

INNOVATIVE PROGRAMS

Section 46a-68-93

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

Administrative Clerical Tuition Waiver Program

The Connecticut State University System (CSU) has an agreement with AFSCME Council 4 to provide a tuition waiver program to clerical employees, effective through June 30, 2022. 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 2021 semester, one (1) CCSU employee benefitted from this program: one (1) Hispanic female. During the Spring 2022 semester, one (1) CCSU employee benefitted from this program: one (1) Hispanic female.

Alternate Work Schedules

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

Center for Teaching Excellence and Faculty Development

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

To realize this mission, CTFD will:

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

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

CCSU Scholarships

Scholarship funds are available to assist classified employees and their dependent children with educational goals at Central Connecticut State University. The University designates funds for both the dependent children and the employees enrolled in courses. Each semester, the Human Resources Office sends mass mailings to all classified staff to notify them of this opportunity. One recipient received this scholarship during this reporting period: Spring 2022 - one (1) white male. The total awarded was \$1,000.

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.

ELP serves families of the greater New Britain area. The center provided preschool experiences for 3-5-year-old children and virtual learning to 2–4-year-old children to ensure successful entrance into Kindergarten. In the Fall of 2022 there are plans for a Drop-in Child Care Center.

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 37 participants and raised a total of \$1632 to be used to support leading edge breast cancer research in Connecticut.

EOP - The Educational Opportunity Program

In 1968, Central Connecticut State University established the Educational Opportunity Program (EOP). Presently, it offers 149 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 Fall 2021, 149 students continue to be served (45% male and 55% female). This year these students identified as 56% Hispanic, 37% Black, 32% White, 0.8% Asian, and 20% 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, 40 cases were opened, 115 clients were served, there were 13 management contacts, there were 0 management consultations, and 24 cases were closed. The annual utilization for the EAP was 12%.

Employee Appreciation

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. An Employee Retiree Recognition event was held on May 19, 2022. This event recognized employees who retired during the 2019-2020, 2020-2021, and 2021-2022 academic years. The President's Office traditionally 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. Due to COVID these events have not taken place, but are anticipated to return in the upcoming 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 Travelers Companies Inc and CCSU continues. The scholarship will enhance a pipeline of qualified workers to the insurance and financial services industry while building awareness of careers at Travelers. A key element of the program is the recruitment of students from CCSU's existing network of high school partners, community and school-based collegiate awareness programs, and Capital Community College's Capital Crossroads to Careers program to ensure that scholarship recipients also represent diverse social, economic, educational, and cultural backgrounds.

CCSU built upon the experience to attract its ninth Freshmen Cohort. Each incoming cohort typically consists up to five incoming first-year Travelers EDGE Scholars. These students attend specific high schools in the program's talent pipeline. Now in its sixth 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. In 2021, New Britain High School's TRIO Program was added as an informal partner, allowing more deserving students with the opportunity to become a program participant.

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 within the School of Business. Dr. Wall has spoken at numerous academic conferences about important lessons drawn from her work. In AY 2021-2022, 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 enrolled in higher level mathematics and statistics courses, was hired. 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 like those the Travelers EDGE Program serves. Academic institutions including those that focus on meeting diversity missions such as the University of Connecticut, and in Minnesota, Augsburg University and Metro 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, 36% of Travelers EDGE Scholars receiving Dean's List Honors (Spring 2022), including three students who earned President's Honors. In fall 2021, 47% of scholars made Dean's List, with seven making President's List Honors. In AY 2021-2022, 9 scholars completed their bachelor's degree. Of those, 8 accepted full-time offer at Travelers, 6 of which are in Leadership Development programs.

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 2022-2023, 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 summer Internship program, and one Travelers EDGE Scholars accepted full-time positions in FLDP. Additional leadership development programs followed FLDP into making CCSU a targeted and strategic recruiting partner. CCSU continues to place students in Leadership Development and Development Program summer internships, including the Operations Leadership Development Program (2), Technology and Innovation Program (2), Technology Leadership Development Program (1), and Product Management Development Program (2) which included non-EDGE students.

Overall, our Travelers EDGE Program produces a retention rate in the mid-ninety percent range. To-date, all but three 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 scholars worked hard during the pivot to online courses. The program produced the following statistics for the period of August 2021 to July 2022:

- Dean's List Honors, Fall 2021 = 47% (15 of 32 students)
 - 7 Students made President's List
- Dean's List Honors, Spring 2022 = 36% (10 of 20 students)
 - 3 Student made President's List

In AY 2021-22, 8 students completed bachelor's degrees in their major field of study:

- 7 accepted full-time offers at Travelers
- 100% of students were eligible to intern at Travelers in Summer 2022

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 for Equity and Inclusion. Since 2010, CCSU has recognized 125 LGBTQ and Ally students in our annual Lavender Graduation Ceremony. In 2022, we had our largest graduating class ever, with 32 students and more than 100 family, friends and faculty in attendance. Each Lavender Graduate receives a certificate of recognition and a rainbow cord and tassel to wear during commencement exercises.

Minority Recruitment & Retention

To continue to enhance the recruitment program, the Office for 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 satisfy the above purposes. Last year the University awarded \$12,420.77 to two (2) Black Females, two (2) Asian Males, two (2) Asian Females, one (1) Hispanic Male, and One (1) Hispanic Female. minority faculty in the following disciplines: History, Psychological Science, Social Work, Manufacturing & Construction Management, Accounting, and Literacy, Elementary, and Early Childhood Education.

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. It is important to note that COVID 19 made it difficult

for eligible members to participate in as many activities as they did in previous years. During the reporting period, the MRMC ran a successful Cinco De Mayo event. The event was held virtually. With consideration to COVID restrictions slowly waning and MRMC funds opening to a larger group, the Committee brought in Margaret Nowicki from Travel Administration to introduce/reintroduce everyone to CONCUR and Kathy Moore spoke about the process to receive payment through professional development funds. With a major flow of retirees happening prior and post the event, we had guest speaker Natasha Belton discussing retirement counseling and education. We brought the event to a close with a food truck lunch from Fuego Picante Mexican Cuisine. In addition, the Committee held monthly meetings to discuss how to best communicate the availability of funds, ease the application process, and learn about how other offices function and what it takes to run events.

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. Due to COVID this recognition did not take place, but is anticipated to return in the upcoming academic year.

Stand Up CCSU Campaign

Every Spring semester, The Office of Victim Advocacy runs the Stand Up CCSU campaign, a violence prevention campaign that focuses on the prevention of sexual assault, intimate partner violence and stalking through bystander intervention.

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

- **Information Tables:** In the Spring of 2022, the Victim Advocate/Sexual Assault & Violence Prevention Specialist held an Open House on March 23, 2022 to allow students/faculty/staff to come and view the office, make DIY stress balls, and learn about different resources. There were approximately 40 people who attended this event. The Victim Advocate/Sexual Assault & Violence Prevention Specialist also created the first annual 'Survivor Resource Fair' which included all on and off campus resources in the New Britain area. The event was held on March 30, 2022. The following organizations participated; Office of Victim Advocacy, Office for Equity & Inclusion, LGBTQ Center, Ruthe Boyea Women's Center, YWCA, Maria's Place/Student Affairs, CCSU Police Department, Prudence Crandall Center, Health Services, and Counseling Services. The Office of Victim Advocacy also did an event for Stand UP CCSU/Denim Day. This was a tie-dyeing t-shirts event and gave participants information related to Denim Day and specifically Stand UP CCSU. There were approximately 60 participants at this event.
- **Classroom Presentations:** Student staff previously worked with the victim advocate to develop a 15-minute virtual classroom presentation about the Stand Up CCSU Campaign and healthy relationships. This coming year, there will be an email sent to the entire campus community, faculty members to encourage them to invite the victim advocate and a student intern to their class to give an in-person presentation about the campaign.
- **Poster Campaign:** Community organizers develop a poster campaign with messages about Denim Day.
- **Social Media:** Photos, events, poster campaign promotion and links were shared on an on-going basis on Facebook, Twitter and Instagram. On Denim Day, an international day against victim blaming, organizers contributed photos wearing denim and sharing information about victim blaming. In addition, Victim Advocate and Interns participated in the "30 Days of Sexual Assault Awareness Month" during April and created posts to highlight sexual assault awareness month every single day. Additionally, there were posts

made weekly regarding resources, knowledge, information and support to other causes related to the work such as: Self Injury Awareness Day, National Women’s Check-Up Day, Women’s Health Week, PTSD Awareness Month, National Self Care Day and National Love is Kind Day. These social media efforts have allowed the Office of Victim Advocacy’s visibility on social media platforms to improve significantly. Since the start of the academic year, until this point in time the following numbers have increased; Instagram followers were at 414 and are currently at 572, Facebook followers were at 112 and are currently at 246, and Twitter followers were at 463 and are currently at 468.

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 the Fall of 2021, as we were transitioning new staff into the position, the focus was on updating all the information and making the Campaign more effective and nuanced to the CCSU community. Moving forward, The Office of Victim Advocacy and the student interns will carry out the campaign. These interns will participate in a training session about dating violence, healthy relationships, and violence prevention, and work together to plan the semester-long campaign with the guidance of the victim advocate/sexual assault and violence prevention specialist.

The Red Flag Campaign consists of the following components: Red flag placement; information tables; presentations; a poster campaign; and social media.

- **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. In the fall of 2021, 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, the Office of Victim Advocacy posted pictures to its social media accounts.
- **Information tables:** Due to the transitions in the office, we were not able to host information tables in the Student Center during the fall of 2021 to provide information about healthy relationships and victim advocacy. However, we have a strong plan to have tabling events in the student center twice a month with student interns distributing this vital information to the campus community.
- **Classroom presentations:** Student staff previously worked with the victim advocate to develop a 15-minute virtual classroom presentation about the Red Flag Campaign and healthy relationships. This coming year, there will be an email sent to the entire campus community, faculty members to encourage them to invite the victim advocate and a student intern to their class to give an in-person presentation about the campaign.
- **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 during fall of 2021.
- **Social media:** The Office of Victim Advocacy used Instagram, Facebook and Twitter to share information about the Red Flag Campaign during the fall of 2021 as well.

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 Center sponsors educational and cultural programs designed to promote gender equity, knowledge of women’s rights issues, leadership, and independence. It offers information and applications for scholarships pertaining to women including the Ruthe Boyea Scholarship. The Center encourages understanding and cooperation among women of varied socio-economic groups, cultures, ethnic backgrounds, races and sexual orientations. The 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

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
- The Electra-thon – electric vehicle competition was

The Technology & Engineering Education Department

The Central CARES student club sponsors the national program for "Go Baby Go" that puts disabled and immobile children into small electric cars.

Computer Science Department - K-12 computer science support

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

Engineering Department - CCSU All Girls STEM Summer Program

The CCSU All Girls stem program, non-residential summer program for female high school students from New Britain and surrounding areas was. 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

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. 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.

Tech It Out- There were many faculty from SEST who were involved in the program - There were seven (7) programs that served 81 kids during summer of 2022. The following is a list of the programs and how many students were involved:

Program Title	# Of Students
The Magic of Multimedia	24
Crash Course in Python	5
Robotics Land and Air	10
Future of Flight	7
E-Sports	14
Robots: Building and Coding	11
Build Your Own VR Experience	10

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.

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 2020-21 academic year, the University Ombudsperson had 131 visitors presenting 151 issues/concerns during 2021-2022.

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.

With the university still operating under the constraints of COVID-19, the committee decided to work on what they thought staff, faculty, and students needed and leave the in-person follow-up meetings for a more convenient time. In listening to the CCW members and their needs, it became evident that there was and still is a need of health and personal wellbeing training/discussions needed. The committee researched speakers and types of trainings that could be provided. The Chair of WLB, held an online Wellness Workshop for the WLB Subcommittee members as a trial run.

With access and more conversations on why people are taking medical leaves, there have been more requests and questions regarding taking care of parents. With that in mind, the committee updated their website with resources for those who are finding themselves as caregivers for their parents.

There were some changes for Breastfeeding in the workplace. Sec. 31-40w, effective as of October 1, 2021. The committee checked all six single use rooms to verify that we followed the changes. Where there no refrigerators, the committee worked with VP of Equity and Inclusion and facilities to ensure compliance. The rooms meet the following requirements. All six single use locations have access to an electrical outlet; they are free from intrusion and shielded from the public while the employee expresses breast milk; and they are situated near a refrigerator or employee-provided portable cold storage device in which the employee can store breast milk.

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.

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 2021 and Spring 2022), CCSU had 12 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: Three (3) White males, Two (2) White females, One (1) Hispanic male, Two (2) Hispanic female, Two (2) Asian males, One (1) Asian female, and One (1) Black male.

Girls in STEM Program

The Women's Center 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.

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.

The information for the Faculty survey was shared with the campus community in an open forum on April 6, 2021. In November of 2021 results for the Staff survey were discussed in an open forum 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. 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. The HERI climate survey was administered to staff and students in Spring 2021, while at the same time, faculty received an in-house climate survey. Administering these climate surveys aligns with Goal 3 of Central’s Strategic Plan.

During this reporting period, information regarding the Age Friendly University Climate Study is included in the Internal Communication Supplemental section of the plan.