

# AFFIRMATIVE ACTION PLAN

2018-2019

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 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).

USNH 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 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**

It is the policy of 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 pursuant to, but not limited to, Federal Executive Orders 11246 and 11375 and RSA 345A (1965) of the General Laws of New Hampshire, and Section 503 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and amendments of 2008.

### **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](http://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 will administer a campus climate survey in spring 2019, asking all students, staff, and faculty to share their perspectives on what it is like to live, learn, and work at UNH. The survey, facilitated by the consulting firm Rankin and Associates (R&A), will ask about experiences related to current attitudes, behaviors, standards, and practices of employees and students. The results of the survey will be shared with the campus community.

For more information on the future of UNH, please refer to President James W. Dean Jr. "Four Strategic Priorities" by accessing the link <https://www.unh.edu/main/future-of-unh#studentwb>

## **Plymouth State University**

Leadership in Academic Affairs, Student Affairs, and Human Resources identified the need for a more integrated, community-based approach to diversity and inclusion. To that end, they sought to bring together a working group of individuals with a particular interest and unique perspective on diversity and inclusion. Those participating represent Academic Affairs, Student Affairs, and Human Resources as well as the Plymouth community at large. At present, the group is developing an approach to assessing the support needs and desires are of our students, faculty, and staff. This assessment will inform an integrated approach to addressing those needs. The vision is to engage campus and community members in shaping and implementing diversity and inclusion related activities.

## **Keene State College**

Keene State has made important strategic investments related to diversity and inclusion and sustaining a respectful working and learning environment. Positions added to the institution since 2010 include a coordinator for special student programs working with minority and underrepresented students; a Title IX Coordinator as well as a primary investigator for harassment complaints regarding employees; and a part-time staff position committed to supporting LGBTQ students. A newly established position is responsible for Employee Development and Training and has expanded mandatory training relative to Title IX.

A robust Campus Commission for Diversity, Equity, and Inclusiveness supports "Safe Space" training and special topical events such as supporting transgendered members of the community. To assess our campus culture, Keene State has developed and administered a Campus Climate Survey in 2011 and again in 2014. The results are informing the strategic priorities for affirmative action planning and education for the coming years.

One last note is the College's new web page for Diversity and Multiculturalism which combines various policies, programs, and offices from across campus into a single point of reference.

## **Granite State College**

GSC's learning centers throughout the state provide employment opportunities to diverse parts of New Hampshire's population. Its pool of adjunct faculty includes more than 500 individuals of diverse age, gender, sexual orientation, color, and veteran status. GSC tailors its recruitment to make use of the skills in local populations.



## **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 - Affirmative Action and Equity Office**

The University of New Hampshire has an office responsible for Affirmative Action, Diversity, and Non-Discrimination and equal employment compliance. Because of the specialized expertise of its staff, this office also serves as a system-wide consultant for the Chancellor's office and the other institutions of the University System. This office additionally:

- Trains and disseminates Affirmative Action plans/goals at the University of New Hampshire;
- Provides consultation and expertise in ADA Amendments Act of 2008 (ADAAA) and Section 504 of the Rehabilitation Act compliance for faculty, staff, and students;
- Provides consultation and expertise in equal employment laws, Title IX and campus initiatives aimed at creating a diverse, welcoming and equitable campus;
- Provides institutional direction for Affirmative Action compliance in searches and advertising; and
- Investigates and deals with complaints of discrimination, discriminatory and sexual harassment.

#### **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 time-frames, 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:

$20$  (# of positions)  $\times$   $.20$  (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, Professional, Administrative, Technical, and Operating Staff, 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.

Availability of women and minorities was determined by using the following factors:

1. The percentage of minorities and women in the civilian labor force in the immediate labor areas as described in the 2010 US Census data.
2. The percentage of minorities and women with requisite skills in the immediate labor area.

The factors were weighted, with the weights adding up to 100% for each job group.

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

- U.S. Census Bureau, Data by EEO Occupation Codes used for staff availability statistics

The determination of expected utilization of women and minorities in these job groups follows a similar procedure as outlined in the previous discussion for instructional staff.



## **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).

# Annual Availability & Goals

## Non-Instructional Staff

Goals established in the following pages should be considered for any employment activity during Academic Years 2018 - 2019

### Legend for Availability & Goals Charts:

All: Number of positions

F: Number of positions occupied by females

M: Number of positions occupied by minorities

F%: Proportion of woman in relevant labor market

Min%: Proportion of minorities in relevant labor market

F Calc.: Number of positions that women should occupy

Min Calc.: Number of positions that minorities should occupy

Granite State College  
Annual Availability and Goals  
Non-Instructional Staff  
2018-2019

Job Groups	Current Workforce			Utilization Analysis		Availability Data				Goals	
	All	#F	#Min	F%	Min.%	F%	Min%	F. Calc	Min. Calc.	F	Min.
Executive, Administrative and Managerial	5	3	0	60%	0%	48.2%	20.8%	2	1	0	1
Supervisory Management	14	10	0	71%	0%	52.0%	4.4%	7	1	0	1
Instructional Support	22	19	0	86%	0%	69.3%	5.9%	15	1	0	1
Administrative and Management Specialties	15	11	1	73%	7%	87.1%	3.9%	13	1	2	0
Media/Communication Specialists	4	4	0	100%	0%	0.0%	0.0%	0	0	0	0
Information Technology and Research Specialists	12	5	0	42%	0%	26.2%	17.8%	3	2	0	2
Financial Specialists	4	3	0	75%	0%	52.6%	6.0%	2	0	0	0
Technical and Paraprofessional	2	0	0	0%	0%	0.0%	0.0%	0	0	0	0
Administrative and Office Support	17	15	4	88%	24%	52.6%	6.0%	9	1	0	0
Faculty	15	15	1	100%	7%	49.8%	11.8%	7	2	0	1
<b>Total</b>	<b>110</b>	<b>85</b>	<b>6</b>	<b>77%</b>	<b>5%</b>			<b>Total Goals</b>		<b>2</b>	<b>6</b>

Veterans		
Total	# Veterans	Goal
110	3	4

Keene State College  
Annual Availability and Goals  
Non-Instructional Staff  
2018-2019

Job Groups	Current Workforce			Utilization Analysis		Availability Data				Goals		
	All	#F	#Min	F%	Min.%	F%	Min%	F. Calc	Min. Calc.	F	Min.	
Executive, Administrative and Managerial	22	16	2	73%	9%	54%	22%	12	5	0	3	
Supervisory Management	23	13	0	57%	0%	50%	20%	12	5	0	5	
Instructional Support	24	17	1	71%	4%	63%	5%	15	1	0	0	
Instructional Services	17	15	0	88%	0%	72%	6%	12	1	0	1	
Administrative and Management Specialties	21	15	0	71%	0%	65%	9%	14	2	0	2	
Media/Communication Specialists	9	4	0	44%	0%	51%	6%	5	0	1	0	
Information Technology and Research Specialists	28	14	3	50%	11%	26%	18%	7	5	0	2	
Financial Specialists	8	8	0	100%	0%	54%	8%	4	1	0	1	
Food and Housing Professional Services	5	4	0	80%	0%	43%	19%	2	1	0	1	
Facilities and Construction Management	2	0	0	0%	0%	0%	0%	0	0	0	0	
Recreational Services	18	10	0	56%	0%	43%	19%	8	3	0	3	
Sales and Fundraising	4	3	0	75%	0%	72%	10%	3	0	0	0	
Medical and Health Counseling Services	10	7	1	70%	10%	63%	6%	6	1	0	0	
Technical and Safety Specialists	8	5	0	63%	0%	27%	13%	2	1	0	1	
Technical and Paraprofessional	13	8	0	62%	0%	64%	5%	8	1	0	1	
Administrative and Office Support	58	50	3	86%	5%	84%	4%	49	2	0	0	
Crafts/Trades	21	1	4	5%	19%	2%	3%	0	1	0	0	
Safety Service	12	3	2	25%	17%	15%	8%	2	1	0	0	
Custodial/Grounds	6	0	1	0%	17%	11%	7%	1	0	1	0	
<b>Total</b>	<b>309</b>	<b>193</b>	<b>17</b>	<b>62%</b>	<b>6%</b>					<b>Total Goals</b>	<b>2</b>	<b>20</b>

Veterans		
Total	# Veterans	Goal
309	7	13

Plymouth State University  
Annual Availability and Goals  
Non-Instructional Staff  
2018-2019

Job Groups	Current Workforce			Utilization Analysis		Availability Data				Goals	
	All	#F	#Min	F%	Min.%	F%	Min%	F. Calc	Min. Calc.	F	Min.
Executive, Administrative and Managerial	17	11	1	65%	6%	52%	21%	9	4	0	3
Supervisory Management	22	12	0	55%	0%	57%	20%	13	4	1	4
Instructional Support	27	20	2	74%	7%	69%	5%	19	1	0	0
Instructional Services	9	8	0	89%	0%	80%	5%	7	0	0	0
Administrative and Management Specialties	20	15	0	75%	0%	59%	11%	12	2	0	2
Media/Communication Specialists	11	5	0	45%	0%	46%	6%	5	1	0	1
Information Technology and Research Specialists	35	12	2	34%	6%	26%	18%	9	6	0	4
Financial Specialists	8	4	0	50%	0%	55%	6%	4	0	0	0
Food and Housing Professional Services	9	5	0	56%	0%	50%	25%	5	2	0	2
Facilities and Construction Management	2	0	0	0%	0%	9%	2%	0	0	0	0
Recreational Services	11	1	0	9%	0%	32%	18%	3	2	2	2
Sales and Fundraising	4	2	1	50%	25%	72%	10%	3	0	1	0
Medical and Health Counseling Services	8	4	0	50%	0%	58%	10%	5	1	1	1
Technical and Safety Specialists	4	3	0	75%	0%	27%	13%	1	1	0	1
Technical and Paraprofessional	12	6	0	50%	0%	69%	11%	8	1	2	1
Administrative and Office Support	72	67	1	93%	1%	82%	3%	59	2	0	1
Crafts/Trades	18	2	0	11%	0%	3%	3%	0	0	0	0
Safety Service	8	2	0	25%	0%	7%	1%	1	0	0	0
Custodial/Grounds	47	24	3	51%	6%	20%	6%	10	3	0	0
Transportation	2	0	0	0%	0%	9%	2%	0	0	0	0
<b>Total</b>	<b>346</b>	<b>203</b>	<b>10</b>	<b>59%</b>	<b>3%</b>			<b>Total Goals</b>		<b>7</b>	<b>22</b>

Veterans		
Total	# Veterans	Goal
346	18	4

University System of New Hampshire - System Office  
 Annual Availability and Goals  
 Non-Instructional Staff  
 2018-2019

Job Groups	Current Workforce			Utilization Analysis		Availability Data				Goals	
	All	#F	#Min	F%	Min.%	F%	Min%	F. Calc	Min. Calc.	F	Min.
Executive, Administrative and Managerial	13	6	0	46%	0%	41%	20%	5	3	0	3
Supervisory Management	4	2	0	50%	0%	55%	22%	2	1	0	1
Administrative and Management Specialties	10	9	1	90%	10%	59%	5%	6	1	0	0
Information Technology and Research Specialists	12	7	0	58%	0%	31%	20%	4	2	0	2
Financial Specialists	20	15	1	75%	5%	50%	4%	10	1	0	0
Technical and Paraprofessional	1	0	0	0%	0%	18%	4%	0	0	0	0
Administrative and Office Support	16	14	0	88%	0%	90%	3%	14	0	0	0
<b>Total</b>	<b>76</b>	<b>53</b>	<b>2</b>	<b>70%</b>	<b>3%</b>			<b>Total Goals</b>		<b>0</b>	<b>6</b>

Veterans		
Total	# Veterans	Goal
76	2	3

University of New Hampshire  
Annual Availability and Goals  
2018-2019

Job Groups	Current Workforce			Utilization Analysis		Availability Data				Goals			
	All	#F	#Min	F%	Min.%	F%	Min%	F. Calc	Min. Calc.	F	Min.		
Executive, Administrative and Managerial	92	41	9	45%	10%	53%	22%	48	20	7	11		
Supervisory Management	218	141	6	65%	3%	51%	22%	111	47	0	41		
Instructional Support	125	101	15	81%	12%	79%	6%	99	7	0	0		
Instructional Services	24	22	0	92%	0%	69%	6%	17	2	0	2		
Administrative and Management Specialties	113	78	7	69%	6%	51%	6%	57	6	0	0		
Media/Communication Specialists	58	42	1	72%	2%	57%	6%	33	3	0	2		
Information Technology and Research Specialists	233	79	14	34%	6%	28%	19%	65	43	0	29		
Financial Specialists	72	63	5	88%	7%	51%	6%	37	4	0	0		
Food and Housing Professional Services	54	31	9	57%	17%	54%	25%	29	14	0	5		
Facilities and Construction Management	25	4	0	16%	0%	16%	2%	4	0	0	0		
Recreational Services	60	26	4	43%	7%	32%	18%	19	11	0	7		
Sales and Fundraising	15	12	1	80%	7%	72%	10%	11	2	0	1		
Medical and Health Counseling Services	40	29	4	73%	10%	67%	6%	27	2	0	0		
Professional Engineering Services	45	8	2	18%	4%	10%	11%	5	5	0	3		
Research Scientists	51	14	8	27%	16%	37%	33%	19	17	5	9		
Technical and Safety Specialists	19	8	1	42%	5%	27%	13%	5	2	0	1		
Technical and Paraprofessional	81	48	6	59%	7%	56%	6%	46	5	0	0		
Administrative and Office Support	371	337	20	91%	5%	86%	4%	319	15	0	0		
Crafts/Trades	46	4	3	9%	7%	5%	3%	2	1	0	0		
Safety Service	26	6	3	23%	12%	23%	3%	6	1	0	0		
Custodial/Grounds	90	52	16	58%	18%	23%	6%	20	5	0	0		
Food Service	95	59	16	62%	17%	48%	10%	46	9	0	0		
Transportation	14	1	0	7%	0%	40%	5%	6	1	5	1		
<b>Total</b>	<b>1,967</b>	<b>1,206</b>	<b>150</b>	<b>61%</b>	<b>8%</b>					<b>Total Goals</b>		<b>17</b>	<b>112</b>

Veterans		
Total	# Veterans	Goal
1,967	17	109

# Annual Availability & Goals

## Instructional Staff

Goals established in the following pages should be considered for any employment activity during Academic Years 2018-2019

### Legend for Availability & Goals Charts:

All: Number of positions

F: Number of positions occupied by females

M: Number of positions occupied by minorities

F%: Proportion of woman in relevant labor market

Min%: Proportion of minorities in relevant labor market

F Calc: Number of positions that women should occupy

Min Calc: Number of positions that minorities should occupy



Keene State College  
Annual Availability and Goals  
Tenure Track Instructional Staff  
2018-2019

<i>Arts, Education and Culture</i>											
<i>Department</i>	<i>Current Workforce</i>			<i>Utilization Analysis</i>		<i>Availability Data</i>				<i>Goals</i>	
	All	#F	#Min	F%	Min.%	F%	Min%	F. Calc	Min. Calc.	F	Min.
Art	8	1	1	13%	13%	54%	13%	4	1	3	0
Communication, Journalism, Philosophy	16	8	2	50%	13%	58%	17%	9	3	1	1
Education	15	10	2	67%	13%	68%	31%	10	5	0	3
English	10	6	2	60%	20%	62%	14%	6	1	0	0
Film Studies	6	4	1	67%	17%	66%	17%	4	1	0	0
History	7	2	0	29%	0%	45%	15%	3	1	1	1
Library	4	2	0	50%	0%	81%	21%	3	1	1	1
Modern Languages	4	1	1	25%	25%	60%	17%	2	1	1	0
Music	7	3	1	43%	14%	54%	13%	4	1	1	0
Theater and Dance	5	4	0	80%	0%	54%	13%	3	1	0	1
Women's/ Gender Studies	3	3	2	100%	67%	63%	37%	2	1	0	0
<b>Total Tenure Track Instructional Staff</b>	<b>85</b>	<b>44</b>	<b>12</b>	<b>52%</b>	<b>14%</b>			<b>Total Goals</b>		<b>8</b>	<b>7</b>

<i>Veterans</i>		
<i>Total Tenure Track Instructional Staff</i>	<i># Veterans</i>	<i>Goal</i>
85	1	4

Keene State College  
Annual Availability and Goals  
Tenure Track Instructional Staff  
2018-2019

<i>Science, Sustainability, and Health</i>											
Department	Current Workforce			Utilization Analysis		Availability Data				Goals	
	All	#F	#Min	F%	Min.%	F%	Min%	F. Calc	Min. Calc.	F	Min.
Architecture	4	2	0	50%	0%	42%	22%	2	1	0	1
Biology	7	5	0	71%	0%	53%	19%	4	1	0	1
Chemistry	6	1	1	17%	17%	33%	11%	2	1	1	0
Computer Science	6	3	3	50%	50%	22%	14%	1	1	0	0
Criminal Justice	1	1	0	100%	0%	46%	15%	0	0	0	0
Economics	5	2	0	40%	0%	47%	15%	2	1	0	1
Environmental Studies	4	2	0	50%	0%	33%	11%	1	0	0	0
Geography	4	1	0	25%	0%	47%	17%	2	1	1	1
Health Science	11	8	0	73%	0%	58%	29%	6	3	0	3
Management	9	6	1	67%	11%	42%	27%	4	2	0	1
Mathematics	7	3	0	43%	0%	28%	9%	2	1	0	1
Nursing Program	1	0	0	0%	0%	58%	29%	1	0	1	0
Physical Education	6	3	0	50%	0%	44%	13%	3	1	0	1
Physics	2	1	0	50%	0%	33%	11%	1	0	0	0
Political Science	3	0	0	0%	0%	47%	15%	1	0	1	0
Psychology	10	4	4	40%	40%	74%	22%	7	2	3	0
Safety / SOHAS	6	2	0	33%	0%	49%	15%	3	1	1	1
Sociology	7	2	1	29%	14%	47%	15%	3	1	1	0
<b>Total Tenure Track Instructional Staff</b>	<b>99</b>	<b>46</b>	<b>10</b>	<b>46%</b>	<b>10%</b>			<b>Total Goals</b>		<b>9</b>	<b>11</b>

Veterans		
Total Tenure Track Instructional Staff	# Veterans	Goal
99	1	5

Plymouth State University  
Annual Availability and Goals  
Tenure Track Instructional Staff  
2018-2019

<i>College of Arts and Sciences</i>											
<i>Department</i>	<i>Current Workforce</i>			<i>Utilization Analysis</i>		<i>Availability Data</i>				<i>Goals</i>	
	All	#F	#Min	F%	Min.%	F%	Min%	F. Calc.	Min. Calc.	F	Min.
Art	8	3	1	38%	13%	66%	17%	5	1	2	0
Atmospheric Sciences and Chemistry	8	2	2	25%	25%	33%	11%	3	1	1	0
Biological Sciences	8	4	1	50%	13%	53%	19%	4	2	0	1
Communication and Media	8	6	1	75%	13%	58%	17%	5	1	0	0
Computer Science and Technology	5	0	3	0%	60%	22%	14%	1	1	1	0
English	10	7	0	70%	0%	62%	14%	6	1	0	1
Center for the Environment and Environmental Science and Policy	5	3	0	60%	0%	53%	19%	3	1	0	1
History and Philosophy	7	4	1	57%	14%	38%	15%	3	1	0	0
Language and Linguistics	4	2	1	50%	25%	60%	17%	2	1	0	0
Mathematics	7	2	0	29%	0%	28%	9%	2	1	0	1
Music, Theatre and Dance	8	2	0	25%	0%	54%	13%	4	1	2	1
Psychology	6	3	0	50%	0%	74%	22%	4	1	1	1
Social Science	10	3	1	30%	10%	47%	15%	5	1	2	0
<b>Total Tenure Track Instructional Staff</b>	<b>94</b>	<b>41</b>	<b>11</b>	<b>44%</b>	<b>12%</b>			<b>Total Goals</b>		<b>9</b>	<b>6</b>

<i>Veterans</i>		
<i>Total Tenure Track Instructional Staff</i>	<i># Veterans</i>	<i>Goal</i>
94	3	3

<i>College of Business Administration</i>											
<i>Department</i>	<i>Current Workforce</i>			<i>Utilization Analysis</i>		<i>Availability Data</i>				<i>Goals</i>	
	All	#F	#Min	F%	Min.%	F%	Min%	F. Calc.	Min. Calc.	F	Min.
Business	22	7	5	32%	23%	42%	27%	9	6	2	1
<b>Total Tenure Track Instructional Staff</b>	<b>22</b>	<b>7</b>	<b>5</b>	<b>32%</b>	<b>23%</b>			<b>Total Goals</b>		<b>2</b>	<b>1</b>

<i>Veterans</i>		
<i>Total Tenure Track Instructional Staff</i>	<i># Veterans</i>	<i>Goal</i>
22	2	0

Plymouth State University  
Annual Availability and Goals  
Tenure Track Instructional Staff  
2018-2019

<i>College of Education, Health &amp; Human Services</i>											
Department	Current Workforce			Utilization Analysis		Availability Data				Goals	
	All	#F	#Min	F%	Min.%	F%	Min%	F. Calc.	Min. Calc.	F	Min.
Education	21	14	0	67%	0%	68%	31%	14	6	0	6
Criminal Justice	6	3	1	50%	17%	46%	15%	3	1	0	0
Health and Human Performance	17	12	0	71%	0%	44%	13%	7	2	0	2
Nursing	1	1	0	100%	0%	58%	29%	1	0	0	0
Social Work	3	3	1	100%	33%	62%	28%	2	1	0	0
<b>Total Tenure Track Instructional Staff</b>	<b>48</b>	<b>33</b>	<b>2</b>	<b>69%</b>	<b>4%</b>					<b>Total Goals</b>	<b>8</b>

Veterans		
Total Tenure Track Instructional Staff	# Veterans	Goal
48	1	2

<i>University Library</i>											
Department	Current Workforce			Utilization Analysis		Availability Data				Goals	
	All	#F	#Min	F%	Min.%	F%	Min%	F. Calc.	Min. Calc.	F	Min.
Library	8	5	0	63%	0%	81%	21%	6	2	1	2
<b>Total Tenure Track Instructional Staff</b>	<b>8</b>	<b>5</b>	<b>0</b>	<b>63%</b>	<b>0%</b>					<b>Total Goals</b>	<b>2</b>

Veterans		
Total Tenure Track Instructional Staff	# Veterans	Goal
8	0	1

University of New Hampshire  
Annual Availability and Goals  
Tenure Track Instructional Staff  
2018-2019

College of Liberal Arts												
Department	Current			Utilization		Availability Data				Goals		
	All	#F	#Min	F%	Min.%	F%	Min%	F. Calc	Min. Calc.	F	Min.	
Anthropology	5	4	0	80%	0%	47%	15%	2	1	0	1	
Art and Art History	11	7	2	64%	18%	54%	13%	6	1	0	0	
Classics, Humanities and Italian Studies	11	4	1	36%	9%	60%	17%	7	2	3	1	
Communication	13	8	1	62%	8%	57%	17%	7	2	0	1	
Education	14	8	4	57%	29%	68%	31%	9	4	1	0	
English	32	21	8	66%	25%	62%	14%	20	5	0	0	
Geography	3	2	1	67%	33%	47%	15%	1	0	0	0	
History	21	12	3	57%	14%	45%	15%	9	3	0	0	
Language, Literature and Cultures	14	8	4	57%	29%	60%	14%	8	2	0	0	
Music	17	4	0	24%	0%	54%	13%	9	2	5	2	
Philosophy	8	3	1	38%	13%	30%	14%	2	1	0	0	
Political Science	13	8	1	62%	8%	47%	15%	6	2	0	1	
Psychology	18	7	1	39%	6%	74%	22%	13	4	6	3	
Sociology	12	5	1	42%	8%	47%	15%	6	2	1	1	
Theatre and Dance	9	4	1	44%	11%	54%	13%	5	1	1	0	
Women's Studies	1	1	1	100%	100%	63%	37%	1	0	0	0	
<b>Total Tenure Track Instructional Staff</b>	<b>202</b>	<b>106</b>	<b>30</b>	<b>52%</b>	<b>15%</b>					<b>Total Goals</b>	<b>17</b>	<b>10</b>

Veterans		
Total Tenure Track Instructional Staff	# Veterans	Goal
202	0	13

University of New Hampshire  
 Annual Availability and Goals  
 Tenure Track Instructional Staff  
 2018-2019

College of Life Sciences and Agriculture											
Department	Current Workforce			Utilization Analysis		Availability Data				Goals	
	All	#F	#Min	F%	Min.%	F%	Min%	F. Calc	Min. Calc.	F	Min.
Agriculture, Nutrition and Food Systems	12	4	2	33%	17%	53%	19%	6	2	2	0
Biological Sciences	18	7	4	39%	22%	53%	19%	10	3	3	0
Molecular, Cellular, Biomedical	18	7	5	39%	28%	53%	19%	10	3	3	0
Natural Resources & Environment	24	8	1	33%	4%	46%	11%	11	3	3	2
Thompson School of Applied Science	7	2	0	29%	0%	46%	11%	3	1	1	1
<b>Total Tenure Track Instructional Staff</b>	<b>79</b>	<b>28</b>	<b>12</b>	<b>35%</b>	<b>15%</b>					<b>Total Goals</b>	<b>12 3</b>

Veterans		
Total Tenure Track Instructional Staff	# Veterans	Goal
79	2	3

University of New Hampshire  
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 Tenure Track Instructional Staff  
 2018-2019

College of Health and Human Services											
Department	Current Workforce			Utilization		Availability Data				Goals	
	All	#F	#Min	F%	Min.%	F%	Min%	F. Calc	Min. Calc.	F	Min.
Communication Sciences and Disorders	5	3	0	60%	0%			0.0	0.0	0	0
Health Management and Policy	7	3	0	43%	0%			0.0	0.0	0	0
Human Development and Family Studies	7	7	0	100%	0%			0.0	0.0	0	0
Kinesiology	12	4	0	33%	0%			0.0	0.0	0	0
Nursing	8	8	0	100%	0%			0.0	0.0	0	0
Occupational Therapy	7	5	3	71%	43%			0.0	0.0	0	0
Recreation Management and Policy	6	4	0	67%	0%			0.0	0.0	0	0
Social Work	10	6	3	60%	30%			0.0	0.0	0	0
<b>Total Tenure Track Instructional Staff</b>	<b>62</b>	<b>40</b>	<b>6</b>	<b>65%</b>	<b>10%</b>			<b>Total Goals</b>		<b>0</b>	<b>0</b>

Veterans		
Total Tenure Track Instructional Staff	# Veterans	Goal
62	1	3

University of New Hampshire  
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College of Engineering and Physical Sciences											
Department	Current			Utilization		Availability Data				Goals	
	All	#F	#Min	F%	Min.%	F%	Min%	F. Calc	Min. Calc.	F	Min.
Chemical Engineering	10	2	7	20%	70%	49%	15%	5	1	3	0
Chemistry	17	2	3	12%	18%	33%	17%	6	3	4	0
Civil and Environmental Engineering	18	7	4	39%	22%	22%	12%	4	2	0	0
Computer Science	10	3	3	30%	30%	22%	14%	2	1	0	0
Earth Sciences	17	6	0	35%	0%	66%	17%	11	3	5	3
Electrical & Computer Engineering	11	1	4	9%	36%	49%	15%	5	2	4	0
Mathematics and Statistics	18	7	5	39%	28%	28%	9%	5	2	0	0
Mechanical Engineering	16	3	2	19%	13%	22%	12%	4	2	1	0
Physics	26	5	3	19%	12%	66%	17%	17	4	12	1
<b>Total Tenure Track Instructional Staff</b>	<b>143</b>	<b>36</b>	<b>31</b>	<b>25%</b>	<b>22%</b>			<b>Total Goals</b>		<b>29</b>	<b>4</b>

Veterans		
Total Tenure Track Instructional Staff	# Veterans	Goal
143	4	5



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Peter T. Paul College of Business and Economics											
Department	Current			Utilization		Availability Data				Goals	
	All	#F	#Min	F%	Min.%	F%	Min%	F. Calc	Min. Calc.	F	Min.
Accounting & Finance	15	9	6	60%	40%	42%	27%	6	4	0	0
Decision Sciences	13	6	5	46%	38%	42%	27%	5	3	0	0
Economics	14	5	3	36%	21%	33%	11%	5	2	0	0
Hospitality Management	7	2	1	29%	14%	42%	27%	3	2	1	1
Management	13	5	3	38%	23%	42%	27%	5	3	0	0
Marketing	10	4	2	40%	20%	42%	27%	4	3	0	1
<b>Total Tenure Track Instructional Staff</b>	<b>72</b>	<b>31</b>	<b>20</b>	<b>43%</b>	<b>28%</b>			<b>Total Goals</b>		<b>1</b>	<b>2</b>

Veterans		
Total Tenure Track Instructional Staff	# Veterans	Goal
72	0	5

University of New Hampshire  
Annual Availability and Goals  
Tenure Track Instructional Staff  
2018-2019

Department	Current			Utilization		Availability Data				Goals	
	All	#F	#Min	F%	Min.%	F%	Min%	F. Calc	Min. Calc.	F	Min.
Library and Special Collections	14	12	2	86%	14%	81%	21%	11	3	0	1
<b>Total Faculty Librarians</b>	<b>14</b>	<b>12</b>	<b>2</b>	<b>86%</b>	<b>14%</b>			<b>Total Goals</b>		<b>0</b>	<b>1</b>

Veterans		
Total Faculty Librarians	# Veterans	Goal
14	0	1

*Note: Master's Degree Table Used for Librarians*

University of New Hampshire  
Annual Availability and Goals  
Tenure Track Instructional Staff  
2018-2019

University of New Hampshire at Manchester											
Department	Current Workforce			Utilization Analysis		Availability Data				Goals	
	All	#F	#Min	F%	Min.%	F%	Min%	F. Calc	Min. Calc.	F	Min.
Humanities	6	3	0	50%	0%	66%	17%	4	1	1	1
Natural and Social Sciences	9	4	0	44%	0%	56%	16%	5	1	1	1
Science & Technology	15	6	2	40%	13%	33%	11%	5	2	0	0
<b>Total Tenure Track Instructional Staff</b>	<b>30</b>	<b>13</b>	<b>2</b>	<b>43%</b>	<b>7%</b>			<b>Total Goals</b>		<b>2</b>	<b>2</b>

Veterans		
Total Tenure Track Instructional Staff	# Veterans	Goal
26	0	2

University of New Hampshire  
 Annual Availability and Goals  
 Tenure Track Instructional Staff  
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UNH School of Law											
Department	Current			Utilization		Availability Data				Goals	
	All	#F	#Min	F%	Min.%	F%	Min%	F. Calc	Min. Calc.	F	Min.
Law	16	5	1	31%	6%			0.0	0.0	0	0
<b>Total Tenure Track Instructional Staff</b>	<b>16</b>	<b>5</b>	<b>1</b>	<b>31%</b>	<b>6%</b>			<b>Total Goals</b>		<b>0</b>	<b>0</b>

Veterans		
Total Tenure Track Instructional Staff	# Veterans	Goal
16	0	1