

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 November 15, 2017. 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 2017 semester, five CCSU employees benefitted from this program: one black female, two white females, one Other (Amerind) female, and one Hispanic male. During the spring 2018 semester, one CCSU employee benefitted from this program: 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 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.

The CTFD continued to organize and host programs for faculty in 2017-2018 and exceeded its goal in both the number of programs and attendance numbers. Among our various programs, we offered fourteen "lunchtime lectures" over the course of the year. Seven focused on popular topics that were teaching-related called Technique Tuesdays and seven focused on faculty (and staff) wellness and work-life balance, called Wellness Wednesdays. Faculty led all fourteen workshops and attendance varied but was modest, totaling approximately 40 attendees. In addition, the CTFD planned and hosted three larger format programs spread throughout the

year. These too, had a varied but modest attendance with approximately 30 in attendance. In January 2018, the CTFD co-sponsored with AAUP “Part-time Faculty Professional Development Evening,” which was a series of workshops for part-time faculty on the subject of technology in the classroom. Attendance was high for this event with 64 part-time faculty in attendance. Finally, the CTFD and the EIT committee co-sponsored Faculty Day and the Excellence in Teaching Awards Ceremony, which highlights excellence in teaching and celebrates CCSU’s hardworking faculty. The event met with great success—over 120 people came for the day. In addition to our own programs, we co-sponsored or sponsored events that focused on teaching and faculty development across campus in 2017-2018. In total, the CTFD reached approximately 425 faculty and staff members who participated in CTFD sponsored and co-sponsored events over the past year.

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. Nine recipients received this scholarship during this reporting period: fall 2017 - three White females; spring 2018 - two White females. The total awarded was \$5,000.

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 2017, ELP served 31 families and 72 CCSU students benefited from hands on experiences

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 42 participants and raised a total of \$7,992 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. Some of the sponsored events are: 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: The

Amistad Gender and Struggle for Human Rights; and the Language Teachers of Connecticut Conference to promote understanding of different cultures through foreign language learning.

The following initiatives were funding this year:

- **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.
- \$750 dollars were provided to the CCSU Amistad events. CCSU’s Amistad Committee and Center for Africana Studies hosted the 15th annual Amistad Lecture on Feb. 28 in Alumni Hall as part of Black History Month. This year’s guest speaker was Jeffrey R. Kerr- Richie, Professor of History at Howard University who researches the abolition of slave systems at local, national, and international levels together with consequences in the nineteenth century Atlantic Americas. The Amistad Committee launched the Amistad Lecture series in 2003 to preserve and protect the history and legacy of the Amistad; honor the experience of the captives aboard the Amistad; and relate the events to the universal aspirations for human dignity and freedom.
- \$1000 for the Latino/a film festival.

Educational Opportunity Program

EOP - The Educational Opportunity Program

In 1968, 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.

As of September 5, 2018, 203 students have been served (43% male, 57% female). The majority of these students identify as either black (36%) or Hispanic (37%).

Employee Assistance Program

The University, in conjunction with the Lexington Group, Inc., offers an Employee Assistance Program (EAP). This program is a free, short-term counseling, assessment and referral service available to employees and eligible family members. EAP counselors are available for six sessions of short-term counseling. The EAP offers confidential assistance to employees in the identification and resolution of personal problems. Its’ objective is to reduce problems in the workforce and to retain valued employees. The Lexington Group also provides seasonal newsletters with tips for healthy living and stress relief. During the reporting period, 29 cases were opened, 80 clients were served, there was one management consultation and 29 cases were closed. The annual utilization for the EAP was 7%.

Employee Appreciation

In May 2018, the Human Resources Department held a recognition ceremony to recognize long-term CCSU faculty and staff and all employees who retired within the 2017-2018 academic year. In April 2018, the President's Office held an Administrative Professionals Day Appreciation Luncheon as well as a CCSU Faculty and Staff End-of-Academic-Year Reception celebrating our student's successes and celebrating 168 years of putting our students first.

Institutional Advancement

CCSU is an annual sponsor of the New Britain Chapter NAACP Freedom Fund Dinner, the Commission on Equity and Opportunity Annual Awards Banquet, the Connecticut Women's Education and Legal Fund, the New Britain YWCA Women in Leadership Luncheon and Evening of Treasures Dinner, and the Delta Sigma Theta's MLK Breakfast. In 2018 was a Gold Sponsor of the 2018 Immigrant Heritage Hall of Fame Induction Dinner. In fall 2018, Institutional Advancement was a co-sponsor of the University's second annual Rainbow Breakfast. Numerous community nonprofit organizations were also supported through sponsorship, e.g., the Boys and Girls Club of New Britain, the Boys and Girls Club of Hartford, the Urban League of Greater Hartford, Mental Health Connecticut, the New Britain Lions Club, the New Britain Museum of American Art, the Mayor's Trophy Charitable Fund, the Hospital of Central Connecticut, the Greater New Britain Arts Alliance, and the CALAHE.

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

- CCSU's Travelers EDGE 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. A similar agreement was signed with Sikorsky Aircraft to support one student.
- In 2018, the Richard S. Spada and Robert G. Childers Scholarship was awarded for the first time. Working closely with CCSU LGBTQ Center Director Professor William Mann, two deserving students who identify with the LGBTQ community were identified and the awards were announced at the Rainbow Breakfast in October. Professor Mann is currently working with Institutional Advancement on fundraising efforts that will significantly enhance this scholarship program. Numerous other named scholarship funds, such as the Scott Pioli Fund, the Ebenezer Basset Scholarship, the Koteen Family Scholarship Fund, and the Helen Bichum Trust for Students with Disabilities are awarded annually to students from under-represented groups.

CCSU's Office of Continuing Education offers the very successful Tech It Out program to spark innovation and fun through STEAM programs (Science, Technology, Engineering, Arts, and Math). It enrolls a diverse group of local area students in grades 3-12. Among the array of programs included in this initiative is a Girls and

Robotics! program for students in grades 6-12. The Institute of Technology and Business Development hosts the Education and Innovation Center in collaboration with the Elihu Burritt Library and the University's TRIO Program, a college readiness program that serves economically disadvantaged students from the New Britain area.

The CCSU Alumni Association continues to support events and fundraising drives to promote the Educational Opportunity Program (EOP), which celebrated its 50th Anniversary in 2018 with a well-attended gala, which brought together hundreds of alumni and supporters of the program. 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). A key sponsor of the 2018 Devil Double Dare fundraising effort, the Alumni Association's dollar-for-dollar match enhanced the fundraising success of many scholarship funds that supported students from under-represented groups during the 2017-2018 and 2018-2019 academic years.

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 105 LGBTQ and Ally students in our annual Lavender Graduation Ceremony. Each Lavender Graduate receives a certificate of recognition and a rainbow cord and tassel to wear during commencement exercises. This year the University recognized eight students and one honorary recipient.

Minority Recruitment & Retention

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

The **AAUP (Faculty) MRRC** is charged with the responsibility of assisting search committees to recruit members of minorities and other protected groups; to assist the University in retaining such members; and to engage in such other actions as will make the above purposes. Last year the University awarded \$19,991.00 to seven male and six female minority faculty in the following disciplines: Engineering, Modern Languages, Physical Education Human Performance, Chemistry, Counselor Education & Family Therapy, Physics and Engineering Physics, Geological Sciences, Communication, Accounting, Anthropology, Educational Leadership, Policy and Instructional Technology, and Sociology.

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, 10 members attended a number of presentations 1) MRMC Mentoring Luncheon, and 2) presentation to new members on the MRMC/union resources. In addition, eight (8) 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 recognized 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 for this award. The Award is presented during Employee Appreciation Week each year. In May 2018, the University awarded a \$500 awards, to one white female.

The Red Flag Campaign

CCSU Fall 2017 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 Nicholas D’Agostino (Office of Diversity and Equity) and Kathy Bantley (Criminology and Criminal Justice) the committee was comprised of students, faculty and staff from Student Government, Residence Life, Health Services, Women’s Center, University Police, Office of Diversity and Equity, Psychological Sciences, Criminology and Criminal Justice.

The following events occurred during the campaign:

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

Overall Outcomes

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

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

Ruthe Boyea Women's Center

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

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

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

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

The Student Services Center provides academic advising to declared and undeclared majors in the School of Engineering, Science, and Technology. We effectively communicate available co-ops, internships, and job opportunities and establish close personal and institutional relationships with local manufacturing companies, and secure internship and co-op positions for SES&T students. The Center provides tutoring in various academic areas. Faculty serve as role models and mentors for students who are enrolled in the School's programs and provide students with access to specialized equipment beyond the regular classroom and laboratory. Student employees staff the Center. Special attention is paid to ensure a diverse student workforce in the Center.

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

Interim Associate Dean, Segun Odesina 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 community colleges that serve a diverse student population such as Gateway, Capital, Middlesex, and Manchester Community College.

Interim Associate Dean, Jeremiah Jarrett serves as the School's representative on the Advisory Board for the Academy of Engineering and Green Technology (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 SES&T at CCSU. This year included a site visit to CCSU for 26 students attending AoEGT.

Dr. Michele Dischino and Dr. Jim DeLaura are organizing the Go Baby Go event. Go Baby Go is an incredible organization started by Professor Cole Galloway from the University of Delaware. The program provides modified, ride-on cars to young children with disabilities so they can move around independently. Both groups of students worked side by side over a two-day period to redesign the vehicles.

Bimolecular Science participates 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 2018 Young Engineers Summer STEM Workforce Development program was held this year. Our participants were middle school students going into the 7th, 8th, and 9th grade in the fall. The 26 students are from the New Britain and Bristol Boys and Girls Club, CSDNB TRiO, and New Britain/Berlin YMCA. This program is a five-week

program held from July 9 to August 9, with sessions on Mondays through Wednesdays. The courses this year were as follows: 3D CAD/Printing by Dan Kirby, Mechatronics by Ravi Thamma and Prep for Presentation by Dan Kirby and Ravi Thamma – Site visit Okay in Berlin – CCSU Admissions/Campus tour – Grad Certificate Awards – Site Visit to Trumpf, Connecticut Spring & Stampings, and Tunxis CC. Here is a link to an article about it: <http://www.newbritainherald.com/NBH-Manufacturing/331330/stem-summer-program-stimulates-young-minds>. Dr. Thamma and Dan Kirby also received a Community Engagement grant to help pay for this program.

There were many faculty from SEST who were involved in the Tech It Out 2018 Program. Christa Sterling, Director of Continuing Education, coordinated the program. There were 280 students from grades 2 through 12. The program was held from June 25 until August 10, 2018. The courses that ran according to grades were as follows: Android App and Game Programming 6th - 10th by Stan Kurkovsky, Two-Week Underwater Sea Perch Robotic Adventure 7th - 12th by Patrick Foster, Fun in Science! Biomedical and Genetic Engineering Residential Overnight Girls 9th - 12th by M. Dischino and B. Dobbs-McAuliffe, Coding Fun with Python 6th - 10th by Stan Kurkovsky, Get Creative! Digital Graphic Design & Specialty Printing 5th - 8th by David Defeo, Learn to Code with LEGO Boost 2nd - 7th by E. Kane, S. Kurkovsky, Get Creative! Digital Graphic Design & Specialty Printing 9th - 12th by David Defeo, Girls, Underwater and Land Robots, and Drones! All girls 5th - 8th by P. Foster and M. Dischino, Elementary Robotics Adventure 3rd - 5th by Greg Kane, Automation - Our Future for 9th - 12th Grades by Ravi Thamma, Zero Robotics 6th - 9th by Haoyu Wang.

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

In addition to the outreach activities mentioned above, SEST is home to several student clubs/associations, including, but not limited to: National Society of Black Engineers, the Society of Women Engineers, International Society of Automation, and Engineers without Borders.

Stand Up CCSU Campaign

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

Students primarily lead stand up CCSU. In fall 2016, recruitment began for the Stand Up CCSU Community Organizer program. After an application and interview process, twelve students were ultimately selected to be a part of the program. These students were provided a full day of training on sexual and interpersonal violence and prevention strategies. They then facilitated classroom presentations, developed a poster campaign and planned outreach events.

- *Bringing in the Bystander Training sessions.* Community organizers co-facilitated, with a professional staff member, five 90-minute training sessions focused on sexual assault awareness and bystander intervention. The organizers coordinated these efforts in collaboration with the CCSU Student Government Association (SGA). This initiative led to SGA passing a resolution requiring all executive members of clubs to attend bystander training the following year. Number of participants: 50 (approx.)
- *Tabling:* Organizers regularly tabled in the Student Center and at major events across campus. They provided resources on advocacy as well as bystander intervention. Number of student contacts: 300 (approx.)
- *Stand Up Day.* At this outdoor event, the Stand Up Community Organizers provided interactive activities for CCSU students to practice and think deeply about bystander intervention. Number of participants: 500 (approx.)
- *The Clothesline Project:* Organizers initiated the Clothesline Project, an initiative where survivors can make and display t-shirts focused on the experience of sexual violence. Organizers helped students make t-shirts and displayed them at two different locations on campus. Number of participants: 100 (approx.)

- *Poster Campaign.* Community organizers continued the development of a poster campaign that had been initiated the previous year. They developed three new posters for the series and distributed all posters in academic buildings, residence halls, athletic facilities and administrative buildings.
- *Social Media.* Photos, events, poster campaign promotion and links were shared on an on-going basis on Facebook, Twitter and Instagram.

Travelers EDGE – Empowering Dreams for Graduation and Employment

In 2007, a unique scholarship program, Travelers Empowering Dreams for Graduation and Employment (EDGE), was created. With input from academic partners serving urban populations in which Travelers has a large base of operations, Hartford CT, Baltimore MD, and Minneapolis/St Paul MN, this unique public-private partnership was launched. The objective of Travelers EDGE is to create access and opportunities for first-generation and underrepresented groups to prepare for careers in the Insurance and Financial Services Industry. The Travelers EDGE talent pipeline extends back to middle and high schools, and on to select two- and four-year colleges and universities. Academic partners work together to identify and recruit high potential first-generation students or students or from ethnically diverse and/or racially diverse or underrepresented groups within these cities. Travelers EDGE Partners guide and support the pipeline, offering unique programming to help students view college as possible and achievable. Traveler’s 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, CCSU 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, 2017 to February 28, 2018 23 CCSU EDGE Scholars—including the seventh 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 sixth and seventh 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 third 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 seven incoming Travelers EDGE Scholars for Academic Year 2017-2-18 in Connecticut, two NBHS Academy of Finance students were selected and started their respective 4-year degree programs at CCSU. They are members of the Cohort joining the program as members of the class of 2021.

Lessons learned from the close attention given to this program are shared with Travelers and across the Travelers EDGE Partner System, internally at CCSU with faculty members with whom Dr. Wall shares ideas, and in committee work such as with the School of Business. Dr. Wall has spoken at numerous academic conferences about important lessons drawn from her work. In spring 2017-2018, the Travelers EDGE Program identified area professionals (SME’s) who work directly with Travelers EDGE Scholars on an as-needed basis to support their learning. Specifically, these professionals work as “academic coaches” in math/statistics and accounting. Both SME’s are graduates of CCSU Masters’ Degree programs. The SME’s work under Dr. Wall’s direct supervision. Often, these Coaches share a diverse, cultural background similar to those the Travelers EDGE Program serves.

Academic institutions including those that focus on meeting diversity missions such as the University of Connecticut, Morgan State University, Stevenson University, the University of Minnesota, and Georgia State University are also part of the larger Travelers EDGE program.

CCSU continues to define itself as an excellent partner who produces results. Metrics such as GPA and number of interning Scholars indicate the program’s goals of creating career-ready individuals, are evidence of our commitment to program goals. In terms of GPA, 48% of Travelers EDGE Scholars receiving Dean’s List Honors

(Spring 2017), and 27% did so in fall 2017. In AY 2017- 2018, 100% of Travelers EDGE Program graduates obtained full-time job offers at Travelers in Connecticut. CCSU's program places emphasis on preparing students in the program for internship opportunities at Travelers. CCSU is known in the partnership for the highest retention and graduation rates, as well as the highest conversion rate to full-time opportunities at Travelers. These metrics also produce ongoing awareness of the strength and readiness of academic programs at CCSU. To this point, going forward into AY 2017-2018, CCSU is a preferred partner in Travelers prestigious Financial Management Leadership Development Program (FMLDP).

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

University Ombudsperson

The Office of the University Ombudsperson provides an extensive service that facilitates fair and equitable resolutions to concerns that arise within the university. The Office remains a strategic part of CCSU's commitment to pursuing educational excellence with productivity, due process, and fairness. The practices of the Office of the University Ombudsperson reflect the values and principles expressed in the University's mission and vision statements.

The Office of the University Ombudsperson advocates for fairness, equity, justice and humane treatment at CCSU. From these principles, The University Ombudsperson offers an impartial, objective, informal alternative for resolution of concerns for students, faculty, staff and management. Acting as an impartial third party, the University Ombudsperson informally investigates complaints, resolves differences through mediation, expedites processes or advocates for specific actions and, based on experience in dealing with individual cases, presents options for procedural changes within the University. To the extent permitted by law, consultations with the University Ombudsperson are confidential. The Ombudsperson reports directly to the University's President. In the 2017-18 academic years, the University Ombudsperson handled 397 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 continues to advocate for comprehensive childcare on campus. The Co-Chairs of the Work Life Balance subcommittee met with the President of the University and the Interim Dean for the School of Education and Professional Studies to discuss a proposal for a drop in care center and to advocate for comprehensive childcare via creating a Family Care and Education Center. The center would serve as an academic resource for students and faculty on campus who are researching the effects of early childhood education. It will also provide a vital resource for CCSU and New Britain parents seeking comprehensive childcare. Meetings also have been held with Student Government Officers and Senators for their support in increasing child care resources at the University.

This year the Work Life Balance Subcommittee also focused on researching paid leave policies in Connecticut and at peer educational institutions to assess their sufficiency in meeting the work, life, family needs of parents at the University.

The Summer Bridges Program

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

College Internships and Practicums

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

During the reporting period (fall 2017 and spring 2018), CCSU had 2251 students participate in practicums and internships throughout the State of Connecticut. The student served were: 587 White males, 1020 White females, 89 Black males, 114 Black females, 73 Hispanic males, 186 Hispanic females, 47 Asian males, 48 Asian females, 5 American Indian/Alaskan native males, 15 American Indian/Alaskan native females, 3 Native Hawaiian/Pacific Islander males, 4 Native Hawaiian/Pacific Islander females, 24 unknown males, and 36 unknown females.

Graduate Assistantships

The purpose of graduate assistantships is to allow well-qualified matriculated graduate students to participate in institutional activities academically relevant to the student’s program of study. During the reporting period (fall 2017 and spring 2018), CCSU employed forty-nine (49) graduate assistants: Nine (9) White males, twenty-one (21) White females, Two (2) Black males, four (4) Black females, Two (2) Hispanic males, Four (4) Hispanic females, One (1) AAIANHNPI male, four (4) AAIANHNPI females, One (1) Unknown male, and One (1) Unknown.

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, the university employed five (5) Cooperative Education Interns: Two (2) White males, One (1) White females, Two (2) Hispanic Females.

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, and Engineering & Mathematics). Led by CCSU women faculty, staff and students, these high school students are engaged in hands on workshops and team building exercises that will encourage and inspire a career in STEM.

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