



Educational Excellence Committee Meeting

March 20, 2025 | 8:30-10:30 AM

University of New Hampshire

Memorial Union Building, Strafford Room

105 Main Street, Durham

<https://unh.zoom.us/j/96399612558>

University System of New Hampshire

March 20, 2025 - Educational Excellence Committee Meeting

AGENDA - March 20, 2025 | 8:30-10:30

Zoom - <https://unh.zoom.us/j/96399612558>

Committee Membership

Chair M. Jacqueline Eastwood, Vice Chair Wayne Semprini, MJ Condon, Ehtan Dupuis, Frank Edelblut, Isabella Falcetti, Patrick Griffin, Shawn Jasper, Mackenzie Murphy, Christiana Thornton, David Westover, Anthony DiVito, Nathan Fredrickson, Tim Hoheneder, Sarah Thornhill, Matthew Winders

I. Call to Order | 5 min (8:30-8:35)

Chair
Eastwood

A. Quorum Sufficient to Conduct Business

B. NH Top Jobs

[Top NH Occupations 2022-2032 - 4](#)

II. Consent Agenda | 15 min (8:35-8:50)

Chair
Eastwood

A. Approval of Minutes

MOVED, that the October 24, 2024, meeting minutes be approved.

[Minutes - EdEx 10-24-2024 - 5](#)

B. Approval of UNH Faculty Appointment with Tenure

MOVED, on recommendation of President Chilton, that the Educational Excellence Committee recommend for approval by the Board of Trustees the appointment of one individual to the rank of professor with tenure at the University of New Hampshire, as presented in the supporting material.

[UNH Faculty Appt with Tenure - EdEx 032025 - 7](#)

C. Academic Program Changes

[Academic Program Changes - EdEx 032025 - 23](#)

D. Enterprise Risk Management Plans

[ERM Enrollment, Student Success - EdEx 032025 - 28](#)

III. Discussion

A. University System Student Board (USSB) | 20 min (8:50-9:10)

USSB

[USSB Report - EdEx 032025 - 33](#)

B. Enrollment Update | 20 min (9:10-9:30)

Kim DeRego,
Joanne
Landers, MB
Lufkin

[Spring 2025 Enrollment / Fall 2025 Admissions / Fall 2024
Destinations - 46](#)

C. Artificial Intelligence in Practice | 50 min (9:30-10:20)

Karen
Jennings,
Martha Burtis,
Marian
McCord

[AI Literacy, Pedagogy, and Research Transformation - 54](#)

IV. Other Business I 10 min (10:20-10:30)

V. Adjourn

NH Top Occupational Demand

Requiring Postsecondary Education



Top 12 occupations by education level with “Very Favorable Outlook” and highest average annual openings projected 2022 to 2032
 (NH Employment Security, Economic and Labor Market Information Bureau)

BACHELOR’S	with avg annual openings	PROG
Manager: General/Operations	1,537	K P U
Registered Nurse*	852	K P U
Software Developer	748	K P U
Accountant, Auditor	689	K P U
Marketing, Market Research Analyst	495	K P U
Human Resources Specialist	455	K U
Management Analyst	454	P U
Manager: Financial	403	K P U
Project Management Specialist	314	U
Manager: Computer/Info Systems	310	P U
Counselor: Mental Health, Subst Abuse	268	U
Sales Rep: Manufacturing, Tech, Sci	236	K P U

* Associate degree min education requirement

MASTER’S / DOCTORATE	with avg annual openings	PROG
School Counselor: Ed, Guidance, Career (M)	187	P
Nurse Practitioner (M)	161	U
Lawyer [not specified] (D)	106	U
Physical Therapist (D)	96	P
Physician Assistant (M)	83	
Occupational Therapist (M)	70	U
Speech-Language Pathologist (M)	67	U
Social Worker: Health Care (M)	56	U
Postsec Instructor: Nursing (M)	51	U
Postsec Teacher: Business (D)	36	
Postsec Teacher: Health Specialties (D)	36	
Social Worker: Ment Health, Subst Abuse (M)	32	U

Projected job openings, outlook, and minimum education requirement data from NH Employment Security, Economic and Labor Market Information Bureau. “Very favorable outlook” describes a combined growth rate of at least 5.6% and at least 23 annual job openings. These occupations are expected to provide the best employment opportunities through 2032. Average annual openings include exits and transfers.



BOARD OF TRUSTEES
EDUCATIONAL EXCELLENCE COMMITTEE
OCTOBER 24, 2024

KEENE STATE COLLEGE
KEENE, NH

MEETING MINUTES
Draft for Approval

Attendance

Committee members present: M. Jacqueline Eastwood, committee chair; Wayne Semprini, committee vice chair; MJ Condon; Anthony DiVito; Ethan Dupuis; Frank Edelblut; Isabella Falcetti; Nathan Fredrickson; Tim Hoheneder; Shawn Jasper; Mackenzie Murphy; Sarah Thornhill, Christiana Thornton; David Westover; Matthew Winders

Other trustees present: Kassandra Ardinger; Maureen Beauregard; Donald Birx; James Burnett, III; Elizabeth Chilton; James Gray, designee for the president of the NH Senate; Cathy Green; George Hansel; James Gerry, Governor Sununu's designee; Kevin Knarr; Rick Ladd, designee for the speaker of the NH House of Representatives; Brian McCabe; Joel Nkounkou (remote); Peter Paul; Michael Pilot; Gregg Tewksbury; Melinda Treadwell

Other participants: Nathaniel Bowditch, Kimberly DeRego, Wayne Jones, Ashby Kinch, Joanne Landers, MB Lufkin, Kirsti Sandy, Brian Walker

Call to Order

Committee Chair Eastwood called the meeting to order at 9:10 a.m. She announced the appointment of Trustee Murphy as committee vice chair for systems collaboration, and she called attention to the updated NH occupational projections.

Approval of Minutes

Moved by Trustee Thornton, duly seconded, and approved.

VOTED, that the Educational Excellence Committee approve the minutes of the June 27, 2024, meeting.

Approval of UNH Faculty Promotion

Moved by Trustee Thornton, duly seconded, and approved.

VOTED, on recommendation of President Chilton, that the Educational Excellence Committee approve the promotion of one individual to the rank of professor at the University of New Hampshire, as presented in the supporting material.

Information

Academic Program Changes

UNH Additions: Education Doctorate, EdD
Neuroscience and Behavior, Accelerated BS-MS
Neuroscience and Behavior, PhD

UNH Deletion: Education Specialist, EdS

University System Student Board (USSB)

Student trustees and USSB representatives presented information about upcoming campus events and welcomed attendance by trustees. The information was well received, and it was suggested that notice of campus events be regularly/periodically communicated to trustees and potentially to state legislators. The students also presented information about student transportation challenges in terms of reliability, safety, and parking, as a retention factor. Discussion addressed the universal nature of transportation issues on college campuses, with advice to explore solutions that have been successfully implemented by other institutions.

Student Success and Well-being

The provosts reported on fall enrollment levels, noting a decrease in first-generation students attributed to the delayed FAFSA redesign and rollout. The vice presidents for enrollment management followed with a presentation on enrollment strategy. They described differentiated institutional missions and student profiles and discussed opportunities for growing net tuition revenue through nonresident, nontraditional, and graduate student enrollment. They emphasized that this work would occur while continuing to vigorously recruit NH high school and transfer students, working closely with NH's Community College System, Department of Education, and middle and high schools. Chair Eastwood expressed interest in learning more about the institutions' middle school outreach.

Graduate Student Presentation

Provost Bowditch, Interim Provost Sandy, Ashby Kinch, vice provost and dean of the UNH Graduate School, and Brian Walker, director of the PSU Holmes Center for School Partnerships and Educator Preparation, presented information about graduate enrollment trends, the value of graduate education and return on investment, and opportunities for market-driven program development and enrollment growth across the system. Dean Kinch additionally underscored the role of PhD students in advancing UNH's research mission and driving an innovation economy.

Adjournment

There being no further business or discussion, the meeting adjourned at 11:20 a.m.

UNIVERSITY SYSTEM OF NEW HAMPSHIRE
BOARD OF TRUSTEES

Educational Excellence Committee

Action Item

March 20, 2025

University of New Hampshire

To: Educational Excellence Committee

Re: Faculty Appointment with Tenure

MOTION

MOVED, on recommendation of President Chilton, that the Educational Excellence Committee recommend for approval by the Board of Trustees the appointment of one individual with the rank of professor with tenure at the University of New Hampshire, as presented in the supporting material.

Supporting Materials – For Trustees Only

The candidate's CV and recommendation letters from the president, interim provost, and dean are attached. Until final approval by the full Board of Trustees, the name of the candidate should not be broadly disclosed.

Rationale for Proposed Action

Approval is sought pursuant to administrative personnel policy, USY.V.C.6, which states, "Board of Trustee review and approval is required for initial faculty appointments that include tenure" (6.3.11.1).

Subsequent Review and Approval

Final approval by the full Board of Trustees.

Approved by: President Chilton

Submitted by: USNH System Office

UNIVERSITY SYSTEM OF NEW HAMPSHIRE
BOARD OF TRUSTEES

Educational Excellence Committee

Information

March 20, 2025

Keene State College, Plymouth State University, University of New Hampshire

To: Educational Excellence Committee

Re: Academic Program Changes

Supporting Materials

Academic program change information

Summary / Rationale for Submission

The attached information identifies major and ancillary programming changes under consideration, including the below-listed degree program additions and deletions.

- KSC Additions: Data Analytics, BA
Holocaust and Genocide Studies, MA
- KSC Deletion: Genocide Prevention and Human Security, MA
- PSU Additions: Music and Music Education, BS
Cybersecurity, APB*
Outdoor Adventure Leadership, APB*
Police Studies, APB*
Robotics and Automation Engineering, APB*
Small Business Administration, APB*
- PSU Deletions: Music, BA
Music Education, BS
Public Health, BS
English Education, MEd
Integrated Arts, MEd
Language Education, MEd
School Counseling, MEd
- UNH Additions: Computer Engineering Technology, BS
Public Health, BS
Executive Community Development Policy and Practice, MA
Bioengineering, MS, PhD, MEng
- UNH Deletions: Forest Technology, AAS
- *96-credit applied bachelor's degree

This information is presented to the Educational Excellence Committee pursuant to USNH Board of Trustees Academic Program Planning and Review policy, BOT.II.G.4:

“Prior to taking action, a President shall inform the Educational Excellence Committee of his or her plans to add or delete degree programs (i.e., degrees and majors).”

Approved by: Presidents Treadwell, Birx, and Chilton respectively

Submitted by: USNH System Office

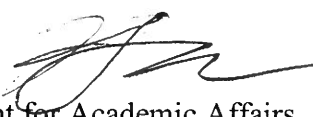


Wisdom to make a difference.

Academic Affairs
229 Main Street
Keene, NH 03435-1501
(603) 358-2112
keene.edu

DT: March 7, 2025-UPDATED


TO: M. Jacqueline Eastwood, Chair
Educational Excellence Committee
USNH Board of Trustees

FR: Kirsti Sandy

Interim Provost and Vice President for Academic Affairs

RE: Keene State College Pending Academic Program Changes

The following academic program changes at Keene State College have been approved and are effective for Fall 2025:

Eliminating	MA	Genocide Prevention and Human Security (GPHS)
Eliminating	Certificate (Graduate)	Atrocity Prevention
Adding	MA	Holocaust and Genocide Studies
Adding	Bachelor's (BA)	Data Analytics
Adding	Minor	Early Childhood
Adding	Minor	Sports Broadcasting
Adding	Certificate	Precision Optics
Adding	Certificate	Applied Genocide Prevention



Melinda D. Treadwell, President, Keene State College
March 7, 2025

KS/kth

To: Educational Excellence Committee From:

Donald L. Birx, President

Date: March 7, 2025

RE: Academic Program Change Information for AY2025-2026

New Majors

- BS Music and Music Education (combination of two existing majors)
- 96-credit Applied Bachelor (APB) degrees
 - APB Cybersecurity
 - APB Outdoor Adventure Leadership
 - APB Police Studies
 - APB Robotics and Automation Engineering
 - APB Small Business Administration

Name Changes

- MEd Curriculum Instruction changed to MEd in Teaching and Curriculum Development
- MS Clinical Mental Health Counseling changed to MS Counseling
- MS Applied Exercise Physiology & Human Performance changed to MS Exercise Science and Sport Performance

Deleted Majors

- BS Public Health
- BA Music, BS Music Education, now combined
- MEd Language Education, including TESOL certification
- MEd School Counseling, now combined with Clinical Mental Health Counseling
- Deleted MEd programs now added as concentrations in MEd Teaching and Curriculum Development
 - MEd English Education
 - MEd Integrated Arts

Options/Concentrations changes

- BS in Allied Health Sciences, adding Public Health and 3+3 Doctor of Physical Therapy options
- BS in Psychology, adding general option
- MEd Teaching and Curriculum Development, adding Inclusive Education, Integrated Arts concentration, Secondary Literacy and general concentrations
- MS Counseling, Adding Clinical Mental Health Counseling, School Counseling, and combined Clinical Mental Health and School Counseling concentrations
- Deleted Developmental Psychology from BS Psychology

Minors/Certificates changes

- Substance Use Prevention and Intervention minor
- Cybersecurity certificate (UG)
- English Education certificate (GR)
- Deleted Lifestyle Wellness Coaching minor



Donald L. Birx
President

To : Educational Excellence Committee

From : Cyndee L. Gruden 
Interim Provost and Vice President for Academic Affairs

Date : March 13, 2025

Subject : Informational Items

Copy : Steve Neer, Registrar
Elizabeth Smith, Associate Registrar
Melina-Sarah Elwy, Associate Registrar
Elizabeth Stevens, Financial Aid
Kim DeRego, Enrollment Management
Judy Muller, Business Services
Katherine Ziemer, Senior Vice Provost for Academic Affairs
Alicia Medros, Assistant Vice President, Academic Technology
Anne Shattuck, Institutional Research and Assessment
Deans and Associate Deans

The University of New Hampshire has approved the following:

Effective: Fall 2025**Delete**

- Business Management: Economic Science (B.S.)*
- Business Management: Global Business (B.S.)*
- Business Management: Hotel, Restaurant, and Travel (B.S.)*
- Business Management: Organizational Psychology (B.S.)*
- Business Management: Professional Sales (B.S.)*
- Business: Hotel, Restaurant, and Travel (A.S.)*
- Business: Professional Sales (A.S.)*
- Curriculum and Instruction Leadership (Graduate Certificate – Post Bacc)
- Forest Technology (A.A.S.)
- Hospitality Management (Grad Certificate – Post Bacc)
- Autism Spectrum Disorder (Grad Certificate – Post Bac)

Add

- Computer Engineering Technology (B.S.)
- Leadership: Human Resources and Organization (M.S.)*
- Leadership: Information Technology Management (M.S.)*

- Bioengineering (Ph.D.)(M.S.)(M.Eng)
- Executive Community Development Policy and Practice (M.A.)
- Public Health (B.S.)

* Option or concentration addition/deletion

These proposals have been approved at the appropriate levels within the University.

Approved By:

A handwritten signature in black ink, appearing to read "E. Chilton", written in a cursive style.

Elizabeth S. Chilton, President



University System
of New Hampshire

Enterprise Risk Management (ERM) Enrollment | Student Success & Well-being

Educational Excellence Committee

March 20, 2025

ERM 2025: Enrollment & Retention

p. 1 of 1

Risk: Enrollment/Retention	Risk Description	Management / Mitigation Strategies
<p>Likelihood: HIGH</p> <p>Impact: HIGH</p> <p>Accountability: Presidents</p> <p>Champion: Cyndee Gruden</p> <p>Board Oversight: Educational Excellence Cmte</p> <p>-----</p> <p>Risk Management Process:</p> <ul style="list-style-type: none"> • Risks descriptions identified by Presidents Council • Systemwide strategies identified by Provosts Executive Council, reviewed/updated annually • Subsequent annual review by Presidents Council • Annual submission to BOT Educational Excellence Cmte 	<p>Declining/changing demographics and fierce competition.</p> <p>Lack of public awareness that USNH cost of attendance is competitive and affordable, with 95% of first-year students receiving aid.</p>	<p>Enrollment management strategic plans for recruitment and retention, data analytics, high school pipeline partnerships and outreach, CCSNH pathways, market diversification (domestic and foreign, nontraditional, graduate, online). System and campus PR campaigns, incl. social media, to focus on value and financial literacy (net price, institutional rankings as top-value schools).</p>
	<p>Loss of students during the semester/melt.</p>	<p>Advising strategies, orientation programs, early warning systems, wrap-around services (academic, behavioral, social), high impact practices to enhance engagement.</p>
	<p>Lack of alignment with the higher ed market and workforce of the future.</p>	<p>Business partnerships, micro-credentials leading to certificates or degrees, workforce- and market-responsive graduate student programming, market demand studies. ongoing program review involving industry experts.</p>
	<p>Inability to quickly pivot to meet changing expectations of current and incoming students.</p> <p>Inadequate opportunities across USNH to reduce redundancy and costs, while enhancing academic curriculum.</p>	<p>Ongoing academic calendar alignment and academic portfolio review to identify and support opportunities for collaboration and to minimize overlap; technology-facilitated academic delivery across the system to expand student choice, flexibility, and seamless course access (UPCEA requirements-gathering underway); enrollment consolidation to institutions with programs of distinction (planning underway).</p>

Risk: Student Success/Well-being	Risk Description	Management / Mitigation Strategies
<p>Likelihood: MEDIUM</p> <p>Impact: MEDIUM</p> <p>Accountability: Presidents</p> <p>Champion: Kenneth Holmes</p> <p>Board Oversight: Educational Excellence Cmte</p> <p>-----</p> <p>Risk Management Process:</p> <ul style="list-style-type: none"> • Risks descriptions identified by Presidents Council • Systemwide strategies identified by Provosts Executive Council, reviewed/updated annually • Subsequent annual review by Presidents Council • Annual submission to BOT Educational Excellence Cmte 	<p>Increased mental health struggles for students, including increases in crisis needs and intervention.</p>	<p><i>Current Mitigation Strategies</i></p> <p>The USNH campus reviews this risk description monthly through the Behavioral Health Roundtable (BHRT), along with other concerns. The committee now includes a USSB student as we discuss Behavioral Intervention Teams and other campus programs that provide acute response and support for students facing significant mental health challenges across all USNH campuses. A one-size-fits-all approach is not always practical—we must recognize and accommodate the diverse needs of each campus.</p> <p>Programs like UNH’s Basic Needs Program exist across all campuses to address financial and food insecurity, which significantly impact student mental health and academic success. Recent efforts have expanded pantry services and emergency aid access.</p> <p><i>Case Management</i></p> <p>Increase funding for case management to serve acute student needs.</p>

Risk: Student Success/Well-being	Risk Description	Management / Mitigation Strategies
<p>Likelihood: MEDIUM</p> <p>Impact: MEDIUM</p> <p>Accountability: Presidents</p> <p>Champion: Kenneth Holmes</p> <p>Board Oversight: Educational Excellence Cmte</p> <p>-----</p> <p>Risk Management Process:</p> <ul style="list-style-type: none"> • Risks descriptions identified by Presidents Council • Systemwide strategies identified by Provosts Executive Council, reviewed/updated annually • Subsequent annual review by Presidents Council • Annual submission to BOT Educational Excellence Cmte 	<p>Student development and positive engagement experiences may not be optimized.</p>	<p><i>Current Mitigation Strategies</i></p> <p>Enhance engagement and retention through clubs, organizations, advising, orientation, performance analytics, and early intervention systems. While prioritizing student success and well-being, budget reductions necessitate efficient support strategies.</p> <p><i>Student Engagement & Retention Risks</i></p> <p>Budget cuts are reducing staffing and high-impact programs, potentially affecting retention. Sustained strategic investment in student support is essential.</p> <p><i>CPS Online & Institutional Agility Risks</i></p> <p>CPS Online is known for its responsiveness and efficient operational model. However, the centralization of processes since the merger has begun to threaten its agility, potentially impacting on our competitiveness. Streamlining these processes is crucial for maintaining our market relevance.</p> <p><i>Proposed Mitigation Strategies</i></p> <p>Improve alignment and coordination of student engagement efforts to maximize the impact of limited resources.</p>

Risk: Student Success/Well-being	Risk Description	Management / Mitigation Strategies
<p>Likelihood: MEDIUM</p> <p>Impact: MEDIUM</p> <p>Accountability: Presidents</p> <p>Champion: Kenneth Holmes</p> <p>Board Oversight: Educational Excellence Cmte</p> <p>-----</p> <p>Risk Management Process:</p> <ul style="list-style-type: none"> • Risks descriptions identified by Presidents Council • Systemwide strategies identified by Provosts Executive Council, reviewed/updated annually • Subsequent annual review by Presidents Council • Annual submission to BOT Educational Excellence Cmte 	<p>Safety and security of residential areas.</p>	<p><i>Current Mitigation Strategies</i></p> <ul style="list-style-type: none"> • Assess community perceptions through campus climate surveys. • Educate the campus community on risk management plans and strategies. • Address aging infrastructure and deferred maintenance to ensure safety and student satisfaction. • Provide training, education, and outreach, including Title IX, to all key stakeholders. • Monitor public safety reports and ensure compliance with training requirements. • Strengthen collaboration between departments handling student conduct, interpersonal violence prevention, and Residential Life & Housing to enhance residential safety and community well-being. <p><i>Proposed Mitigation Strategies</i></p> <ul style="list-style-type: none"> • Prioritize deferred maintenance in housing facilities. • Modernize facilities to align with student needs, including more apartment-style living, single-room accommodations, and air conditioning.

Substance Abuse on USNH Campuses

USNH University System Student Board (USSB) Presentation

University System of New Hampshire Board of Trustees
Educational Excellence Committee
20th March 2025

Agenda

- Substance Abuse on College Campuses & Impact of Substance Abuse
- USNH Campus Perspectives on Substance Abuse & Counseling
- Personal Experiences
- A Path Forward: What Can Be Done?
- USSB: What Can We Do Next?

Substance Abuse on College Campuses

Substance Abuse: The use of illegal drugs or the use of prescription or over-the-counter drugs or alcohol for purposes other than those for which they are meant to be used, or in excessive amounts (NIH).

Substance abuse demonstrated to be highly correlated with **poor academic performance**, increased **absences**, **decreased GPA**, less time studying, increased likelihood of **dropping out, or expulsion**.

- Non-academic impacts on retention from substance abuse on campus include increased tendency to pursue dangerous or **risky behaviors**, and *decreased health*
- Males living in fraternity houses not only have a heightened risk of binge drinking but have a higher risk of an alcohol use disorder (45% meeting criteria)

*Estimates vary due to difference in student environments, culture, and attitudes towards substance usage, but research indicates anywhere from **25-50% of all college-aged students will meet clinical criteria for at least one substance use disorder during a 4-year tenure** (NIH, 2022).*

Impact of Substance Abuse on Student Retention & Academic Achievement

Mekonen et al., 2023: “Substance use (smoking, chewing, drinking alcohol daily) was **significantly** and **negatively associated** with students’ academic performance.”

NDCI, 2017: “Students who partake in binge drinking were demonstrated to have an average GPA **20–30% lower** than their peers who did not partake in binge drinking.”

Wolaver, 2022: “The effects of heavy drinking on GPA and major choice **reduce** future weekly earnings by between **3.0 and 9.8%.**”

NIH, 2022: “Female students who reported binge drinking at least monthly were more than **twice as likely** as those who did not report monthly binge drinking to experience a **sexual assault.**”



Substance Abuse: A Shifting Sentiment

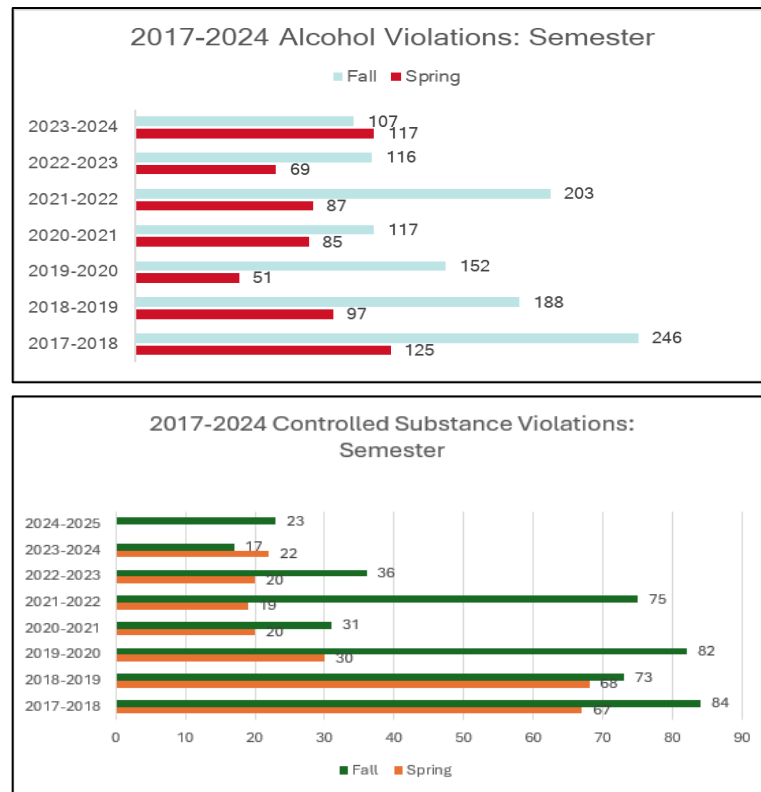
Alcohol	<p>“It’s not alcoholism if we’re in college”</p>
Marjuana	<p>THC pens allow discrete consumption and are often found in local convenience stores.</p> <p>“I can’t wait to wake and bake”</p>
Opiates & Barbiturates (Fentanyl, Oxycodone, Synthetic Opiates)	<p>Kratom, a synthetic opiate, is commonly accessible in local convenience stores.</p>
Stimulants (Adderall, Cocaine)	<p>“Classes are stressful enough, this helps me while writing research papers”</p>
Nicotine (Cigarettes, Vaping, Nicotine Pouches)	<p>“Zyn’s are a game changer... I can use them in class”</p> <p>“I’ll quit vaping when I graduate”</p>

Keene State College

The KSC Wellness Center has observed increased use of abused substances: “We hear about **very heavy marijuana and alcohol use**. We also are aware of cocaine and shrooms on the KSC campus.”

The Wellness Center works closely with the Assistant Dean of Students, providing “**Connections to a Counselor**” appointments where students meet 1:1 for 1-2 sessions with a counselor to discuss harm reduction strategies and risks of use.

KSC currently **does not** employ a licensed AOD counselor on staff at the KSC Wellness Center.



Plymouth State University



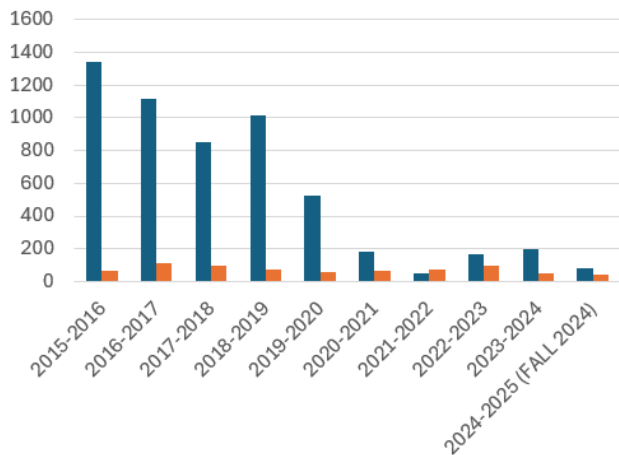
In Fall 2024, PSU added the **Office of Student Advocacy and Well-Being (OSAW)** as the result of a federal DOJ grant, providing non-clinical student support, advocacy, and resource navigation services while overseeing the C.A.R.E. process. OSAW supports a group of 30+ peer mentors, and advocates (P.E.M.I. Ambassadors) who staff the OSAW and conduct prevention and awareness activities on campus.

- Currently 7 peer facilitated support groups aimed at **educating, connecting, and empowering** attendees.
- Weekly "SMART" recovery group focused on building **resilience and aversion** for substance abuse and addictive behaviors.

CARE TYPE	Fall 2023	Spring 2024	Fall 2024	Spring 2025 as of 3.6.2025
Social/ Behavioral	201	120	152	60
Academic	203	194	260	109

- Frost House hosts the academic student advocate, Dr. David Zehr, as well as the Title IX coordinator.
- The OSAW is located in the Speare Executive Building, which often coordinates with the Frost House on initiatives.
- The Plymouth State Counseling Center has its own building across from Hyde Hall.
- PSU previously had a certified AOD counselor who retired, no replacement has been hired.

Sum of AOD Individual Counseling Sessions Sum of # of Programs*



Academic Year (AY) ▼

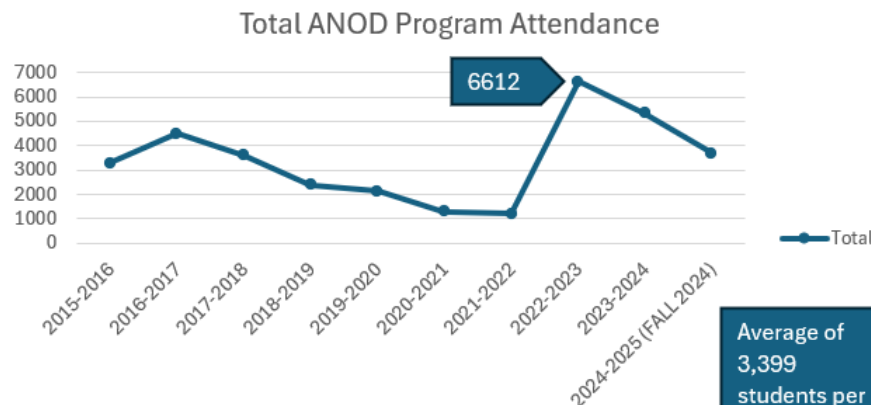
Loss 1 ANOD Educator/Counselor AY 2021-22 due to resignation, with the position filled in March 2022. in AY 2023-2024 the position was lost permanently as a result of the budget reset

Values

- Sum of AOD Individual Counseling Sessions
- Sum of # of Programs*

Changes to alcohol violation process via community standards changes the education following the first violation to an online modality (23/24) and later for the second violation as well (24/25) resulting in decreased

Sum of Program Attendance



Academic Year (AY) ▼

Average of
3,399
students per
Academic

UNH Health & Wellness Programs include both ANOD education & outreach in the community as well as the mandated ANOD education course for UNH students.

UNH Psychological and Counseling Services have seen a subjective increase in Psychosis, Delta-8 use, and students coming to college with complex trauma.

Personal Experience: MJ Condon, UNH Student Trustee

- I coped with suicidal ideation, depressive episodes, and depersonalization via abusing substances:
 - **Binge drinking**
 - **Marjuana** (Delta 8)
 - **Opiates** (Oxycodone and Hydrocodone)
 - **Nicotine** (Vaping and Cigarettes)
- I was diagnosed with depression and my parents encouraged me to **take a gap semester**, or stay closer to home in Ohio. Meeting the UNH Health & Wellness Staff and beginning to see Dr. Laura Hancock (UNH Health & Wellness, Psychiatrist) within my first month on campus, **made my parents feel comfortable**
- Dr. Hancock connected me with UNH campus & community resources to better regulate my emotions, learn healthy coping methods, improve my distress tolerance, and we have begun working to decrease my dependence on medication.
 - This support network has greatly **incentivized me to settle in New Hampshire** after graduating

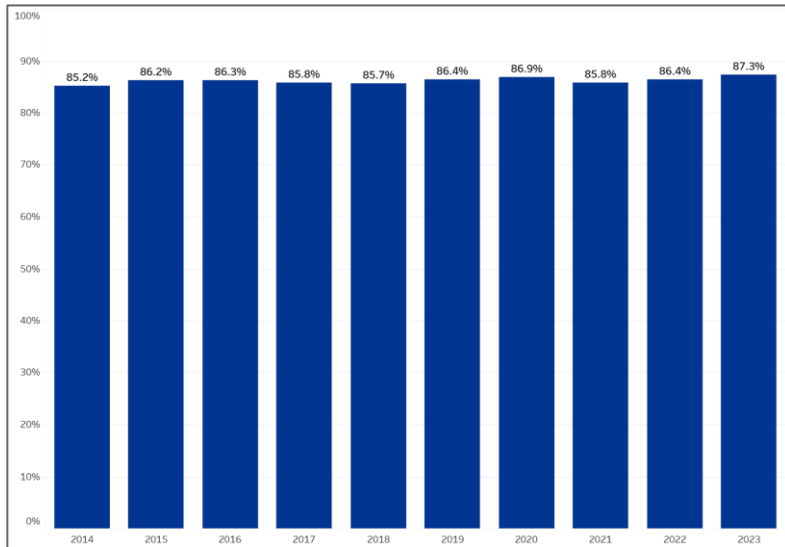


Providing opening remarks at President Chilton's Inauguration

A Path Forward: Combating Substance Abuse on USNH Campuses

Substance Abuse is a complex issue requiring solutions addressing **academic, social, and economic** components.

Solving substance abuse requires **innovative and empathetic** approaches and policy recommendations.



Goal: Eliminate substance abuse issues on USNH campuses for students.

Impact: Students are more likely to attend and continue their education due to accessible care and resources.

Recommendation: Coordination of USNH AOD committees and staff that raises awareness about the “cost” of substance abuse among students. Support the initiatives of the University System Behavioral Health Roundtable.

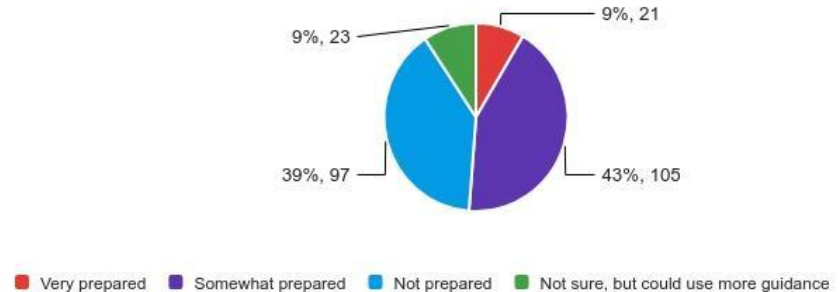
UNH-Durham Freshman Retention Rate: 2014-2023

PSU Financial Literacy: Approaching the Financial Risk of Substance Abuse

PSU conducted a survey regarding interest for a **Financial Literacy** general education course. The survey was distributed to the PSU student body:

- Students are **open** to the idea of a financial literacy course, generally, **promoting financial wellbeing**.
- Students feel they **do not** have an adequate grip on handling their finances before graduation.
- ~60% of Freshmen respondents answered they felt they are “Not Prepared” while ~80% of Senior respondents said they are “Somewhat Prepared” or “Not Prepared”

Q3 - How prepared do you feel to manage your finances after graduation, considering the challenges most students face with student loans and budgeting?



Opportunity: Provide lifelong financial literacy and planning skills for PSU students prior to graduation

Context: Awareness of financial risk and other economic factors can mitigate the risk and likelihood of substance abuse

USSB: What Can We Do Next?

Substance Abuse:

- Coordination with the USNH BHRT:
 - How do USNH campuses staff AOD-specific positions? Where should hiring occur, if possible?
 - Which USNH-based AOD programs and offerings should be expanded?
 - Which staff positions create the highest impact to USNH students?
 - Which student populations are being best served? Who is being overlooked?
- Classify substance(s) of greatest concern and emergent issues (i.e. sports gambling)

Financial Literacy and Wellbeing:

- USNH Student Senates:
 - **PSU:** Passed a resolution in favor of a core financial planning course.
 - **UNH-UG:** Requested improving financial literacy courses and resources (i.e. more course sections, student seats, and/or creating a shared online education module).
 - **UNH-UG:** Recommended to the UNH Faculty Senate consider adding a financial literacy course to the new general education program.
- The PSU Faculty General Education Committee is reviewing the aforementioned financial literacy survey contents and preparing recommendations aimed at a possible AY 26-27 implementation date.

What Questions Do You Have?



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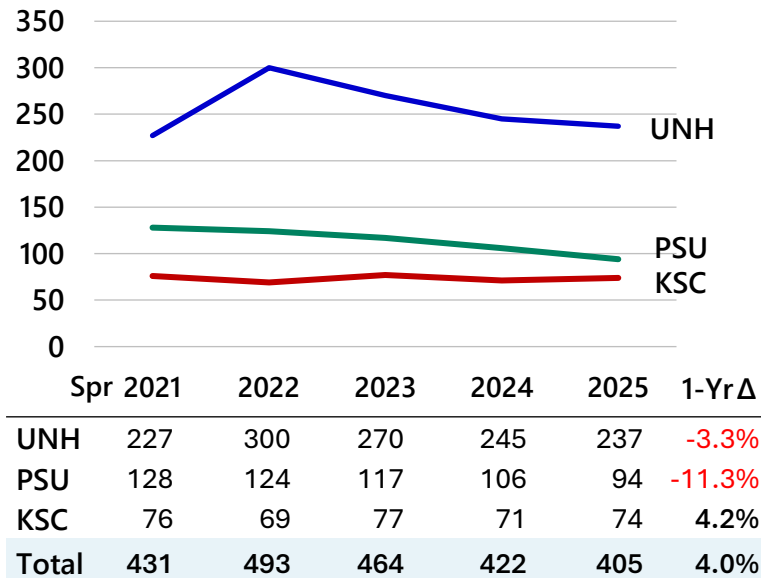
Spring Census/R30 Enrollment

Educational Excellence Committee

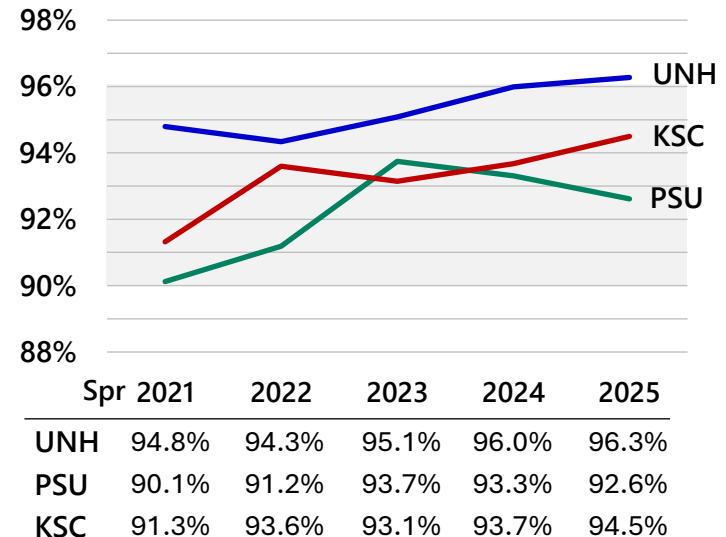
March 20, 2025

Spring Undergraduate Enrollment Residential Campuses

NEW: First-time, Re-admit, Transfer Headcount



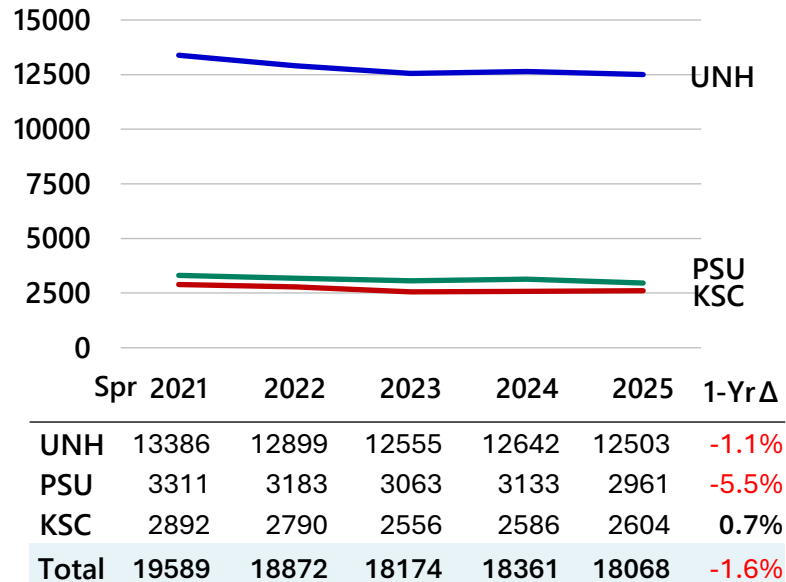
ALL: Continuation Rate Fall to Spring



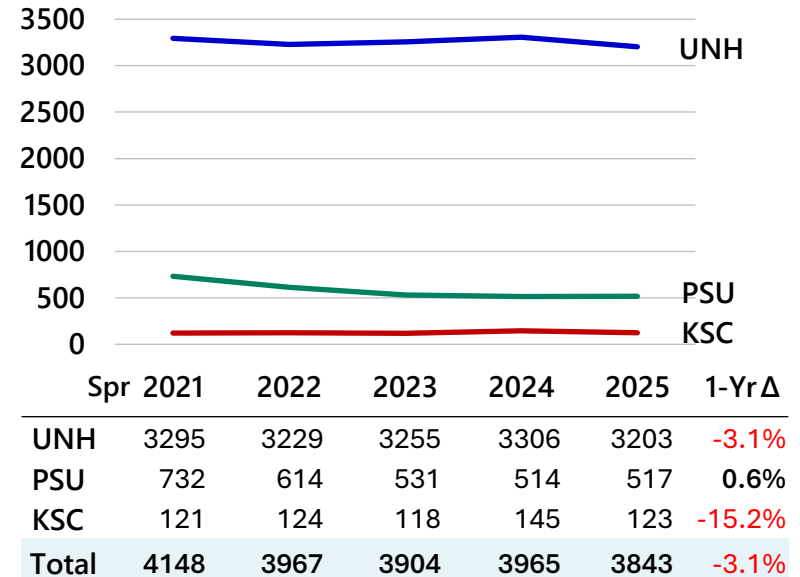
Spring Enrollment: Total Headcount

All Campuses

Undergraduate Total



Grad Student Total





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Fall 2025 First-year Student Admissions

Educational Excellence Committee

March 20, 2025

First-Year Student Apps and Deposits

Fall 2025

Fall 2025 first-year student admissions activity as of March 1-3* with comparison to prior year

		RESIDENT			NONRES			TOTAL		
			1-Yr Change			1-Yr Change			1-Yr Change	
			%	#		%	#		%	#
UNH	APPS ALL	4,599	1.5%	69	17,493	1.8%	314	22,092	1.8%	383
	DEPOSIT	146	13.2%	17	187	16.1%	26	333	14.8%	43
PSU	APPS ALL	1,782	-12.0%	-244	3,596	-12.2%	-502	5,378	-12.2%	-746
	DEPOSIT	152	60.0%	57	168	46.1%	53	320	52.4%	110
KSC	APPS ALL	1,857	0.9%	16	3,803	28.2%	837	5,660	17.7%	853
	DEPOSIT	77	22.2%	14	98	-5.8%	-6	175	4.8%	8
TOTAL	APPS ALL	8,238	-1.9%	-159	24,892	2.7%	649	33,130	1.5%	490
	DEPOSIT	375	30.7%	88	453	19.2%	73	828	24.1%	161

* UNH (Durham) 03/01/25, 03/01/24 | PSU 03/03/25, 03/03/24 | KSC 03/03/25, 03/04/24

NOTE: The presentation delivered on March 20 will contain updated admissions numbers.



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Fall 2024 Enrollment Decisions Admitted First-Year Applicants

Educational Excellence Committee

March 20, 2025

Fall 2024 Enrollment Decisions: NH RESIDENT Admitted First-Year Applicants



University System
of New Hampshire

USNH and Top 10 Non-USNH Destinations

KSC Admits		Enrolled	
		#	% of Tot
KSC		347	19%
UNH		251	13%
PSU		145	8%
UNHM		15	1%
SNHU	NH	87	5%
St Anselm	NH	39	2%
Colby Sawyer	NH	38	2%
NHTI	NH	33	2%
FPU	NH	26	1%
Merrimack	MA	22	1%
USM	ME	22	1%
Univ New Engl	ME	21	1%
Endicott	MA	20	1%
GBCC	NH	20	1%
MCC	NH	20	1%
Rivier	NH	20	1%
URI	RI	20	1%
Subtotal		799	43%
All other*		483	26%
No NSC record		240	13%
Total		1869	100%

* 171 institutions

PSU Admits		Enrolled	
		#	% of Tot
PSU		408	19%
UNH		305	14%
KSC		130	6%
UNHM		17	1%
SNHU	NH	89	4%
St Anselm	NH	48	2%
NHTI	NH	42	2%
Colby Sawyer	NH	32	2%
FPU	NH	29	1%
Univ New Engl	ME	25	1%
MCC	NH	24	1%
Rivier	NH	21	1%
GBCC	NH	20	1%
NEC	NH	20	1%
Subtotal		802	38%
All other*		604	29%
No NSC record		302	14%
Total		2116	100%

* 195 institutions

UNH Admits		Enrolled	
		#	% of Tot
UNH		1164	30%
PSU		107	3%
KSC		71	2%
UNHM		2	0%
St Anselm	NH	79	2%
SNHU	NH	70	2%
WPI	MA	59	2%
UConn	CT	55	1%
UVM	VT	55	1%
URI	RI	51	1%
Endicott	MA	46	1%
Univ New Engl	ME	45	1%
Northeastern	MA	38	1%
Merrimack	MA	37	1%
UMass Amhrst	MA	37	1%
Subtotal		752	20%
All other*		1489	39%
No NSC record		429	11%
Total		3834	100%

* 321 institutions

Enrollment at USNH admitting institution as reported by campus IR at fall R30/census (UNH Durham admits, UNHM enrolled includes CPSO). All other counts reflect record-level applicant data where applicant type is first-year and admissions decision is affirmative; total admit above may vary from R30 report. Non-USNH destination per National Student Clearinghouse. Analysis by USNH system office IR.

Fall 2024 Enrollment Decisions: NONRESIDENT Admitted First-Year Applicants

USNH and Top 10 Non-USNH Destinations

KSC Admits		Enrolled	
		#	% of Tot
KSC		349	12%
PSU		70	2%
UNH		67	2%
UNHM		-	-
UMass Amhrst	MA	81	3%
Westfield	MA	75	3%
URI	RI	68	2%
UMaine Orono	ME	56	2%
Roger Williams	RI	52	2%
UVM	VT	48	2%
Bridgewater	MA	45	2%
UConn	CT	42	1%
Merrimack	MA	41	1%
Endicott	MA	41	1%
VT State	VT	41	1%
Subtotal		727	25%
All other*		1504	51%
No NSC record		350	12%
Total		2930	100%

* 360 institutions

PSU Admits		Enrolled	
		#	% of Tot
PSU		419	11%
UNH		115	3%
KSC		71	2%
UNHM		-	-
URI	RI	86	2%
UMaine Orono	ME	82	2%
Bridgewater	MA	75	2%
UMass Amhrst	MA	75	2%
Merrimack	MA	56	1%
UConn	CT	48	1%
Curry	MA	47	1%
UMass Dart	MA	46	1%
UVM	VT	46	1%
UMass Lowell	MA	43	1%
Subtotal		790	20%
All other*		2077	53%
No NSC record		601	15%
Total		3887	100%

* 580 institutions

UNH Admits		Enrolled	
		#	% of Tot
UNH		1441	10%
PSU		58	0%
KSC		46	0%
UNHM		18	0%
UMass Amhrst	MA	1053	7%
URI	RI	538	4%
UConn	CT	533	4%
UVM	VT	492	3%
UMaine Orono	ME	255	2%
UMass Lowell	MA	235	2%
Quinnipiac	CT	228	2%
Penn State	PA	187	1%
UD	DE	175	1%
Merrimack	MA	161	1%
Syracuse	NY	161	1%
Subtotal		4140	28%
All other*		7388	50%
No NSC record		1792	12%
Total		14761	100%

* 721 institutions



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AI: A Multidimensional Approach

**Enter to Learn
Go Forth to Serve**

**Liberal Arts
tradition woven
into Professional
Preparation**

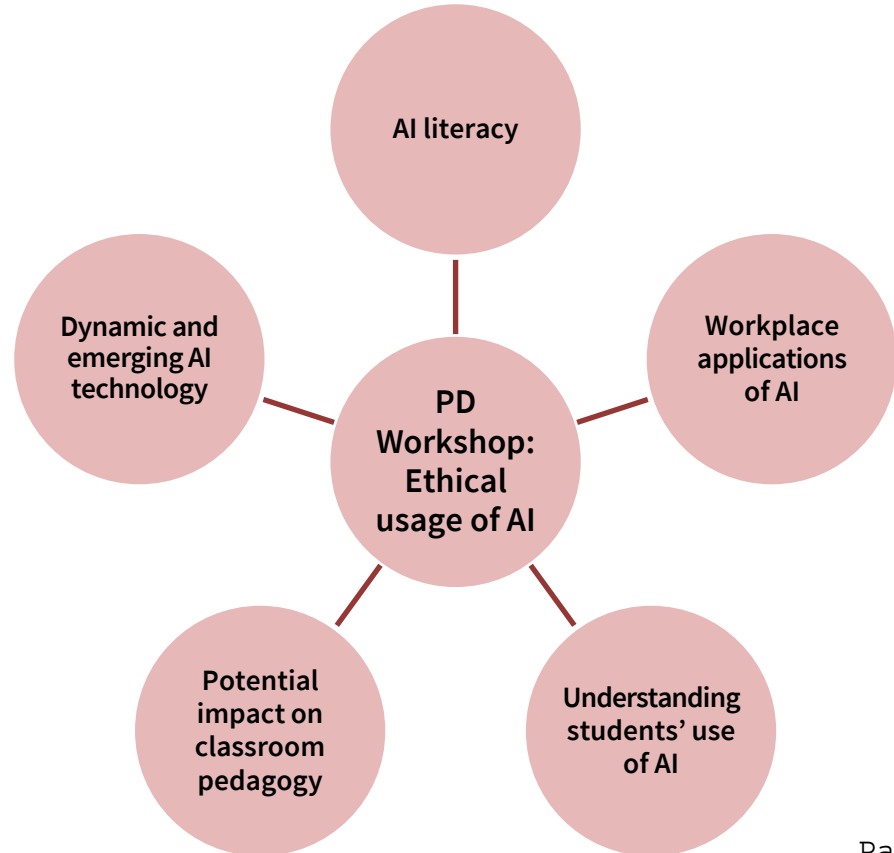
**Student preparation
for post-graduation
success**

Karen Jennings

KSC Dean of Faculty Development, the Liberal Arts and Curricular Innovation

A Multidimensional Approach

The KSC Center for Research and Writing, in collaboration with the Teaching and Learning Collaborative, conducted 9 professional development workshops on AI for faculty and staff over the last two years.



A Multidimensional Approach

Academic Honesty Interventions

- Consultation with faculty
- Violation determination process
- Interventions for students
- [Academic Honesty Policy](#)
- Academic Honesty Violations:
 - ❖ AY 23-24: 40 violations with 38 involving AI
 - ❖ Fall 24: 17 violations with all involving AI

Resources

- Launching a book club
- AI syllabus statements
- [Guide](#) for KSC faculty regarding Misuse of Generative AI in the classroom
- [Wakelet](#) resource for data collection about AI

A Multidimensional Approach

Statement on Generative Artificial Intelligence

Generative artificial intelligence (AI) is an emerging tool in teaching, learning, and workplace environments. The College strongly encourages instructors to establish and to clearly articulate **course policies** governing students' appropriate use of generative AI, if any. Generative AI tools may not be used in the completion of coursework unless the instructor specifically authorizes their use. If an instructor approves the use of generative AI for coursework, any use must be **properly cited**, as defined by this Academic Honesty Policy.

A Multidimensional Approach

Student Research on AI

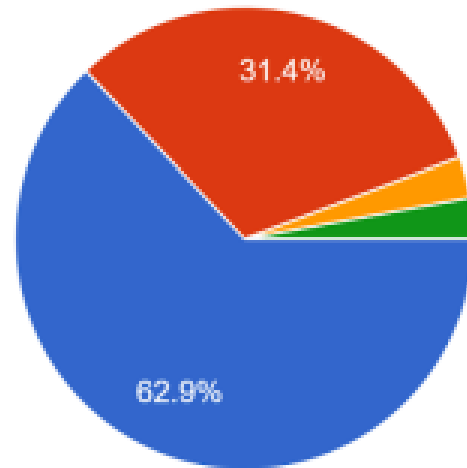
Jackson Shea, a summer research fellow, conducted **two student surveys** on AI in concert with his mentor, Dr. Kate Tirabassi.

- ❖ **Research Study 1:** assessed best practices of using AI in academic settings (N=35).
- ❖ **Research Study 2:** investigated the ethical issues associated with using AI in academics (N=26)

Key Findings – Study 1

Have you ever had professors instruct or allow you to use artificial intelligence(AI) in class?

35 responses

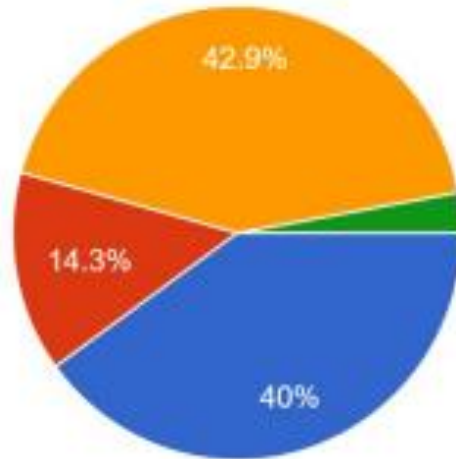


- Yes
- No
- Yes but only to assist. Everything else must be done by us
- saying that we can use Chatgpt for homework if we want, but have to give credit

Key Findings – Study 1

Have you ever submitted schoolwork generated by AI?

35 responses

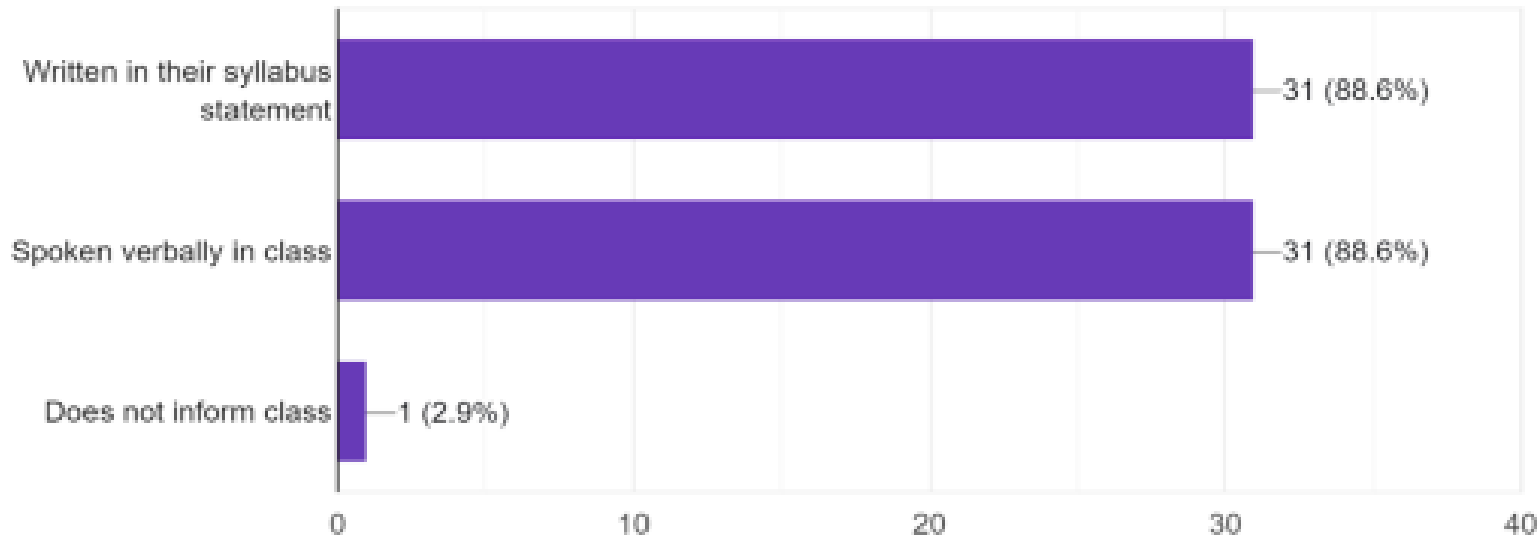


- Yes, with permission of professor
- Yes, without permission of professor
- No
- Both with and without

Key Findings – Study 1

How do your professors inform you of their policies regarding AI

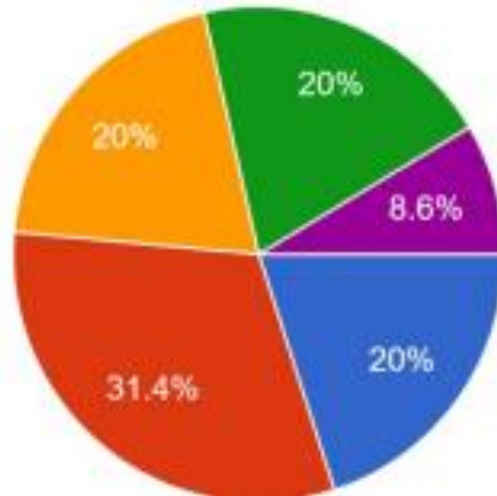
35 responses



Key Findings – Study 1

How often do you use AI for classwork?

35 responses

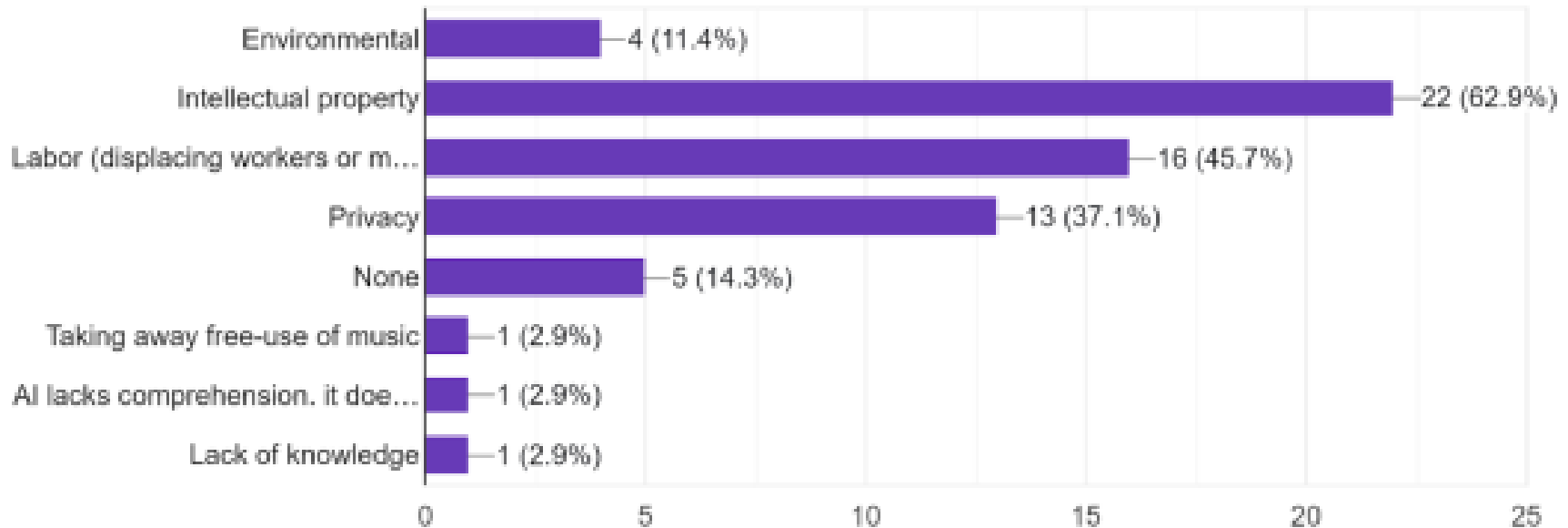


- Never
- Occasionally, once every few weeks
- Weekly
- A couple times a week
- Daily

Key Findings – Study 2

What, if any, ethical concerns do you have for AI use?

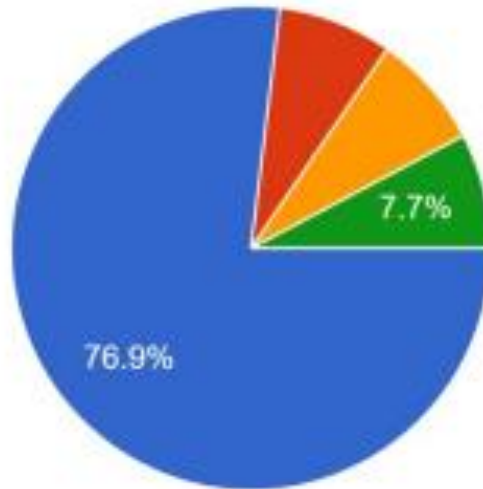
35 responses



Key Findings – Study 2

What is bias in AI models?

26 responses

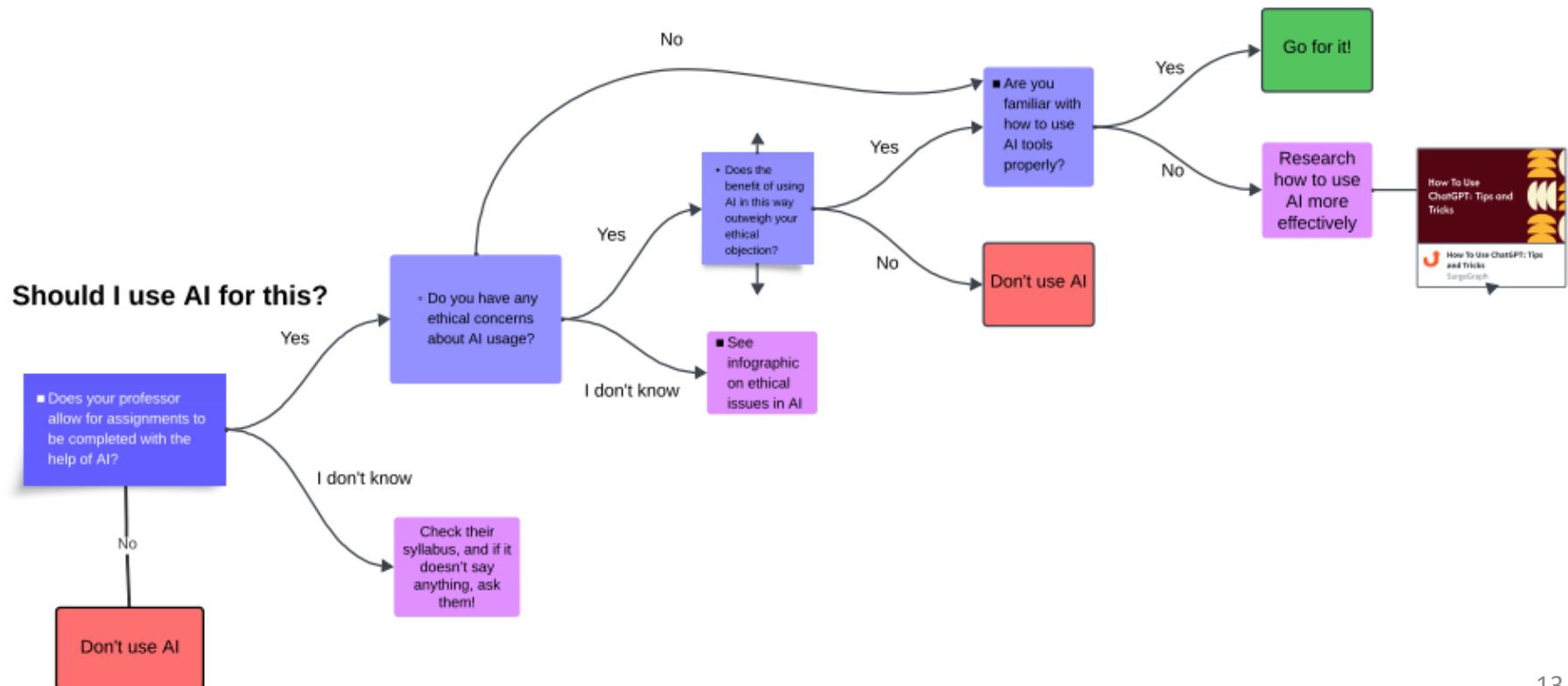


- Prejudice or favor against or for something due to either limited or flawed data input when training an AI model.
- AI models gaining self awareness and forming their own opinions.
- A technique used to speed up the training of AI models by reducing data size.
- A feature that makes AI easier to interpret for users.

Key Outcomes of the Studies

Tools for Students

AI Decision-Making (Jackson Shea, Dec. 2024)



The Ethics of Artificial Intelligence



Environment

Rapid advances in AI technology lead to constantly evolving hardware, contributing to the issue of e-waste

AI infrastructure relies heavily on rare earth minerals, the extraction of which has massive labor and environmental ramifications

Data centers used to calculate AI generated responses use a large amount of water for cooling



Labor

AI has begun to automate many professions, making some jobs obsolete and displacing workers

AI is increasingly being used to monitor employee productivity and performance, leading to concerns for worker privacy and potential for exploitative and unfair labor practices



Intellectual Property

AI systems are trained on large databases that often contain copyrighted works, raising the question of whether this practice constitutes intellectual property infringement, or if it should require licensing from owners

Since AI has no legal personhood, the ownership of AI generated works is very contentious

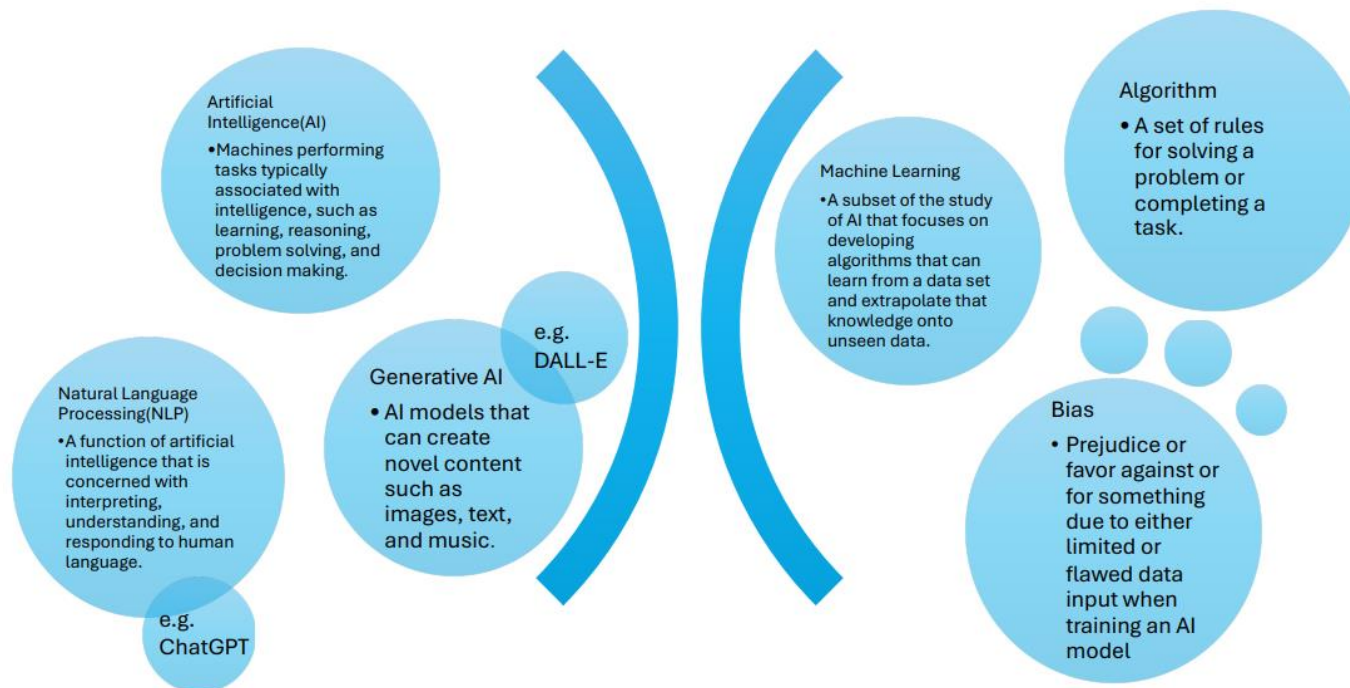


Privacy

Systems often rely on large amounts of personal data, particularly regarding facial recognition, behavioral analysis, and targeted advertising; the collection of these data are often done through invasive surveillance

Sensitive data like medical and financial records are often managed by systems utilizing AI, raising concerns over the security of these systems

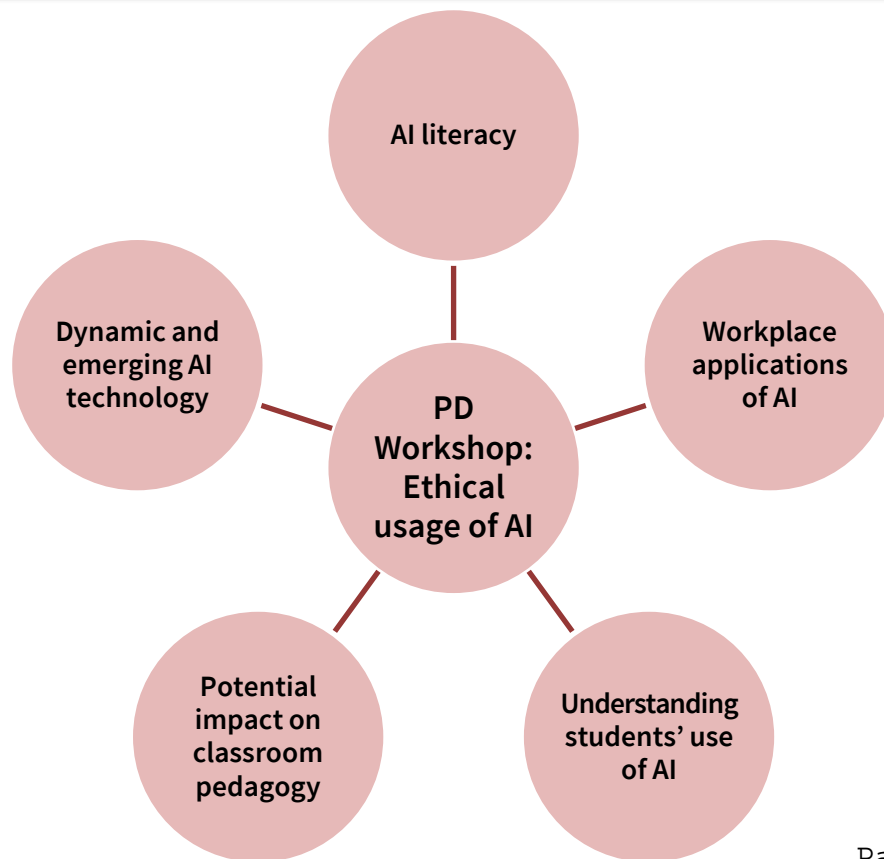
Foundational Terminology



AI Literacy: Key Terms

What's Next?

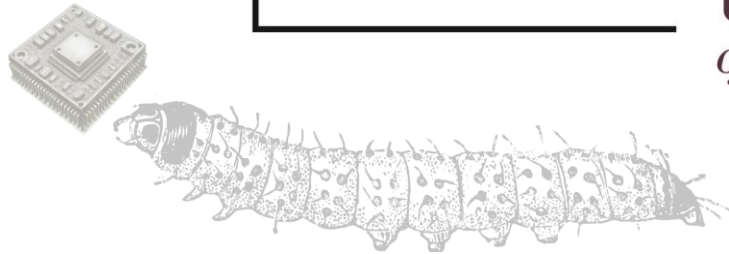
We will continue offering this rich menu of interventions for our students, staff and faculty.





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Intro to *The AI Challenge*

Martha Burtis

Director, PSU Open Learning & Teaching Collaborative (CoLab)

What is Design Forward?

- Brought to you by the Plymouth State University [Open Learning and Teaching Collaborative \(CoLab\)](#)
- (Open) Faculty Development Framework
- Modular: Core & “Flexible”
- The Philosophy: Two Questions
 - “Design”: What does it means to enact our pedagogy?
 - “Forward”: How do we build emergence/flexibility/student agency into our pedagogy?





The AI Challenge
teaching and learning about, with, and against generative AI

DESIGN FORWARD

AN EMERGENT EXPLORATION OF CRITICAL INSTRUCTIONAL DESIGN.

[Back to DF Home](#)

[Module Home](#)

[Fundamentals](#)

[Teaching WITH](#)

[Teaching AGAINST](#)

[Teaching ABOUT](#)

[DF Home](#) » [Flexible Modules](#) » The AI Challenge

The AI Challenge

teaching and learning about, with, and against generative AI

Welcome to The AI Challenge, a self-paced Design Forward module created to build faculty capacity with generative artificial intelligence (GENAI). Use the module menu above or the cards below to navigate the four topics; on each topic page you will find related resources, questions, and activities.

Since this is a self-paced module, you should proceed in whatever way makes you comfortable. Feel free to take as little or as much time as necessary and focus on whatever components resonate most deeply with you and your own pedagogical value and needs.

We look forward to your participation.

Getting Started

Get to know our

Introduction to Design Forward: The ALC

What is Generative AI? Your Questions Answered
Dannica Lo

Why Humans Will Never Understand AI
David Beer

Watch later Share

Questions

Join in on conversations with other module participants.

What is your experience so far with Generative AI? What do you hope to learn more about?

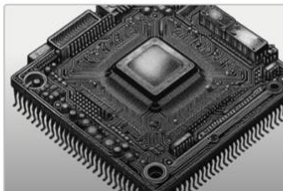
There are no comments on this question yet.

bit.ly/df-website

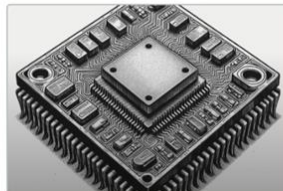
TOPICS



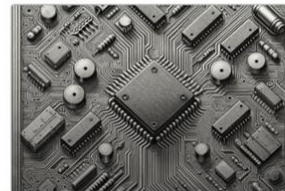
Fundamentals
of Generative AI



Teaching WITH
Generative AI



Teaching
AGAINST
Generative AI



Teaching
ABOUT
Generative AI

The AI Challenge

...

Fundamentals of Generative AI

Image created by Bing AI (DALL-E 3) in response to “an woodcut engraving of a simple computer microchip”

What is Generative AI?

“Generative models are a key enabler of machine creativity, allowing machines to **go beyond what they’ve seen before and create something new.**”

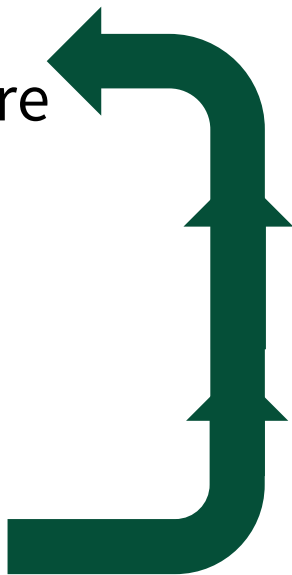
~~[Ian Goodfellow](#)

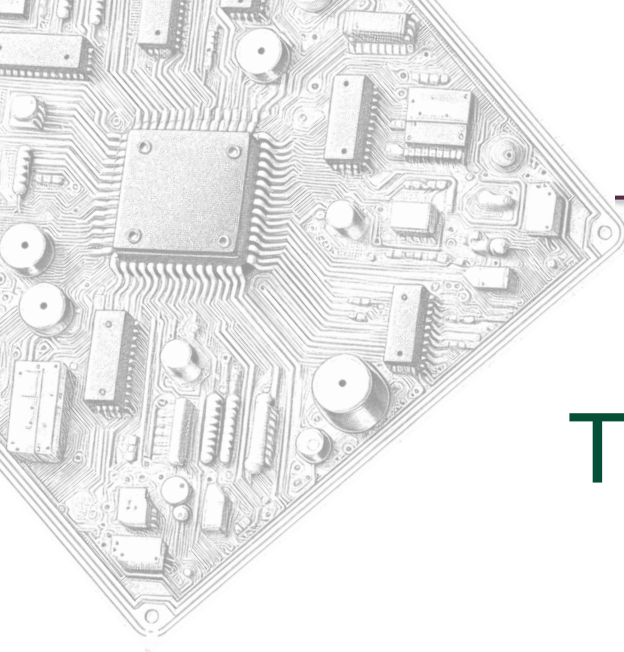
“The awe of machines wielding the power of language is seductive, but **Performative AI might be a more appropriate name [than Generative AI], as it leans toward production and mimicry—and sometimes fakery—over deep creativity, accuracy, or empathy.**”

~~[Judy Estrin](#)

How It's Created...

- Training Data
- Transformer Architecture
- Pre-training
- Fine-tuning
- Iterative Process





The AI Challenge

...

Teaching WITH Generative AI

Image created by Bing AI (DALL-E 3) in response to “an engraving of a circuit board”

What Can GENAI Do for Education?

BIG SCALE?

- Personalized Learning Paths
- Intelligent Tutoring Systems
- Automated Grading and Feedback
- Virtual Labs and Simulations
- Predictive Analytics for Student Success

SMALL(ER) SCALE?

- Idea Generation & Brainstorming
- Research Assistance/Support
- Writing/Editing Assistance
- Image/Media Generation

What Kinds of Things Can Generative AI Do/Create?

A few GENAI research/education tools worth learning about.

- AskYourPDF
- Elicit
- Scite.ai
- NOLEJ
- Consensus
- Whimsical

Image created by Bing AI (DALL-E 3) in response to “an image of a sand dune with a blue sky and clouds in the distance”

THE AI CHALLENGE COLLECTION

THE AI CHALLENGE COLLECTION

generative AI ideas for teaching and learning

Home

+ Explore the Collection



Stylin' and profilin'

📋 Type: Assignment/Project, In Class Assignment

🗨️ Topic(s): Teaching ABOUT Generative AI, Teaching WITH Generative AI



Artificial Intelligence: Ethics & Societal Challenges

📖 Disciplines: Multidisciplinary

📋 Type: Online Course

About this Site

This site collects ideas and resources for exploring Generative AI at the university level. The primary feature is a **collection of ideas for assignments, assessments, and other activities that you can explore using in your own classroom**. These are tagged by type, discipline and topic. We have collected these ideas from various online resources that are freely available

EXAMPLE Instructional Design Support: Writing Case Studies

“Generative AI (GenAI) tools such as ChatGPT make it easier and faster for educators to write case studies. These tools can serve as a research and writing assistant. They can also create unique, interactive, role-playing experiences that transform how cases are used in the classroom.”

~~[Writing Case Studies Using Generative AI:
Intimate Debate Case Study](#)



Class Activity: Role Play

“You might want to create interactive role-playing exercises where Generative AI assumes the role of a historical figure, industry expert, or character from a book, allowing students to engage in conversations that can enhance their understanding and spark interest in the subject matter.”

~~[Using Generative AI for General Instruction](#)



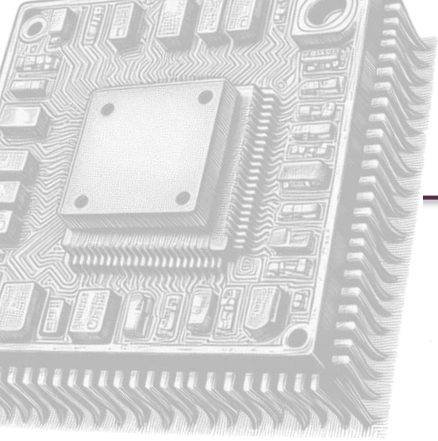
EXAMPLE

Class Assignment: Intentional Misuse

“We can think of intentional misuse as an “ethical hacking” approach where students misuse AI in order to expose shortcomings and threats. This type of activity can also foster discussion and critical thinking about the ethical dilemmas AI tools pose.”

~~ [*Incorporating AI in Teaching: Practical Examples for Busy Instructors*](#)





The AI Challenge

...

Teaching AGAINST Generative AI

Image created by Bing AI (DALL-E 3) in response to “drawing of a computer chip in the style of a wood engraving”



What Should We Be Worried About?

ACCORDING TO CHATGPT...

- Bias and Discrimination
- Privacy Concerns
- Loss of Human Touch
- Equity and Accessibility
- Job Displacement

BUT ALSO...

- Copyright/Intellectual Property Issues
- The Future of (Higher) Education
- Regulation and Policy
- Doomers and Evangelists

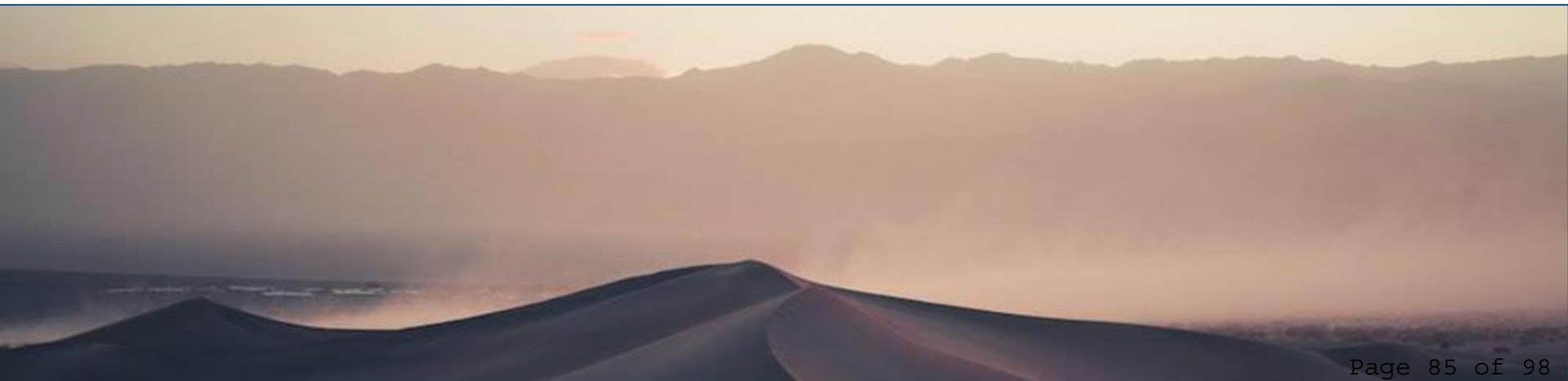
AND LEST WE THINK WE CAN SIMPLY USE TECH TO DEFEAT TECH...

“Unlike accusations of plagiarism, AI cheating has no source document to reference as proof. This leaves the door open for teacher bias to creep in,” says Dell.

For students, that makes the prospect of being accused of AI cheating especially scary. “There is no way to prove that you didn’t cheat unless your teacher knows your writing style, or trusts you as a student,” says Goetz.”

~~ [We tested a new ChatGPT-detector for teachers. It flagged an innocent student.](#)

Geoffrey A Fowler





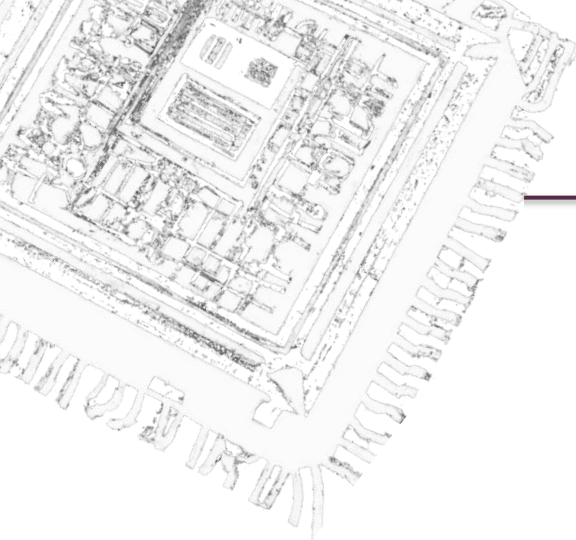
WE MUST BALANCE “AWE” WITH ETHICS

“The awe about the supercharged creative potential of generative AI for everyone should not override the complicated ethical, social, and legal issues around these systems.”

[*The Socio-Ethical Challenges of Generative AI*](#)

Atoosa Kasirzadeh

33



The AI Challenge

...

Teaching ABOUT Generative AI

[Image created by DALL E-3](#) in response to "Image created by Bing AI (DALL-E 3) in response to "woodcut engraving of a computer chip"



How Much Do We Actually Understand?

“What happens when we have models growing ferociously in capability, but we decline to train them on the very best sources of human wisdom and instead have them learn on the longer tail of less rigorously curated information, or information that is out of date. What does that do to the risk that these technologies are needlessly rough on humanity?”

~~ [*Food for Thought: What Are We Feeding LLMs, and How Will this Impact Humanity?*](#)

Stuart Leitch

How Will GenAI Impact Our Students' Futures?

“For our students, there are many reasons why we should be concerned about AI, and most of those reasons are much more down-to-earth than “because it will destroy the world”. **As power and wealth continues to be centralised in the hands of leading companies, we need to question the impact AI will have on the workforce and the future lives of our students.** Although AI could bring productivity gains, it remains to be seen whether those benefits will be passed down to workers or used to make the rich richer.”

~~[Teaching AI Ethics: Power](#)
Leon Furze

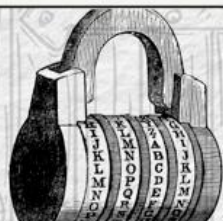


What does it mean to “prepare” students to live in a world of GENAI?



OPEN
CoLab

PLYMOUTH STATE UNIVERSITY



CERTIFICATE OF COMPLETION

This certificate is presented to

Martha Burtis

to certify completion of the

"The AI Challenge" module

of Design Forward.

The participant engaged in critical &
creative rethinking of their pedagogical
practice.

Martha Burtis

CoLab Staff

05/02/2025

Date

bit.ly/df-website



University of
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University System
of New Hampshire

Artificial Intelligence: Transforming UNH Research

Marian McCord

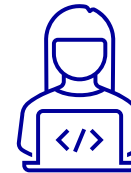
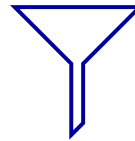
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UNH Research: Transforming AI

Expanding the limits of what it can do

Harnessing it to analyze, categorize, synthesize data

Understanding its impact on our lives and our work



- [short video to come]

Computer science faculty are engaged with all aspects of AI

- Sam Carton: Large language models (LLMs) that will improve how we apply massive amounts of data in medicine, psychology and agriculture
- Momotaz Begum: Robots to assist people with physical or cognitive limitations
- Preparing all students for an AI-enabled world



Accelerating Discovery



AI is helping researchers understand massive and unprecedented volumes of data.

- Jeremiah Johnson from UNH Manchester developed a machine learning tool that made sense of **700 million images of auroras** from a NASA database, helping predict and protect us from geomagnetic storms.
- Hubbard Center for Genome Studies analyzes large gene sets using AI to advance an understanding of **Merkel cell carcinoma**, an aggressive type of skin cancer.
- Civil engineering faculty member Fei Han models **bridge safety** and coastal flooding here in New Hampshire.

Understanding the Impact



As AI's ubiquity grows, UNH researchers are exploring ways it's helping — or harming — how we live, work and learn.

- A Paul College study showed that AI is better than laypeople at evaluating the **quality of health news**.
- AI could **deliver less biased employee performance evaluations**, according to another Paul College study.

What's next?

**AI is here; UNH is improving it,
harnessing it and probing its
impact on our world.**

To remain at the forefront of this
technology, UNH must consider

- Additional computing capacity
and resources
- Data security of large language
models
- Reliability