Ph.D. with a mentoring purpose

By Dr. Brenda Mitchell

Some may wonder, why a Ph.D. at this stage in my career? I’m so glad that you’ve asked that question. I came to UNC-CH in June of 1996 as a clinical instructor in the Division of Speech and Hearing Sciences. After being in this role for several weeks, I asked to meet with Jack Roush, the Division Director, and outlined what I was doing and said that I felt that I was being under-utilized. He and I often laugh about that conversation but I think it answers the question as to why, at this time in life, do I pursue a Ph.D. Simply, I desire to understand my purpose so that I am able to engage to the fullest. In essence, my life is not about me but how I can be fully utilized as a role model for others. Although that sounds cliche, it is what I think. As an African American female, who enjoys engaging with young people, it is my duty to walk in such a way that helps them to find their way in life. I have experienced preparing for the GRE as a middle aged adult, sitting in class for hours learning after a full day of work, and juggling family, school, church and civic responsibilities. It makes me tired to just think of my schedule during the past four years. In fact, it reminds me of the stories that parents and grandparents tell their children about walking 5 miles uphill to school each day with holes in their shoes. I now realize that though some of their memories may have been slightly exaggerated, the lesson was that tough experiences build character and make us stronger. I take great joy in knowing that because I've achieved this goal, my sons have completed higher degrees, co-workers have decided to go back to school and young people see their loftiest goals as attainable…that's why I've done it!
Diversity matters in Allied Health

Fall 2013 Enrollment Diversity

Caucasian, 69%
Asian, 7%
African American, 7%
Multi Race, 10%
Hispanic/Latino, 2%
American Indian/Alaska Native, 0.46%
Other/Not Specified, 6%

Seventy percent of the students admitted in the fall of 2013 were North Carolina residents, and 25% were out-of-state residents, followed by five percent who were international students. Twenty five percent of the admitted students were of underrepresented racial/ethnic groups (including students who identify as multi-race or other) and 79% were female. This data is consistent with the trends over the past decade with the exception of a nine percent increase in the number of URM racial/ethnic students.

Our goal is to reflect the diversity of the state of North Carolina in our student body to foster rich educational experiences from various perspectives including, but not limited to, racial/ethnic minorities, age, geographical background and gender.

Student tips: Financial aid reminders

The Fall 2014/Spring 2015 Free Application for Federal Student Aid (www.fafsa.ed.gov) will be available on January 1, 2014. Carolina’s federal code is 002974. We highly encourage students to complete the FAFSA even they do not wish to use any loans that are offered. The university has small grants available for eligible graduate students and students can only be considered for those by completing a FAFSA.

If students are currently a North Carolina Resident and wish to apply for the North Carolina Forgivable Education Loans for Service, please visit the College Foundation’s Informational web site (www.cfnc.org/FELS) for directions and a link to the application.

And finally, students can still complete a 2013-14 FAFSA for this current year if they did not previously complete one. Again, students should visit the FAFSA website and supply all of the required information.

If you have any questions, please email us at ahs_financialaid@med.unc.edu.
Competitive admissions at a glance

Of the 1,363 applicants for the 2013-2014 academic year, 203 applicants were admitted. Our largest divisions represented were Speech & Hearing Sciences, Physical Therapy, and Occupational Therapy.

![2013 Admission Cycle](chart)

Where do our N.C. students call home?

Looking briefly at the nine N.C. AHEC (Area Health Education Centers) regions

![STUDENTS BY AHEC REGIONS](map)

The N.C. AHEC Program strives to meet the state’s healthcare and health workforce needs by providing educational opportunities in partnership with academic institutions, healthcare agencies, and other N.C.-based agencies.

As shown in the map above, the largest percentage of our N.C. residents are from the Wake and Greensboro AHEC regions of the state. A proportionally smaller segment of N.C. students are from the other seven AHEC regions.
Kristie Mendenhall  
Clinical Education Assistant

Years at UNC-Chapel Hill:  
Less than 1
Quick Summary of Role:  
Logistical support for all clinical education data, correspondence, and faculty clinical credentialing
Hometown:  
Philadelphia, PA
Hobbies:  
Biking, hiking, yoga, reading, spending time with friends and family

Gabrielle Jones  
Student Services Specialist

Years at UNC-Chapel Hill:  
1
Quick Summary of Role:  
Academic support for Audiology, Masters in Clinical Laboratory Science, and Masters in Radiologic Science as well as department data manager
Hometown:  
Wilson, NC
Hobbies:  
Reading, graphic designing, music, and family/friends

Chanel Blaylock, a SLP Student Ambassador, hosts a game of Allied Health Sciences Jeopardy.

Student Ambassadors - Back row (left to right): Alyse Bone (RCP); Emily Paul (PT); Lucia Fischer (SLP); Chanel Blaylock (SLP); Diedra Debham (PT); Gary Johnson (PT)
Front row (left to right): Genevieve Monroe (PT); Lexie Williams (PT); Eden Garner (RCP); Jessica Skeeter (PT); Molly Spears (RCP)

ALLIED HEALTH WEEK 2013  
Student Ambassadors plan exciting weeklong events

Healthy parfaits are provided to all participants of the stress-relieving Wellness Walk event.

Students stretch out for an hour during the Lunch Break Yoga event to relieve stress.

Students and staff participate in the Wellness Walk that began in Bondurant Hall and ended at the Old Well.

Next issues...  
our intent is to provide quarterly updates regarding student affairs.