

5. Campus Operations

Campus congestion is affected by a number of factors, including university operations. Campus congestion ebbs and flows during the day, with notable peaks at 9:30 am and 5:00 pm. The task force looked at a number of options to address these significant peaks. The 5:00 pm congestion in particular looks to be the result of a confluence of three factors: the dismissal of classes at 4:45, the dismissal of office workers from the central core of campus at 5:00, and the buildup of rush-hour traffic on both highways 49 and 29 at the same time. In addition to daily congestion, the University clearly has a period of extraordinary congestion during the first week or two of the fall and spring semesters, with the fall semester in particular being highly disruptive.

To address these issues, the task force looked at a number of potential solutions including altering class schedules, employee schedules, and early-semester operations, each of which is discussed below.

5.1. Class Schedules

The university currently operates on a schedule that heavily favors two day a week classes, typically either Monday/Wednesday or Tuesday/Thursday. There are some classes that meet on Monday, Wednesday and Friday, but these are relatively few in number. As discussed below, there are a number of benefits and costs associated with the predominance of two day a week classes. One particular challenge is the timing of classes. Each class period is 75 minutes long, and the first class begins at 8:00 am. Table 7 presents the timing of two-day a week classes as they currently operate on the campus.

Table 7. Current Class Times for Two-Day a Week Classes

Period	Start	End
1	8:00 AM	9:15 AM
2	9:30 AM	10:45 AM
3	11:00 AM	12:15 PM
4	12:30 PM	1:45 PM
5	2:00 PM	3:15 PM
6	3:30 PM	4:45 PM
7	5:00 PM	6:15 PM
8	6:30 PM	7:45 PM
9	8:00 PM	9:15 PM

From a campus congestion viewpoint, the key problem is the transition from period six to period seven. Period six classes are dismissed at 4:45 pm. Because in general student parking lots are further from the center of campus than faculty/staff parking lots, this means that fairly large numbers of students are arriving at their cars at the same time that employees dismissed at 5:00 pm are arriving at their cars. The net result is that there are two waves of people that are attempting to leave campus at the same time. In addition, with the beginning of “evening” classes at 5:00 pm, there is a wave of new students that are just arriving on campus between 4:45 pm and 5:00 pm. This results in significant congestion from about 4:45 pm through 5:15 pm most days.

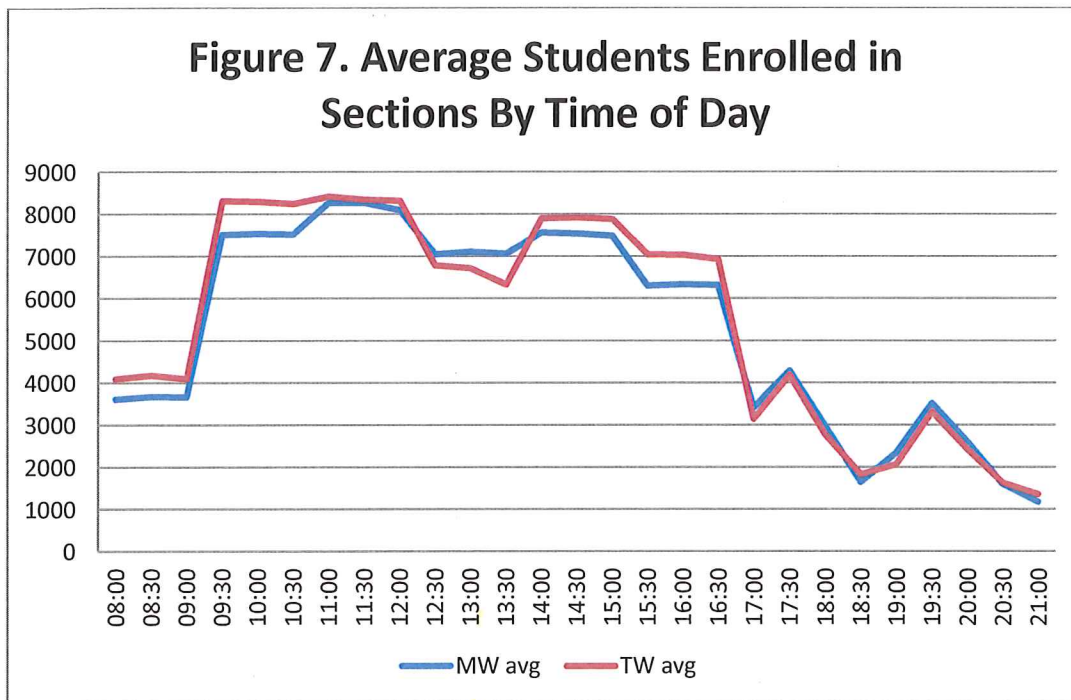
To understand the magnitude of the issue, it is worth looking at some data that was developed by the Office of Institutional Research. Table 8 presents ODS-estimated census enrollment of students in meeting at the specified times in the fall 2014 semester.

Table 8. Students Enrolled (ODS-estimated Census Enrollment) in Sections Meeting at the Indicated Times.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
08:00	3247	4196	3973	3995	2781
09:00	3242	4201	4074	3989	2977
10:00	6675	8320	8390	8275	5544
11:00	7559	8328	8983	8511	5873
12:00	7430	8259	8763	8373	5347
13:00	6486	6913	7728	6528	4170
14:00	7220	8178	7905	7624	3100
15:00	7161	8151	7821	7623	2915
16:00	6155	7280	6520	6786	1391
17:00	3337	3568	3477	2707	392
18:00	2944	3203	3012	2338	62
19:00	2721	2533	1936	1608	30
20:00	2657	3188	2523	1666	10
21:00	1175	1835	1170	866	10

Source: Office of Institutional Research, ODS

Figure 7 presents the average Monday, Wednesday enrollments and Tuesday, Thursday enrollments with half-hour time intervals.



Two points become very clear from Table 8 and Figure 7. First, the number of students who take classes that begin at 9:30 am is essentially double the number of students that take classes that begin at 8:00 am. This is consistent with surveys conducted by PaTS and others that show the campus parking lots not

becoming very full until between 9:00 am and 10:00 am. Second, the number of students in classes is relatively constant from 9:30 am until 5:00 pm, at which point the number of students in classes drops to under half of the 4:00 pm enrollments. According to this data, one should expect that between 4:45 and 5:00 pm, a large number of students leave campus. This is consistent with the data in Table 3 that show that the number of student parking spaces available increases dramatically between 4:00 pm and 6:00 pm.

The problem with the data in Table 8 and Figure 7 is that they show only the net change in enrollment and does not show the aggregate arrivals and departures. For congestion purposes what is more important is the aggregate sum of departures and arrivals onto campus. Table 9 provides data that allows a better understanding of the likely student departures and arrivals onto campus.

To construct this table, the Office of Institutional Research identified two sets of students. The first was those students who live off-campus, had classes on the main campus that ended between 4:30 pm and 5:00 pm, and did not have class after 5:00 pm. These students are, in all likelihood, departing campus right at 5:00 pm. The second set of students was those who live off-campus, had a main-campus class that begins between 5:00 pm and 5:30 pm, and that did not have a class before 5:00 pm. This group of students would most likely be arriving on campus between 4:45 pm and 5:00 pm.

Based on these definitions, this table shows that number of aggregate student departures and arrivals is consistently between 3,200 and 4,050 students on Monday through Thursday between 4:45 pm and 5:00 pm. Not all of these transitions will necessarily occur via a car as some students walk, bike, or take public transportation, but, when combined with the parking data in Table 8 and Figure 7, it does seem highly probable that more than 3,000 students either arrive or depart by car right around 5:00 pm.

Table 9. Estimated Students Arriving and Departing from Campus between 4:45 pm and 5:00 pm.

Students Departing are defined as those students who have classes on the main campus ending between 4:30 pm and 5:00 pm who do not have classes after 5:00 pm and who do not live in on-campus housing. Students Arriving are defined as students who have main campus classes beginning between 5:00 pm and 5:30 pm who do not have classes before 5:00 pm and who do not live on campus.

Panel A. Fall 2015 Semester			
Day of Week	Students Departing	Students Arriving	Aggregate Transitions
Monday	2,962	754	3,716
Tuesday	3,104	774	3,878
Wednesday	3,362	678	4,040
Thursday	3,225	814	4,039
Panel B. Spring 2016 Semester			
Monday	2,599	653	3,252
Tuesday	2,962	754	3,716
Wednesday	2,986	589	3,575
Thursday	2,783	707	3,490

Source: Office of Institutional Research

The task force strongly feels that a key to reducing the severe campus congestion that happens around 5:00 pm each day is to alter the timing of the campus' transition from day to evening classes. The task

force saw two ways to do that. The first approach is to stretch out the transition longer, while the second approach is to move the transition time until after the bulk of university office workers have left for the day. Each is discussed below.

5.1.1. Stretching the Day to Evening Transition

Currently, the transition from day to evening classes occurs in a fifteen-minute window – from 4:45 pm to 5:00 pm. A relatively easy change is to build a longer break for that transition by moving the starting time for the first evening class from 5:00 pm to 5:30 pm. This would move all evening class back by 30 minutes as shown in Table 10.

Table 10. Proposed Class Schedule – Evening Classes start at 5:30 pm

Period	Start	End
1	8:00 AM	9:15 AM
2	9:30 AM	10:45 AM
3	11:00 AM	12:15 PM
4	12:30 PM	1:45 PM
5	2:00 PM	3:15 PM
6	3:30 PM	4:45 PM
7	5:30 PM	6:45 PM
8	7:00 PM	8:15 PM
9	8:30 PM	9:45 PM

There are three benefits to this approach which are listed below.

1. Day students and campus office workers will have had more time to leave the campus before the evening students begin arriving.
2. The current day schedule is not affected. This is when the bulk of on-campus classes occur, and so the change to campus operations would be relatively minimal.
3. Pushing the first evening class to 5:30 pm would make it easier for students coming from uptown to arrive on campus. Traffic on I-85 northbound from uptown as well as on University City Boulevard near campus is a significant obstacle for students attempting to make a 5:00 pm class. Although traffic is still an issue at 5:30 pm, it would give students more travel time.

There are drawbacks as well, however.

1. Day students will still be exiting the campus at the same time that office workers are exiting the campus. As shown in Table 9, the number of departing students is three to four times the number of arriving students. Having the arriving students come later will help relieve congestion, but there would likely still be noticeable congestion at 5:00 pm.
2. The ninth class period of the day will begin at 8:30 pm as opposed to the current 8:00 pm. Although there are not many classes scheduled this late, there are some and this would push the academic day later.

5.1.2. Changing Time of the Day to Evening Transition

The second approach the task force examined was a more dramatic change that would result in the campus returning to a more traditional five days a week class schedule. This would involve having courses that meet on MWF having different timing than courses that meet on TR. By carefully developing the schedule, however, the campus could insure that on every day of the week the transition from day to

evening classes occurred after 5:00 pm, so that campus office workers would largely be gone by the time the student transition occurred.

Table 11 presents proposed MWF and TR class schedules. In developing these schedules, the task force was influenced by a report of a Classroom Scheduling Committee that was commissioned by Academic Affairs, and largely consisted of Associate Deans from the colleges. That committee looked at a variety of scheduling and classroom-use issues, including the potential to returning to MWF scheduling. The committee found that there were no compelling pedagogical reasons for selecting MWF or MW class schedules. Some types of classes benefit more from MWF classes and some, such as clinical-based or student-teaching based courses, benefit more from MW classes. Ultimately the committee said that in the absence of a clear and compelling pedagogical reason, the decision should be made based on campus operations.

The Classroom Scheduling Committee did recommend, however, that if the campus moved to MWF classes, it should do so only for classes that begin before 2:00 pm. Later classes should retain a MW only schedule. Currently the campus culture is such that students are willing to enroll in late afternoon classes that meet on MW. The committee members were very skeptical that students would be willing to enroll in the same numbers for classes that had a late Friday afternoon meeting session. The concern was that this would result in a decrease in the use of classrooms in the late afternoon on Monday and Wednesday, times with currently heavy utilization. Further, the committee noted that running MWF classes in the morning and early afternoon but MW classes in the late afternoon was consistent with scheduling practices at other UNC system institutions.

The proposed schedule in Table 11 reflects these recommendations. On MWF, the class schedule begins at 8:00 am and class periods last for 50 minutes until 2:30 pm. Classes that begin at 2:30 pm or later last for one hour and fifteen minutes, and, in general, are not expected to meet on Fridays.² On Tuesday and Thursdays, classes begin at 8:30 am and last for one hour and fifteen minutes.

Table 11. Proposed Schedules with a return to Monday, Wednesday, Friday Classes.

Monday, Wednesday, Friday Schedule			Tuesday, Thursday Schedule		
Period	Start	End	Period	Start	End
1	8:00 AM	8:50 AM	1	8:30 AM	9:45 AM
2	9:05 AM	9:55 AM	2	10:00 AM	11:15 AM
3	10:10 AM	11:00 AM	3	11:30 AM	12:45 PM
4	11:15 AM	12:05 PM	4	1:00 PM	2:15 PM
5	12:20 PM	1:10 PM	5	2:30 PM	3:45 PM
6	1:25 PM	2:15 PM	6	4:00 PM	5:15 PM
7	2:30 PM	3:45 PM	7	5:30 PM	6:45 PM
8	4:00 PM	5:15 PM	8	7:00 PM	8:15 PM
9	5:30 PM	6:45 PM	9	8:30 PM	9:45 PM
10	7:00 PM	8:15 PM			
11	8:30 PM	9:45 PM			

² Departments could continue to run 50 minutes MWF classes after 2:30 pm if they elected to do so, but the next class period would still begin one hour and fifteen minutes later.

The Campus Congestion Task Force identified a number of benefits to this schedule which are discussed below.

1. The transition from day to evening classes occurs from 5:15 pm to 5:30 pm every day of the week. This gives time for office workers to leave the campus before that transition occurs.
2. Many staff members in Facilities Management work 7:00 am to 3:30 pm schedules. Under this proposed schedule they will have time to exit campus before a class time transition that begins at 3:45 pm. Under the current scheduling system, which is shown in Table 7, there is a class change that happens from 3:15 pm to 3:30 pm, meaning the Facilities Management employees and some students are exiting at the same time. This creates congestion, especially at the Mary Alexander Road and Cameron Boulevard intersection.
3. On Tuesdays and Thursdays, classes start at 8:30 am. This might help reduce congestion caused by both students and employees attempting to get to campus at 8:00 am. The task force, based on both parking availability data and enrollment data, came to the conclusion that students are likely not a major source of campus congestion at 8:00 am. Still, this schedule would allow for a straightforward natural experiment to see if students are a major contributor to early morning congestion. If it turns out that early morning congestion became markedly less on Tuesdays and Thursdays, the Monday, Wednesday, Friday schedule could be altered to have students arrive 15 minutes earlier or later than 8:00 am.
4. This schedule should result in heavier utilization of campus classrooms on Friday, and it should be the case that MW afternoon classes will remain popular and hence classroom utilization will remain strong.
5. Currently academic departments are required to schedule twenty percent of their classes to have a Friday meeting component. The most common way they meet this requirement is by scheduling classes that meet two days a week on Wednesday and Friday. When coupled with the heavy Monday and Wednesday class schedules, classroom availability on Wednesdays is a binding constraint. This schedule will result in fewer classroom scheduling conflicts on Wednesdays.
6. Unlike the schedule in Table 10, all class-change times are a consistent 15 minutes.

There are, however, a few drawbacks to this schedule.

1. One Monday, Wednesday, and Fridays the campus would have 6 class transitions before 2:30 pm. Currently, the campus has 5 class transitions before 2:30. This could result in more turnover of students in that time – which could potentially increase congestion.
2. As noted in the Committee report to Academic Affairs, MWF classes result in a slightly less efficient use of classroom space because there are more class transitions. Under a two day a week schedule, a classroom is required to be blocked off for a total of three hours, in order to meet the required two hours and thirty minutes of class time for a three credit hour course as well as thirty

minutes of class change time. Under a three day a week schedule a classroom must be blocked off for a total of three hours and fifteen minutes, again including class transition time.

3. Pushing the start of Tuesday, Thursday classes until 8:30 am results in there being one fewer class available, assuming the university is unwilling to run a class from 10:00 pm to 11:15 pm.

Recommendation: After looking carefully at the current scheduling system, and at the proposed schedules in Tables 10 and 11, the task force came to the conclusion that the schedule which would best alleviate campus congestion is the five day a week schedule listed in Table 11.

5.2. Employee Schedules

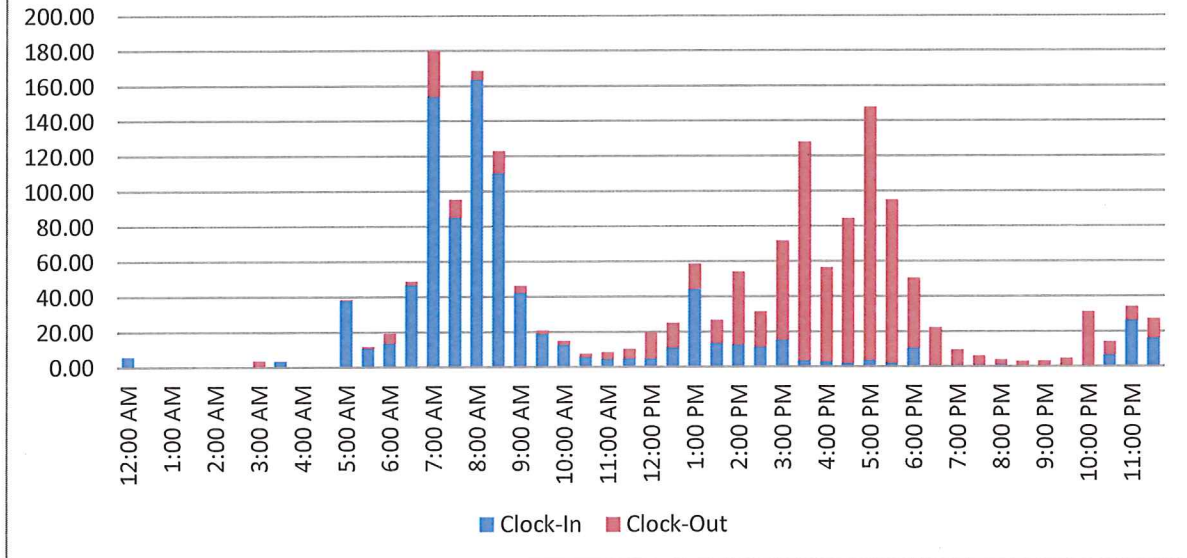
In addition to students, the other group which transitions on to and off of campus is employees. The university has between 3,200 and 3,300 full-time employees including faculty, SHRA and EHRA staff. In addition to regular university employees there are also a relatively large number of temporary employees and contractors who commute to and from campus each day.

To get a sense of the timing of employee transitions to and from the campus, the task force worked with Human Resources to gather data. In particular, the task force was able to obtain data in the Kronos system regarding the starting and stopping times of slightly more than nine hundred SHRA employees.³ While these data represent only a little less than a third of all university employees, the task force felt it was still a very good indicator of overall non-faculty trends. Of the remaining employees, more than half were faculty members, who have much more flexible schedules than other employees and who can, to a very large degree, time their arrival to and exit from campus to avoid peak congestion times.

Figure 8 presents the average number of SHRA employees who have scheduled clock-in or clock-out times in Kronos for thirty minute increments throughout the day. The blue columns represent clock-in times and the red columns are clock-out times.

³ Note that the task force only received aggregated and de-personalized data. The task force did not have access to any individual-level data.

Figure 8 - Average Aggregate Number of SHRA Employee Transitions by Time of Day



Assuming that these clock-in/clock-out data highly correlate with SHRA employee arrival and departure times, it is possible to draw the following conclusions:

- A substantial number of employees arrive on campus by 7:30 am., largely avoiding congestion with students arriving for 8:00 am classes.
- The morning employee “rush hour” is more concentrated – with the majority of employees arriving at 7:00 am, 7:30 am, or 8:00 am.
- The evening “rush-hour” is more diffuse, with substantial numbers of employees departing at 3:30 pm

It is helpful to look at the breakdown of employee arrivals and departures by employing division. For ease of readability, these data are presented in two charts. Figure 9 presents the average number of SHRA employees who have Kronos clock-in times by employing division in thirty minute increments. Figure 10 present the average number of SHRA employees who have Kronos clock-in times by employing division in thirty minute increments.

Figure 9 - Average Number of SHRA Employees with Kronos Clock-In Times by Division and Time of Day

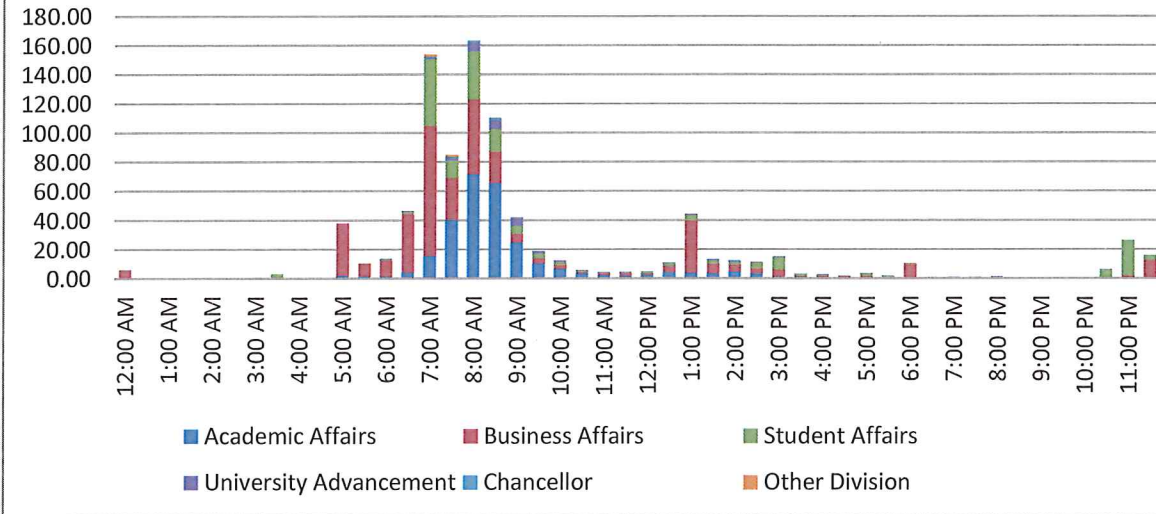
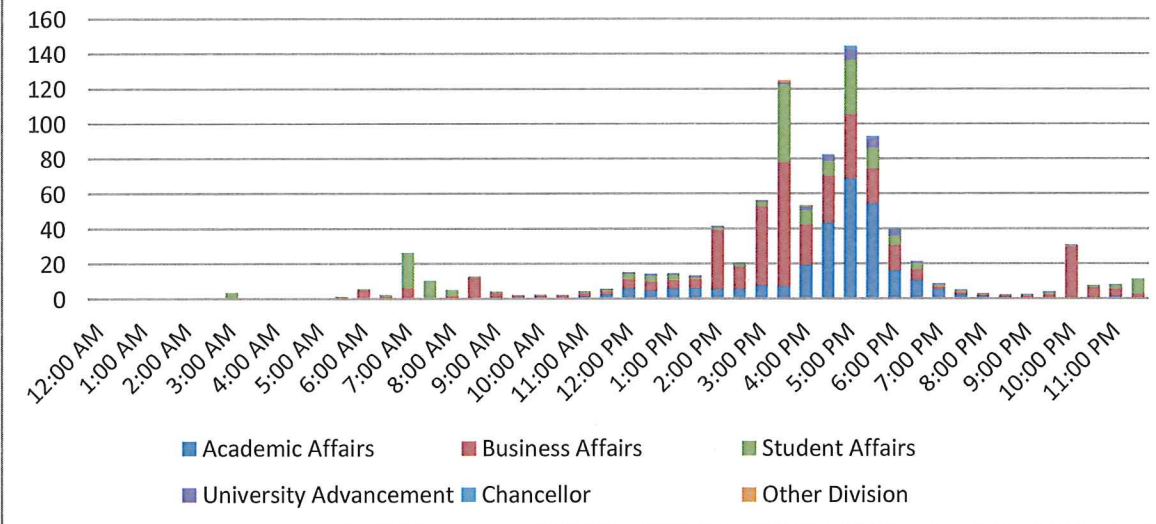


Figure 10 - Average Number of SHRA Employees with Kronos Clock-Out Times by Division and Time of Day



These two graphs demonstrate a couple of critical points. First, a substantial number of Business Affairs and Student Affairs SHRA employees arrive before or at 7:00 am each day. Employee clock-in times in

Academic Affairs is more tightly clustered around an 8:00 am start time. This is also reflected in the clock-out times in Figure 8. The bulk of Business Affairs employees have clock-out times before 4:00 pm, and the predominant departure time for Academic Affairs Employees is centered on 5:00 pm.

Under the current class scheduling system (Table 7), there is a class dismissal at 4:45 pm. To make a substantial effect on minimizing congestion, a substantial number of Academic Affairs employees would need to be dismissed at 4:00 pm or 4:15 pm, to allow these employees time to get to their cars and to exit the campus. Under the schedule proposed in Table 11, these employees could be dismissed at 4:45 pm and they would still have time to exit the campus prior to the students leaving.

In looking at the overall data, however, the task force was struck by the disparity between employee numbers and student numbers. The sheer scale of student numbers is such that the task force strongly felt that this was where the opportunities for gains were the largest. That said, the task force did recognize that there are some changes to employee schedules that could make differences at the margin, and they are presented in the recommendations below.

Recommendation: The task force recommends encouraging employees in Academic Affairs to leave 30 minutes prior to the class change that occurs nearest to 5:00 pm. If the University retains the current class schedule, this would mean encouraging these employees to leave at 4:15 pm. If the University adopted the class schedule proposed in Table 11, these employees would be encouraged to leave at 4:45 pm.

5.3. Employee Work and Transit Options

In addition to adjusting work-schedules, the task force noted that there are other changes to employee work policies and time policies that could also have some effect on congestion. Currently, the university allows some employees to telecommute to some degree. The university could encourage the expansion of telecommuting, especially for positions that are IT-related or which do not directly engage with the public.

In addition to encouraging employees to use public transportation, the university could encourage more employees to ride-share and carpool. Although this option has been available on campus for many years, the number of people taking advantage of it is relatively small. Making employees aware of the ride-share option, and perhaps subsidizing parking for employees who agree to ride-share could improve the response rate.

One challenge for some employees is that their work locations may not be close enough to campus dining options. These employees may feel that they do not have time on their lunch break to walk to a campus dining facility, eat, and walk back to their work location. Proposed improvements to the campus transit system should help with this, but it might also be beneficial to allow and publicize greater flexibility in terms of lunch times to allow employees, and especially those in more remote locations, to walk to on-campus dining.

Recommendation: The task force recommends that the university encourage greater telecommuting, increased use of ride-share, and greater flexibility with employee lunch times.

5.4. Early Semester Operations

Campus congestion is a particular challenge during the first week or two of each semester. While some aspects of this are undoubtedly a function of new students to the university being unfamiliar with campus roads, parking, and transit, there also appears to be operational issues that could be addressed to reduce the extreme early semester congestion.

5.4.1. Student Parking Pass Issuance

One significant issue is that many students wait until the semester starts to purchase parking passes. This results in two problems at the beginning of each semester. First, the students without parking passes will attempt to park in visitor parking and they quickly fill up all visitor parking spaces. This causes other students to “search” for visitor parking, greatly increasing congestion. Second, because so many students do wait until classes start to buy a pass, the lines to purchase parking passes tend to be long, especially on the first day of class. This causes some students to wait a few days longer and lengthens the duration of the early semester parking problem. Adding to the delay of students purchasing their parking permits is the fact that student financial aid typically does not get disbursed until the first day of the semester. This forces many students who use their financial aid to pay for the parking permit to wait to purchase.

Parking and Transportation Services is in the process of developing and implementing two changes to address these issues. First, PaTS intends to offer a low-cost parking option in the North Deck for the first two to three days of class for the Fall, 2016 semester. This system would use the same print-at-home parking pass system that is currently used for football parking. This will allow students to have a legal place to park for the first few days without their having to search for visitor parking. It will be critical for students to be made broadly aware of this option in order for it to have an effect.

Second, PaTS is putting in place an incentive for students to purchase their full parking pass before the semester begins. Specifically, PaTS will hold a drawing to reimburse two students for the cost of their full-year parking pass from among the students that purchase their parking passes prior to August 5th, 2016. The expectation is that this will encourage more students to purchase passes before the first day of class.

Recommendation: The task force endorses the steps PaTS will be taking for the Fall, 2016 semester. In addition, the task force further recommends that PaTS actively direct students away from visitor parking during the first week of the semester.

5.4.2. Active Gridlock Prevention

One difficult problem at the beginning of the semester is that traffic in certain parts of campus can become completely gridlocked. In particular, exiting traffic at the John Kirk/Van Landingham exit from campus can back up all the way through the Mary Alexander traffic circle, through the Broadrick Boulevard traffic circle, and onto southbound University City Boulevard. This appears to result in congestion coming “full circle” back to the intersection at John Kirk/University City Boulevard.

The two on-campus traffic circles offer the best opportunities to break this gridlock. When traffic backs up to the point that it nears total gridlock, drivers could be directed to continue following Mary Alexander to exit campus onto East Mallard Creek Church Road. Drivers who were originally intending to park in one of the East Decks could follow Mary Alexander Road to Cameron Boulevard and head east to park in Lots 5 or 6, or turn left to park in North Deck. Because of the length of Mary Alexander Road, and the

presence of traffic signals at both Cameron Boulevard and East Mallard Creek Church Road, this appears to be the best place to relieve the gridlock congestion.

It is also possible to relieve the gridlock at the Broadrick Boulevard traffic circle, although it might not be as efficient at the Mary Alexander traffic circle. At Broadrick Boulevard, drivers could be prevented from entering Mary Alexander Road and instead be directed to either continue following Broadrick Boulevard toward the decks and lots on University Road, or they could be diverted to Alumni Way and the South Village parking deck. The challenge with diverting large numbers of inbound cars toward University Road is that the decks in that area are relatively small and it is relatively easy for congestion to form there. Diverting to South Village Deck may make more sense, but doing so would likely require interrupting traffic flowing outbound on Broadrick Boulevard as it approaches the traffic circle.

Using the two traffic circles to break the gridlock on Mary Alexander/Van Landingham Roads would require stationing either police officers or PaTS employees at the two traffic circles, and coordinating them in real-time so that they would know when to divert traffic. This would be costly, but given the relatively short duration of the problem to the first two weeks of class, this should be a manageable expense.

Recommendation: The task force recommends that traffic be manually diverted at the Broadrick Road and Mary Alexander traffic circles to relieve and prevent gridlock on Mary Alexander/Van Landingham Roads from spilling onto University City Boulevard.

5.5. Centralization of State Vehicle Fleet

One contributor to campus vehicular congestion is university state-owned vehicles. These vehicles are becoming more and more prominent in the inner-core of campus, driving and parking on sidewalks, grassy common areas, and directly outside buildings. In addition, the increase in university state-owned vehicle purchases poses a large challenge when attempting to find places for these vehicles to park when not in-use.

Recommendation: The task force recommends the centralization of the University's state-owned vehicle fleet, providing the ability to screen vehicle purchases, monitor vehicle usage and standardize the fleet, making it more efficient to service. The task force also recommends instituting a central state-vehicle "pool", similar to a rental car program, but would include the same type of technology used in the car-sharing program. When an employee requires the use of a vehicle, they schedule through an automated on-line program, then access the vehicle during their reservation by tapping a card at a reader on the front windshield of the state vehicle which will open the door and permit the employee to use the vehicle. This system would also track usage by individual and department for proper billing. A system such as this would allow the campus to consolidate some of the vehicles and improve utilization rates, while also cutting down on campus congestion by lowering the number of university state-owned vehicles on campus.

5.6. Central Receiving / Deliveries

Another component to UNC Charlotte's current vehicular congestion problem is the decentralization of campus deliveries and receiving of shipments. The university's current Receiving area is inadequate for the rapidly-growing campus and is extremely challenging for larger vehicles to access. This forces deliveries to be dropped-off by the delivery company at the front doors of the campus buildings every

time there is a delivery. Many times, these delivery drivers aren't sure where to go, forcing them to unnecessarily drive around campus, adding to the congestion problems.

Recommendation: Vendors (i.e. delivery trucks) should have one point-of-contact (PoC) on campus and should only go to one campus location to make their deliveries. From there, the university could aggregate all packages/shipments and deliver to the campus buildings in a more efficient manner. This would eliminate trucks driving around campus searching for delivery locations. The PoC could direct the vehicles to the easiest route and put them in touch with the receiver. During campus events, a pre-determined route for deliveries could be implemented, eliminating any confusion or further congestion.

5.7 Centralized Motor Coach Contracting

Finally, the task force also looked at how the university handles motor coach contracting. Currently units on campus are allowed to contract individually with motor coach vendors for transportation. One result of this is that there is no coordination as to the timing or location of the arrival of these motor coaches on campus. This results in motor coaches arriving at peak hours, and frequently with little or no direction as to where to go on campus. Centralizing the contracting of motor coaches through PaTS would allow for standardization of directions and coordination around peak transit times on campus.

Recommendation: The task force recommends that all motor coach contracting be done centrally through PaTS.