

# CAROLINA Chronicle

THE GRADUATE SCHOOL

2015

## *why* STUDENT FUNDING matters





The *Carolina Chronicle* brings you news of graduate students and graduate education at The University of North Carolina at Chapel Hill. We invite you to return to campus for just a little while as you read about the exciting research Carolina graduate students are doing—discoveries that are having a real impact on North Carolina and the world. Your fellow Tar Heels are finding ways to increase manufacturing efficiency, more safely treat childhood cancer and challenge political violence in Colombia, to highlight just a few students featured in this issue. We also fill you in on the new Professional Science Master's and give you insights into pressing issues for graduate students and graduate education.

This issue delves into a matter that has received a lot of national attention: student debt. We take a look at what graduate student debt looks like in the United States and how the national picture compares to UNC-Chapel Hill. We dig into national and UNC-Chapel Hill data and learn—from Carolina graduate students—how they fund their education and what those choices mean for their futures.

We hope the *Carolina Chronicle* connects you with the UNC-Chapel Hill graduate education community in many meaningful ways. There is much more on our website for you to explore, including video stories and interactive graphics.

We are always interested in what's going on in your life and what you would like to read within our publication. Please send us your comments and suggestions at [carolinachronicle@unc.edu](mailto:carolinachronicle@unc.edu).

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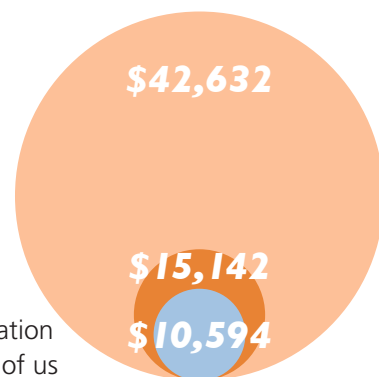
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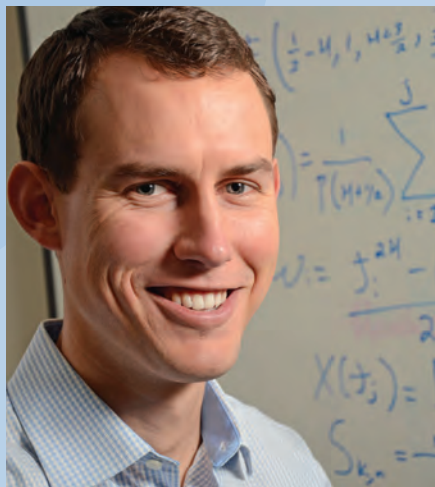
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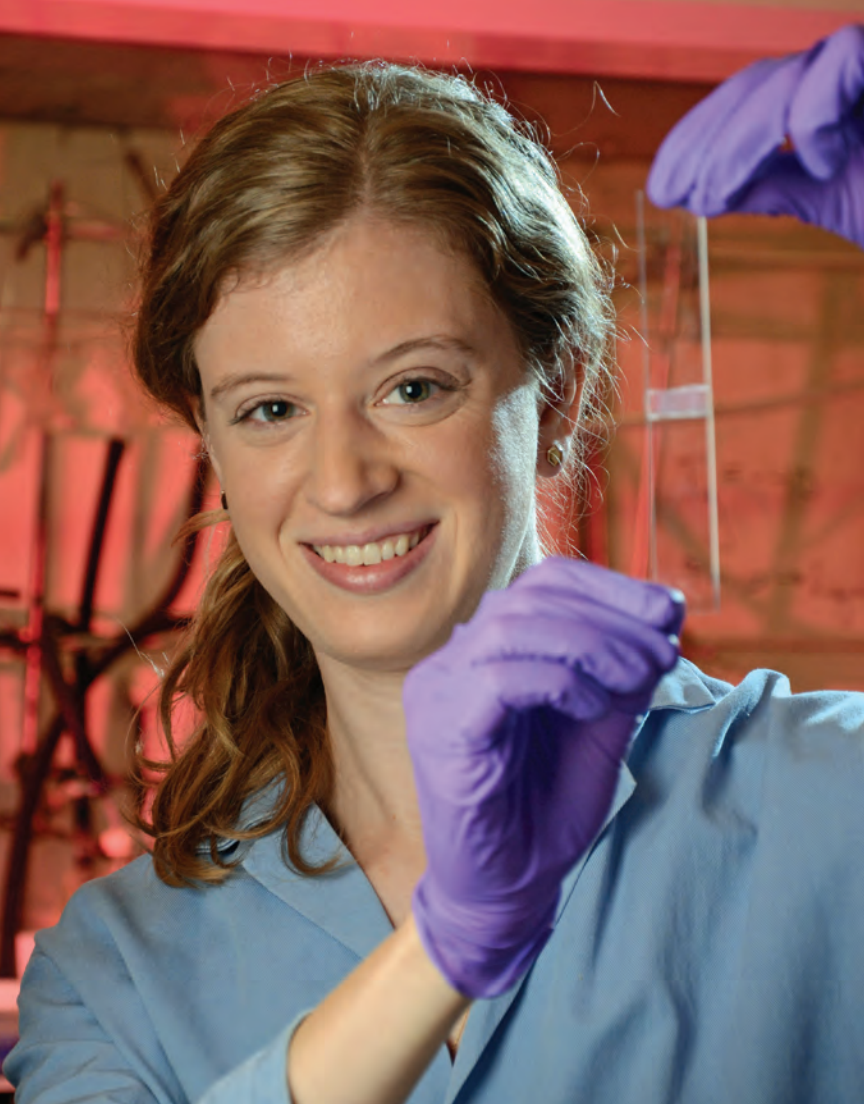
*See how Carolina is supporting diverse student communities.*



*Hear how graduate students are fighting mental health stigma on campus.*

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# MAKING a **WORLD** of DIFFERENCE RIGHT HERE at **HOME**

Graduate students earn **GEAB Impact Awards** for creating new knowledge to help N.C. industry, communities and citizens

## Graduate student strengthens N.C. manufacturing

Today, manufacturing drives 19 percent of North Carolina's gross domestic product and employs more than 338,000 workers. The state is ranked ninth nationally in total manufacturing employment and first in the southeastern United States. Industries have pursued technologies that minimize the energy and resources necessary to make products in order to lower costs and fulfill consumer demand for greener manufacturing. Doctoral student Sara Turner (pictured above) has developed a type of adhesive that could aid tremendously in automated production processes: a reusable material capable of de-bonding (un-gluing) and re-bonding (re-gluing) on demand in response to applied heat. This adhesive allows for remote repair of complex structural components

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*MD/PhD student Patrick Lang (right) has found a promising new method to treat medulloblastoma, the most common malignant brain tumor in cases of childhood cancer. The treatment may be associated with reduced side effects because it more specifically targets this cancer's cells than conventional therapy.*





in bonded parts by simple heating, and in the disassembly of bonded components at the end of their lifetime during recycling. The material, composed of “spaghetti-like” polymer molecules, also maintains its original strength after multiple de-bonding and re-bonding cycles. The design and implementation of robust new technologies such as Turner’s adhesive will ensure that North Carolina is a top player in the green manufacturing industry.

“Sara’s results are an important advance in the field of dynamic adhesives and represent a step forward for manufacturing processes,” says Valerie Ashby, chemistry professor and Turner’s adviser.

*Master’s degree student Pooja Jani (right) is program manager for an innovative screening program that uses the emerging field of telemedicine to improve diabetic retinopathy (DR) evaluation. DR is the leading cause of new cases of blindness among U.S. adults ages 20 to 74.*

Read about all Impact Award recipients at [carolinachronicle.unc.edu](http://carolinachronicle.unc.edu).



# Going Pro

## New master’s degree program prepares students to become leaders in the life sciences industry

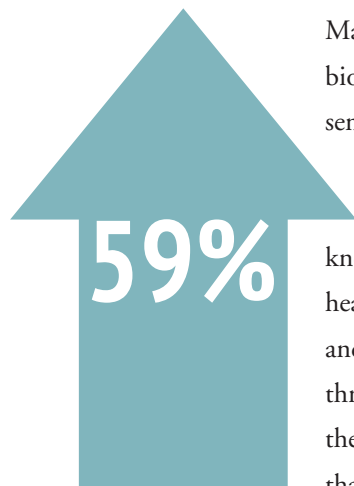
By Deb Saine

**Evan Galloway has an educational background** rich in the study of science and bioinformatics and has worked as a science writer and editor. He now works full-time within Duke University’s technology transfer

department—and, also full-time, he is a member of the inaugural class of UNC-Chapel Hill’s Professional Science Master’s (PSM) Program.

Galloway began his work toward a

*Students pursuing their Master of Professional Science learn across disciplines. From left to right, students Fei Yu, Amanda Krzywinski, Holly Hall and Evan Galloway.*



Nationally, PSM degree programs have grown rapidly since first developed in 1997, with Sloan Foundation support. Application for admission increased 59 percent between fall 2010 and fall 2013.

Source: Council of Graduate Schools data.

Master of Professional Science (MPS) in biomedical and health informatics in fall semester 2014.

“I was looking at more general analytics/information programs, knowing that I wanted to focus on the health sector, as a result of my background and interests,” Galloway says. “So I was thrilled to find a program that combined these two threads. Moreover, I was excited that the program drew upon the resources of many of the outstanding departments at UNC, especially the schools of Public Health and Information and Library Science.”

The PSM is designed to meet the needs of today’s professionals who want to expand their technical and business knowledge and apply it to emerging professional fields within science and health. The road leading to the creation of Carolina’s first two PSM programs—the MPS in biomedical and health informatics and the MPS in toxicology—began after years of collaborative planning among The Graduate School, UNC-Chapel Hill faculty and external

board members with significant industry experience.

PSM program director Heidi Harkins says demand is accelerating for professionals who have a specialized understanding of business fundamentals and science. “Managing data and managing health threats are two tremendous

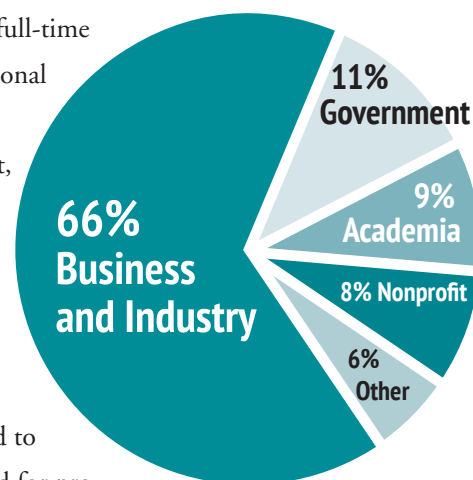


*Dob Njinimbam, center, is focusing on biomedical and health informatics within the Professional Science Master’s.*

challenges for our world, and our University’s first two PSM programs are intended to directly respond. Our faculty members are deeply committed to these students’ success.”

Students learn within an interdisciplinary curriculum and can complete their degrees in 16 months of full-time study. A rigorous professional internship, which is a required degree component, provides the opportunity to put knowledge into practice, Harkins says.

“We have only to look toward Research Triangle Park in our own backyard to see our state’s critical need for professionals who have a strong background in business and science,” says Steve Matson, dean of The Graduate School. “We are committed to building more of these industry-academic partnerships to better meet the changing needs of North Carolina.”



**Professional fields for employed 2012-13 PSM graduates**

Source: Council of Graduate Schools 2013 PSM Student Outcomes Survey

#### The MPS in biomedical and health informatics prepares students to:

- Manage large-scale projects related to clinical and public health information systems.
- Develop and evaluate health information systems that influence clinical decision making and health-care quality.
- Analyze and manage health data for enhancements to clinical practice, biomedical research and public health services.

#### The MPS in toxicology prepares students to:

- Prevent the adverse effects of chemical, physical or biological agents on life and the environment.
- Advance knowledge of existing and potential health threats.
- Develop appropriate regulations in a wide variety of public and private enterprises.



91 percent of employed 2012-13 PSM graduates responding to a survey said their job relates to their area of study.

Source: Council of Graduate Schools 2013 PSM Student Outcomes Survey





# TAKING ON Student Debt

## How CAROLINA GRADUATE STUDENTS fund their education and why it matters to all of us

By Jess Clark and Andrea Patiño Contreras

In a conference room high above the city of Bogota, Colombia, 12 people are gathered on a floor strewn with flowers and candles. All 12 have either lost a family member to political violence, or were themselves threatened or driven from their homes. UNC-Chapel Hill graduate student Diana Gómez leads them in using the bright orange, blue and yellow flowers and candles to create a mandala—an intricate circular design that is a spiritual and ritual symbol in Hinduism and Buddhism. The participants write the names of their lost loved ones in the midst of flowers and candles and ask

themselves and their relatives for permission to explore the memories and emotions surrounding the loss they feel. This is all part of Gómez's research.

Through the large windows, Gómez can see Monserrate, the city's iconic mountain, rising high in the distance. Below, downtown Bogota is bustling. Just out of sight from the conference room window is La Plaza de Bolivar, the square where Gómez participated in many protests against a corrupt and violent political regime.

Gómez first came to the United States from her native Colombia in 2008 not only as a

visiting scholar at Duke University, but also seeking safety from those who threatened her life. She started working on her PhD in anthropology at UNC-Chapel Hill in 2009. Gómez's path is made possible by the Royster Society of Fellows, The Graduate School's select interdisciplinary fellowship program. As a Royster Fellow, Gómez's education is fully funded.

Her research is profoundly shaped by the experience of being the victim of political violence. Gómez became a target after speaking out publicly against the forced disappearance and murder of her father, Jaime Gómez.



## MATT MILLER

**Degree:** PhD in Education, third-year

**Funding:** Funding in the School of Education is generally "piecemeal." Last year, Miller found some funding through a research assistantship. It paid for his tuition and provided a small

stipend. However, the funding he has found isn't enough for him to live on, so Miller has to take out loans. He says when he graduates he'll owe around \$47,000 in student loans.

**Background:** Miller worked for 10 years as a special education teacher in the southeastern United States. He earned his master's in education from Vanderbilt University in 2002 and came to UNC-Chapel Hill in 2013 to begin his PhD.

**Research interest:** Miller studies the intersection between mathematics teaching and special education. He's researching how educators can teach math to students with disabilities and without in the same classroom.

**Quote:** "Generally math and special education teachers work in their own areas because they're trained differently; but what I try to do is to get them to talk to each other."

## National Median Cumulative Debt by Master's Degree

Master of Arts/Science  
**\$51,000**

Master of Education  
or Teaching  
**\$45,000**

Other Master's  
**\$54,029**

Source: Council of Graduate Schools, academic year 2011-2012. Includes borrowing for undergraduate and graduate degrees.

Gómez's father had been working for a well-known leftist politician who was unpopular with the presidential administration. He disappeared in March 2006. One month later his body was found. Gómez says her family was grateful to find his remains. In forced disappearances, victims are kidnapped, and instead of being held for ransom, they simply never appear again. She has returned to Colombia multiple times to conduct the field research that forms the foundation of her dissertation—knowing she will become the object of intimidation and illegal surveillance each time she makes the trip. Gómez interviews families of the disappeared and other victims of government abuse and documents their experiences and healing processes.

While it is likely that Gómez would have continued to work with victims of violence in Colombia, graduate school has allowed her to devote most of her time to research and fieldwork that will not only benefit her, but many others and ultimately the nation's democracy.

"The Royster Fellowship allowed me to do a PhD abroad in a moment when I had to be outside my country," Gómez says. "For me, UNC has been a wonderful university because I have found many people that are working on topics related to my research, enriching my project. For me, it has been important to have these types of conversations."

Because of her Royster Society funding, Gómez can concentrate fully on her research and not worry about how she will afford her education: The fellowship pays her tuition and her living expenses for five years. In return, Gómez teaches for three years during her time at UNC-Chapel Hill. Being a Royster Fellow means Gómez won't have to take out loans to finance her degree, a fact that sets her apart from most of the nation's graduate students.

## A NATIONAL ISSUE

Research from the New America Foundation, a nonpartisan nonprofit policy research institute, shows that Americans are carrying \$1.1 trillion in student debt, 40 percent of which comes from loans taken out for graduate and professional degrees. By graduation, the average U.S. master's student who takes out student loans is carrying \$50,200 in combined undergraduate and graduate student debt.<sup>i</sup> PhD students usually stay much longer in their programs than master's degree students, so their debts are even higher. The average PhD student who borrows for his or her education takes on \$69,800.<sup>ii</sup>

**Americans  
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student debt.**

Research shows that leaving graduate school with a heavy burden of debt has life-changing consequences. The amount of student debt a graduate carries appears to influence the

kinds of jobs graduates are willing to take. A 2011 study from researchers at the universities of California, Berkeley and Princeton shows college loan debt may reduce the likelihood graduates will take low-paying public-interest jobs.<sup>iii</sup>

Another recent study shows that people with higher student debt are less likely to start their own businesses.<sup>iv</sup> Further research indicates that student debt delays important life milestones, such as buying a house.<sup>v</sup> All of this has implications not only for individual people, but for the economy as a whole. For this reason, one of the federal government's most important economic institutions, the Federal Reserve Bank of New York, is keeping an eye on growing student debt.

"If we see unprecedented debt on the balance sheets as a result of education, what are the effects we expect to see?" asks Meta Brown, senior economist for the Federal Reserve Bank of New York.

"Increasingly older borrowers are holding student debt. Presumably that has something to do with longer time in school and larger bills as a result," Brown says.



## THE COSTS OF A DEGREE

Seeing the high amount of graduate student borrowing makes one wonder why getting a graduate education costs what it does. One major factor is that in addition to tuition, student loans cover the cost of living without a significant source of income for several years. And when it comes to tuition, in general, schools charge more per semester for graduate education than for undergraduate. Sandra Hoeflich, associate dean at The Graduate School, says schools do this because it costs universities more to educate graduate students.

"The very nature of graduate education means it is resource intensive," Hoeflich says. "For both master's and doctoral students, faculty-to-student ratios must be low in the classroom, and doctoral education requires the one-to-one mentoring of a faculty member for many years."

Hoeflich says that while this kind of instruction is costly, it's also necessary.

"Such individualized and specialized education and training does not have assembly-line type efficiency, but that is what is needed to produce doctorally or master's-prepared professionals," says Hoeflich.

In addition, Hoeflich says many degrees require the school to provide the latest technological tools and resources, which are often costly.

## THE FIELD EFFECT

The amount of debt graduate students take on varies greatly by degree and field. Master's degree students and doctoral students in the humanities and social or behavioral sciences who borrow have the highest average burden of debt, while students in the life sciences and engineering, computer science or mathematics borrow less, on average.

In many cases, degrees with lower earning potential, such as a master's in education, leave students with some of the highest amounts of debt. This is because those students have less

access to funding while they're in school and lower salaries once they graduate.

"There is more funding for students of engineering and other technological areas, and higher paid positions also await graduates of those degree programs," says Hoeflich. "Overall, it reflects societal views about the value of those degrees and professional roles."

Master of education or teaching students receive the least amount of grant aid of all graduate degree programs, according to data from the Council of Graduate Schools. While 35 percent of all degree-seeking graduate students in the academic year 2011-2012 received some kind of grant funding, only 5.4 percent of master of education or teaching students received such aid.<sup>vi</sup>

The inverse relationship between debt and earning potential is similar for PhD students in education. Like PhDs students in other fields, PhD students in education stay longer in their programs than master's students, so they rack up even more debt. Still, their salaries are dwarfed by those of PhDs in other fields, such as economics or mathematics and computer science.

Matt Miller is in his third year of the PhD program at the School of Education at UNC-Chapel Hill. Like most graduate students in the School of Education, Miller is constantly on the lookout for funding opportunities that pop up throughout the year. This year, he found a way to pay for his tuition through a research assistantship. Still, Miller says when he graduates he'll carry about \$47,000 in graduate student debt.

"It definitely weighs heavily on my mind," he says. But to Miller, the degree is worth the price tag.

"Earning my degree means I get to advocate for teachers who don't have the time to do so for themselves, and for students who don't have the opportunities to make their voices heard," Miller says. "Having this degree allows me more skills, access and influence to help those who need it."

Leaving  
graduate  
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consequences.

## ANNA JOYCE

**Degree:** Master's in Public Administration, first-year

**Funding:** Joyce has half her tuition paid for through a School of Government fellowship. But she is still taking out loans and working part-time at two different companies to finance her degree. She took out loans for her bachelor's as well. Joyce says when she leaves Carolina, she'll carry around \$80,000 in student debt.

**Background:** Originally from Pilot Mountain, N.C., Joyce earned her bachelor's degree in political science from North Carolina A&T State University. She worked for several nonprofits that support children with developmental disabilities before enrolling at Carolina to pursue her master's degree.

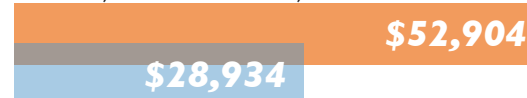
**Research interest:** Joyce started her master's with the intention of focusing on nonprofit leadership; however, she soon discovered she has a passion for studying local government and community development, especially in rural areas like her hometown.

**Quote:** "I want to give back, and this seems like the best way to do it. I'd rather turn that desire into a career than do something else, even if it means I'll have less money."

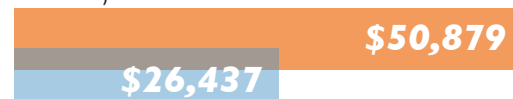


## Average Cumulative Debt of Master's Grads Who Take Out Loans (2012)

Master of Arts and Master of Science



Master of Education



Other Master's\*



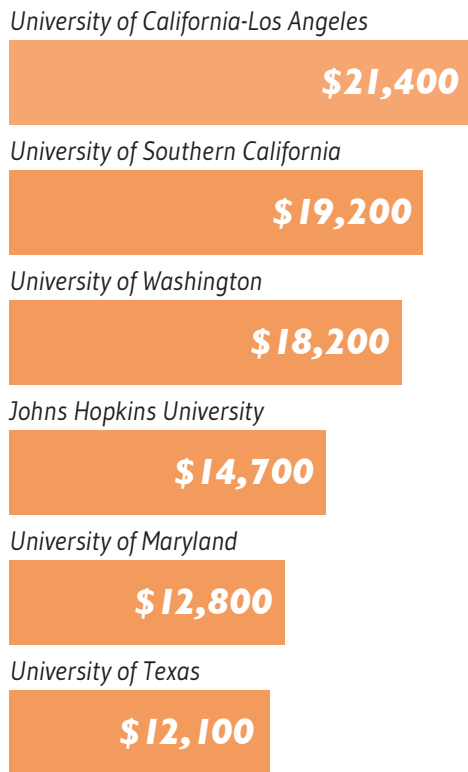
National

UNC-Chapel Hill

\*UNC-Chapel Hill figures include Master of Social Work, Master of Public Health, Master of Accounting and Master of Public Administration. National data include Master of Social Work, Master of Public Administration, Master of Fine Arts and others. National data from the New America Foundation.

## Differences in Cost of Living

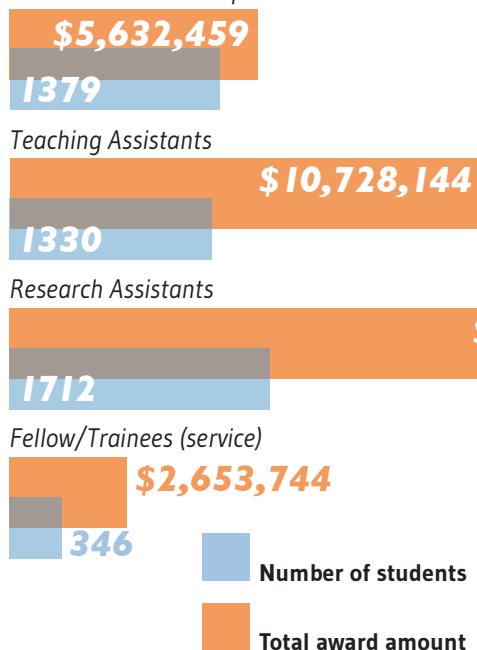
Amount Needed to Match \$10,000 at UNC



Source: Economic Research Institute, January 2015

## Funded Carolina Graduate Students by Type of Assignment

(Fall 2014)



Source: The Graduate School at UNC-Chapel Hill

Anna Joyce is another student taking out a daunting sum in student loans for a degree that isn't usually associated with a large salary: a master's in public administration. A first-year master's student at the UNC-Chapel Hill School of Government, Joyce focuses on local government and community development. When she graduates, she wants to work in rural, economically disadvantaged areas where, Joyce says, she feels she can make the most difference.

"I'm not really concerned with making a lot of money. I definitely want to give back, and I think this would be the best way for me to do it," Joyce says.

But Joyce *is* concerned about being able to pay off her student loans, which, including both her undergraduate and graduate degrees, will total around \$80,000 when she leaves UNC-Chapel Hill. About a third of that debt comes from her undergraduate degree.

"My mom is a public school teacher, and my dad is a factory worker, so there wasn't really any extra income to put toward saving for college," Joyce says.

Joyce works 30 hours a week in addition to her full-time studies, and she earned a fellowship from the School of Government that pays half her tuition. The rest she finances through student loans, which she wants to start paying off as soon as possible.

"I will probably take the first job I'm offered because I need to start paying off my debt as soon as I get out. I can't risk waiting around for the perfect job for months and months," Joyce says. "But I still think it's going to take me a really long time to pay off my debt, and living not very comfortably."

## HOW CAROLINA COMPARES

At UNC-Chapel Hill, graduate students' debt level also varies greatly by degree. But graduate students from the University leave school with much lower amounts of debt than their national counterparts. For example, in 2012 the average UNC-Chapel Hill master's degree student in education who took out loans left school with about \$26,500 in student debt. On the national scale, the average master's degree student in education had about \$51,000 in student debt—nearly double the UNC-Chapel Hill average.<sup>vii</sup>

This trend holds true for virtually all of UNC-Chapel Hill's master's degree programs.

Being a Research I institution is a major reason why Carolina graduate students carry less debt than others. Research I institutions like Carolina receive greater amounts of federal dollars than other kinds of colleges and universities because of the extensive research they

conduct. Federal funding and other grants for research mean Research I universities are able to fund graduate students in exchange for their work on research projects.

But even among Research I institutions, UNC-Chapel Hill is leading the way in affordability. One reason is that Carolina keeps its tuition lower than its peer institutions and lower than the national average—for undergraduate and graduate students.

Another reason for the lower debt levels is likely the lower cost of living in Chapel Hill. Funding goes further for graduate students at UNC-Chapel Hill than it does for students at other schools like the University of Michigan, the University of California at Berkeley or Los Angeles, or the University of Texas.

Funding is also an important part of keeping graduate student debt down at UNC-Chapel Hill. For example, in the fall semester of 2014, 81 percent of full-time, on-campus graduate students in programs within The Graduate School received stipends for their roles as research assistants, fellows or trainees.

**"Overall, it reflects societal views about the value of those degrees and professional roles."**



In total, over \$34.6 million in funding was given to 4,767 students in graduate programs within The Graduate School for that semester.

For many, receiving this kind of funding will determine whether they go to graduate school or not. Carlee Forbes is a first-year PhD student in the art history department. She graduated from her undergraduate program with about \$35,000 in debt. After her father unexpectedly passed away, she paid her loans with his life insurance. Forbes says that if she hadn't received funding for her graduate education, she wouldn't have been able to attend graduate school.

"I didn't quite realize how lucky I was to get funding for my master's degree," says Forbes, who completed her master's degree at the University of Florida. She, like Gómez, is a Royster Fellow, which guarantees her funding during five years of her doctoral education.

Gómez, too, says she wouldn't have been able to afford graduate education without her fellowship.

"Some people come to the U.S. for their education, and they can pay on their own because they are rich, or because they have loans from the Colombian government," Gómez says. "But paying tuition and fees here for someone from a middle or lower class background is extremely difficult."

## UNC-Chapel Hill is leading the way in affordability.

### VALUE OF PRIVATE FUNDING

Fellowships and other types of graduate funding are crucial in giving students such as Gómez the opportunity to study and conduct their research. Increasingly, private donors who support graduate student funding opportunities are vital to the work Carolina's graduate students are doing in communities across the globe, from the streets of Bogota to math classrooms in North Carolina. For example, in fall semester 2014, The Graduate School supported 147 graduate students with more than \$4.8 million dollars from private gifts and endowments.

As the model for funding of higher education changes, private support is increasingly critical to helping to reduce graduate student debt. Strapped state budgets across the country mean many public universities must find other ways to support students. While the state of North Carolina provides more support than other states, state support has decreased precipitously. Between 2008 and 2014, state funding for higher education dropped nearly 25 percent.<sup>viii</sup> Increased gifts from alumni and friends of UNC-Chapel Hill could ensure that even while the burden of debt grows in the nation overall, graduate students at Carolina can continue take on the important work to be done in the world, no matter their financial circumstances.

### CARLEE FORBES

**Degree:** PhD in Art History, first year

**Funding:** Forbes' Royster Fellowship covers her tuition, fees, health insurance and living expenses for five years. In exchange, Forbes will work as a teaching or research assistant for three years during her program.

**Background:** Forbes received her bachelor's degrees in history and arts and humanities from Michigan State University and her master's degree in art history from the University of Florida. She was recently part of the team that organized the exhibition and publication of Kongo across the Waters, featuring pieces from the Royal Museum of Central Africa in Tervuren, Belgium, and U.S. collections.

**Research:** Forbes's research focuses on Congolese art in the early 20th century. She uses changes in imagery to explore the relationship between Congolese artists and their patrons (colonial officials, missionaries or other Congolese). By looking at the Congolese artworks, Forbes analyzes Congolese comments on colonialism in a way that may not be recorded in other documents.

**Quote:** "I think that my research is important because it looks at materials that have been somewhat on the periphery of past art history studies, and also because it contributes a parallel narrative to one that focuses solely on the atrocities of the Belgian colonial rule in Congo."



For a video on Diana Gómez's research and interactive graphics on student debt data, go to [carolinachonicle.unc.edu](http://carolinachonicle.unc.edu).

<sup>i</sup> National Center for Education Statistics, Academic year 2011-2012, Table 14, <http://nces.ed.gov/pubs2015/2015026.pdf>.

<sup>ii</sup> National Center for Education Statistics, Academic year 2011-2012, Table 14, <http://nces.ed.gov/pubs2015/2015026.pdf>.

<sup>iii</sup> Jesse Rothstein and Cecilia Elena Rouse, "Constrained after College: Student Loans and Early Career Occupational Choices," *Journal of Public Economics* 95 (2011), No. 1-2: 149-63; available at <https://ideas.repec.org/a/eee/pubeco/v95y2011i1-2p149-163.html>.

<sup>iv</sup> Brent W. Ambrose et al., "The Impact of Student Loan Debt on Small Business Formation," Working paper, March 29, 2014, available at [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2417676](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2417676).

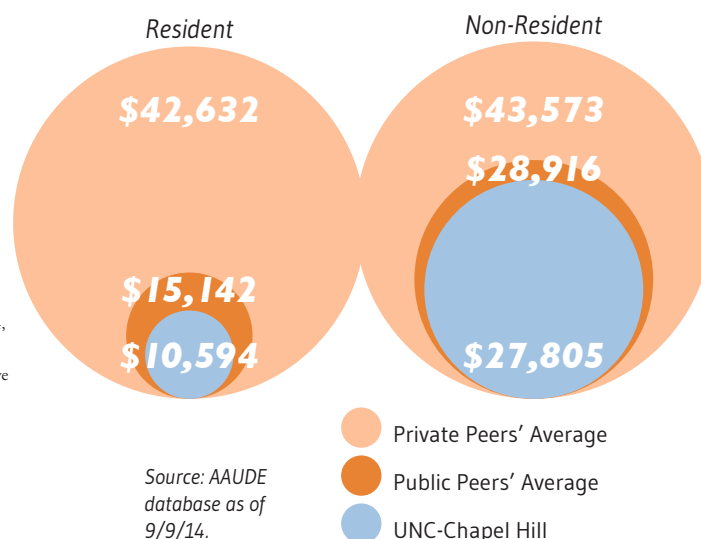
<sup>v</sup> Zachary Bleemer et al., "Household Formation within the Boomerang Generation," *Liberty Street Economics*, Federal Reserve Bank of New York, Feb. 4, 2015; available at [http://libertystreeteconomics.newyorkfed.org/2015/02/household-formation-within-the-boomerang-generation.html#.VOOjwGTF\\_w6](http://libertystreeteconomics.newyorkfed.org/2015/02/household-formation-within-the-boomerang-generation.html#.VOOjwGTF_w6).

<sup>vi</sup> Council of Graduate Schools, "Graduate Student Debt: Q&A," June 24, 2014, page 2.

<sup>vii</sup> Jason Delisle, "The Graduate Student Debt Review," *New America Foundation*, March 2014.

<sup>viii</sup> Michael Mitchell, Vincent Palacios and Michael Leachman, "States Are Still Funding Higher Education Below Pre-Recession Levels," *Center on budget and policy priorities*, May 1, 2014; available at <http://www.cbpp.org/cms/?fa=view&id=4135>.

### Carolina's Graduate Tuition Is Lower Than Its Public and Private Peers'



# MAKING A DIFFERENCE

The Graduate School's **Summer Research Fellowship** program awarded its highest number of student opportunities in 2014. Thanks to many private donors, **38 graduate students** spent the past summer focusing exclusively on their dissertation research.



**Above:** Francis J. and Patti Meyer supported mass communication student Megan Sobel (not pictured) with a 2014 Summer Research Fellowship.



**Left top:** Penny Aldrich and Jami Powell (anthropology), recipient of the 2014 Penny and Howard Aldrich Summer Research Fellowship.



**Left:** Michael Harpold and Justin Blanton (history), recipient of the 2014 Peggy Harpold Summer Research Fellowship.



**Below:** Darin Padua, professor and chair of the exercise and sport science department; Alvene Buckley; Tim Mauntel (human movement science), recipient of the 2014 Donald and Alvene Buckley Summer Research Fellowship; and Donald Buckley, chairman of the Graduate Education Advancement Board.

*Fiscal Years 2014 and 2015 as of 02.09.15*

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UNC-Chapel Hill alumni, faculty and friends of graduate education gathered at the Carolina Inn in mid-November 2014 to honor **Harold and Holly Glass**, steadfast supporters of graduate education at Carolina. The Glasses (pictured below), of Philadelphia, established a three-year term professorship for a faculty member and a corresponding fellowship for the graduate student the professor selects to mentor.



For more information, visit [carolinachronicle.unc.edu](http://carolinachronicle.unc.edu).



**Above:** Graduate School Dean Steve Matson speaks to Alan Nelson, the inaugural Harold J. Glass USAF Faculty Mentor/Graduate Fellow Distinguished Term Professor (far right) and Krasimira Filcheva, the doctoral student Nelson selected to receive the professorship's first fellowship. The professorship is named in memory of Harold E. Glass' father. Harold J. Glass (1914-1980) served heroically in the U.S. Army Air Corps during World War II.

# MAKING A DIFFERENCE



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**Pictured left are members of the GEAB:** (first row, left to right) Andrew McMillan Jr., Charles Holmes, Fran Hoch, Jean Grainger, Penny Aldrich, Linda Dykstra Hylander and Phil Nelson; (second row, left to right) Blair Kutrow, Beth Whitaker, Ivy Carroll, Harold Glass and Fran Meyer; (third row, left to right) Michael Harpold, Carol Smithwick, Drusilla Scott, Donald Buckley and Paul Hoch; and (fourth row, left to right) Ken Smith, Burnet Tucker and Debu Chatterjee.

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for graduate education and generate funds that support graduate students' academic needs.

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Chancellor Carol L. Folt speaks to 2014 GEAB Impact Award honoree Jessica Willoughby at the 16<sup>th</sup> Annual Graduate Student Recognition Celebration.



From left to right are doctoral students Kristina Vaughan, Julie Lauffenberger (who received her degree in December 2014), Elijah Heyward III and Scott Davis, and master's degree student Julia Barnard (not pictured).

For more than 10 years, the GEAB has supported The Graduate School's GEAB Impact Awards, which recognize graduate students across campus whose research directly benefits North Carolina.

GEAB members enjoy hearing graduate student perspectives. At the fall 2014 GEAB meeting, a panel of graduate students discussed their "Graduate Student Journey at Carolina."

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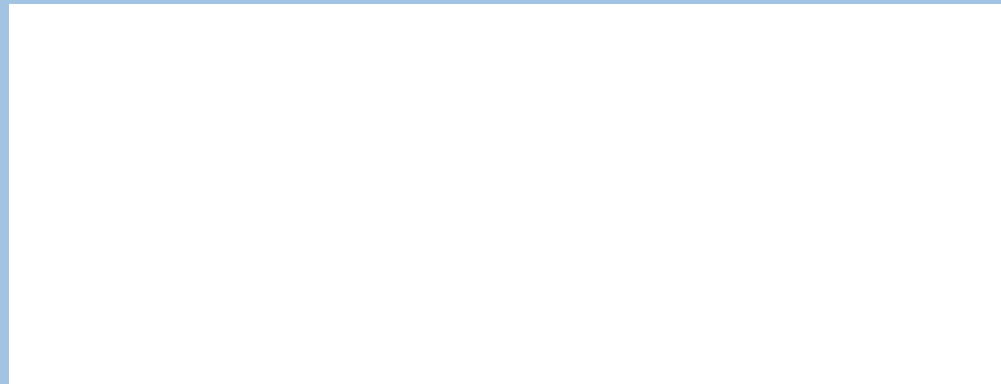
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