

A-Parking Task Force Committee Executive Summary:

i - Problem charged to the Parking Task Force Committee to investigate:

In the Fall of 2017, there was an increase in student enrollment in conjunction with limited parking spaces due to the PGA tour's delayed clean up. This caused much tension between campus users (*i.e.*, faculty, staff, students, and visitors) that resulted in University Police (UP) permitting safe, yet illegal temporary parking situations to accommodate the campus users. The Parking Task Force Committee sought to reactively better understand what factors contributed to this issue and what could be done moving forward to proactively prevent such repeated circumstances to the best of SUNY-OWs ability.

ii - Parking Task Force Committee Actions:

The Parking Task Force Committee met four times in the Fall 2107 semester with a team of individuals including dialogue and input from all campus users, facilities, the UUP, UP, and administration. These meetings created the necessary discussion to identify the needs of all parties and how to best address the issues equitably through a set of recommendations.

iii - Parking Task Force Committee Findings:

The Parking Task Force Committee identified that the key issue was a lack of clear forms of communication and campus signage as it related to campus user parking needs. In addition, more transparent dialogue between administration and Faculty Governance should have taken place in discussions of the new parking lot expected Fall 2018. Moving forward it would be prudent for Faculty Governance and the UUP to be involved in discussions or decisions that impact the campus users, as what occurred this Fall 2017 semester.

iv - Parking Task Force Committee Outcomes:

The Parking Task Force Committee has identified a list of 11 recommendations (pp. 9-10) that reflect the needs of the campus users voiced by the parities input within the committee's meetings, as well as, an updated campus map with parking spaces numerated for each lot (see Appendix pg. 11). The Parking Task Force Committee will forward these recommendations to the Faculty Senate and Administration for consideration to proactively manage future parking needs and preventing repeated parking issues as experienced this Fall 2017 semester.

I-Problems and Background Information:

In the Fall 2017 semester at SUNY OW, there was a number of factors that resulted in increased competition for parking spaces and ultimately inadequate parking spaces to address the demands/needs of faculty, staff, and students. One major factor was the PGA tour delaying the removal of their event related products and occupying nearly one-third of the Clark Center's parking lot from August to October 2017. The increase in student enrollment as a by-product of yearly projections, an increase in student transfer rates, and the Excelsior Program also resulted in more than the usual amount of students. Moreover, to meet this increased student demands, more adjunct faculty were hired across the campus, which in turn, also need ample parking spaces. Altogether, there is a large number of faculty including adjuncts (*i.e.*, approximately 300 in total) and an estimated number of students of 4,600 that come to SUNY-OW almost daily. In addition, there are another estimated 200 staff members. The number of available parking spaces cannot accommodate all of these individual's needs, which poses work labor union issues as well. A temporary solution to reimburse and/or not charge for parking permits and use of atypical parking on side roadways along campus were offered to address the parking demands and to provide a creative solution to creating additional parking spaces that were directed by University Police (UP). This temporary intervention was in effect from August to November 2017 and normal restricted parking enforcement was resumed with ticketing for illegal parking on campus. Communication regarding parking across the college has been a contentious issue, which is why the Parking Task Force Committee was formed. As such, parking competition and occupancy has reached an all-time high resulting in the following issues that were reviewed and discussed by the Parking Task Force Committee in the Fall 2017 semester:

1. How to manage this situation with continued student growth trajectories.
2. How to manage this situation during inclement winter weather (*i.e.*, snow, ice, flooding, and its removal; especially over gravel-based parking lots).
3. Accommodating students with OSSD needs to have close/proximity parking to their school business needs.
4. Accommodating students and faculty with health related and disability needs to have close/proximity parking to their school business needs.
5. Developing new walkways, trails, and/or ramps that provide less physical and/or physiological strain/effort for faculty, student, and staff with disabilities or other health related issues to traverse the topography of the campus from parking lots to school buildings. Perhaps these pathways can be color-coded (*i.e.*, blue trials consistent with disability color-coded signage) and adding them to the campus map once created.
6. Consider developing a faculty and adjunct faculty parking lot or at least a number of priority parking spaces within each lot to accommodate such faculty needs. These faculty/adjunct faculty parking lots could also be color-coded as well (*i.e.*, faculty green and adjuncts red).

7. Residential students that live on campus park their cars and tend not to move them during the week. Thus, reducing the number of available spots throughout the course of a given day for commuter students that drive to campus. This issue is due to residential students not having their own dedicated parking lot space near or close to the student dorms. Residential students should have a distinct color-coded decal (*i.e.*, purple to identify such vehicles).
8. Review on campus shuttle bus pick up and drop off from parking lot B to the main campus center needs and/or reallocate needs to best serve campus users.
9. Campus parking signage is inadequate, non-modern, and un-purposeful for directing students, faculty, staff, and visitors to identify and use current parking lots and spaces effectively.
10. Encourage use of public transit would be an alternative option, but the campus is limited in the ways in which this can be done. Last year, the Faculty Senate assembled a Shuttle Bus Task Force Committee that looking into ways to aligned shuttle buses with the LIRR and NICE public transportation systems, reviewed all schedules, and surveyed ~ 400 faculty and student shuttle bus riders. From the committee's work and review of the shuttle bus, it was determined that the shuttle bus is operating to the best of its ability and an increase in communication of the bus location with riders was the main issue. Currently, the facilities Department has communicated that to best address the issue, all campus users can access the "TransLoc Rider App" which is freely available to download and install on any cellular phone or portable device with App store capabilities. This TransLoc Rider App, permits the user to identify all nearby transit systems that they can use to plan their daily travels using mass transit. In addition, campus users should familiarize themselves with the campus bus shuttle map.

Shuttle bus schedules: <https://www.oldwestbury.edu/campus-bus>

Nice bus schedules: <http://www.nicebus.com/Maps-Schedules/Interactive-System-Map/Individual-NICE-Bus-Maps-and-Schedules.aspx?ID=6589>

In order to address these needs clearly we would need to know the following information:

1. Exact number of residential students who possess a car and park their car on campus. This information can be obtained through student life and perhaps parking services.
2. Exact number of faculty, adjuncts, students (*i.e.*, non-residential and residential) and staff that work on campus.
3. Exact number of vehicles registered with parking services (*i.e.*, decal holders).
4. The number and location of parking lots on campus and how many spots each lot holds. Determine how many of these spots within each parking lot, at present, are dedicated to disability, faculty, adjuncts, staff, and students.
5. Calculate each parking lot average distance and time required to travel from and difficulty traveling from each parking lot to each building. We recommend that a databased table should be constructed of such time/difficulty in travels, which can be used to de-bunk

and/or solidify claims of a given lot being too far/takes too long to walk from or can confirm inadequate health and disability accommodations justifying the need to develop appropriate walking trails). Notably, careful attention must be considered when traveling the topography of these suggested walking trails/routes as they may induce inadvertent/unintentional stressors to faculty, staff, and students with physical and/or physiological disabilities or other health related issues.

6. Assess peak traffic/parking congestion times and determine which parking lots have open parking spaces during peak times and determine why students, faculty, and staff are not using them.
7. Obtain an estimate as to how many new parking spots will be created by Fall 2018 with the new parking lot construction plans. Determine how many of these spots are dedicated to disability, faculty, adjuncts, staff, and students. Determine if these new parking lot construction plans include a small allocation of budget to develop a beginning residential parking as well.

II-Meeting Issues:

The Facilities Department has been discussing many options on how to resolve the issues and we learned more about them. However, every suggestion offered was not received in a manner that was conducive towards resolving the issues that the Parking Task Force Committee was charged with in a way to promote Faculty Governance within such decision-making processes. It appears that cost is the key factor when considering to either accept/reject any suggestion offered by the Parking Task Force Committee; yet, only “no,” “can’t,” “it won’t work,” etc. statements are offered to the Parking Task Force Committee suggestions. In an effort to create a more effective dialogue between the Parking Committee and the Facilities Department moving forward we suggest the following:

To ask that the Facilities Department offer responses to the Parking Task Force Committee suggestions by telling us how much a given suggestion would cost using a Low, Medium, and High general coding system. This will remove dialogue of practicality and assessment and stimulate more “brain storming” for ideas in which more suggestions can be offered for consideration. This also provided a means to assess in a more systematic way, general costs that would be associated with which suggestions to determine a more appropriate cost vs. need assessment for current and future campus parking related issues.

Table 1. Conversational strategy to approach suggested resolutions to the current and foreseeable future parking issues on campus.

Potential Solution & How it will resolve our current issues	Concerns & Problems with Potential Solution	Change Created	Estimated Relative Costs (High, Med, Low)	OSSD, Disability, and other Health Related Issues Addressed
App with built in parking space	Cause increased competition for	Can have a beneficial impact, it	High ~\$300-600K	Would have to be considered based on

sensors, will provide faculty, students, and staff with in-the-moment updates on available parking spots.	spots at the given time, sensors will not work if blocked by snow, puddles, etc.	is modern, informs all faculty, staff, and students		each parking lot space allocation to user, ADA, and regulatory compliance issues.
Creating sign arm/draw posts with ID-card activation restricting areas in each parking lot for faculty, adjuncts, and staff. It addresses the issue of ensuring that faculty, adjuncts, and staff can get to work on time to provide services to our main consumer the students.	Sign arm/ draw posts, at times, are faulty and costly to repair.	Can increase faculty, adjunct, and staff ability to get to work at the expense of reducing more student parking spaces.	Moderate ~\$40K per lot entrance/exit	Would have to be considered based on each parking lot space allocation to user, ADA, and regulatory compliance issues.
Create a temporary residential parking lot by the dorms using gravel until future money is available to develop the lot. This eliminates residential cars from preoccupying parking spaces permanently throughout the week.	Will require caution due to gravel not being an entirely smooth surface, difficulty clearing snow in has the increased potential for flooding, and gravel dings and dents unto vehicles.	Can increase faculty, adjunct, and staff and non-residential commuter student's ability to get to work/school without reducing more student parking spaces.	High ~\$200K	Would have to be considered based on each parking lot space allocation to user, ADA, and regulatory compliance issues.
Increase more parking lot signage/campus maps from all other parking lots to direct drivers better to other potentially available parking lots.	Digital signage boards would be the way to go. However, if we opt for non-digital signage, this may be difficulty to read at times and during inclement weather.	Will provide drivers with updated in the moment options if digital signage is used, otherwise non-digital signage options may be less effective and visible. The latter may result in more drivers circling and congesting a given parking lot, whereas the former may reduce parking competition for a given space.	Low ~\$1-2K with low cost basic signage	Would have to be considered based on each parking lot space allocation to user, ADA, and regulatory compliance issues.
Create temporary carport shelters for shuttle bus pickup from parking lot B.	Carports can be repurposed for other events on campus when no	Increases faculty, adjunct, staff, and student safety during inclement weather.	As per last discussion, this item is no longer needed as a bus shelter was	Would have to be considered based on each parking lot space allocation to

Will provide faculty, adjuncts, staff, and students with an appropriate shelter during inclement weather, while waiting on the shuttle bus that can take up to 15-30 minutes to arrive.	longer needed, securing to ground in certain areas may be cumbersome or limited due to topography.		relocated already. However, it is not secure within the ground that it rests upon.	user, ADA, and regulatory compliance issues.
Increase parking lot space signage and put signposts to color-code designated parking in all lots (<i>i.e.</i> , blue disability, green faculty, red adjunct, yellow staff, and purple residential students). These signposts would coordinate with the same color-coded parking decals for UP/parking services to easily ticket for illegal parking. This will effectively communicate who can park where within each lot.	May increase student ticketing by UP and parking complaints. Makes students have to walk longer distances to get to classes. This replaces the need to physically paint a floor-parking lane by using a colored-coded signpost with matched decal. Colored-coded decals may increase a small cost within parking services.	Increases communication of ensuring individuals with disabilities, faculty, adjuncts, and staff have been thought of and were given areas to park to get to work in a timely manner.	Low Not that costly with basic signage	Would have to be considered based on each parking lot space allocation to user, ADA, and regulatory compliance issues.
Ticketing mechanism within UP/parking services funds acquired should have a large portion of the funds collected (<i>i.e.</i> , as public knowledge) re-invested into parking lot needs rather than being allocated elsewhere.	This will address lack of money/available capital to continue to address future parking problems associated with the needs of the college campus in a more proactive manner.	May offset the need to continue to raise parking permit costs temporarily.	Low	Would have to be procedurally discussed and worked through the college's faculty governance and administration.
Email all students an updated map of the parking lot locations and when peak congestion times are with information on which parking lots typically have spaces during peak times.	Not a guarantee that this may remain stable as the beginning and end of semesters trends may change.	Will inform drivers better about where to look for potential parking.	Low	N/A

III-Potential Solutions:

1. There are 10 parking spots behind the NAB, which could be converted into a temporary adjunct or residential student parking lot. Additionally, other areas around such high-demand classroom buildings could be assessed for developing temporary gravel lots so long as an appropriate environmental assessment/survey can be conducted prior to such construction being undertaken.
2. Increase communication and awareness to faculty, staff, and students about the number of parking lots and parking spaces within each lot. The Parking Task Force Committee determined the following: the Clark Center lot has 360, the Academic Village lot has 265, the Student Union lot has 137, and the Campus Center lot has 794 parking spaces (See **Appendix** pg. 11). Additionally, information as to which parking lots would have spaces during peak times should be emailed and text message alerted to all faculty, staff, and, students. Inform all faculty, staff, and students of the plans to develop a new parking lot and how many more parking spaces this will increase on campus. This was determined to be ~ 288 additional parking spaces in the Fall 2018 semester.
3. The current campus parking lot signage (*i.e.*, words only) lack modernization. Digital signage with solar powered panels should be considered and installed to update all faculty, adjuncts, staff, and students whether a parking lot is full or which parking lots still have spaces during peak times. Digital signage allows more than one message to be programmed and updated as semester demands change, student enrollment increases, or inclement weather reduces parking options. Additionally, signage within buildings and walkways should all be re-evaluated for accuracy and consistency as the campus has evolved over the last 52-years, and some signage is inaccurate, not visible for populations with visual disabilities, and are furthermore outdated.
4. Look into using ID card sign-arm draw post restrictions for faculty, adjunct, and staff parking to prevent students from parking in these spaces once created for restricted use.
5. There should be restrictions for visitors to have restricted parking to more distant spaces such as parking lot B to free-up more accessible parking for our faculty, staff, and students. Visitors can also be charged \$5 for daily parking to bring in supplemental revenue. If visitors do not have appropriate paid daily passes (*i.e.*, which can be made through a simple orange color-coded paper to be placed on the drivers-side dashboard) these vehicles should be ticketed \$20.
6. Designate and color-code parking spaces for individuals with disabilities (blue), faculty (green), adjuncts (red), staff (yellow) within the same parking lot to share spaces. Alternatively, for other campus users in the remaining parking lots such as residential students (purple) and an alternative color for non-residential students (*i.e.*, which can change yearly), they will have designated color-coded parking lots with matching decals. This will provide increased awareness of fair equity in parking spaces and restrictions, as well as increased communication, and a mechanism for UP/parking services to ticket more effectively.

7. Create a temporary gravel parking lot for residential students by the dorms to free up more parking spots in all other parking lots. This can only be done, if the lot will be schedule for a construction conversion to a permanent lot as there are inherent safety and vehicle risks with gravel lots that are exacerbated in inclement weather conditions.
8. If a residential temporary parking lot cannot be created, then color-coded spots for residential parking should either be the furthest parking spots away from each building within each lot or perhaps they can be restricted to parking lot B. We can further incentivize residential students to use parking lot B or restricted distant parking by making their parking decals free (*i.e.*, penalty's will occur with illegal parking); especially, since they already incur larger expenses for dorming over non-residential/commuter students. However, it was determined that parking lot B's use would be discontinued as of the end of Fall 2017.
9. Revamp walkways, trails and/or travel routes from each parking lot to buildings to decrease challenges with time ambulating and effort in difficulty traversing the topography of the campus for disability, elderly, and other populations with medical/health related issues. The survey ground flag markers can be repurposed or purchased for low cost to map out such trails with blue signage consistent with disability color-coding. Once created, these walkways, trails, and/or travel routs can be added to the campus map.
10. When students, faculty, and staff are registering their vehicles for an on-campus parking permit, the system can have built, a check box that forces registrants to view the campus parking maps to make them aware of each lot prior to them being able to complete the purchase and processing of their parking permit. This will intervene early to make all registrants aware of all parking areas on campus.
11. Campus parking lot maps should also add the exact number of spaces per lot to help all campus users understand space demands and competition.
12. Perhaps use an outside vendor for the first 4-weeks of each semester to guide all campus users throughout each parking lot to direct them to where spaces are available. At the very least, this option should be assessed once to see if it alleviates any frustration from the campus users.
13. An institutional research analysis should be conducted to correlate the number of students who withdrew from classes and the number of classes cancelled by faculty this semester with the parking lot issues experienced this semester. The rational for this is that parking related student withdrawals and faculty class cancellations may be important databased measures to consider. Such consequences related to parking needs may have resulted in early student class absenteeism, frustration with coming to class due to inadequate parking, inability to meet the demands of their registered courses, and faculty-cancelling classes due to inaccessible parking. Altogether, these relationships can be used as predictive analytics to project ongoing concerns, student dropout, transfer, attrition rates that may continue if the current and expected parking situation is not resolved in a timely manner.

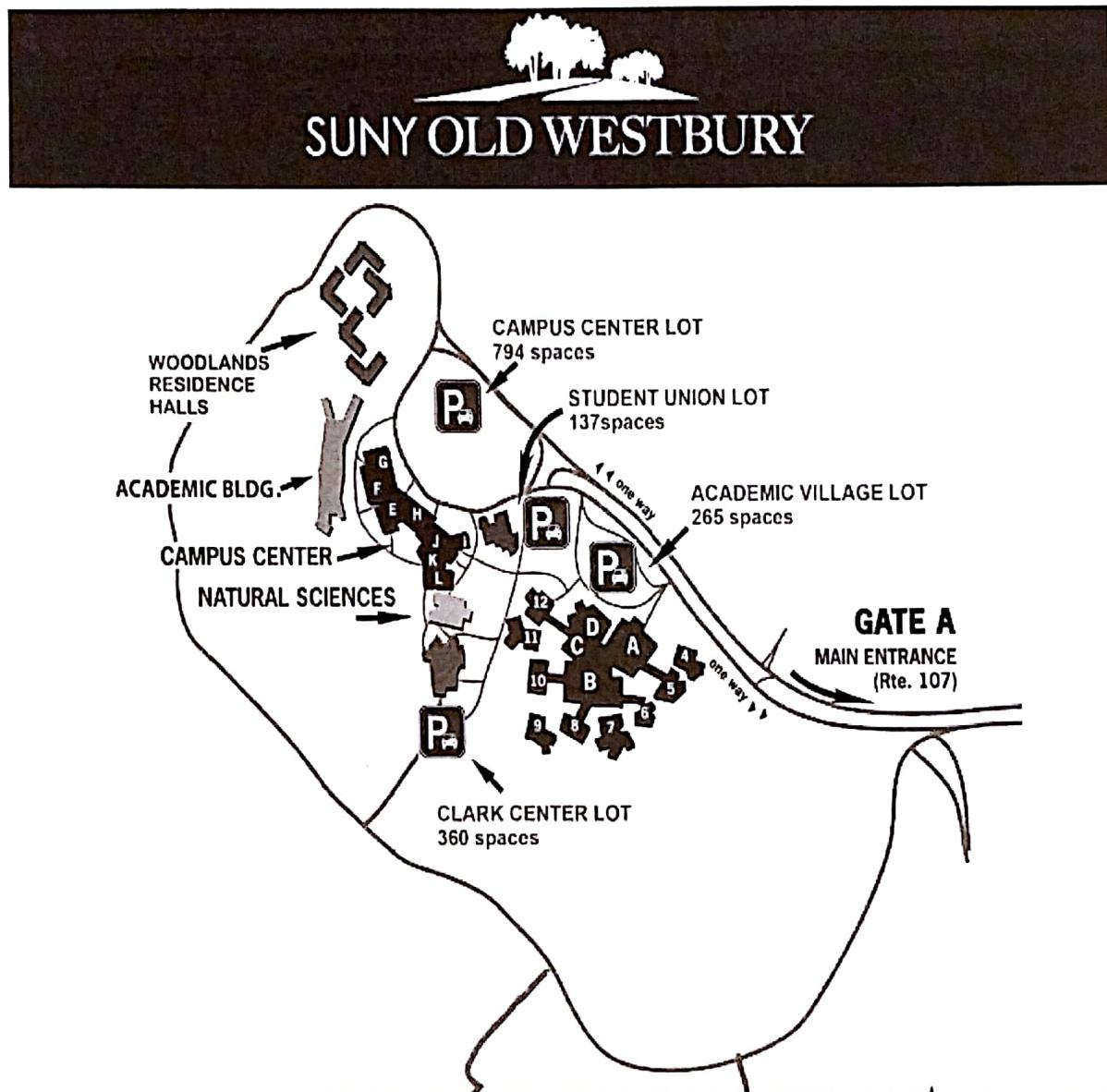
IV-Parking Task Force Committee Recommendations For Faculty Senate Consideration That Could Be Implemented For Reasonably Low Costs:

1. Update all parking signage across the campus (*i.e.*, within and outside of each building).
2. Update the campus map and parking maps to indicate the exact number of available spots per parking lot.
3. Update parking permit registration processes to include registrants to check off that they have reviewed the campus map and parking lot maps understanding where all the parking lots are on campus before they can complete and purchase their campus parking permit.
4. Ensure that all parking lot areas are well illuminated at night, and wherever possible, diagrams, signage, or campus maps indicate emergency call stations for perhaps UP escorts to guide campus users to their vehicles at night. In addition, ensure better communication with shuttle bus schedules perhaps with an announcement email or text alert at the beginning, end, and perhaps prior to and following any holidays, breaks, or inclement weather conditions to increase communications of users. It is also recommended that campus users download and install the TransLoc Rider App to equally become aware of public transit needs during similar times during the semester.
5. In the Campus Center parking lot, designate “long-term parking” areas and alternate “long-term parking” snow removal areas specifically for residential students to park in the furthest spots within the parking lot. This can be incentivized by allowing residential students to obtain a different color-coded permit that allows them to park for free to offset this inconvenience.
6. Institute a clear and consistent policy for visitors on campus that they cannot park in the spots closest to buildings or perhaps visitor parking can be limited to the lots by UP. This would be functional, as visitors on campus should receive authorization to be on campus.
7. Explore the outside vendor to direct traffic within and across parking lots in order to reduce parking frustrations and to make campus users aware of all the potential parking lots on campus for the first 4-weeks of the semester. If this is “one-time-trial” is successful, then it may be a good proactive solution to implement this system at the beginning of every Fall and Spring semester to alleviate tensions with new campus users and projected vs. actual student future growth.
8. Continue to email and add text alerts students, faculty, adjuncts, and staff to provide them with parking timely information for: inclement weather that may decrease available parking, when parking peak times occur each semester, where parking is most likely available during these peak times, and when these when these parking peak times have subsided each semester.
9. Bring to and have an open discussion at Faculty Senate regarding designated handicap, faculty, adjunct, staff, non-residential student, residential student, and visitor proportioned parking within each parking lot or specific dedicated parking lots on

campus. Moreover, designated handicap, faculty, and staff with health/medical issues should be given priority parking that is closest to the buildings within each parking lot. Designated and proportioned parking is employed in nearly every college-elsewhere and would further help to alleviate parking problems caused by a “first-come-first-serve” basis. Designated color coded permits can be created to help identify who can park where, consistent with the suggested changes in campus parking signage.

10. Other digital parking lot signage, faculty parking lots with ID card access and draw arm post, and creating a temporary or permanent residential student parking lot are at present too costly to consider at this time. However, these suggestions should be maintained for future discussion on developing the campus parking faculty, staff, and student needs with involvement of Faculty Governance and the UUP.
11. The new parking lot plans involve an addition of ~288 parking spots to the campus with a new roadway that directs traffic from the Campus Center to the Student Union buildings to prevent circling and added congestion on campus. This helps, but may not be an absolute remedy to the parking challenges faced this semester, nor is it able to address increased student growth over long term. Thus, the Parking Task Force Committee points 1 through 7 herein should be considered as it represents all campus user ongoing and future needs, regardless of the new parking lots construction expected to be completed by Fall 2018.

C-Appendix with updated SUNY-OW campus map with parking lot spaces numerated.



Re: Parking Task Force committee's report and recommendations.

Andrew Mattson

Wed 1/10/2018 2:32 PM

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Hello Members of the FRRC Parking Task Force and Executive Committee of the Faculty Senate,

Here is what the President wishes me to convey to the EC and the Task Force from my meeting with him yesterday.

He is taking the recommendations from the Parking Task Force into serious consideration in the discussion of affordable long term solutions.

Briefly here is my summary of what he wishes to communicate to the EC and the Task Force:

- **Signage:** The administration is taking a "hard look" at improving the signage and is investigating the cost of an upgrade.
- **Parking Lot B:** The administration is hoping to discontinue the use of the temporary parking lot and shift the resources to other solutions which may include more resources for shuttle service and for directing traffic to available parking.
- **Apps:** The administration is investigating the cost and efficiency of apps as a tool for parkers.
- **Designated Parking:** The administration has asked the EC if it is considering opening a discussion of some form of designated parking as one long-term solution to the parking situation.

The EC will add this topic to our agenda for our next EC meeting and to the agenda of the first FS meeting of the semester.

Thanks,
Andy Mattson
Interim Chair Faculty Senate

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