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Windsor, Ontario October 7, 2015

A meeting of the **Transit Windsor Advisory Committee** is held this day commencing at 4:00 o'clock p.m. in the Walkerville Meeting Room, 3rd floor, City Hall, there being present the following members:

Councillor Bill Marra, Chair
Councillor Rino Bortolin
Councillor Irek Kusmierczyk
Councillor Ed Sleiman
Bernie Drouillard
Jacob Frickey (non-voting – representative of the Mayor's Youth Advisory Committee)
Vicken Garabedian, Handi Transit (non-voting)

Regrets received from:

Marion Cabral

Delegation in attendance:

Raymond Hoang

Also present are the following resource personnel:

Helga Reidel, Chief Administrative Officer
Pat Delmore, Executive Director, Transit Windsor
Steve Habrun, Planning Manager, Transit Windsor
Gus Tahiri, Master's Student, University of Windsor
Karen Kadour, Committee Coordinator

1. CALL TO ORDER

The Chair calls the meeting to order at 4:05 o'clock p.m. and the Committee considers the Agenda being Schedule "A" **attached** hereto, matters which are dealt with as follows:

The Chair welcomes Vicken Garabedian, Handi Transit and Jacob Frickey, member of the Mayor's Youth Advisory Committee.

2. ADDITIONS TO THE AGENDA

Moved by Councillor Bortolin, seconded by B Drouillard,

That Rule 3.3 (c) of the *Procedure By-law 98-2011* be waived to add the following additions to the Agenda:

- 5.2 Vision for the Transit Windsor Advisory Committee
- 5.3 Results of 2013 Campus Commuting Survey
Carried.

3. **DECLARATIONS OF CONFLICT**

None disclosed.

4. **ADOPTION OF THE MINUTES**

Moved by Councillor Sleiman, seconded by Councillor Kusmierczyk,
That the minutes of the Transit Windsor Advisory Committee of its meeting held May 26, 2015 **BE ADOPTED** as presented.
Carried.

5. **BUSINESS ITEMS**

5.1 **Update by the Executive Director**

Raymond Hoang, is present and asks if the Town of Tecumseh is included in the regional transportation initiative, will the dollars received be provided to the City of Windsor or, the Town of Tecumseh. The Chair responds the funds would remain with the Operator, however, if the Town of Tecumseh is the successful proponent for Transit Delivery and Maintenance Services, the funds would stay with Tecumseh.

College Avenue Community Centre Relocation - P. Delmore advises a terminal is located at this location, however, this location must be relocated due to the change in ownership of the former College Avenue Community Centre. He suggests one option is for the terminal to be relocated to the University Mall as there is a large draw of people on this site. He notes discussions have been held with representatives from the University Mall regarding the use of a portion of their property for a west end terminal and states there is a need for thicker asphalt, (due to the weight of the buses) and for washroom facilities. He further notes the University of Windsor is supportive of any initiative that will assist the students.

Regional Transit - P. Delmore reports the Town of Lasalle released an RFP for a Transit Feasibility Study and he states a consultant has been retained. This relates to linking services between the Town of Lasalle and the City of Windsor.

In response to a question asked by Councillor Kusmierczyk regarding the timelines for the Transit Feasibility Study, P. Delmore responds the completion date is December 31, 2015.

V. Garabedian asks if service by Handi Transit to Lasalle has been considered. P. Delmore responds under the AODA, the responsibility lies with the municipality to provide accessible services.

In terms of the Town of Tecumseh RFP, P. Delmore indicates the City of Windsor will be submitting a bid and states transit service will begin January 1, 2016.

Transit Symposium for Municipal Leaders - P. Delmore advises he along with Councillor Holt attended the Transit Symposium for Municipal Leaders held on September 24, 2015 in Mississauga. He notes Dr. Costello, University of Waterloo spoke on the theme topic "Building Communities Through Public Transit".

Intelligent Transportation System – P. Delmore reports the Intelligent Transportation System will require approximately 18 months to complete. An educational component for the public will include information relating to call-ins, texting, new bus signs and real-time information.

P. Delmore states riders on Transit Windsor are unable to use credit cards at fare boxes due to security issues.

5.2 Vision for the Transit Windsor Advisory Committee

A discussion ensues regarding bus shelters in the city and the following comments are made:

- There are approximately 1,100 bus stops with 158 shelters placed on concrete pads (some stops not on concrete)
- Phase 1 of the bus stop review has been completed.
- Will provide an overview of what is located at each bus stop.
- Suggestion to develop a multi-year plan for bus stops as 86% of stops do not have shelters or concrete pads (could be unsafe during the winter months)
- Approximate cost for a bus shelter is \$5,000 (including the concrete pad)
- Suggestion to place solar panels in the bus shelters.
- Jamieson Company purchased a bus shelter in front of their facility.
- Suggestion for businesses to consider 50/50 cost sharing with the city to invest in a bus shelter.

5.3 Results of 2013 Campus Commuting Survey

The document "Results of 2013 Campus Commuting Survey" is distributed and attached as Appendix "A". P. Delmore indicates the foregoing document identifies why students at the University of Windsor do not utilize Transit Windsor.

Councillor Kusmierczyk states this information provides a benchmark to the Committee to see how ridership will be affected with the students attending school in the downtown core. He notes transit will be a more attractive option for students versus parking downtown.

6. **DATE OF NEXT MEETING**

The next meeting will be held on November 5, 2015 at 4:00 o'clock p.m. in the Walkerville Meeting Room, 3rd floor, City Hall.

7. **ADJOURNMENT**

There being no further business, the meeting is adjourned at 5:30 o'clock p.m.

CHAIR

COMMITTEE COORDINATOR

AGENDA
and Schedule "A" to the minutes of the meeting of the
TRANSIT WINDSOR ADVISORY COMMITTEE
Wednesday, October 7, 2015
at 4:00 p.m.
Walkerville Meeting Room, 3rd floor, City Hall

1. **CALL TO ORDER**

2. **DECLARATIONS OF CONFLICT**

3. **ADOPTION OF THE MINUTES**

Adoption of the minutes of the meeting held May 26, 2015 – *attached.*

4. **BUSINESS ITEMS**

4.1 **Update by the Executive Director**

- College Avenue Community Centre Relocation
- Regional Transit
 - LaSalle Transit Feasibility Study
 - Town of Tecumseh RFP for Transit Service
- Transit Symposium for Municipal Leaders–September 24, 2015 – update
- Intelligent Transportation System

5. **DATE OF NEXT MEETING**

6. **ADJOURNMENT**

Results of 2013 Campus Commuting Survey

An online survey was open from April 15 to May 15, 2013 in which students, staff and faculty at the University of Windsor were asked about their methods of commuting to campus on a regular basis. The survey was mainly performed in order to generate data for an assessment of campus sustainability following the STARS protocol (stars.aashe.org). Two items needed for the STARS assessment are: 1) the modal split of commuters to campus; and 2) the total fuel consumption due to commuting to campus. As well, the survey was designed to reveal barriers to greater use of sustainable transportation.

The survey was created in Fluid Surveys, and invitations were e-mailed to all students, staff and faculty, with the URL for the survey. The survey had been approved by the REB on April 4 (REB# 13-054). Those who completed the survey could enter their e-mail for a draw to win a \$100 credit on their UWin card or at the bookstore. Five rewards were offered: three for students, one for staff and one for faculty.

Responses

A total of 1950 responses were received. Figure 1 shows the breakdown of respondents by category. Given a student population of 16,092, the student response rate was about 9%. The staff and faculty response rates were 23 and 18%, respectively. The average time taken to complete the survey was 9.8 minutes.

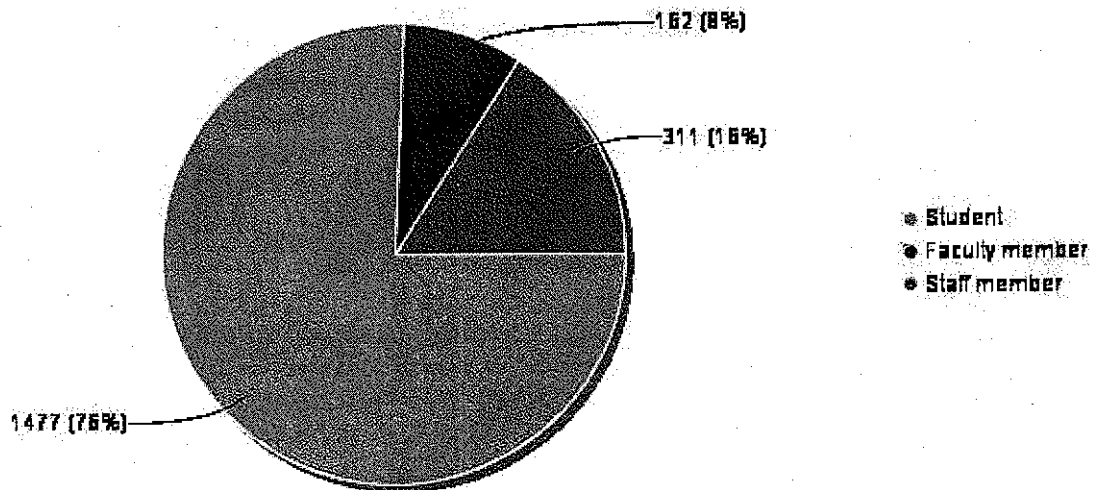


Figure 1: Responses to question "What is your affiliation with the University of Windsor?"

In each section of the survey, respondents were asked if they attended the University of Windsor on a regular basis during the term. If they answered Yes, they were then asked if they lived in residence or within one-half kilometre of campus (in which case it is assumed that they were walking to campus). If they answered No to the "residence" question, they were asked about their frequency of trips to campus in that term (trips/week and weeks/term) and their distance travelled. The respondents were asked to choose an integer value indicating the average number of days each week that a given mode of transportation (car, car pool, bike, walk, bus, motorcycle/scooter/e-bike) was used in that term. This line of questioning was

repeated for each of three terms: Summer 2012, Fall 2012 and Winter 2013. The results for these questions are compiled in Table 1.

Table 1: Reported commuting choices for Summer 2012 to Winter 2013 inclusive.

					Motor- cycle	Residence or <0.5 km
Car	Car Pool	Bike	Walk	Bus		
<i>Students</i>	(n=	814)				
53.1%	17.0%	3.6%	14.7%	11.3%	0.4%	23.9%
<i>Staff</i>	(n=	252)				
80.2%	11.4%	4.2%	3.0%	1.1%	0.1%	1.6%
<i>Faculty</i>	(n=	110)				
71.8%	12.2%	7.1%	4.8%	3.7%	0.4%	4.5%

The number of respondents in Table 1 is less than in Figure 1. For example, 1477 students completed the survey, but only 814 student responses are tallied in Table 1. This is due to a number of reasons:

- 28 students responded to the survey even though they indicated not attending the University in Summer 2012, Fall 2012 or Winter 2013. Similarly, 6 staff and 5 faculty responded this way. Their results were deleted.
- Those who lived in residence while attending the university, or living within 0.5 km of campus were not asked to report their commuting mode for the term(s) in which they were close/on campus (it was assumed that they walked, but the number of trips is unknown). Those who reported this status for every term that they attended the campus included 347 students, 5 staff and 7 faculty. These numbers represent 23.9, 1.6 and 4.5% of the head count of those who completed the survey in their categories (after taking into account the first exclusion above).
- There were mismatches in the reported trips/week compared to the sum of the daily trips by mode. For example, if a respondent indicated 4 trips per week, then later reported 4 days travelling by car, 2 by car pooling and two by bus, it was clear that the respondent interpreted the question in a different way than was intended. As a result, that respondent's record was removed from the summary calculations used to create the leftmost six columns of Table 1. A total of 288 such student responses were removed (26% of responses). By contrast 48 staff (16%) and 40 faculty (27%) responses were removed due to this mismatch. However, if a respondent indicated 4 trips per week, then later reported 4 trips by car and 4 by walking, this was interpreted to mean that the individual drove near to campus, and then walked onto campus. In this case, the respondent's data was used, but the four trips by walking were ignored. This correction was applied to 9 student responses. It is also noted that the percentages reported for the different modes (leftmost six columns in Table 1) are based on the number of trips for one year, not the head count (as was used for the rightmost column in Table 1).

In spite of the data excluded and the mix between head count and trip data, some trends emerge which are notable. In general, students used a more diverse set of transportation modes compared to staff or faculty. For example, 15% of student trips by those who commute to campus (*i.e.* not living in residence or within 0.5 km) were by walking, whereas only 3% of staff and 5% of faculty walked to campus. If those who indicated that they stayed in residence or within 0.5 km of campus are added, then roughly one-third of students used walking as their primary means to get to class. Student commuters also took the bus at a higher rate (11%) than staff (1%) and faculty (4%). Additionally, students used car pooling more extensively than staff and faculty, with participation rates of 17, 11 and 12% of commuting trips, respectively. As a result, a lower percentage of student trips were in the form of one individual driving in a car alone to campus (53%), compared to staff (80%) and faculty (72%). The only area where students were not the leaders in sustainable transportation modes was in biking. Faculty had the highest participation rate (7% of trips), followed by staff and students (both approximately 4%). However, when these results are extrapolated onto the entire campus population, student bike trips out-numbered those of staff + faculty by 3.7:1.

If the survey populations are projected over the campus population (assuming that the survey respondents are a valid sample of the whole university population) and taking into account the populations of the different groups, then the commuting modal split for our campus was: 45% by car (alone), 13% by car pooling, 3% by bike, 32% by walking (includes residence) and 8% by bus. AASHE considers car pooling, biking, walking, and riding the bus to be "sustainable modes" of transportation. Accordingly, 60% of our students used sustainable modes of transportation, whereas only 25% of employees (staff and faculty) used sustainable modes.

Respondents were asked for the distance that they travel to campus in order to estimate the greenhouse gas emissions from commuting incurred by the University of Windsor. This calculation and result are not part of this report. However, the data revealed some long-distance commuters in our midst. In total, 12 individuals reported travelling more than 100 km to campus on a regular basis (one reported travelling 300 km each way, one or two days per week). The furthest bike commute reported was 30 km, two to four days per week (depending on the season) by a staff member.

Respondents who indicated that they drive alone or car pool, were asked about their parking location. These results are summarized in Table 2.

Table 2: Responses to question "Where do you park on/near campus?"

	On campus with a parking pass		On campus a parking pass (pay daily or use meter)		Off campus		Other, please specify...		Totals	
Student	331	50%	179	89%	284	88%	84	82%	878	68%
	38%		20%		32%		10%		100%	
Faculty member	100	15%	16	8%	11	3%	8	8%	135	10%
	74%		12%		8%		6%		100%	
Staff member	235	35%	7	3%	27	8%	10	10%	279	22%
	84%		3%		10%		4%		100%	
Totals	666	100%	202	100%	322	100%	102	100%	1292	100%
	52%		16%		25%		8%		100%	

Once again, students displayed the highest diversity in answers, with only 38% parking on campus with a parking pass, one third parking off campus, and 20% parking on campus and paying daily. Of the 10% of students who indicated "other" as their parking preference, about half indicated they were dropped off and picked up on a daily basis. Staff had the highest percentage of drivers who parked on campus using a permit (84%), with off campus parking being their second choice (10%). Only 74% of faculty parked on campus with a permit, with the second most prevalent choice being parking on campus at meters or daily pay lots.

Respondents that indicated that they biked to campus were asked where they parked their bicycle. These results, broken down by category, are summarized in Figure 2. A noticeable trend is that staff and faculty tend to park their bikes in offices, labs or hallways. Presumably the security of these locations outweighs the inconvenience. Students tend to park outdoors, populating the bicycle racks. In all cases uncovered bike racks are reported more often than covered racks. This may be a function of supply, more than anything. The main covered rack between Lambton Tower, Essex Hall and the Biology Building is often full, leaving latecomers to find other (uncovered) racks.

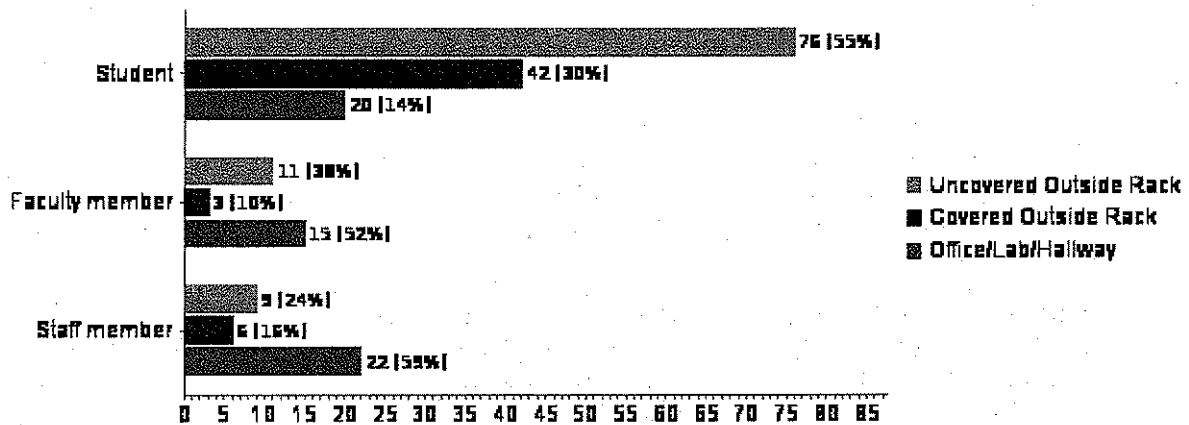


Figure 2: Responses to the question "Where do you park your bike on campus?"

Staff and faculty were asked how many days per term they *telecommute* (use phone and e-mail to work at home instead of physically commuting to campus). The results are shown in Figure 3. Not included in these charts are the "zero days" responses, which made up 254 out of 309 staff responses (82%), and 31 of 162 faculty responses (16%). The option of telecommuting is simply not available for most staff positions. It is noted that four faculty members gave responses of more than 110 days, perhaps reflecting the reality that many faculty respond to e-mail, read documents, and prepare for lectures at home in addition to their work while on campus. However, the intent of this question was to quantify those times where staff and faculty work from home *instead of* on campus. Faculty telecommuted a median value of five days per term.

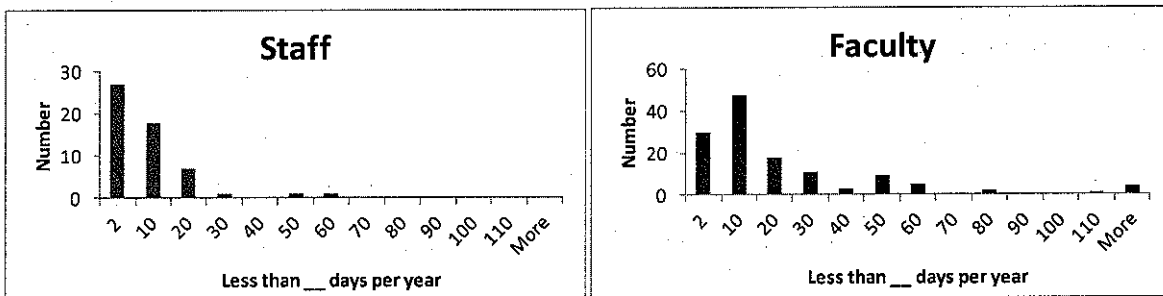


Figure 3: Responses to the question "How many days a term do you telecommute?"

Figures 4, 5 and 6 show the results of questions related to improving opportunities for sustainable transportation. The majority of people in all categories did not favour an on-line ride sharing network, or a bike sharing program between downtown and main campuses. A better explanation of the questions (including costs) would have been beneficial. It is notable that even though only 30% of students expressed interest in a bike sharing program, the number of positive student responses was substantial (444). Given that only a minority of students will actually be enrolled in courses downtown, and that many students who completed this survey will graduate before taking classes downtown, the response may be characterized as enthusiastic, especially if this number is extrapolated to the entire student population. Students were more in favour of reserved parking spots for car poolers, in contrast to the opinions of staff

and faculty. This is logical, given students' higher participation in car pooling, compared to the other two groups.

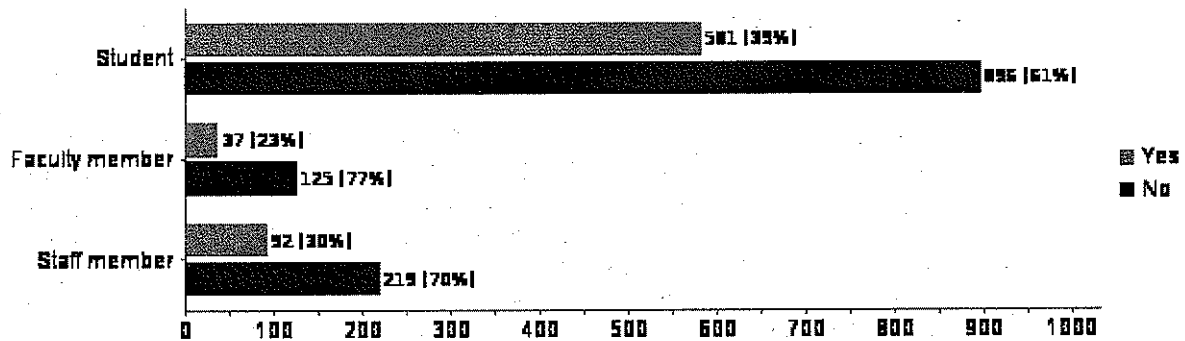


Figure 4: Responses to the question "Would you make use of an on-line ride sharing network for daily commuting if it were available?"

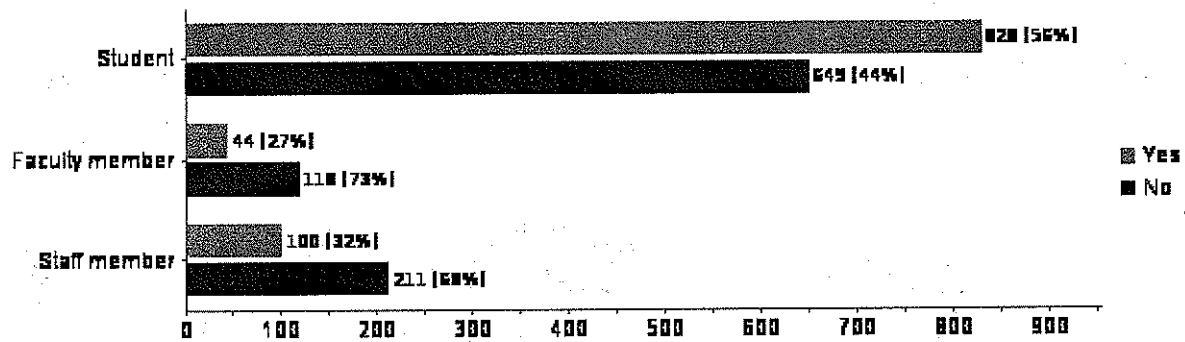


Figure 5: Responses to the question "Would you make use of parking spots reserved for car poolers if they were available?"

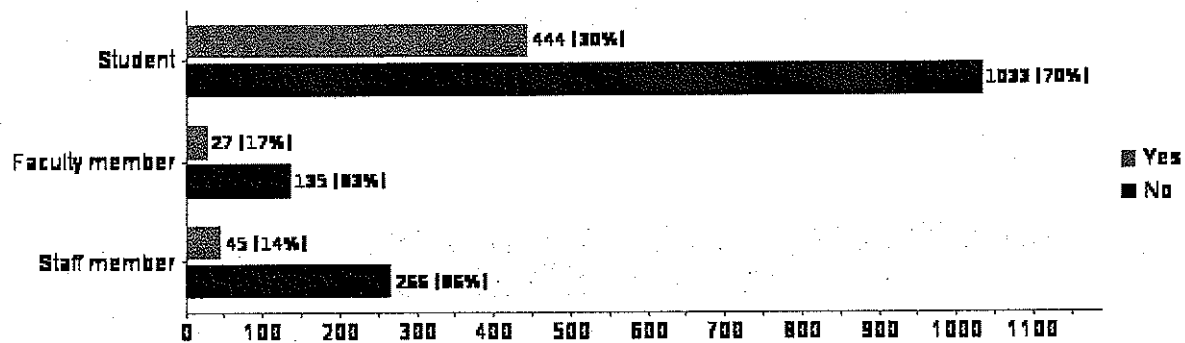


Figure 6: Responses to the question "Would you make use of a bike sharing program between the main campus and the downtown campus if it were available?"

The final question was open-ended. It asked "What are the major barriers that prevent you from taking public transportation to campus?" In analyzing the data from this question, all 2195 responses were examined, even those of the 145 respondents that did not complete the survey. Of the 2195 respondents, 1667 were students, 352 were staff and 176 were faculty.

Respondents were classified as to whether they took the bus or not. If a respondent indicated that they took the bus at least one day per week in any term (Summer 2012, Fall 2012 or Winter 2013), they were classified as a "bus user" for the purposes of this analysis. Then the responses were classified into 14 categories. Since the response was free-form, individuals could provide more than one response (there were 2873 responses from 2195 respondents). The categories are listed in Table 3. Based on this categorization, the data for Figure 7 was assembled.

Table 3: Categories for "barriers to public transportation"

Category	Description: The respondents stated that...
Blank	No Answer provided or no barrier
Unreliable	Public transportation does not arrive on time and is late often. Poor public service.
Poor Scheduling	There is too much waiting time and the buses are infrequent. The transfer routes do not correspond with one another. Night route hours are not long enough. Taking the bus is too time consuming.
Not Available	Respondents live in areas that public transportation to the University of Windsor is unavailable. Respondents are bus users claimed the distance from their home to the bus stop is inconvenient.
Cost	Bus passes are too expensive and/or respondents cannot afford them
Poor on Bus	There are poor conditions on the bus such as it being too hot, unsafe, dirty, uncomfortable and overcrowded.
Prefer Drive	Respondents prefer to drive or have to drive because of a disability.
Poor Stop	The bus stop is unsafe, there is not enough seating and/or the bus shelter is not in good shape. Respondents won't wait in poor weather.
Confusing	Respondents are unable to decipher the current Bus route system
Bike/Walk	Respondents live close enough to walk (<i>i.e.</i> residence), or simply prefer to walk or bike.
Inconvenient	Respondents find that using public transportation is inconvenient and they did not provide further explanation.
Not Direct	There are no routes that allow the respondents to come directly from their Windsor homes to campus using public transportation. Respondents are forced to use one or more transfers.
Commitments	Respondents have other commitments in their lives such as family, work and running errands that require them to avoid the use of public transportation to be able to meet the needs of their life. Respondents may also have long and irregular work hours or are required to travel to places off campus to fulfill their job or to fully benefit from their educational experience.
Items	Respondents need to bring in many items to work or school, making it difficult to utilize public transportation.

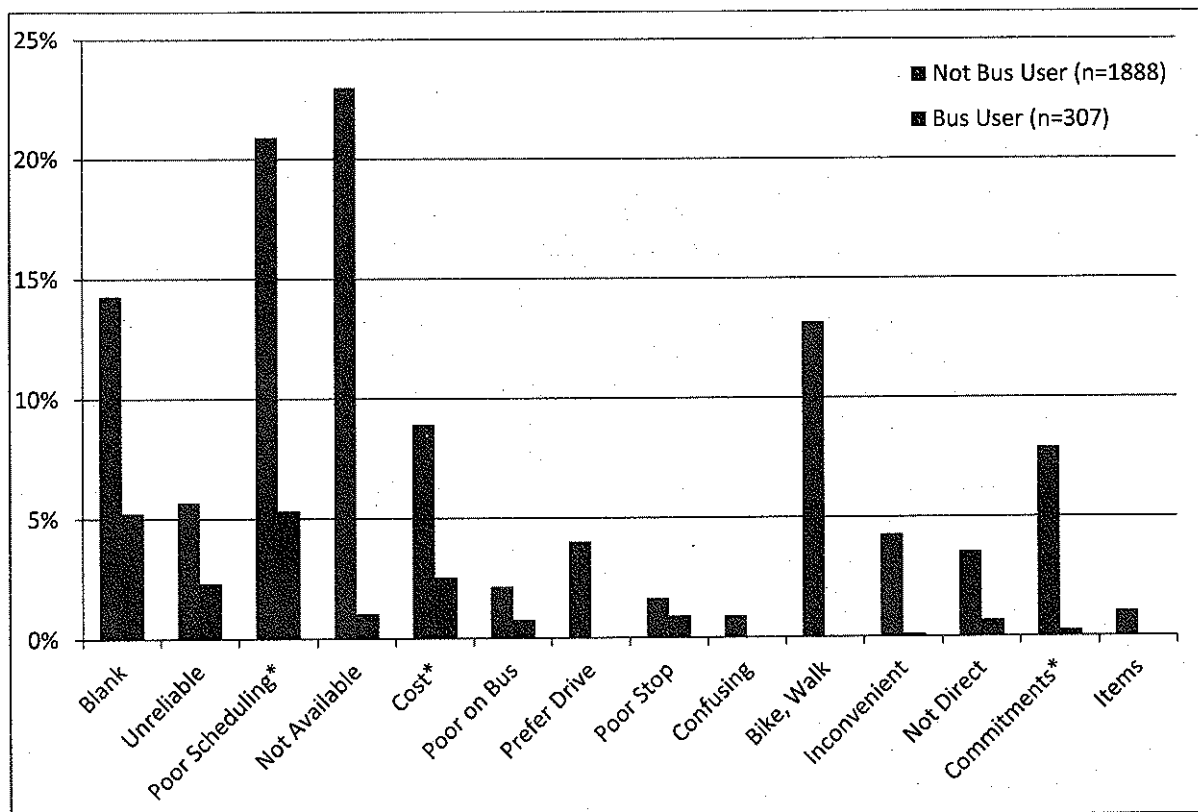


Figure 7: Responses to question "What are the major barriers that prevent you from taking public transportation to campus?"

In terms of encouraging non-bus users to adopt public transportation, the main issues to overcome are the availability of public transport (primarily to those living outside Windsor) and poor scheduling. These responses accounted for 21 and 23% of the non-bus user respondent population, respectively. Those who bike or walk would likely not take the bus due to their proximity to campus, so this barrier was not considered as something that could (or should) be overcome. In addition, these people are already using a sustainable form of transportation.

It is also interesting to compare the responses of bus users to non-users. As would be expected, fewer bus users have reasons for *not* taking the bus. A bus user, for example would be unlikely to respond that the bus is not available, because s/he is using it. Likewise a bus user may have arranged her/his life so that the bus is simply a means to travel to and from campus, so that other commitments (grocery shopping, etc.) are accommodated at another time. However, some items affect bus users and non-users the same, such as cost. Only 2.6% of bus users perceive cost to be a barrier, compared to 9% of non-bus users, even though non-bus users may have higher costs (vehicle ownership, gas, insurance, maintenance).

Although Figure 7 is based on combined responses from students, staff and faculty, the responses were initially tabulated separately. However, in only three categories (poor scheduling, cost, and commitments) were the responses from students found to be more than 7% different than faculty and staff, considering only non-bus users. In terms of scheduling, 28% of faculty and 29% of staff mentioned scheduling as a barrier, whereas only 18% of students listed it. In terms of cost, 3% of faculty and staff listed it, whereas 11% of students cited this as a

barrier. In terms of other commitments, 18% of faculty and 21% of staff noted this barrier, whereas only 4% of students typed in this answer.

In answering the question about barriers, a number of suggestions were made to increase the use of public transport, cycling or carpooling. These are listed below, in no particular order.

Suggestions from Respondents to Encourage Public Transportation Use

- Provide Wi-Fi on buses
- Improve bus shelters—more seats and more covered bus stops
- Add more bus stops in LaSalle
- Provide reliable public transportation between Windsor-LaSalle, Windsor-Tecumseh, and Windsor-Amherstburg
- Improve the “time-based” transfer system
- More direct routes
- Safe and warm bus and bus stops
- Lighted terminals/bus stops
- University should negotiate a cost reduction for all staff, students and faculty
- Provide a bus that did a loop of the campus—some buses do not take students all the way to the LeBel building, so maybe a UWindsor shuttle that can transfer students to the Human Kinetics, LeBel Building and future downtown campus
- Improve the Transit Windsor Website—make it user-friendly, enter your start and end point and get a bus-route and its schedule
 - Create an app or partner with Google Maps to help bus-users keep track of where the buses are
- Prolong the time a transfer lasts for students
- Opt-in option for bus pass
- Offer discounted year-long passes
- Run earlier—nursing students that live on campus have difficulties arriving to their clinical sessions using public transportation because it does not run early enough
- More frequent buses especially at peak times

Suggestions from Respondents to Increase Biking

- Add more racks
- Increase the amount of available showers on campus
- Many people have had bikes or bike parts stolen—considering creating a locked bike shed
- Bike sharing program within the main campus would be helpful

Suggestions from Respondents to Improve Carpooling

- Provide faculty with more flexible parking pass options—per semester, this way the parking spot could be shared
- Actually implement parking spots for carpoolers
- Increase amount of student parking spaces

Conclusions

The survey reveals that students utilize a number of means to commute to campus, and 60% of the trips taken are by sustainable means (this includes those living in residence or close to campus that walk). Students also utilize a greater diversity of parking options than staff and

faculty. Faculty bike to campus at a higher rate than staff or students, but also tend to use their offices and labs to park their bikes. The major barriers to greater utilization of public transit were reported as poor scheduling and lack of service outside of Windsor. Given the diversity of answers revealed, any initiatives to increase the use of sustainable transportation should take into account the differing needs and means of students, faculty and staff.

I trust that this study of the survey results has been useful and interesting. If you have any questions or comments, please address them to:

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