<table>
<thead>
<tr>
<th>Statistic</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public school of public health by U.S. News &amp; World Report</td>
<td>#1</td>
</tr>
<tr>
<td>Countries in which we work</td>
<td>53</td>
</tr>
<tr>
<td>States in which we work, plus Washington, D.C. and Puerto Rico</td>
<td>48</td>
</tr>
<tr>
<td>(all) N.C. counties in which we work</td>
<td>100</td>
</tr>
<tr>
<td>Students enrolled</td>
<td>2,461</td>
</tr>
<tr>
<td>Hours of practice-based activities in 2022</td>
<td>27,583</td>
</tr>
<tr>
<td>Practice activities with student collaboration in 2022</td>
<td>701</td>
</tr>
<tr>
<td>Community-based practice activities in 2022</td>
<td>610</td>
</tr>
<tr>
<td>Research dollars since 2016 ($280M in FY2022)</td>
<td>$1+ billion</td>
</tr>
<tr>
<td>NIH top public school of public health for NIH funding</td>
<td>#1 NIH</td>
</tr>
<tr>
<td>Average funding per PI (FY2022)</td>
<td>$1.4M</td>
</tr>
<tr>
<td>Gillings researchers named to Clarivate’s 2022 highly cited researchers list.</td>
<td>14</td>
</tr>
</tbody>
</table>
In the GH Concentration You Will:

- Use **quantitative and qualitative data to analyze** the challenges to achieving health outcomes in low resource settings;
- **Develop programs** to deliver evidence-based interventions to address these challenges;
- **Analyze barriers** to implementation and sustainment of programs and strategies in order to overcome these barriers;
- **Monitor** the quality of program implementation and **evaluate** program outcomes; and
- **Engage in interdisciplinary problem solving** with multinational teams
What sets us apart?
Engagement Across Four Departments

- Public Health Leadership & Practice (PHLP)
- Maternal & Child Health (MCH)
- Environmental Sciences & Engineering (ESE)
- Health Behavior (HB)
Four Global Health Leads

Dr. Marie Lina Excellent
Dr. Aaron Salzberg
Dr. Ilene Speizer
Dr. Suzanne Maman

Four Concentration Leads
Global Health at UNC

Reimagining Global Health Training
Thursday, April 11 | NOON - 1 PM ET | via Zoom

Unpacking the health impacts of conflict on women and girls in Gaza
Wednesday, April 17 | 1:30 - 2:30 p.m. ET | 133 Rosenau Hall (Hybrid)

Navigating Crisis, History, and Health in Haiti: A conversation with Wingdie (Didi) Bertrand Farmer
MONDAY, APRIL 29 | 3-4 PM ET | VIRTUAL

SAVE THE DATE
GILLINGSX 2024: ONE HEALTH
Monday, March 25 | 5-7 P.M.
0001 Michael Hooker Research Center

Save the date for the 11th annual GillingsX, a TEDx style event where others can learn more about the research and work in which Gillings students are involved. This year’s theme is One Health, the intersection between human, animal, and environmental health.

The UNC Gillings School of Global Public Health presents...
The Public Health Response To Humanitarian Crises In The Middle East
MARCH 4 | NOON - 1 PM ET | VIA ZOOM

The RTI-UNC Gillings Phi Epsilon Trip
Thursday, March 2 | 9:30 a.m. - 1 p.m.
RTI Campus in Research Triangle Park

Join us as we explore RTI International, learn about exciting projects happening at RTI and connect with staff! This event will include:
• Keynote address from Wendee Wechsberg PhD, director of the RTI Global Gender Center and Substance Use, Gender, and Applied Research; adjunct professor, UNC Gillings School of Global Public Health
• Campus tour
• Networking lunch
Internships & Fellowships

1. Gillings Humanitarian Health Initiative
2. UNC Gillings Zambia Hub
3. UNC Project Vietnam
4. FHI 360 Gillings Graduate Public Health Research Fellowship
5. UNC-IntraHealth Summer Fellows
6. Wits-UNC Partnership Practicum
7. UNC Gillings Male Contraceptive Initiative Summer Fellowship
8. Embark Internship, an initiative powered by CARE
9. Community Health Acceleration Partnership
10. CDC-Dengue Branch Internships
Program overview
Course Requirements

MPH Curriculum

12 credits (Gillings MPH Core)  
+  
15 credits (Global Health Core)  
+  
9 credits (Electives)  
+  
3 credits (Practicum)  
+  
3 credits (Culminating Experience)  

= 42 credits (minimum)
Concentration Courses

- PUBH 711: Critical Issues in Global Health (3 credits)
- MHCH 780: Cultural Humility (2 credits)
- HBEH 780: Mixed Methods (3 credits)
- ENVR 779: Project Management and Implementation (3 credits)
- HBEH 782: Professional Development (1 credit)
- MHCH 723: Monitoring and Evaluation for Global Health (3 credits)
- ENVR 992: Integrated Learning Experience (3 credits)
This course explores contemporary issues, problems, and controversies in global health through an interdisciplinary perspective.

### Course at a Glance

**Module I: Global Health Context**
- Introductions: Students and Faculty; Review of the Syllabus; Reflections on alignment of Summer Practicum with PUBH 711 course; Overview of the course introduction to Global Health
- Global Burden of Disease (GBD)
- Globalization and Global Health Players, Payers and Policy | Finance

**Module II: Health Systems**
- Health Systems Strengthening, Performance & Resilience

**Module III: Non-Communicable Diseases (NCDs)**
- Malignant Neoplasms, Cardiovascular Disease, Mental Health & Wellness
- Infectious Diseases – Chronic and Epidemic/Pandemic
- The Paradox of Nutrition: Nutrition Policies and Interventions
- The work of USAID in the Bureau for Humanitarian Assistance, and specifically our Ukraine response

**Module IV: Infectious Diseases**
- Infectious Diseases – Chronic and Epidemic/Pandemic
- Emerging Issues in Global Health
- The Need for Complex Interventions

**Module V: Environmental Health**
- Engineering, Economics and Health – Water and Sanitation
- The Health Effects of Climate Change

**Module VI: Sexual and Reproductive Health (SRH)**
- Human Rights for Equity & Global Policy
- Sexual and Reproductive Health and Rights
- Equity and Public Health
- Equity and Human Rights in Global Health Policy
- Menstrual Hygiene & Stigma

**Module VII: Best Practices of Global Public Health**
- Decolonizing Global Health - Reflections
- Humanitarian Efforts in conflicts settings
- Migration and Public Health
- Teams Call-To-Actions (CTA) Semester Projects Live presentations by students
- CTA Oral Presentations
MHCH 780

Cultural Humility

This course is designed to provide students with the skills to work in culturally complex settings and to apply cultural humility when engaging in global health research and practice.

<table>
<thead>
<tr>
<th>Course at a Glance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course introduction</td>
</tr>
<tr>
<td>Establishing our learning community</td>
</tr>
<tr>
<td>Legacies of colonialism and racism in global health</td>
</tr>
<tr>
<td>Persistence of colonialism and racism in global health</td>
</tr>
<tr>
<td>Decolonizing global health?</td>
</tr>
<tr>
<td>Philanthrocapitalism and the Global Health Industrial Complex</td>
</tr>
<tr>
<td>Foundations of cultural humility: Identity, bias, power, privilege</td>
</tr>
<tr>
<td>Cultural humility as praxis: ethical community engagement, collaboration and research</td>
</tr>
<tr>
<td>Cultural humility as praxis: interpersonal communication skills</td>
</tr>
<tr>
<td>Cultural humility as praxis: self-reflection and accountability</td>
</tr>
<tr>
<td>Cultural humility as praxis: mental health and well-being for global health practitioners</td>
</tr>
<tr>
<td>A growth mindset: identifying goals for the GHC practicum</td>
</tr>
<tr>
<td>Reflections and Looking Ahead</td>
</tr>
</tbody>
</table>
This course introduces students to key concepts in mixed methods analysis for global.
This course presents program/project management and implementation concepts, tools and methods applicable to public health projects.
**HBEH 782**  
*Professional Development*

This seminar is designed to prepare students for the job marketplace.

<table>
<thead>
<tr>
<th>Course at a Glance</th>
</tr>
</thead>
</table>
| **Topic:** Introduction, course overview and reflection practicum learning process  
**Competency:** Apply strategies to work effectively in diverse local and global sociocultural and political settings |
| **Topic:** Introduction & StrengthsFinder (led by Greg Boccino from Gillings Office of Student Affairs);  
**Competency:** Apply strategies to work effectively in diverse local and global sociocultural and political settings |
| **Topic:** Individual Development Plans;  
**Competency:** Apply strategies to work effectively in diverse local and global sociocultural and political settings |
| **Topic:** Developing an effective resume (led by Gillings Career Services).  
**Competency:** Apply strategies to work effectively in diverse local and global sociocultural and political settings |
| **Topic:** Developing effective cover letters (led by Gillings Career Services).  
**Competency:** Apply strategies to work effectively in diverse local and global sociocultural and political settings |
| **Topic:** Mock Interviews  
**Competency:** Apply strategies to work effectively in diverse local and global sociocultural and political settings |
| **Topic:** Network Panels I  
**Competency:** Apply strategies to work effectively in diverse local and global sociocultural and political settings |
| **Topic:** Mock interviews debrief  
**Competency:** Apply strategies to work effectively in diverse local and global sociocultural and political settings |
| **Topic:** Networking Panels II  
**Competency:** Apply strategies to work effectively in diverse local and global sociocultural and political settings |
| **Topic:** Salary Negotiations  
**Competency:** Apply strategies to work effectively in diverse local and global sociocultural and political settings |
MHCH 723

Monitoring and Evaluation for GH

This course covers basic concepts and methodologies needed to undertake monitoring and evaluation of global public health programs.

<table>
<thead>
<tr>
<th>Date/Session Number</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>- Course overview and introduction</td>
<td>Assignment 1 posted (due 31 January at 11:55 PM ET)</td>
</tr>
<tr>
<td></td>
<td>- Basic M&amp;E terminologies</td>
<td></td>
</tr>
<tr>
<td>Session 2</td>
<td>Considerations for building M&amp;E system</td>
<td></td>
</tr>
<tr>
<td>18 January 2024</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designing the M&amp;E system</td>
<td>- Overview of M&amp;E frameworks</td>
<td>Group project 1 posted (due 8 March at 11:55 PM ET)</td>
</tr>
<tr>
<td></td>
<td>- Overview of data analysis using Stata</td>
<td></td>
</tr>
<tr>
<td>Session 4</td>
<td>- Use of data for program monitoring</td>
<td>Assignment 2 posted (due 14 February at 11:55 PM ET)</td>
</tr>
<tr>
<td>1 February 2024</td>
<td>- Data collection tools overview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Indicators in M&amp;E</td>
<td></td>
</tr>
<tr>
<td>Session 5</td>
<td>8 February 2024</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Data visualization and dissemination strategies</td>
<td>Assignment 3 posted (due 28 February at 11:55 PM ET)</td>
</tr>
<tr>
<td>Session 6</td>
<td>15 February 2024</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Process evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hot topics in M&amp;E</td>
<td>- Equity in evaluation</td>
<td>Assignment 4 posted (due 20 March at 11:55 PM ET)</td>
</tr>
<tr>
<td>Session 8</td>
<td>- Integrating gender dimension into M&amp;E</td>
<td></td>
</tr>
<tr>
<td>29 February 2024</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Setting a learning agenda</td>
<td>Group project 2 posted (due 3 May at 11:55 PM ET)</td>
</tr>
<tr>
<td>Session 9</td>
<td>- Panel discussion on learning</td>
<td></td>
</tr>
<tr>
<td>7 March 2024</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health informatics</td>
<td></td>
</tr>
<tr>
<td>Session 10</td>
<td>21 March 2024</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program evaluation</td>
<td>- Experimental evaluation designs</td>
<td>Assignment 5 posted (due 17 April at 11:55 PM ET)</td>
</tr>
<tr>
<td>Session 11</td>
<td>- Difference-in-differences approach</td>
<td></td>
</tr>
<tr>
<td>4 April 2024</td>
<td>Interrupted time series and regression discontinuity design</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instrumental variable and synthetic regression analysis</td>
<td></td>
</tr>
<tr>
<td>Session 12</td>
<td>11 April 2024</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course review</td>
<td></td>
</tr>
<tr>
<td>Session 13</td>
<td>18 April 2024</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 14</td>
<td>25 April 2024</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam day</td>
<td>3 May 2024</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Karar Zunaid Ahsan (PHLP and MCH)
ENVR 992

Integrated Learning Experience

For the culminating experience, students have the option of conducting an individual Master’s thesis or enrolling in this course.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Session I</th>
<th>Session II</th>
<th>Assignments</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>15-Jan</td>
<td>No Class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>22-Jan</td>
<td>Class Overview and Scenarios / Panel I – Working in Crisis Settings</td>
<td>Discussion - Developing your Own Scenario</td>
<td>Choose individual Scenarios</td>
<td>Jan 29</td>
</tr>
<tr>
<td>2</td>
<td>29-Jan</td>
<td>Writing and Referencing Workshop</td>
<td>Reporting of Scenario Selections / Assign Situation Presentations</td>
<td>3-5 Slide Presentation of Situation (Context)</td>
<td>Feb 5</td>
</tr>
<tr>
<td>3</td>
<td>5-Feb</td>
<td>Panel II Professional Skills</td>
<td>Situation Presentations/ Assign Problem Statement</td>
<td>3.1 Problem Statement</td>
<td>Feb 19</td>
</tr>
<tr>
<td>4</td>
<td>12-Feb</td>
<td>No Class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>19-Feb</td>
<td>Review Context &amp; Problem Statement</td>
<td>Assign Solution Development / Theory of Change</td>
<td>3.2 Solution / Theory of Change</td>
<td>Feb 26</td>
</tr>
<tr>
<td>6</td>
<td>26-Feb</td>
<td>Review Solution / Theory of Change</td>
<td>Assign Log Frames</td>
<td>Proposal Draft 1 (Sections 3.1-3.2)</td>
<td>Feb 28</td>
</tr>
<tr>
<td>7</td>
<td>4-Mar</td>
<td>Review Log Frames</td>
<td>Assign Program Design and Implementation Plan</td>
<td>3.3 Program Design and Implementation</td>
<td>March 18</td>
</tr>
<tr>
<td>8</td>
<td>11-Mar</td>
<td>No Class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>25-Mar</td>
<td>Review Evaluation Metrics</td>
<td>Assign Project Overview</td>
<td>Proposal Draft 2 (Sections 3.3-3.4)</td>
<td>March 27</td>
</tr>
<tr>
<td>11</td>
<td>1-Apr</td>
<td>Review Project Overviews</td>
<td>Discuss Revisions</td>
<td>Project Overview</td>
<td>April 1</td>
</tr>
<tr>
<td>12</td>
<td>8-Apr</td>
<td>Review Full Proposals</td>
<td>Assign Presentations</td>
<td>Revise Full Proposals</td>
<td>April 8</td>
</tr>
<tr>
<td>13</td>
<td>15-Apr</td>
<td>Final Presentations</td>
<td>Final Presentations</td>
<td>5 Min Final Presentation</td>
<td>April 15</td>
</tr>
<tr>
<td>14</td>
<td>22-Apr</td>
<td>Final Presentations</td>
<td>Class Feedback</td>
<td>Full Proposal</td>
<td>April 22</td>
</tr>
</tbody>
</table>
Selected Masters and ENVR 992 Papers

- An Implementation Proposal for an Evidence-Based Community-Level Intervention for NCDs in Syria
  Helen Lindsay ('24), Master's paper

- Caste Considerations in WASH: A scoping review of interventions and outcomes in India
  Angela Benson ('24), Masters Paper

- Between Two Worlds within India: Exploring Factors Influencing Antenatal Care
  Gunjan Dhawan ('24), Master's paper

- Improving Sexual and Reproductive Health Outcomes for Venezuelan Refugees in Riohacha, Colombia
  Ciera Thomas ('24), ENVR 992 paper

- Towards microplastic-free drinking water in the United States
  Kofi Opoku, ('24), ENVR 992 paper
1. **The Learning Center:** Provides academic support for UNC-Chapel Hill students. Offers both face-to-face and online coaching, as well as a collection of online resources for students and educators.

2. **The Writing Center:** Provides writing assistance for students, faculty, and staff. Offers both face-to-face and online consultations, as well as a collection of online resources for writers and educators.

3. **Academic Enrichment Program:** Provides quality academic support for students experiencing academic difficulty in SPHG 711 & 712 courses. Group tutoring sessions are held for SPHG each week during the fall and spring semesters for residential and online students and summer for online students.

4. **For additional resources** related to funding, physical and mental well being, and more, etc., check out this link: https://sph.unc.edu/students/student-resources/#support
All GH students are assigned a mentor. Faculty mentors support students by:

- Providing subject matter expertise
- Assisting with career exploration
- Suggesting professional development and job/award opportunities
- Delivering feedback regarding course selection to meet overall academic goals and career interests
- Writing letters of reference
- Providing feedback and technical support through the practicum experience

Faculty mentors connect with their mentees at least once per semester.
Practicum
Practicum

Requirements:
• Minimum 200 hours
• Two products demonstrating five MPH competencies
• Approved practicum preceptor

Global Practicum Funding:
• Competitive funding for global practicum available

Timing:
• Occurs in the summer between year 1 and year 2
Global Practicum

21 COUNTRIES in which students completed global practica in 2024.

29 STUDENTS traveled internationally for their practicum in 2024.

$65,200 IN FUNDING provided for students to complete global practica in 2024.

Global Practicum

Leeann Ji
Thailand
Food and Agriculture Organization

Simon Aseno
Zambia
Gillings Global Hub

Ken Busby
Kenya
Moi University
Domestic Practicum

Emily Benson
North Carolina
Refugee Community Partnerships

John Shusko
North Carolina
UNC Emergency Management

Quintin Van Dyk
Arizona
Casa Alita Immigration at the border
Funding
Funding

85% of Global Health second-year students have qualified for in-state tuition.

- **Graduate Research Assistantship**
  Work with faculty at Gillings.

- **Teaching Assistantship**
  Assist professors with course design and delivery.

- **FLAS Awards**
  Foreign Language and Area Studies (Arabic, Swahili, etc.)

- **Outside Work**
  Work in Chapel Hill or the surrounding area.
1. We have very limited funding at the school level to offer.
   a. If you have not yet heard from us with a funding offer, you have not received an award.

2. Majority of students start the program without funding but many secure jobs in the program.

3. FAFSA delays: We are happy to extend April 15th enrollment decisions until you have heard back about your financial aid package.

4. If you want to delay your enrollment decision please send an email to: sph-admissions@unc.edu
Career Development
Career Development

UCS
University Career Services

Join the Heels Engage Network today!

DISCOVER HOW UNIVERSITY CAREER SERVICES CAN HELP YOU
YOUR JOB SEARCH

MAKE AN APPOINTMENT   FIND AN INTERNSHIP/JOB   CAREER RESOURCES   HANDSHAKE

https://careers.unc.edu

University Career Services Office

- Career Workshops and Events
- 1:1 Career Advising Appointments
- Handshake Virtual Job Board
- Heels Engage Alumni Platform
- Campus Interviews
- Career Fairs
Gillings Career Services

- Career Advising
- Resumes and Cover Letters
- Mock Interviewing
- Career Path Conversations
- Networking and Job/Internship Search
Spring 2024 Gillings Career Events

REGISTER TO ATTEND ON HANDSHAKE:
https://unc.joinhandshake.com/edu/events
Graduate outcomes
Post-Graduation

Possible Job Titles

• Program officer
• Program coordinator
• Project manager
• Public health analyst
• Monitoring and evaluation specialist
• Implementation specialist
• Quality improvement advisor
Graduate Outcomes (2019-2022)

Average Salary: $84,917 | Median Salary $69,000

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>For-Profit Organization</td>
<td>208</td>
<td>24.9%</td>
</tr>
<tr>
<td>Health Care Organization</td>
<td>184</td>
<td>22.0%</td>
</tr>
<tr>
<td>Academic Institution</td>
<td>169</td>
<td>20.2%</td>
</tr>
<tr>
<td>Non-Profit Organization</td>
<td>147</td>
<td>17.6%</td>
</tr>
<tr>
<td>Government Agency</td>
<td>111</td>
<td>13.3%</td>
</tr>
<tr>
<td>Self-Employed</td>
<td>14</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

Top 10 Employers

<table>
<thead>
<tr>
<th>Employer</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of North Carolina at Chapel Hill</td>
<td>90</td>
</tr>
<tr>
<td>UNC Health Care</td>
<td>38</td>
</tr>
<tr>
<td>NC Department of Health and Human Services</td>
<td>14</td>
</tr>
<tr>
<td>RTI International</td>
<td>14</td>
</tr>
<tr>
<td>Duke University</td>
<td>13</td>
</tr>
<tr>
<td>Centers for Disease Control and Prevention</td>
<td>12</td>
</tr>
<tr>
<td>Deloitte</td>
<td>12</td>
</tr>
<tr>
<td>Duke Health</td>
<td>12</td>
</tr>
<tr>
<td>FHI 360</td>
<td>8</td>
</tr>
<tr>
<td>Atrium Health Wake Forest Baptist</td>
<td>7</td>
</tr>
</tbody>
</table>

*Data is from all Master's programs. Does not include undergraduate or doctoral.
Fouad Abu-Hijleh (he/him)
MPH Global Health, 2022

Program Officer, Center for Digital Health at JSI Research & Training Institute, Inc.

My favorite thing about my job is meeting people from all over the world and collaborating on creative, ethical, and innovative digital health solutions. My MPH provided me with a lot of the conceptual frameworks that I rely on in my work, from budgeting to M&E.
Rassil Barada (she/her)
MPH Global Health, 2022

Research Project Manager, The UNC School of Medicine, Division of Global Women's Health

My favorite thing about my job is working on high-impact applied research with experts in the field of HIV prevention and maternal-fetal medicine in the US, Zimbabwe, Zambia, and Malawi. I learn something new every day! Gillings prepared me by providing technical training in grant development and implementation science.
My favorite thing about my job is getting to work and collaborate in multidisciplinary and multicultural team settings. My global health classes (ex. cultural humility) taught me how to navigate communication and collaboration while working in diverse teams.
Adora Nsonwu (she/ hers)  
MPH Global Health, 2022

CDC Evaluation Fellow, NCEZID’s Division of Foodborne, Waterborne, and Environmental Diseases Prevention Office

I love how my job is so interdisciplinary! I get to work within the fields of social/behavioral science, health equity, and epidemiology. My degree prepared me with concrete research skills & a curious, growth mindset.
Katerina Pattee (she/her)
MPH Global Health, 2021

Program Officer, Center for Digital Health
JSI Research & Training Institute, Inc.

My favorite thing about my job is international field visits and being able to build relationships with local staff.
My favorite thing about my job is opportunity for collaboration with policymakers in ministries of health around the globe. My degree program exposed me to the multitude of tools and approaches necessary to introduce new prevention methods!
Student life
Life as a Student

$10 UNC student tickets at PlayMakers Repertory Company

Innovate Carolina, Gillings Social Pitch Competition, Campus Y, CUBE, Odum Institute, and countless other resources

Free admittance and student tickets to UNC Athletics Events

Student intramurals and access to gyms, fields, and fitness classes
Life in North Carolina
QUESTIONS?

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