top right picture) on one of the first beautiful days of spring. The community organizers had music playing to draw attention to the event. Students could stop by to learn about resources, take part in a bystander intervention themed activity (see middle right picture), sign the Stand Up pledge, or have their picture taken with their own Stand Up message (see bottom photos) to be added to social media. Students who participated received a free t-shirt, phone back case or bracelet. Approximately 400 students participated. The event ended with a live performance of “Till It Happens to You” performed by one of CCSU’s student acapella groups.

SOCIAL MEDIA: Photos, events, poster campaign promotion and links were shared on an ongoing basis on Facebook, Twitter and Instagram.

Travelers EDGE – Empowering Dreams for Graduation and Employment

In 2007 a unique scholarship program, the 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 March 1, 2015 to February 28, 2016 31 CCSU EDGE Scholars—including the fifth Freshmen Cohort— majoring in business or closely related subjects—were advised, coached, and financially supported on their journey to obtaining a bachelor’s degree.

CCSU built upon the experience to attract its fifth and sixth Freshmen Cohorts, each consisting of five Travelers EDGE Scholars. These students attend specific high schools in the program’s talent pipeline. Now in its second year as recognized pipeline partners, New Britain High School (NBHS) Academy of Finance Program and ConnCAP Program continue to put forth talented students. Each 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 2015-2016 in Connecticut, two ConnCAP and one Academy of Finance students were selected and started their respective 4-year degree programs at CCSU or UCONN. In Academic Year 2016-2017, two students from NBHS will join the program as members of the class of 2020.

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 on the Student Success Team Wall, Learning Community Groups (Academic Mindset, Character Strengths for Academic Success. Dr. Wall has spoken at numerous academic conferences about important lessons drawn from her work. In Spring 2016, the Travelers EDGE Program identified a promising graduate student in Counseling with and Emphasis in Higher Education and Student Affairs, who has worked under Dr. Wall’s supervision. This graduate student shares a cultural background similar to those the Travelers EDGE Program serves. Given the success of this addition to the program, in Academic Year 2016-2017, the Travelers EDGE Program is collaborating with The Learning Center to jointly offer a graduate assistantship for the full year. This student also shares a cultural background similar to students in the Travelers EDGE Program itself.

Academic institutions including those that focus on meeting diversity missions such as the University of Connecticut, Morgan State University, Stevenson University, and University of Minnesota 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 indicate the program’s goals of creating career-ready individuals are working: In terms of GPA, 36% of Travelers EDGE Scholars receiving Dean’s List Honors (Fall 2015), and 43% did so in Spring 2016. 100% of the AY 2015-2016 graduates obtained full-time job offers at Travelers or in the IFS field.

The program produces a retention rate in the high ninety percent. To-date, every single Travelers EDGE Scholar who has 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, Travelers EDGE fulfills the dream of college graduation and success, important to Travelers, CCSU, and 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 will be kept confidential. The University Ombudsperson reports directly to the University's President. In the 2015-16 academic years, the University Ombudsperson handled 494 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 CCW's recommendations, President Miller requested that a representative in Human Resources devote 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 the AAUP, CCSU is now 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. In October 2015, a second Work-Life-Family Conference was sponsored by the Connecticut State Community Colleges and Universities (CSCU), Central Connecticut State University (CCSU) and Southern Connecticut State University. The conference was held at CCSU and Consisted of panels led by CSCU experts who focused on our theme "A Focus on Wellness and Success." Representatives from the four CSU's, ten community colleges and Charter Oak attended and participated in discussion and workshops regarding issues as varied as child care, campus climate, flex-time, mindfulness, and time management. The conference also included information from CUWFA to assist attendees in deciding on institutions that may want to be employed with based on the institution's offerings concerning work-life balance. Members of the CCSU Work-Life Balance committee including the Human Resources representative attended this conference.

CCW has established a "clearinghouse" website (www.ccsu.edu/wlb) that serves as centralized places for information, services, and programs on or related to work-life balance issues. The website includes a babysitting forum that can link CCSU parents with CCSU-affiliated caregivers for temporary child care. It provides interested babysitters and parents with an accessible, simple, reliable, supported network to coordinate care. The Human Resources representative updated the babysitting website with current information and continues to maintain it.

The Work-Life Balance Sub-Committee of CCW prompted the Faculty Senate to set up a campus wide Child Care Task Force (CCTF) to specifically address campus child care needs and to tap the talents and resources of those

across campus not affiliated with CCW. The Task Force was asked to identify needs, options, and obstacles, as well as locate funding sources outside of the campus budget to support child care-related ideas and initiatives.

The CCTF continues to work on finding ways to introduce child care into the campus culture and into long-term planning, including the campus facilities master plan to accommodate drop-in care sites on and in close proximity to campus. This has included expanding the Early Learning Program, which resides in a CCSU-owned building, to include services beyond pre-school to toddler and infant care as well as after-hour care. The CCTF is encouraging conversations and making other efforts to secure space to provide “drop-in” care services on and/or near campus such as in the library or the student center.

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.

Graduate Program in Student Development in Higher Education

The Supervised Counseling Practicum (CNSL 503) provides the first opportunity for the student to perform professional counseling and advising under close supervision in a college or university setting. Practicum students perform a minimum of 100 clock hours of field experience of which 40 hours must be in direct service with students. The site supervisor provides a minimum of one hour of supervision each week. Students also participate in a weekly seminar with other students. During the reporting period, four (4) students completed their practicum placements at CCSU.

Graduate Internships

The purpose of the Graduate Internship is to provide an intense, two-year, on-the-job training and development experience for graduate students in a variety of disciplines who are exploring careers in fields related to student services in higher education. During the reporting period, CCSU employed 16 Graduate Interns: Three (3) White males, ten (10) White females, one (1) Hispanic male, one (1) Hispanic female, and one (1) Asian female.

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, CCSU employed (41): six (6) White males, twenty-one (21) White females, two (2) Black males, two (2) Black females, three (3) Hispanic females, two (2) Asian 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 of time. 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 the university employed eight (8) Cooperative Education Interns: Three (3) White males, one (1) White female, two (2) Black females, one (1) Asian male, and one (1) Asian female.

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 schools girls in CT is one of the many annual events sponsored by us to engage young women in the field of STEM (Science, Technology, Engineering & Mathematics). Led by CCSU women faculty, staff and students, these high schoolers 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.