

GOOD FAITH EFFORTS

(Section 46a-68-92)

January 2016

The University of Connecticut has demonstrated good faith efforts by engaged in the initiatives articulated in subsections (a) to (d), inclusive, of this section. All University efforts, initiatives and programs are articulated throughout the *Plan*.

Subsection (a)

The University has promoted equal opportunity to achieve a workplace that is free of discrimination by:

- 1) Communicating the University's commitment to equal employment opportunity and affirmative action to all employees as explained in *Internal Communication and Identification of Problem Areas*.
- 2) Ensuring that employees are aware of nondiscrimination policies and procedures; post policies in a visible location as explained in *Internal Communication, Identification of Problem Areas and Discrimination Complaint Process*.
- 3) Ensuring that departmental processes, procedures, and systems are nondiscriminatory and free of bias as explained in *Internal Communication, Assignment of Responsibility, Discrimination Complaint Process and Goals Analysis*.
- 4) Evaluating supervisors for making good faith efforts in equal employment opportunity and affirmative action and documenting in performance appraisals as explained in *Assignment of Responsibility*.
- 5) Ensuring that reasonable accommodations are made for disabled employees as explained in *Internal Communication, Assignment of Responsibility, Career Mobility and Program Goals*.
- 6) Taking appropriate and timely action when there has been an allegation of sexual harassment as explained in *Discriminatory Complaint Process and Identification of Problem Areas*.
- 7) Providing training to employees to enhance their knowledge of non-discrimination as explained in *Internal Communication*.

Subsection (b)

The University has developed recruitment strategies that ensure opportunities for all qualified applicants, including underutilized groups by:

- 1) Identifying affirmative action placement goals for all job openings as explained in *Utilization Analysis and Hiring and Promotional Goals*.
- 2) Making efforts to attract a large and diverse pool of qualified applicants, particularly inclusive of groups associated with affirmative action recruitment goals as explained in *External Communication and Recruitment Strategies, Assignment of Responsibility, Program Goals, Identification of*

Problem Areas and Goals Analysis.

- 3) Developing a contingency strategy if the initial recruitment effort does not bring in a sufficiently diverse pool as explained in *External Communication and Recruitment Strategies, Assignment of Responsibility, Program Goals, Goals Analysis and Innovative Programs.*
- 4) Contacting special interest organizations, groups and individuals as explained in *External Communication and Recruitment Strategies, Programs Goals and Goals Analysis.*
- 5) Or other means of outreach utilized to hire goal candidates as explained in *External Communication and Recruitment Strategies, Assignment of Responsibility, Program Goals, Goals Analysis and Innovative Programs.*

Subsection (c)

The University has ensured a fair and nondiscriminatory selection process by

- 1) Reviewing the selection process to ensure that it treats each applicant fairly and consistently as explained in *Assignment of Responsibility and Monitoring, Program Goals and Goals Analysis.*
- 2) Reviewing the interview format and questions for possible bias as explained in *Assignment of Responsibility and Monitoring, Program Goals and Goals Analysis.*
- 3) Ensuring that reasonable accommodations are made for applicants as explained in *External Communication and Recruitment Strategies, Assignment of Responsibility and Monitoring, Program Goals, Career Mobility and Goals Analysis.*
- 4) If using a group interview process, creating a diverse selection panel as explained in *Internal Communication, External Communication and Recruitment Strategies, Assignment of Responsibility and Monitoring, Program Goals and Goals Analysis.*
- 5) Assess all applicants using the same selection criteria as explained in *Internal Communication, Assignment of Responsibility and Monitoring, Program Goals and Goals Analysis.*
- 6) Considering all skills that qualify the applicant, including volunteer and professional experience as explained in *Internal Communication, Assignment of Responsibility and Monitoring, Program Goals and Goals Analysis.*
- 7) Interviewing as many applicants as possible to increase opportunity as explained in *Internal Communication, Assignment of Responsibility and Monitoring, Program Goals and Goals Analysis.*
- 8) Keeping written records of all applicants interviewed and be certain that the information recorded relates to the individual's ability to perform the duties as explained in *Internal Communication, Assignment of Responsibility and Monitoring, Identification of Problem Areas, Program Goals and Goals Analysis.*
- 9) Ensuring that selection panel members are aware of the impact of common biases such as stereotyping, unsubstantiated first impressions that may influence a decision, and assessments based on different "comfort levels" with people of dissimilar groups as explained in *Internal Communication, Assignment of Responsibility and Monitoring, Identification of Problem Areas, Program Goals and Goals Analysis.*
- 10) Documenting the selection process fully and retaining all records as explained

in *Internal Communication, Assignment of Responsibility and Monitoring, Identification of Problem Areas, Program Goals and Goals Analysis.*

Subsection (d)

The University has provided career development opportunities to all interested and qualified employees, with emphasis on those groups found to be underutilized in the workforce by:

- (1) Encouraging staff to participate on University committees to enhance development as explained in in *Internal Communication, Assignment of Responsibility and Monitoring, Identification of Problem Areas, and Career Mobility.*
- (2) Informing all staff of internal staff development and promotional opportunities as explained in *Internal Communication, Assignment of Responsibility and Monitoring, Identification of Problem Areas, Career Mobility and Goals Analysis.*
- (3) Promoting and support employee training and development for all employees as explained in *Internal Communication, Identification of Problem Areas, and Career Mobility*
- (4) Providing career counseling as explained in *Internal Communication, Assignment of Responsibility and Monitoring, Identification of Problem Areas, Career Mobility.*

Subsection (d)

Nothing in this section shall be construed to absolve an agency of its obligations under sections 46a-68-78, 46a-68-79, 46a-68-80, 46a-68-81, 46a-68-85, 46a-68-87, 46a-68-89, and 46a-68-90 and 46a-68-92 of the Regulations of Connecticut State Agencies.