

AFFIRMATIVE ACTION PLAN

2022-2023

University System
of New Hampshire

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I . Introduction

The University System of New Hampshire (hereinafter, "University System") consists of four institutions that constitute the public higher education system of the State of New Hampshire. Those institutions include the University of New Hampshire at Durham (founded in 1866), Manchester (founded in 1985) and Franklin Pierce School of Law (founded in 1973 as the Franklin Pierce Law Center); Keene State College in Keene (founded in 1909); Plymouth State University in Plymouth (founded in 1871); and the state-wide Granite State College (founded in 1972).

The University System of New Hampshire is the largest provider of postsecondary education in the Granite State. With approximately 32,000 enrolled students annually and more than 90,000 alumni living in state, the institutions of the University System - the University of New Hampshire - Durham, the University of New Hampshire School of Law, the University of New Hampshire at Manchester, Plymouth State University, Keene State College, and Granite State College - have a direct impact on hundreds of thousands of New Hampshire citizens every year.

As a public institution, the University System is governed by a foundation of core legislation and managed via various organizational Bylaws and policies.

The University System has established this Affirmative Action Plan (AAP) in compliance with Executive Order 11246 and the implementing regulations of the Office of Federal Contract Compliance Programs ("OFCCP"), 41 CFR § Part 60-1, including Revised Order No. 4, as amended, 41 CFR § Part 60-2. Through the publication and sharing of this Plan, the University System identifies the processes and procedures through which it intends, deliberately and consciously, to carry on positive actions which support that commitment.

Efforts to formally record this commitment began in 1971 with an institution-wide study of policies, procedures and programs supporting or affected by equal opportunity objectives and the development of the preliminary proposal for a formal Affirmative Action Program. Since that time, USNH institutions have developed extensive diversity and equal opportunity employment strategies. Institutional personnel have implemented training for search committees, benchmarks for assessing equal opportunity, and strategies for retention of racial and ethnic minorities.

This Affirmative Action Plan should not be construed as a contract between the University System of New Hampshire and any government agency or contract for the benefit of any third parties, including current or former employees or applicants for employment.

II. University System of New Hampshire Policy Statements

1. Equal Employment Opportunity Statement

The University System of New Hampshire and each of its component institutions is an Equal Opportunity/Equal Access/Affirmative Action employer. The University System is committed to creating an environment that values and supports diversity and inclusiveness across our campus communities and encourages applications from qualified individuals who will help us achieve this mission. The University System prohibits discrimination on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity or expression, disability, genetic information, veteran status, or marital status.

2. Affirmative Action

The component institutions of the University System will take affirmative action to provide equal employment opportunity (EEO) to all qualified persons regardless of sex, race, color, religion, age, national origin, sexual orientation, gender identity or expression, veteran's status or physical or mental disability.

In addition, positive Affirmative Action will be taken in the form of setting goals for reviews of historical areas of discrimination, including race, gender identity or expression, disability and veteran's status. All employment and personnel policies and practices will be administered according to EEO principles. This Affirmative Action Plan includes a description of employment goals as well as the means to achieve those goals.

3. Equal Educational Opportunity

The University System of New Hampshire reaffirms its policy of administering educational programs and related supporting services and benefits in a manner that does not discriminate because of a student's or prospective students' sex, race, color, religion, age, national origin, sexual orientation, gender identity or expression, veteran's status or physical or mental disability.

Further, each institution within the University System will continue to encourage the application of minority and other protected groups and establish organizational structures and procedures that will provide equal treatment and equal access to the facilities and educational benefits of each institution to all students, as required by law.

4. Employment of the Disabled

As a federal Contractor, the University System of New Hampshire is subject to the Rehabilitation Act of 1973 (Section 503 and 504) and The Americans with Disabilities Act of 1990 and 2008 and shall not discriminate against qualified physically or mentally disabled persons on the basis of their disabilities in employment, compensation, promotability, or other programs or activities sponsored by our institutions. Reasonable accommodations shall be made to ensure equal opportunity for the disabled, as specified by the regulations governing these laws. Individual institutions of the University System have practices and initiatives to encourage accommodations for disabilities.

5. Employment of Veterans

In compliance with the Vietnam Era Veterans' Readjustment Assistance Act (VEVRAA), the University System of New Hampshire shall take affirmative action to employ and advance in

employment qualified disabled veterans and veterans of the Vietnam Era at all levels of employment. Such a policy shall apply to USNH employment practices and procedures and shall be implemented according to the regulations governing this law.

USNH uses several employment resources to promote the hiring of veterans covered by VEVRAA and to insure non-discrimination. Affirmative recruitment of veterans includes making USNH jobs available at our institutional websites and delivering job listings to New Hampshire's Division of Employment Security.

USNH files the annual Vets-4212 report as a means of documentation of this effort as well as for compliances. In its most recent filing, USNH had 55 Veterans in its workforce.

6. Gender Discrimination Guidelines

The University System shall comply with the gender discrimination guidelines issued by OFCCP and set forth at 41 CFR § Part 60-20 and shall not discriminate against qualified applicants on the basis of gender identity or expression in employment opportunities, wages, hours, or other conditions of employment.

7. Genetic Information Nondiscrimination Guidelines

In compliance with the Genetic Information Nondiscrimination Act (GINA) of 2008, USNH applicants and employees are protected from discrimination in employment based on genetic information. Genetic information includes information about genetic tests of applicants, employees, and/or their family members; the manifestation of diseases or disorders in family members (family medical history); and requests for or receipt of genetic services by applicants, employees, or their family members. Under GINA regulations, acquisition of genetic information is restricted, and disclosure of genetic information is strictly limited.

III. Dissemination of Policy

In response to the OFCCP's regulations requiring internal and external dissemination of EEO policies, the following sets forth the means the University System undertakes to ensure effective communication mechanisms.

1. Internal Dissemination

Affirmative Action Plan copies are available to any employee or applicant upon request. The Affirmative Action Plan and related policies are available on the University System of New Hampshire website: www.usnh.edu/human-resources.

Common activities include:

- Post USNH's EEO Policy and the Equal Employment Opportunity Commission's equal employment poster on bulletin boards where they are visible to all employees and potential applicants;
- Periodically include the policy statement, or abbreviated versions thereof, in manuals, publications, newsletters, annual reports, web sites, and appropriate employee orientation materials;
- As appropriate, special meetings and/or orientation sessions will be conducted for all supervisory personnel regarding provisions of this plan, the recruitment packet, and the federal regulations regarding equal employment opportunity. Academic Deans will be

responsible for transmitting goals and timetables to their faculty departments/disciplines, and special informational sessions regarding the materials included in the recruitment packet will continue to be conducted for faculty during their search and screening process;

- As appropriate to an individual's responsibility, include accountability in performance goals;
- Include non-discrimination clauses in all collective bargaining agreements, and review all contractual provisions; and
- Engage in training efforts through institutional management courses and through the online training on discrimination.

Additional steps to disseminate this Affirmative Action Plan as well as to promote knowledge of our intent and purpose insuring equal opportunity for all persons will be undertaken as deemed necessary.

2. External Dissemination

The University System continues to promote its community posture as an equal opportunity employer.

Specific external activities include:

- Stating in solicitations or advertisements, placed by or on behalf of the University System, state that the University System of New Hampshire is an Equal Opportunity/Equal Access/Affirmative Action institution;
- The University System of New Hampshire and each of its component institutions shall not discriminate in recruitment, selection and employment against any employee on the basis of sex, race, color, religion, age, national origin, sexual orientation, gender identity or expression, veteran's status or physical or mental disability;
- The University System seeks excellence through diversity among its administrators, faculty, staff, and students; and
- Requires that contractors, prospective contractors, and/or subcontractors agree to USNH's non-discrimination requirements as incorporated into purchase orders and vendor applications.

In addition to these common efforts, institutional websites describe strategies for equal opportunity and for diversity.

The University of New Hampshire

The University of New Hampshire is committed to building and nurturing an environment of inclusive excellence where all students, faculty, and staff can thrive. We also are committed to providing open and inclusive access for all alumni, volunteers, learners, employees, and visitors seeking to participate in our programs and activities. We venture to sustain a campus environment that fosters mutual respect and understanding. We believe diversity, equity, accessibility, and inclusion are foundational values inextricably linked to achieving our core educational mission and embrace the many characteristics of our community members that make them uniquely themselves. Here, you belong and all are welcome.

For more information, please visit the following website: <https://www.unh.edu/diversity-inclusion/>

Plymouth State University

Plymouth State University successfully hired Alberto Ramos to serve as the Chief Diversity Officer (CDO) and Director of the Center in 2022. During FY23 the Center for Diversity, Equity, and Social Justice, was renamed to the IDEA (Inclusion, Diversity, Equity and Access) Center. The IDEA Center continues to educate the campus community on inclusion, diversity, equity, and access and develop, evaluate and update relevant University policies.

During the fall of 2022, the Center launched a campus-wide Diversity & Equity Campus Climate Survey to gather input as PSU continues efforts to create a campus environment that is welcoming for all employees.

For more information, please visit the following website: [IDEA Center | Plymouth State University](#)

Keene State College

The Office of Justice, Equity, Diversity, and Inclusion is charged by the Keene State College President's Cabinet with providing institutional leadership in diversity initiatives, policy and practice development including development of system to report and respond to bias related incidents, programming, recruitment and retention efforts of underrepresented faculty, staff and students, and creation of a strategic inclusive excellence plan for the campus.

The Associate Vice President for Institutional Equity and Diversity is available for consultation on a wide range of issues associated with diversity, multiculturalism and social justice. This consultation can include (but is not limited to):

- presentations/lectures in classes or living environments,
- workshops with employee groups,
- discussions with faculty and supervisors associated with difficult dialogues in work and class environments,
- receiving bias-related incident reports.

In addition, using data from the Keene State College campus climate survey and research associated with "best academic practices," plans such as Inclusive Excellence and Student Success have been established with the College's priorities in mind. These data-driven plans will provide a systematic way to evaluate effectiveness (ongoing assessment), identify areas for improvement and to make changes when necessary.

For more information, please visit the following website: <https://www.keene.edu/campus/diversity/>

Granite State College

Granite State College provides employment opportunities to diverse parts of New Hampshire's population. GSC is a proponent of allowing current and prospective employees the opportunity to work remotely and/or telework allowing GSC to recruit from a diverse geographic population. Its pool of adjunct faculty includes a few hundred individuals of diverse age, gender, sexual orientation, color, and veteran status.

IV. Responsibility for Implementation

1. University System Board of Trustees and the Chancellor

Ultimate responsibility for equal employment opportunity and its full achievement through the University System's Affirmative Action Plan rests with the Board of Trustees. The Board of Trustees has delegated to the Chancellor the responsibility for coordination, compliance with the laws, regulations and requirements. In 2012, the Board has undertaken a new performance management program for its CEOs. The evaluation process included as part of this new program a goal for successful progress towards completing Affirmative Action goals.

The Board of Trustees has delegated the planning and delivery of affirmative action to its four institutional CEOs. This delegation includes development and delivery of Sections 503 and 504 of the Rehabilitation Act. The USNH Chief Human Resource Officer is responsible for implementing those compliance and coordination duties with the authority of the Chancellor.

2. Administrative Board

The success of the Affirmative Action Plan depends upon the understanding and full cooperation of every member to the University System community. Because implementing equal opportunity is a shared task, the impetus and direction for the institutions within the University System must come from the Chief Executive Officers. The ultimate successful implementation of equal employment opportunity and affirmative action is the responsibility of these officers and will be an integral part of their performance evaluations.

3. University System Chief Human Resources Officer

Because of the importance of this person's role in coordinating Affirmative Action policies and programs, in cooperation with the institutions in the University System, the major functions of the position are included below:

- Coordination of Affirmative Action programs throughout the University System to seek compliance with the requirements of Executive Order 11246, as amended, and its implementing regulations;
- Providing guidance and counsel to, seeking guidance and counsel from the component institutions' Affirmative Action Officers in matters relating to complaints of discrimination;

- Keeping informed of new federal/state laws and developments in non-discrimination and AA/EEO areas and of all such matters at each University System institution by regular meetings with appropriate administrators;
- Coordinating the University System's compliance with Section 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veteran's Rehabilitation Act of 1974 and the American with Disabilities Act of 1990 (Reporting and compliance is performed primarily at the institutional level);
- Reporting of required data to federal and state agencies as well as representing (upon request) the University System institutions in compliance reviews or complaint investigations conducted by federal or state agencies; and
- Serving as a liaison among the Trustees, Chancellor, University System Executive Officers and/or all institutions of the University System regarding Affirmative Action policy.

4. University of New Hampshire – Civil Rights and Equity Office

The Civil Rights and Equity Office reports directly to the Chief Diversity Officer and Associate Vice President for Community, Equity and Diversity. The Director & Title IX Coordinator and staff are charged with the responsibility to oversee the University's compliance efforts with affirmative action, Title IX, disability laws and regulations, including the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, equal employment laws, and campus initiatives aimed at creating a diverse, welcoming and equitable campus. The Director provides advice on policies, programs and services to achieve affirmative action goals and enhance the campus climate, is the designated Title IX representative, and, in addition, handles all complaints of discrimination under the Discrimination and Discriminatory Harassment Policy.

The EEO/ADA Compliance Officer assists in the development and administration of policies, procedures and practices for the University, to insure compliance with the ADA, Section 504 of the Rehabilitation Act, and Federal and state laws and regulations regarding access and non-discriminatory practices for persons with disabilities.

The Director & Title IX Coordinator and staff serves as a liaison among the President's Office, Provost and Vice President for Academic Affairs, Vice President for Finance & Administration, Senior Vice Provost for Student Life, and appropriate governing committees; delivers educational programs; supports activities and programs throughout the campus community (for students, faculty and staff) on the issues of equity, diversity and affirmative action; and represents the University with federal and state agencies.

5. Institutional Liaison Officers

Each component institution's Affirmative Action Office works jointly with the University System Chief Human Resources Officer to ensure compliance with federal and state regulations regarding nondiscrimination. Each institution is responsible for its own advertising policies, and an effective complaint resolution process ensuring compliance with strategic plans and processes which promote equal opportunity and diversity in the workplace.

6. Vice-Presidents, Deans, Directors, Department Heads

Each Vice-President, Dean, Director, and/or Department Head is responsible for the successful implementation of equal employment opportunity and affirmative action within their own area of responsibility as it affects all Faculty, and/or Staff, and such implementation will be reviewed during each administrator's performance evaluation.

7. Other Administrators and Supervisors

Every administrator and supervisor is responsible for conducting his or her activities in such a way as to ensure full compliance with the University System's equal employment opportunity/affirmative action policy and programs, and such conduct will be part of their regular performance goals and review.

USNH also uses a variety of programs and practices to promote diversity and equal opportunity. The websites of USNH institutions provide additional information regarding this work.

V. Development and Execution of Action-Oriented Program and Policies

The institutions of USNH customize recruiting practices and initiatives to meet the goals of achieving excellence and diversity in its staff and faculty. The common practices are described below.

1. Recruitment and Selection Process

Job specification and/or classifications are periodically reviewed and evaluated in order that all required criteria are job-related. Those job specifications that are utilized are made available to those members of management significantly involved in recruiting, screening, selection, and promotion, and thus are able to recruit qualified persons on a nondiscriminatory basis. USNH is in the process of changing the way job classification information is gathered and reviewed with the goal of insuring both pay equity and responsiveness to changing work demands at the department level.

The University System's EEO policy is reflected in the recruiting and advertising procedures utilized by each institution.

For most faculty and professional staff, institutions use a recruitment and selection process which uses a search or selection committee and/or multi-person interviews.

Each institution develops and utilizes a packet of material and/or personalized training for individual search committees which provides information about resources, networking options, affirmative action goals and campus diversity initiatives.

USNH has an online application process through a vendor. This web-based process makes information about job requirements and availability accessible to all. The general recruitment process is designed to promote equal opportunity and access to vacant positions within the University System. Full-time tenure track faculty, executive officers, and upper-level professional, administrative and technical positions are normally advertised nationally, regionally, and locally as appropriate. Non-Exempt staff positions are normally advertised locally. Normally all benefit-eligible positions are posted throughout the System institutions. In accordance with the Internal Promotion and Hiring Guidelines, staff positions may be advertised System-wide to provide promotion and transfer opportunities for employees. Such recruiting efforts may include use of appropriate professional registries and journals; local, regional or national newspapers; female and minority caucuses and job referral groups; the State Employment Security Office; the

Veterans Administration Regional Office or local veterans' groups and service centers; and state vocational rehabilitation agencies and other groups providing employment referrals for qualified disabled individuals.

Further, to ensure conveying the University System's intent to promote open and diverse recruitment, institutions include a statement of commitment, such as the phrase "An Affirmative Action/Equal Opportunity Employer" in recruitment advertisements.

Screening committees are generally used for Executive Officer positions; use of such committees is common but optional for faculty and upper level professional, administrative and technical vacancies. These committees should normally be limited in size from 5 to 7 members and will serve to screen applications and nominations received and to make recommendations on finalists. The committee may, at the option of the hiring authority, be responsible for setting timeframes, meeting schedules, and so forth. Determining the scheduling of on-campus visits of finalists is normally a joint decision of the hiring authority and the committee. In addition, as an alternative to the use of on-campus screening committees, outside services or recruitment agencies may be utilized to ensure that proper AA/EEO procedures have been utilized.

The hiring for the Presidents and Chancellor involves the USNH Chief Human Resources Officer in the following ways:

- Consulting with the hiring authority on the job qualifications whenever authorization has been given to fill a vacancy or a new position is created;
- Endorsing the advertisement before release;
- Advising on the breadth of recruitment; and
- Determining the appropriateness of the applicant pool before finalizing the hiring process.

The recruitment, search and screening process, and filling of Operating Staff, Faculty and Professional, Administrative and Technical positions is carefully monitored at each institution through the review of data collected via the on-line applicant system.

2. Upward Mobility

Upward mobility for personnel within the University System is fostered by an equitable wage and salary administration plan; a job classification system; employee knowledge of opportunities for Professional, Administrative, Technical and Operating Staff promotion and transfer within the System; employee performance evaluations which foster personal and professional effectiveness and productivity; and staff development opportunities enhanced through job-related training, workshops, courses, and seminars.

In early 2011, the Trustees of the University System approved a Total Rewards statement which reflects a "commitment to supporting diverse workforce needs" and to a "learning, development and work environment ... for example initiatives which support employee physical and financial health and well-being" (Total rewards Objectives approved 2-17-2011). This statement was followed by a recommendation for increased investment in funding of succession planning strategies and investment in a rigorous performance management process.

While the performance management process may be used in somewhat different ways by each institution, depending on its values and mission, overall the process is expected to enhance the focus on accomplishments, skills, competencies, constructive criticism, and opportunities for professional growth.

The recruiting and job-vacancy posting procedures also help to facilitate employee knowledge of institutional promotional opportunities. USNH's online applicant process, available at the website of each institution's website as well at the USNH website under employment, makes job postings easily accessible.

Apprentice and learner programs are all possible avenues for enhancing upward mobility. The University System OLPM (Online Policy Manual) describes these approaches to staff development in detail.

Promotional opportunities for most faculty appointments are based on institutional promotion and/or tenure policies and procedures and are conducted without regard to a person's sex, race, color, religion, age, national origin, sexual orientation, gender identity or expression, veteran's status or physical or mental disability.

Performance evaluation procedures for faculty including assessment of teaching performance, involvement and growth in their field of expertise, as well as service and outreach are described within the promotion and tenure criteria included in each institution's Faculty Handbook or manual, and where applicable a collective bargaining contract.

The KSCAA labor contract for adjunct faculty at Keene State College has added options for in-service professional development. Overall, Keene State College has implemented increases in compensation, changes in services to bring a greater sense of inclusion for adjunct (part-time) faculty.

The University of New Hampshire has developed a post-tenure review process, at least in part, to facilitate the promotion of Associate Professors to Professor rank. The UNH Provosts office is committed to enhanced outreach for women and people of color who could be eligible for promotion.

Plymouth State University provides an annual professional development fund of \$25,000 for Teaching Lecturers that covers professional conferences, courses, and other activities that relate to the pedagogical development of the Teaching Lecturer.

3. Personnel Policies and Procedures

Non-discrimination policies apply not only to the hiring practice but also to employment conditions such as compensation, promotion, and termination.

Both system-wide and institutional personnel policies provide for prompt and impartial consideration of all complaints of discrimination or other grievances. The University System of New Hampshire (USNH) Online Policy Manual, as well as faculty handbooks and labor agreements where applicable, contain the standard procedures for presenting and resolving complaints.

All of these policies are designed to seek equal opportunity and fair treatment of all personnel on a non-discriminatory basis.

a. Employee Complaint and Grievance Procedure

The University System of New Hampshire has grievance and complaint procedures available for the resolution of defined employment-related disputes. Each component institution shall establish a procedure for the resolution of employee grievances that shall be consistent with the requirements of this policy. The initial adoption and any

subsequent amendment of an institutional grievance procedure shall be effective only after review and approval by the USNH General Counsel and USNH Chief Human Resources Officer. (See USY.V.12 <https://www.usnh.edu/policy/usy/v-personnel-policies/d-employee-relations>).

Every person working for USNH - including faculty, staff, student employees, and volunteers has a basic responsibility to cooperate in complaint and grievance procedures, including investigations, in an ethical and professional manner.

Retaliation against anyone filing a complaint or grievance or participating in the process is strictly prohibited.

b. Procedure for Discriminatory Harassment Accusations/Complaints

The University System of New Hampshire has policies which state that all faculty, staff and students have a right to learn and work in a safe environment free of discrimination and harassment, including sexual harassment. It is the policy of the University System of New Hampshire that no member of the University System community may sexually harass another based on any legally protected characteristics. The intent of this policy is to foster behavior that results in a learning and working environment free of discrimination and harassment.

Each component institution shall maintain a process for review of accusations and complaints of policy violation. (See USY.V.D.3.5.4 Procedure for implementation of policy <https://www.usnh.edu/policy/usy/v-personnel-policies/d-employee-relations>).

VI. Internal Audit and Reporting Requirements

The University System believes that one of the most important elements in effectively implementing a written Affirmative Action Plan is an adequate internal audit and reporting system. Through this system, progress can be monitored, and management kept continuously informed. For this purpose, recruiting efforts are closely monitored through our electronic applicant tracking system for all positions.

Records of applicant flow, hires, transfers, promotions, separations, are monitored to make every good faith effort to comply with the University System's EEO policy.

Progress toward meeting goals is measured periodically through discussions with appropriate management personnel, and through annual analysis of results. The institutional Affirmative Action officer is responsible for decisions regarding deviation from and/or approval of exceptions to the normal recruiting protocol.

VII. Workforce Analysis and Utilization

The availability process requires an analysis of the present quantity and quality of employment of women and minorities within the University to determine if there are areas where the number of incumbent women and minorities is less when compared to the number that would be reasonably expected of women and minority employment candidates available in the recruitment area. If it is found that the number of women and minorities employed at the University is less than the expected availability in the relevant labor market, the University must use its best efforts, in good faith, to develop and implement procedures that are designed to increase the number of qualified

women and minority candidates in the applicant pool, which will lead to the establishment of placement goals for women and minorities in areas where they are needed.

The principle of affirmative action requires that aggressive efforts be utilized to employ and advance women and minorities in areas where they are employed in fewer numbers than is consistent with their availability in the relevant labor market. The University's objective is to employ and promote the best person for the job.

A workforce analysis and utilization study are required by federal regulations and provide the basis for goal-setting that is a primary focus of an Affirmative Action Plan. For each campus a workforce analyses has been produced by EEO-6 employment categories using each institution as a whole, then the major administrative units, and finally by individual department. These macro-groupings, called EEO-6 categories, are defined in the Higher Education Staff Information (EEO-6) Report for Public/Private Institutions of Higher Education that is issued by the Equal Employment Opportunity Commission.

1. Instructional Staff

Employment of full-time tenure track instructional staff in each department, program or area in each college/school within each institution has been studied. The workforce analysis of this group included a breakdown of the faculty by rank, tenure, salary, gender and ethnic background.

The USNH utilization study was based on the results of the workforce analyses and includes an availability examination of the applicable labor market that is used to determine whether or not women and/or minorities are underutilized in the workforce. If either of these groups were found to be underutilized, that situation was stated, and goals were set for women and minorities as a means of correcting such underutilization. The following discussion expresses the general approach used in conducting the availability and utilization study as well as the procedure for establishing subsequent goals.

Availability of women or minorities is determined through an analysis of the total applicable labor market by using data concerning their proportion of relevant degrees awarded, as well as their participation in the enrollment and employment aspects of the particular discipline and/or sub-field. The following sources of information were used to determine the availability of women and minorities:

- 2010 US Census; Table Set 8. Detailed Census Occupation by Educational Attainment, Sex and Race/Ethnicity
- National Center for Educational Statistics, degrees conferred by postsecondary institutions, by field of study, gender and race for 2016-2017. (Tables 323.30, 324.25, 324.35)

Underutilization results when the availability of women and/or minorities in the total applicable labor market is not equitably represented in the unit being studied. Underutilization is considered to be significant whenever the increase in the number of persons in a job group necessary to eliminate underutilization is .5 persons or greater; in other words, the calculations for annual goals to rectify this underutilization are rounded off to the nearest whole number.

Goals are used to rectify the underutilization of a particular group(s). When a member of a protected group (Women, Black or African Americans, Hispanics, Asians, Native Hawaiian and

other Pacific Islanders, Native Indians or Alaskan Natives) and a non-protected person are viewed as having “equal” standing for a position, an established goal would indicate that strong consideration should be given to the protected class, in order to fulfill our commitment to affirmative action and rectify the underutilization that formerly existed. Vacant faculty and staff positions will be advertised according to equal employment opportunity procedures as outlined in Section V.1 Recruitment Process. All qualified persons are encouraged to apply for such positions and their application will be judged according to merit and qualifications.

To illustrate the above process, suppose that a department has 20 full-time, tenure-track instructional positions and that the availability factor of women and minorities is 20% and 15%, respectively. The expected utilization of women in this department would be as follows:

$20 (\text{\# of positions}) \times .20 (\text{availability factor or proportion of women in the total applicable labor market}) = 4$ (the number of positions that women should occupy in that department).

Thus, if that department had only 3 women faculty members, a case of underutilization would exist. After stating such a situation, a goal to hire another female faculty member when a position becomes open would be established, to rectify past underutilization.

To continue the example, the determination of the number of positions that should be held by minorities in this department is as follows:

$$20 \times .15 = 3$$

If the department has 2 minority faculty, underutilization would still be present, as the number of positions that should be held by a minority member is 3. A formal goal would then be established to hire a minority member to fill the next vacant position. In summary, the goals of that department would then be to hire 1 woman and 1 minority member. Successful fulfillment of such goals would ensure the appropriate reflection of the availability of these groups in that department.

2. Non-Instructional Staff

The workforce analysis for this area includes all non-instructional personnel who held status, benefits-eligible positions on each campus/unit in the University System of New Hampshire. This employment, internally classified as Executive Officers, Academic Administrators, Exempt and Nonexempt, includes the following six EEO-6 occupational employment categories:

1. Executive, Administrative, and Managerial
2. Professional
3. Technical and Paraprofessional
4. Clerical and Secretarial
5. Skilled Crafts
6. Service/Maintenance

Each institutional workforce analysis includes a breakdown on the sex, ethnic background, and salary ranges for the incumbents in each particular category or employment.

In accordance with OFCCP (Office of Federal Contractor Compliance Programs) regulations, these 6 employment categories were further sub-divided into relevant job groups on the basis of 3

criteria: (1) similarity of work content, (2) similarity of pay, and (3) similarity of promotional opportunities. A utilization analysis was conducted for each job group by institution.

For purposes of this Affirmative Action Plan, "availability" means an estimated percentage of qualified females, racial/ethnic minorities, or individuals with disabilities in the relevant labor market who are available for positions in each job category at a state college/university.

The following sources of information were used to determine the availability of women and minorities for non-instructional positions and instructional positions:

- United States Census Bureau's 2014-2018 American Community Survey, which is the most current statistical information available at the time of developing this Affirmative Action Plan.

VIII. Summary Statement

In developing and implementing this Affirmative Action Plan, the University System has been guided by its established policy of providing equal employment opportunity. Further, in using the above-mentioned workforce analysis and utilization study for instructional and non-instructional staff, any goals which the University System has established herein are not intended as rigid, inflexible quotas that must be met, but rather as targets reasonably attainable by applying a good faith effort in implementing this Affirmative Action Plan. Neither the use of goals in this Affirmative Action Plan nor the effect of such goals is intended to discriminate in employment against any individual or group of individuals who are not themselves the beneficiaries of affirmative action. This Affirmative Action Plan does not sanction the illegal discriminatory treatment of any person. It has been developed in strict reliance upon the Guidelines on Affirmative Action issued by the Equal Employment Opportunity Commission ("EEOC") (29 CFR § Part 1608).

GRANITE STATE COLLEGE
Utilization Analysis
Comparing Incumbency to Availability
Non-Instructional Staff

		Female				Minority			
		Utilization		Availability	Establish Goal? Y/N	Utilization		Availability	Establish Goal? Y/N
Job Group	Total Employees in Job Group	Number Female	Percent Female	Percent Female		Number Minority	Percent Minority	Percent Minority	
Academic Administrators	2	2	100.00%	64.93%	N	0	0.00%	6.90%	Y
Administrative Support Service	20	18	90.00%	58.23%	N	2	10.00%	9.29%	N
Educational Advising Services	20	16	80.00%	65.77%	N	0	0.00%	8.34%	Y
Information Technologists/Mg	7	6	85.71%	53.13%	N	1	14.29%	10.41%	N
Senior Support Assistance	7	6	85.71%	83.81%	N	1	14.29%	46.47%	Y
Supervisory Management	20	16	80.00%	45.59%	N	1	5.00%	10.37%	Y
Total	76								

Utilization Analysis
Comparing Incumbency to Availability
Instructional Staff

		Female				Minority			
		Utilization		Availability	Establish Goal? Y/N	Utilization		Availability	Establish Goal? Y/N
Job Group	Total Employees in Job Group	Number Female	Percent Female	Percent Female		Number Minority	Percent Minority	Percent Minority	
Lecturer	11	9	81.82%	49.09%	N	0	0.00%	11.31%	Y
Total	11								

KEENE STATE COLLEGE
Utilization Analysis
Comparing Incumbency to Availability
Non-Instructional Staff

		Female				Minority			
		Utilization		Availability	Establish Goal? Y/N	Utilization		Availability	Establish Goal? Y/N
Job Group	Total Employees in Job Group	Number Female	Percent Female	Percent Female		Number Minority	Percent Minority	Percent Minority	
Academic Administrators, CEOs and Executive Management	18	12	66.67%	60.73%	N	1	5.56%	6.51%	Y
Administrative Support Service	7	5	71.43%	64.02%	N	0	0.00%	6.29%	Y
Business Services Support	31	21	67.74%	66.54%	N	3	9.68%	11.51%	Y
Crafts & Trades	20	1	5.00%	6.32%	Y	3	15.00%	4.56%	N
Educational Advising Services	22	16	72.73%	70.06%	N	1	4.55%	7.02%	Y
Education Program Coord	14	9	64.29%	59.61%	N	0	0.00%	8.92%	Y
Information Technologists/Mg	25	10	40.00%	38.25%	N	4	16.00%	17.61%	Y
Management Support Services	16	8	50.00%	51.03%	Y	0	0.00%	7.51%	Y
Recreation Services	8	3	37.50%	38.05%	Y	0	0.00%	6.50%	Y
Safety/Security Services	9	1	11.11%	23.00%	Y	0	0.00%	9.34%	Y
Senior Scientists	9	7	77.78%	53.61%	N	0	0.00%	13.92%	Y
Senior Support Assistance	27	24	88.89%	82.12%	N	0	0.00%	7.25%	Y
Supervisory Management	30	21	70.00%	46.19%	N	0	0.00%	7.74%	Y
Total	236								

Utilization Analysis
Comparing Incumbency to Availability
Instructional Staff

		Female				Minority			
		Utilization		Availability	Establish Goal? Y/N	Utilization		Availability	Establish Goal? Y/N
Job Group	Total Employees in Job Group	Number Female	Percent Female	Percent Female		Number Minority	Percent Minority	Percent Minority	
Professor	53	28	52.83%	49.09%	N	9	16.98%	11.31%	N
Associate Professor	39	23	58.97%	49.09%	N	3	7.69%	11.31%	Y
Assistant Professor	26	14	53.85%	49.09%	N	5	20.00%	11.31%	N
Lecturer	3	2	66.67%	49.09%	N	1	33.33%	11.31%	N
Total	121								

Plymouth State University
Utilization Analysis
Comparing Incumbency to Availability
Non-Instructional Staff

		Female				Minority			
		Utilization		Availability		Utilization		Availability	
Job Group	Total Employees in Job Group	Number Female	Percent Female	Percent Female	Establish Goal? Y/N	Number Minority	Percent Minority	Percent Minority	Establish Goal? Y/N
Academic Administrators, CEOs, Executives and Executives Mgmt	11	4	36.36%	57.40%	Y	1	9.09%	6.12%	N
Administrative Support Service	14	11	78.57%	57.12%	N	1	7.14%	5.83%	N
Crafts & Trades	15	2	13.33%	4.64%	N	0	0.00%	4.19%	Y
Custodial/Grounds	19	5	26.32%	28.49%	Y	1	5.26%	8.42%	Y
Educational Advising Services	28	24	85.71%	69.40%	N	3	10.71%	8.35%	N
Housing Services	9	5	55.56%	63.42%	Y	1	11.11%	9.81%	N
Information Technologists/Mgmt	7	3	42.86%	38.83%	N	0	0.00%	20.55%	Y
Librarians	4	3	75.00%	83.38%	Y	0	0.00%	2.77%	Y
Management Support Services	25	18	72.00%	55.45%	N	0	0.00%	9.82%	Y
Media/Print/Communications Ser	10	5	50.00%	61.14%	Y	0	0.00%	14.62%	Y
Recreation Services	10	2	20.00%	41.82%	Y	0	0.00%	11.83%	Y
Senior Support Assistance	45	37	82.22%	78.00%	N	2	4.44%	8.14%	Y
Supervisory Management	29	14	48.28%	38.23%	N	1	3.45%	6.28%	Y
Total	226								

Utilization Analysis
Comparing Incumbency to Availability
Instructional Staff

		Female				Minority			
		Utilization		Availability		Utilization		Availability	
Job Group	Total Employees in Job Group	Number Female	Percent Female	Percent Female	Establish Goal? Y/N	Number Minority	Percent Minority	Percent Minority	Establish Goal? Y/N
Professor	55	24	46.15%	49.09%	Y	6	11.54%	11.31%	N
Associate Professor	44	28	62.79%	49.09%	N	7	16.28%	11.31%	N
Assistant Professor	30	17	56.67%	49.09%	N	5	16.67%	11.31%	N
Instructor	1	1	100.00%	49.09%	N	0	0.00%	11.31%	Y
Lecturer	37	18	48.65%	49.09%	Y	6	16.22%	11.31%	N
Total	167								

University System of New Hampshire
Utilization Analysis
Comparing Incumbency to Availability
Non-Instructional Staff

		Female				Minority			
		Utilization		Availability	Establish Goal? Y/N	Utilization		Availability	Establish Goal? Y/N
Job Group	Total Employees in Job Group	Number Female	Percent Female	Percent Female		Number Minority	Percent Minority	Percent Minority	
Administrative Support Service	10	9	90.00%	55.49%	N	2	20.00%	13.00%	N
Business Services Support	26	24	92.31%	90.57%	N	3	11.54%	4.92%	N
CEOs and Executives and Executive Mgmt	10	4	50.00%	55.72%	Y	1	0.00%	44.36%	Y
Educational Advising & Financial Mgt Services	21	17	80.95%	57.89%	N	1	4.76%	5.18%	Y
Financial Specialist Services	12	10	83.33%	56.46%	N	1	8.33%	6.91%	N
Management Support Services	7	6	100.00%	55.89%	N	2	25.00%	11.22%	N
Supervisory Management	6	5	83.33%	45.34%	N	0	0.00%	11.93%	Y
Total	92								

University of New Hampshire
Utilization Analysis
Comparing Incumbency to Availability
Non-Instructional Staff

		Female				Minority			
		Utilization		Availability	Establish Goal? Y/N	Utilization		Availability	Establish Goal? Y/N
Job Group	Total Employees in Job Group	Number Female	Percent Female	Percent Female	Establish Goal? Y/N	Number Minority	Percent Minority	Percent Minority	Establish Goal? Y/N
Academic Administrators	31	18	58.06%	64.93%	Y	2	6.45%	6.90%	Y
Administrative Support Service	55	40	72.73%	61.99%	N	5	9.09%	7.48%	N
Agricultural Services	11	5	45.45%	42.44%	N	1	9.09%	10.96%	Y
Building/Grounds Maint Manage	10	1	10.00%	7.07%	N	1	10.00%	3.21%	N
Business Services Support	12	10	83.33%	91.91%	Y	0	0.00%	4.30%	Y
CEOs and Executives	11	7	63.64%	51.91%	N	2	18.18%	6.57%	N
Construction/Architect Service	11	3	27.27%	15.16%	N	0	0.00%	4.38%	Y
Crafts & Trades - Non-Supervis	56	5	8.93%	2.84%	N	3	5.36%	4.52%	N
Custodial/Grounds	65	39	60.00%	40.74%	N	29	44.62%	11.36%	N
Educational Advising Services	68	53	77.94%	70.03%	N	9	13.24%	8.27%	N
Education Program Coord	65	52	80.00%	61.63%	N	5	7.69%	8.27%	Y
Executive Management	66	27	40.91%	44.08%	Y	6	9.09%	7.34%	N
Extension Educators	97	67	69.07%	61.43%	N	5	5.15%	8.27%	Y
Financial Management Services	55	47	85.45%	48.65%	N	4	7.27%	5.41%	N
Financial Specialist Services	29	20	68.97%	47.35%	N	4	13.79%	6.86%	N
Food & Beverage Management	16	9	56.25%	53.58%	N	0	0.00%	5.18%	Y
Food & Beverage Services	44	25	56.82%	43.70%	N	13	29.55%	13.04%	N
General Support Assistance	6	2	33.33%	61.38%	Y	1	16.67%	10.09%	N
Housing Services	14	7	50.00%	54.64%	Y	0	0.00%	10.60%	Y
Information Technologists/Mg	222	69	31.08%	38.05%	Y	22	9.91%	19.53%	Y
Information Technology Support	45	17	37.78%	81.72%	Y	3	6.67%	8.68%	Y
Instructional Services	16	14	93.33%	88.45%	N	1	6.67%	6.09%	N
Librarians	12	11	91.67%	83.38%	N	2	16.67%	2.77%	N
Management Support Services	60	42	70.00%	58.49%	N	2	3.33%	7.29%	Y
Materials/Transportation Ser	15	3	20.00%	50.83%	Y	0	0.00%	8.13%	Y
Media/Print/Communications Ser	57	40	70.18%	55.70%	N	0	0.00%	24.69%	Y
Medical/Health Counseling Ser	23	21	91.30%	82.26%	N	2	8.70%	5.81%	N
Professional Engineering Ser	56	13	23.21%	8.43%	N	6	10.71%	16.94%	Y
Recreation Services	56	20	35.71%	39.18%	Y	6	10.71%	7.02%	N
Research Faculty/Librarian/Law	112	57	50.89%	49.09%	N	31	27.68%	11.31%	N
Research Specialists Informat	27	18	66.67%	29.09%	N	4	14.81%	9.40%	N
Safety/Security Services	10	5	62.50%	31.25%	N	1	12.50%	8.10%	N
Sales/Fundraising Services	50	36	72.00%	76.93%	Y	4	8.00%	6.65%	N
Scientists	11	4	36.36%	53.61%	Y	1	9.09%	13.92%	Y
Senior Scientists	40	14	35.00%	52.38%	Y	9	22.50%	13.74%	N
Senior Support Assistance	236	208	91.23%	80.39%	N	11	4.82%	8.04%	Y
Senior Technicians	17	9	52.94%	37.79%	N	2	11.76%	8.36%	N
Supervisory Crafts & Trades	10	1	10.00%	6.04%	N	1	10.00%	4.24%	N
Supervisory Custodial/Grounds	9	6	66.67%	33.06%	N	1	11.11%	15.98%	Y
Supervisory Management	232	169	72.84%	41.72%	N	23	9.91%	10.44%	Y
Supervisory Safety/Security Se	17	0	0.00%	47.24%	Y	3	17.65%	3.65%	N
Technical Specialists	16	7	43.75%	47.24%	Y	0	0.00%	7.63%	Y
Total	2071								

University of New Hampshire
Utilization Analysis
Comparing Incumbency to Availability
Instructional Staff

		Female				Minority			
		Utilization		Availability		Utilization		Availability	
Job Group	Total Employees in Job Group	Number Female	Percent Female	Percent Female	Establish Goal? Y/N	Number Minority	Percent Minority	Percent Minority	Establish Goal? Y/N
Professor	173	66	38.15%	49.09%	Y	22	12.72%	11.31%	N
Associate Professor	194	107	55.15%	49.09%	N	39	20.10%	11.31%	N
Assistant Professor	178	115	64.61%	49.09%	N	53	29.78%	11.31%	N
Lecturer	160	84	52.50%	49.09%	N	18	11.25%	11.31%	Y
Total	705								

University of New Hampshire at Manchester
Utilization Analysis
Comparing Incumbency to Availability
Non-Instructional Staff

		Female				Minority			
		Utilization		Availability		Utilization		Availability	
Job Group	Total Employees in Job Group	Number Female	Percent Female	Percent Female	Establish Goal? Y/N	Number Minority	Percent Minority	Percent Minority	Establish Goal? Y/N
Academic Administrators and Management	12	8	66.67%	54.38%	N	0	0.00%	10.40%	Y
Administrative Support Service	9	8	88.89%	79.23%	N	0	0.00%	6.54%	Y
Educational Advising Services	9	7	87.50%	63.50%	N	0	0.00%	7.31%	Y
Education Program Coord	8	8	100.00%	68.54%	N	0	0.00%	6.92%	Y
Service Occupations	4	3	75.00%	47.41%	N	0	0.00%	17.49%	Y
Total	42								

Utilization Analysis
Comparing Incumbency to Availability
Instructional Staff

		Female				Minority			
		Utilization		Availability		Utilization		Availability	
Job Group	Total Employees in Job Group	Number Female	Percent Female	Percent Female	Establish Goal? Y/N	Number Minority	Percent Minority	Percent Minority	Establish Goal? Y/N
Professor	3	1	33.33%	49.09%	Y	0	0.00%	11.31%	Y
Associate Professor	20	8	40.00%	49.09%	Y	1	5.00%	11.31%	Y
Assistant Professor	8	4	50.00%	49.09%	N	1	12.50%	11.31%	N
Lecturer	13	5	38.46%	49.09%	Y	1	7.69%	11.31%	Y
Total	44								

UNH Franklin Pierce School of Law
Utilization Analysis
Comparing Incumbency to Availability
Non-Instructional Staff

		Female				Minority			
		Utilization		Availability		Utilization		Availability	
Job Group	Total Employees in Job Group	Number Female	Percent Female	Percent Female	Establish Goal? Y/N	Number Minority	Percent Minority	Percent Minority	Establish Goal? Y/N
Academic Administrators & Management	7	5	71.43%	56.64%	N	1	14.29%	38.18%	Y
Administrative, Educational and Support Service	20	15	75.00%	69.86%	N	1	5.00%	8.36%	Y
Total	27								

UNH Franklin Pierce School of Law
Utilization Analysis
Comparing Incumbency to Availability
Instructional Staff

		Female				Minority			
		Utilization		Availability		Utilization		Availability	
Job Group	Total Employees in Job Group	Number Female	Percent Female	Percent Female	Establish Goal? Y/N	Number Minority	Percent Minority	Percent Minority	Establish Goal? Y/N
Professor	11	3	27.27%	49.09%	Y	0	0.00%	11.31%	Y
Associate Professor	3	2	66.67%	49.09%	N	0	0.00%	11.31%	Y
Assistant Professor	7	4	57.14%	49.09%	N	1	14.29%	11.31%	N
Lecturer	5	3	60.00%	49.09%	N	0	0.00%	11.31%	Y
Total	26								