
STRATEGIC UPDATES 2017

carolina
HOUSING

Department of Housing & Residential Education

PUBLISHED SUMMER 2017



OUR MISSION

Carolina Housing works to provide convenient housing that is secure, inclusive and supportive. Students create a home in our on-campus communities, build life-long friendships and develop skills for their current and future successes as they journey through their Carolina experience.

OUR ENVISIONED FUTURE

As the department continues to enact its strategic plan, the residential students of UNC Chapel Hill will have:

- ▶ World-class residence hall environments that blend modern features of home with the traditional elements of a historic campus.
- ▶ Dynamic administrative systems that balance efficiency and consistency with flexibility and responsiveness to individual needs.
- ▶ Consistent access to services and amenities regardless of which hall they choose to live.
- ▶ A residential experience created to be the best value and greatest benefit for the cost.
- ▶ Phenomenal programs and services that provide:
 - Access to multiple paths to academic excellence and success.
 - Opportunities to develop leadership, interpersonal, intercultural, and other critical life skills.
 - Safe and inclusive communities that create space for the exploration of self and social justice.



ARTICULATED VALUES

INCLUSIVE

Provide programs, spaces, and experiences that promote a sense of belonging, adaptability and responsiveness to student needs, an understanding of others different in their interests, backgrounds, cultures, and perspectives, as well as affirm cultural identities in order to develop the potential of every individual in our community.

SAFETY

Aim to maintain residential facilities and programs that are safe, secure, and healthy, promote physical and emotional well-being, and educate students to live safely and make decisions in line with their values and goals.

SUPPORTIVE

With care and compassion, place students at the center of our work and engage them in educational activities, roles, and relationships that support success and foster growth.

QUALITY

Take innovative approaches to balancing our tradition with progressiveness, providing comfortable living and learning environments, and being accountable for the efficient and effective use of resources.

carolina HOUSING

provides housing for approximately

10,000

undergraduate, graduate and professional students in

32

residence halls and

2

apartment communities for single students and student families.

The current average assignable capacity is approximately

8,100

The annual operating budget is

\$59 MILLION

The department has

215

full-time employees and

524

part-time employees.

Carolina Housing provides housing for approximately

40%

of the undergraduate population, with first-year students required to live on campus.

ABOUT THE DEPARTMENT

LEARNING

Residential Education staff cultivate co-curricular environments for students and student staff to thrive. Several signature programs exist to serve students such as the First Year Experience, Cultural Immersion Experience, Men of Color, Discover More, Residential Learning Programs, Social Justice Advocates, and Residence Hall Association. Through these programs and more, students develop skills to help them be successful at and after Carolina such as communication, cross-cultural perspectives, civic involvement, fairness and respect for others, interpersonal development and self-awareness.

OPERATIONS

Carolina Housing staff continue to explore opportunities to make our operations flexible, adaptable, and efficient for students and staff. The assignments process is regularly evaluated to best serve the diverse needs of the multitude of students applying for housing. A long-term map of building usage, developed in conjunction with the campus master plan and inclusive of diverse student populations, residential programming, and summer conference operations, provides perspective on how our buildings could be utilized in the short and long-term.



FACILITIES

The average build year for the on campus residence halls is 1946. With aging residences halls comes increased costs in deferred maintenance and a growing divide between the needs of 21st century world-class students and the current residential facilities. Carolina Housing aims to bridge this divide by offering high quality facilities that balance sustainability needs with student demands for innovative educational and social spaces. Bridging this divide has led to new collaborations across campus and increased communication with students about the design of their residential spaces.

ASSESSMENT

Through assessment efforts, the Carolina Housing team is able to invest in sustainable and desirable facilities solutions for short-term and long-term needs of students and staff. Operations are made more effective and efficient while incorporating student feedback into processes, policies, and procedures such as the housing assignments process. Assessment is used to continually explore the experience of diverse students in the residence halls to promote equity and access and foster safe and inclusive environments. Using minute papers, surveys, rubrics, and retrospective pre and posttest, the Carolina Housing staff can articulate our contributions to student learning in the co-curricular environment and share this learning with students, parents, and other stakeholders.



2016-2017 HIGHLIGHTS AND ACCOMPLISHMENTS

Each year, the Carolina Housing team works collectively to provide a number of high-quality services and learning experiences. Listed below are some of our proudest accomplishments for the year.

- ▶ *In an effort to employ flexible and equitable systems and services to meet student and staff needs, Carolina Housing has:*
 - Situated an Admissions model room on North Campus.
 - Provided more single bedrooms.
 - Standardized community key boxes.
 - Standardized community programming and duty reporting forms.
 - Remained open for Thanksgiving and Spring Breaks.

- ▶ *To offer high quality facilities that balance the sustainability needs of residence halls with the evolving needs of students:*
 - Housing launched the development of a Maker Space.
 - Improved network coverage.
 - Removed the Network Access Control.
 - Installed branding in common spaces.
 - Increased the number of CCI printers.
 - Used student feedback to reimagine study and social spaces in the halls.

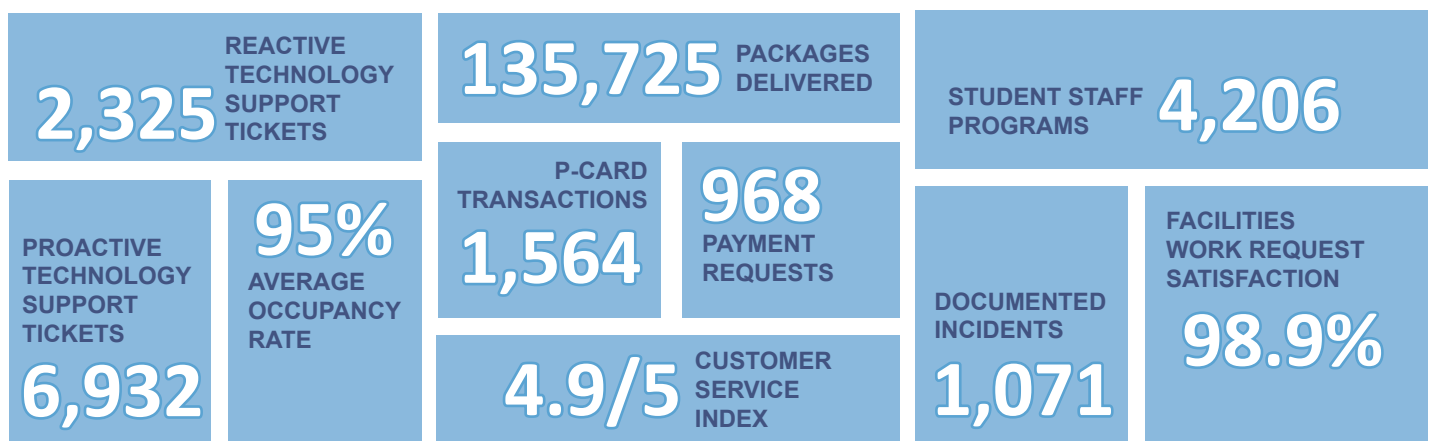
- ▶ Housing also launched the Discover More program serving upper class students in the halls.



- ▶ Housing has led, or collaborated to lead, a number of initiatives that promote equity, access, and diversity and foster safe, inclusive, and respectful environments for all students. An example is the Cultural Immersion Experience that allowed eight students and two staff to immerse themselves in Trinidad for four days. Engaging in conversation with the Vice Principal of the University of the West Indies (UWI), talking to students from UWI, and attending Diwali fostered the development of student competencies such as local and global citizenship.

- ▶ Throughout the year, Carolina Housing worked collaboratively with Brailsford & Dunlavey, Ayers, Saint, Gross and the Campus Master Planning group to envision how the future of Carolina Housing aligns with and supports the Campus Master Plan vision.

2016-2017 KEY PERFORMANCE INDICATORS



STRATEGIC PLAN

The Carolina Housing strategic plan, with attention to the Student Success at Carolina (Thrive @ Carolina) initiative and the Student Affairs Strategic Plan, describes a desired vision and the steps necessary to achieve that vision.

With the release of the Blueprint to Next, efforts will continue to be made to ensure alignment between this strategic plan and the larger institutional plan. Carolina Housing articulates a commitment to the vision through goals, outcomes, and metrics.

Goals are outcome-oriented statements expressing the foundation of future success. The goals are not in any order of priority, the accomplishment of each goal is necessary to achieve the envisioned future. Each proceeding goal is accompanied by a set of learning and/or operational outcomes. Outcomes that are not yet completed are labeled as outcomes. Outcomes that have been completed are denoted with an arrow and an explanation of how the outcome was achieved.



**NOTEWORTHY
COMPLETED
OUTCOME**



**COMPLETED
OUTCOME**



**OUTCOME
NOT
COMPLETED**



GOAL 1: EMPLOY FLEXIBLE AND EQUITABLE SYSTEMS AND SERVICES WITHIN THE UNIVERSITY FRAMEWORK IN ORDER TO MEET STUDENT AND STAFF NEEDS.

2015-2017

In the fall of 2016, an Admissions model room was established in Alexander residence hall on North Campus, central to the campus tour route to create easy access to a residential space viewable by families and prospective students. Admissions estimates approximately 10,000 parents and prospective students have visited the Alexander model room since opening.

▶ The increased demand for single rooms was met by increasing the number of single spaces in Olde Campus Upper Quad and Spencer residence halls by 20% for the 2016-2017 academic year. Over the years, the number of waitlisted students beyond what we have met in terms of singles has increased from 391 in 2014-2015 to 417 in 2017-2018.

□ **Outcome:** Continue to consider the implications of increased singles on students and the budget, and determining if additional double rooms should be converted to singles.

Implementing a new key system in the summer of 2016 using StarRez allowed staff to standardize all community office key boxes and ensured better control of all keys in the system. In 2014-2015, staff reversed 12% of key related charged compared to 9% reversed in 2016-2017.

▶ By implementing the ERezLife programming model, all community programming forms and evaluations were standardized allowing staff to account for the vast number and type of programs offered. Staff hosted thousands of programs across the First Year Experience and the Discover More program.

The impact of remaining open for break housing was that 175 residents signed up for Thanksgiving Break and 215 residents signed up for Spring Break. The decision to open for break housing appears to be successful and will continue in the future.

▶ Implementing a new communication database system and protocol for on-call responsibilities in ERezLife allowed staff to better communicate, track and follow up to issues that occur on-call. Staff submitted 1,425 incident reports that were easily categorized and filed for further follow up.

2017-2020

□ **Outcome:** In collaboration with the campus-wide effort, a team of staff considered changing the Mail Services delivery model from two package centers and approximately 18 service desks to more centralized service desks and additional package centers. Due to costs, dissenting feedback from Housing Advisory Board and student perceptions of a decrease in service, the decision was to maintain the current service model.

□ **Outcome:** Update the Deferred Maintenance schedule and Capital Improvement projects to align with the Campus Master Plan model presented by B&D with ESG.

□ **Outcome:** Examine current rate structure for potential changes.

GOAL 2: OFFER HIGH QUALITY FACILITIES THAT BALANCE THE SUSTAINABILITY NEEDS OF RESIDENTIAL BUILDINGS WITH THE EVOLVING DEMANDS OF INNOVATIVE AND WORLD-CLASS STUDENTS.

2015-2017

- ▶ For the 2016-2017 academic year, eight students used five mobile maker carts to provide 19 programs. Of these programs, six focused on 3D printing, five on baking, three each on robotics, sewing and web design.
- ▶ As a part of the updated building usage strategy, Stacy and Everett were converted to FYE buildings for 2016-2017. Aycock, Graham, and Lewis become FYE buildings in 2017-2018. With this change, a portion of Hardin and Craige North transition to housing for sophomores, juniors, and seniors.

Network coverage in the residence halls was assessed using Skyfactor Resident Assessment data regarding satisfaction with Internet coverage broken down by building and floor to identify and address building-wide and floor-level issues with coverage. ResNET and ITS Networking staff worked to relocate access points for optimal coverage. This data was also used to target specific floors and identify devices causing wireless interference within the residence halls detected by Access Points.



As a part of the UNC residence hall branding campaign, 29 out of 39 individual halls will be branded by the end of summer 2017, including Connor and Kenan communities as well as Old East and Old West.

- ▶ The current CCI printer distribution in the residence halls was reevaluated using building by building Resident Assessment data regarding satisfaction with CCI printing. This data informed the discussions and decisions around printer distributions allowing ResNET and ITS Labs to collaborate and identify additional CCI printer locations. In 2016-2017, 10 new printers were added across campus for a total of 28 printers, one in each residence hall.

Network Access Control (NAC) was reevaluated to ensure it is continuing to meet the needs of the residence hall environment and ITS. At its implementation several years ago, NAC helped to ensure a more secure network environment. With advances in technology and security standards on devices, the benefits of NAC no longer outweighed the additional setup requirements. NAC has been removed.

- **Outcome:** Continue the implementation of the UNC branding campaign plan in remaining residence halls throughout the fall of 2017.
- ▶ Collaborated with the Be A Maker (BeAM) initiative and the Kenan Flagler Business School to develop the Blue Sky Innovation Community Residential Learning Program, a permanent Maker Space in Carmichael residence hall.
- **Outcome:** Explore opportunities to collaborate with campus partners for the development of NPHC and other Greek Housing in the residence halls.
- **Outcome:** Continue developing a building usage strategy for 2017 and beyond in conjunction with campus partners.
- **Outcome:** Develop a multi-year renovation plan for lounge, bathroom, and kitchen upgrades.

This year, a multi-phase project was launched to renovate and repurpose common lounges to better meet student needs. On the 2015-2016 Resident Assessment, 17% of responding students said adding more study space was a priority. Another 13% said there was a need for more lounges and common spaces. This data was analyzed by building and community. As a follow up in 2016-2017, students provided feedback on how space in each individual community could be maximized in one of different 12 focus groups. Students provided input on lounge furniture and design features.

Students commented that they wanted comfortable and flexible furniture that could be moved easily to make the space adaptable to their needs. Comments included:

- *“Comfortable but traditional style furniture”*
- *“Flip top tables on casters would add flexibility to small lounges”*
- *“Furniture should be on casters for flexibility”*
- *“Whiteboards would be great, especially stacking ones that could be rolled out of the way”*



In response to student feedback and data from the Resident Assessment and the student focus groups, lounges are being redesigned and repurposed for each of the communities, including \$2,392,000 in furniture purchases that meet students’ needs for flexibility, adaptability, and access to electricity. Pictured below are the mock ups for the Mangum Basement TV Lounge (1) & Multi-Purpose Room (2) as well as the realization of one of the lounges (3).



GOAL 3: PROVIDE QUALITY PROGRAMMATIC OPPORTUNITIES THAT FOSTER A SENSE OF BELONGING, STUDENT SUCCESS AND COMMUNITY ENGAGEMENT.

2015-2017

- ▶ In the Fall of 2015, RHA Executive Board agreed to serve as the Housing Advisory Board. This group serves as a voice for student feedback on ongoing processes and initiatives.
- ▶ In 2016-2017, staff provided a number of educational programs to foster students' ability to engage and value diverse interactions, personal interactions, feel a sense of community, and manage their activities, time, and well-being. *The graphic at right represents students' average rating of their experience in each of these areas on a 7-point scale for the last two years as collected through the Resident Assessment.*

RESIDENT ASSESSMENT DATA



Based on a 7-point scale

<p>Personal Interactions</p> <p>5.21 5.19</p>	<p>Sense of Community</p> <p>5.87 5.83</p>
<p>Diverse Interactions</p> <p>4.97 4.98</p>	<p>Self-management</p> <p>4.90 4.90</p>

Overall grade point averages for students living on campus compared to those living off campus over the last two years point to positive trends for first years, sophomore, and junior students. From the spring of 2013 to the spring of 2016, sophomore and junior students living on campus consistently have higher GPAs than their counterparts off campus. Students who live on campus return to the institution at higher rates than students who do not live on campus.

“After visiting Trinidad and seeing first-hand the respectful blending of cultures, I have a new found hope for accomplishing the same respectful and open mindset in America... My privilege in society gives me a louder voice than those who have less privilege than I.”

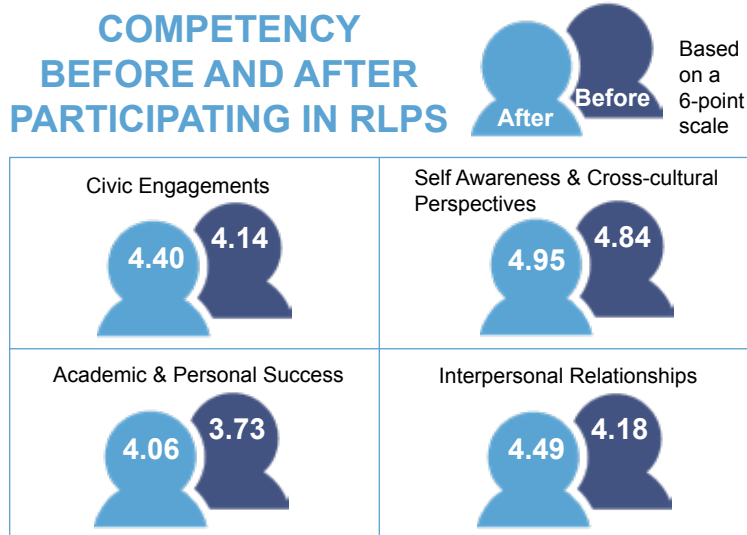
Student's response to the Cultural Immersion Experience trip to Trinidad



The Cultural Immersion Program implemented during the 2016-2017 year focused on facilitating diverse interactions, self-awareness, student engagement, and personal interactions. As part of the FYE program, Carolina Housing embarked on one of our largest collaborations to date with a four day, fully funded, trip to Trinidad with eight first-year students and two staff. This trip was offered at no cost to students due to funding from the UNC Parent Grant, UNC Global and Carolina Housing. A pretest and posttest as well as journals evaluated with a rubric were used to measure the impact of the program on student participants. Students showed significant growth in every area.

▶ Students involved in Residential Learning Programs develop skills that help them build interpersonal relationships, engage in the community, and work towards their academic and personal success. In addition, students living in RLPs are significantly more likely report higher satisfaction with their ability to meet other people than students not living in RLPs.

The graphic at right represents students' average rating of their experience in the designated areas on a 6-point scale.



▶ First year students report below the benchmark of 5.5 on the Resident Assessment survey in meeting other people, building relationships, and feeling a sense of belonging. In the Community Immersion one on one conversations with students and student staff, students share that they are involved at Carolina and are aware of resources for their personal and academic success. Given the lower ratings on the areas described above, staff are examining the connection between student involvement in the halls and their sense of belonging at UNC.

A team of professionals designed a Discover More experience piloted in Fall 2016 to assist students in making academic and social connections to the university. Efforts to effectively launch and assess this program are ongoing. Student responses to the Resident Assessment Survey from 2015-2016 compared to 2016-2017 show that sophomores, juniors, and seniors reported an increase in their overall learning. Sophomores and seniors showed an increase in their overall satisfaction and juniors and seniors showed an increase in their sense of belonging.

▶ To date, three high-impact practices have been established and additional programs will be submitted for high-impact designation in the coming year: Social Justice Advocates, Resident Advisor Student Staff Position and Residence Hall Association and Community Government.

▶ In 2016-2017, a Special Interest House dedicated to students in recovery was launched in collaboration with strategic partners to address an area of need identified for our under-represented residence hall students. Using Resident Assessment data, additional needs were communicated by students identifying as African American and students identifying as Transgender. In response to these needs, staff formed two working groups to further identify how to meet student needs and work collaboratively with campus partners to implement developed action items.

□ **Outcome:** Develop a conflict resolution program for students to focus on resolving interpersonal conflict, learn about conflict style and manage community relationships in the residence halls.

▶ Residential Learning Programs have been expanded from 2015-2017 to include Pride Place, First Generation College Students, the Blue Sky Innovation Community and the Global Scholars Program.

2017-2020

□ **Outcome:** Expand the RLPs to include Business and Entrepreneurial programs.

□ **Outcome:** Launch the Discover More program for students to engage in opportunities around Academic Commitment, Career Exploration, Personal Environment, and Social Responsibility.

□ **Outcome:** Continue to identify areas of need with our under-represented residence hall students and address those areas of concern in collaboration with strategic partners.

GOAL 4: PROMOTE EQUITY, ACCESS AND DIVERSITY THROUGH THE IMPLEMENTATION OF INITIATIVES THAT FOSTER SAFE, INCLUSIVE AND RESPECTFUL ENVIRONMENTS FOR ALL STUDENTS.

2015-2017



- ▶ From 2015-2016, eight programs were hosted to support Men of Color and six programs to support international students residing in the residence halls. From 2016-2017, eight programs were hosted to support Men of Color and 14 programs to support international students residing in the residence halls. The Global RA program launched in 2015 and has served as a tool for supporting international students.
- ▶ Pride Place launched in the fall of 2016.

2017-2020

□ **Outcome:** Continue to conduct diligent reviews of policies, procedures, and practices in order to support equitable treatment of students, and foster access to programs and services.

▶ Two approaches were taken to conduct diligent reviews of policies, procedures, and practices in order to support equitable treatment of students, and foster access to programs and services. The first approach to this effort was to examine any GPA differences across populations living in the residence halls. A comparison of resident versus non-resident GPAs by race/ethnicity identifies several trends. Students living on campus who identify as Black, Asian or White have consistently higher GPAs than their off-campus counterparts. A second approach examined Resident Assessment data by class year, gender, race, and sexual orientation.

▶ This year, professional and student staff offered approximately 274 programs related to diversity and/or advocacy in order to foster cultural competence and open dialogue about factors that would interfere with the creation of an inclusive living-learning environment. These programs reached approximately 1,387 people.

- **Outcome:** Continue to recruit and retain staff that represent a broad range of social identities.
- **Outcome:** Continue to conduct diligent reviews of policies, procedures, and practices in order to support equitable treatment of students, and foster access to programs and services.

200

Staff facilitated approximately 200 programs around diversity initiatives in 2016. In order to improve these outcomes, each community will host one diversity-themed program a month and a minute paper will evaluate the outcomes.

▶ Using Resident Assessment data, differences in student responses to seven core outcomes were analyzed across race, gender, and class year. There was a significant difference across racial groups for feelings of acceptance and overall satisfaction. A task force formed to identify action items in response to this data. Focus groups and interviews were hosted to hear more from students identifying as students of color. Several students talked about building their network by chance or through friends. There are a number of programs, services, and resources available to students and the feedback indicates that students still have to build their own in-roads. To expedite this process for African American students, signature programs such as the Men of Color Initiative, First Year Fridays, Womyn of Worth, and Spark will be announced through digital signs as well as at the FYE first floor meeting.

GOAL 5: INVEST IN THE PROFESSIONAL AND PERSONAL DEVELOPMENT OF ALL STAFF TO MAINTAIN THE QUALITY OF SERVICES WE OFFER AND ENHANCE THE OVERALL STUDENT EXPERIENCE IN THE RESIDENCE HALLS.

2015-2017

- ▶ A team of staff reviewed the Community Manager student staff position in order to decide whether to maintain, modify, eliminate, or replace the CM position with an option more in line with student needs. After piloting a student RAM/CM combined position in 2016-2017, the current structure was maintained.
- ▶ The involvement of Community Directors in summer conference operations has been limited to Orientation and Summer School operations.
- ▶ To provide ongoing opportunities for staff to provide feedback on the climate and culture of Carolina Housing, a Staff Engagement survey was launched in March 2016.

Several steps were taken to continue to foster a culture of recognition. A form was created for staff to provide comments recognizing each other for their work. These comments were showcased at each monthly staff meeting. Several recognition events were hosted throughout the year. Examples of these events include the Joe Van Gough painting party, It's Fall Ya'll luncheon, March Madness ACC tournament party, the Comfort Food cook off, It's All About the Music End of Year Celebration, Watch Parties and the Summer BBQ held for staff later in the summer. In addition, breakfast items (coffee, bagels, yogurt) are now offered at DHRE meetings as a thank you to the staff.

Several strategies have been employed to enhance communication across the department. Presentations from monthly meetings are posted on the shared drive. Supervisors are committed to hosting consistent staff meetings and/or one on ones with team members. Monthly announcements are provided around strategic planning initiatives and as series of Strategic Updates emails, photos, and videos will be shared to help staff see how their work contributes to the attainment of our departmental vision and goals.

- ▶ Approximately 416 professional development and para-professional training opportunities were offered in 2016-2017.

2017-2020

- **Outcome:** Provide ongoing training and professional development opportunities for staff.



GOAL 6: USE DATA TO INFORM PROGRESS AND MEASURE OVERALL PROGRAMMATIC EFFECTIVENESS INCLUDING STUDENT LEARNING AND SATISFACTION AND SHARE WITH STAKEHOLDERS HOW DATA HAS INFLUENCED OUR DECISION MAKING.

2015-2017

▶ Multiple opportunities exist to cultivate student feedback to inform our practice and show how it has influenced our decision making, including the Resident Assessment in 2015 and 2016, a series of Tar Heels Talk Back digital signs and a poster showcasing student responses. Data collected from the Resident Assessment, retrospective pre and posttest, minute papers, postcards, focus groups and rubrics show that living on campus helps students live and learn.



▶ First-year students self-report, through EBI, that they respect others in their environment (6.36) and reported below the benchmark on interacting with others different from themselves (5.18) and engaging in cross cultural perspectives (4.83).

86%

This percentage of students (180 out of 209) accurately listed and located one campus resource for their success. Fifty-eight percent (58%) of First Years say they study with peers in residence halls daily or weekly.

▶ Using data from EBI, Community Immersion Logs, postcards, and Institutional Research, it is clear that first year students are aware of academic resources. Students study together in the halls, feel strongly about their academic success in the fall, but experience a drop in their GPA in the spring. In response, the FYE team is investigating programming, in addition to the Long Night Against Procrastination and Safetoberfest, that can bring academic support resources to students where they live.

▶ In the Discover More program, 10 communities hosted 65 community wide programs. Attendance varied from 8 to 273 students. Community-wide programs were the most successful programming type. Next year, each community will host a community-wide event focused on each of the four goals and two community-wide community immersion events to help students meet other people.

Data collected around GPAs, large and small-scale programs, the Resident Assessment, and focus groups have allowed us to work collaboratively with Brailsford & Dunlevy consultants to represent the needs of residential students to the Campus Master Planning Steering Committee to better align our efforts with the campus-wide efforts.

2017-2020

- **Outcome:** Consider additional tools that may provide benchmarking data on key programs and services.
- **Outcome:** Collaborate with the Office of Institutional Research and Assessment to conduct a yearly data analysis that compares housing retention, key performance indicators (GPA, etc.), and other program measures as a function of race, ethnicity, class year, transfer status and gender.

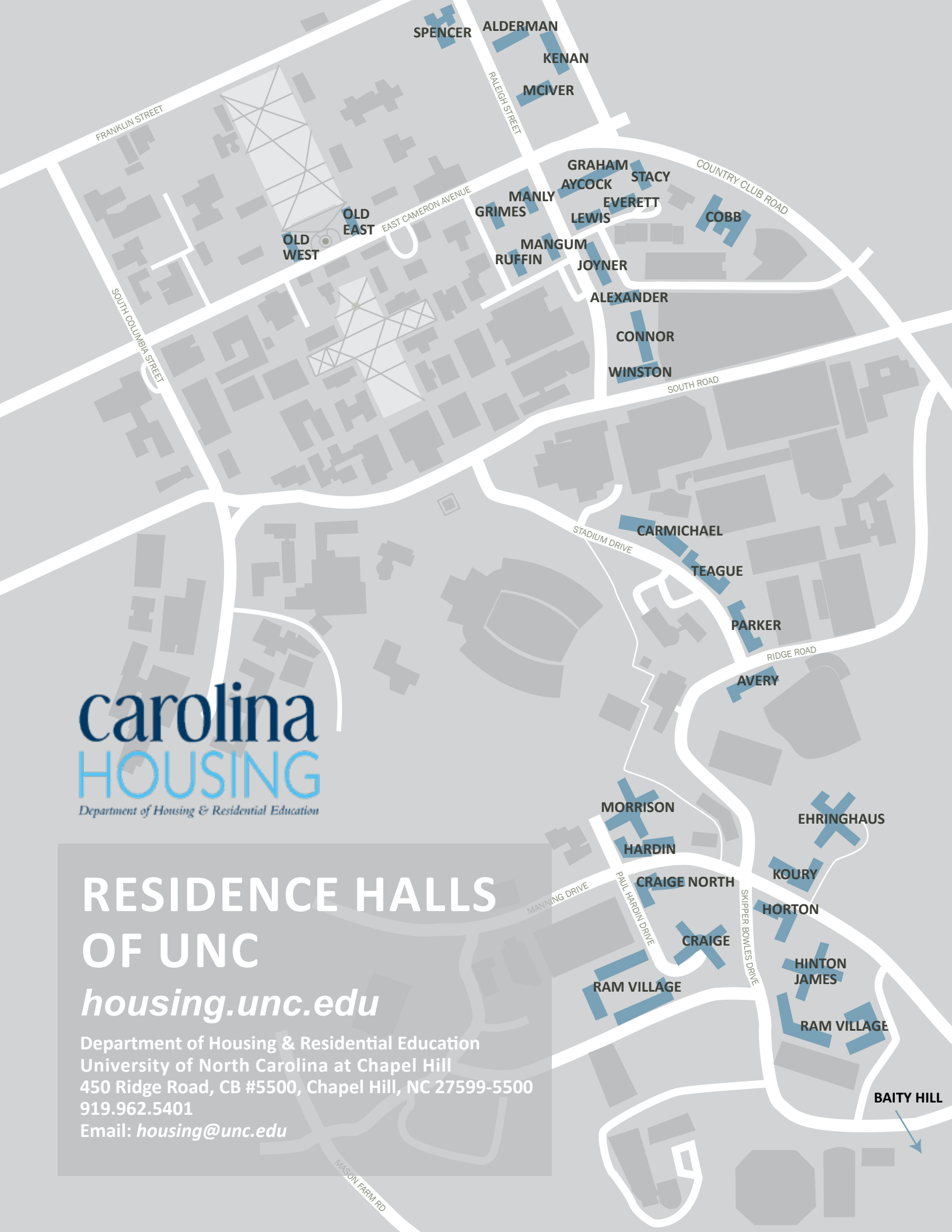
FUTURE DIRECTIONS

The continued unfolding of this strategic plan will bring Carolina Housing ever closer to the realization of our envisioned future and align our departmental efforts with the University's Campus Master Plan and strategic framework "Blueprint to Next."

Living on campus has always afforded residential students countless opportunities for connection, growth and support. As Carolina Housing continues to help students Thrive @ Carolina and support the development of 21st Century skills in alignment with Carolina Excellence in Action, our programs will continue to change and evolve. Current considerations include strengthening our Discover More programming for upper-class residents, facilitating opportunities for students to live together by academic major/interests, and expanding our partnerships with Innovate Carolina, the Maker Movement, UNC Global, Arts Everywhere, and others to connect the residential experience with these pan-University learning opportunities.

Many of the current building configurations do not meet the demands of the residential population, deferred maintenance continues to grow, and South Campus continues to hold a variety of opportunities to better serve residents. Creative solutions to these challenges may include renovating the high-rises to include more super-suites for upper division students, continuing to strengthen First Year Neighborhoods, adjusting the class year composition of various buildings (including Granville Towers) to retain more sophomore students on campus, and repurposing residential buildings to better serve students and the larger campus community.





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RESIDENCE HALLS OF UNC

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