

University of Minnesota Twin Cities Transit Title VI Program

In Compliance with FTA Circular 4702.1B



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I. Introduction / Plan Statement

The University of Minnesota, founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world. The University's mission, carried out on multiple campuses and throughout the state, is threefold:

- Research and Discovery - To generate and preserve knowledge, understanding, and creativity by conducting high-quality research, scholarship, and artistic activity that benefit students, scholars, and communities across the state, the nation, and the world.
- Teaching and Learning - To share that knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and prepare graduate, professional, and undergraduate students, as well as non-degree seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world.
- Outreach and Public Service - To extend, apply, and exchange knowledge between the University and society by applying scholarly expertise to community problems, by helping organizations and individuals respond to their changing environments, and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world.

In all of its activities, the University strives to sustain an open exchange of ideas in an environment that:

- Embodies the values of academic freedom, responsibility, integrity, and cooperation
- Provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance assists individuals, institutions, and communities in responding to a continuously changing world
- Is conscious of and responsive to the needs of the many communities it is committed to serving
- Creates and supports partnerships within the University, with other educational systems and institutions, and with communities to achieve common goals
- Inspires, sets high expectations for, and empowers the individuals within its community.

University of MN Twin Cities is a Big Ten public university and Minnesota's land grant institution. UMN TC has three campus areas, East Bank, West Bank, and St. Paul, which encompass five miles between the cities of Minneapolis and St. Paul. Approximately 84,000 individuals access campus each day. UMN Transit ensures that students, faculty, and staff are able to travel on and between campus destinations and transports approximately 4 million passengers annually.

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance. Specifically, Title

VI provides that "no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance" (42 U.S.C. Section 2000d).

The University of Minnesota Parking & Transportation Services (PTS) is committed to ensuring that no person is excluded from participation in, or denied the benefits of transit services and facilities on the basis of race, color, or national origin, as protected by Title VI in Federal Transit Administration (FTA) Circular 4702.1.B. This plan was developed to guide the University of Minnesota Parking & Transportation Services in administration and management of Title VI-related activities.

Title VI Management Contact information:

University of Minnesota Parking & Transportation Services
300 Transportation and Safety Building
511 Washington Ave SE
Minneapolis, MN 55455
Phone: 612-626-7275
Email: parking@umn.edu

II. Notifying Beneficiaries of Protection Under Title VI

- Title VI information posters called "Commitment to Fairness" shall be prominently and publicly displayed on the University of Minnesota Parking & Transportation Services website, and on their revenue vehicles. The name of the PTS Title VI Manager is available on the PTS website at pts.umn.edu. (See **Appendix 1**).
- A complete copy of the approved Title VI plan will be posted on the University of Minnesota Parking & Transportation Services' website. The original document will be filed in the PTS office and available for the public to review upon request. Complete copies will be provided to the public upon request. The document will be translated to other languages upon request.
- All University of Minnesota Parking & Transportation Services employees with material and direct involvement with the U of M Transit program shall be provided a copy of the Title VI Plan and are required to sign the Acknowledgement of Receipt (see **Appendix 1**). During New Employee Orientation, new employees with material and direct involvement with the U of M Transit shall be informed of the provisions of Title VI, and Parking & Transportation Services' expectations to perform their duties accordingly and be provided a copy of the Title VI Plan and are required to sign the Acknowledgement of Receipt (see **Appendix 1**).
- Title VI information shall be disseminated to the U of M Transit employees annually via the Employee bulletin board and department-wide e-mail. This process reminds employees of the University of Minnesota Parking & Transportation Services' policy statement, and of their Title VI responsibilities in their daily work and duties.

III. Title VI Complaint Procedures and Complaint Form

To submit a complaint to PTS, complete the Title VI Complaint Form, by downloading it from www.umn.edu/pts or by calling 612-626-7275. If the complainant is unable to write a complaint, a representative may file on their behalf, or PTS staff will provide assistance. PTS will provide for a prompt and equitable resolution by following this process:

1. Upon receipt of the complaint, the PTS will begin a prompt investigation and contact the complainant if additional information needed.
2. If the issue is operational or involves equipment, PTS will promptly resolve the complaint and communicate its response to the complainant, including its reasons for the response.
3. If the allegations involve violation of Title VI regulations, a PTS Coordinator will transmit the complaint to the UMN's Office of EOAA and EOAA will respond to the complaint.

The complainant may also file a signed, written complaint. Written complaints should include the following information:

- Contact information including: Name, mailing address, telephone number, cell phone number and email address
- Description of the incident including how, when, where, route number, time of event, and why you believe you were discriminated against. Names and contact information for all witnesses.
- Other relevant information

The complainant can submit the complaint in letter form containing the above information or use the “Complaint Form” included in **Appendix 1**. The Title VI complaints are to be submitted in writing to the PTS Transit Administrator at the following address:

University of Minnesota Parking & Transportation Services
300 Transportation and Safety Building
511 Washington Ave SE
Minneapolis, MN 55455
Phone: 612-626-7275
Email: parking@umn.edu

When mailed, it is the responsibility of the complainant to certify all mail that is sent through the U.S. Postal Service and/or ensure that all written correspondence can be tracked. For complaints originally submitted by facsimile, an original, signed copy of the complaint must be mailed to the PTS Title VI Manager as soon as possible.

All complaints alleging discrimination based on race, color or national origin in a service or benefit provided will be directly addressed by the University of Minnesota Parking & Transportation Services or EOAA and shall also provide appropriate assistance to complainants, including those persons with disabilities, or who are limited in their ability to communicate in

English. Additionally, The University of Minnesota Parking & Transportation Services shall make every effort to address all complaints in an expeditious and thorough manner.

A letter of acknowledging receipt of complaint will be mailed promptly upon receipt. Please note that in responding to any requests for additional information, a complainant's failure to provide the requested information may result in the administrative closure of the complaint.

To file a complaint directly with EOAA, please contact 612-624-9547 or eoaa@umn.edu. Complaints may be brought at any time, although untimely reports might impact EOAA's ability to address concerns effectively. To learn more about the University's policies against disability discrimination, EOAA's process for addressing complaints of discrimination, and access additional University resources, please visit eoaa.umn.edu.

The University prohibits retaliation for reporting discrimination, including disability discrimination.

To request disability accommodations, please contact the University's Disability Resource Center.
180 McNamara Alumni Ctr
200 Oak Street SE Minneapolis, MN 55455
612-626-1333 (V/TTY)
612-626-9654 (FAX)
drc@umn.edu

IV. Transit Related Title VI Investigations, Complaints, and Lawsuits

All complaints alleging discrimination based on race, color or national origin in a service or benefit provided will be directly addressed by the University of Minnesota Parking & Transportation Services or EOAA and shall also provide appropriate assistance to complainants, including those persons with disabilities, or who are limited in their ability to communicate in English. Additionally, The University of Minnesota Parking & Transportation Services shall make every effort to address all complaints in an expeditious and thorough manner.

A letter of acknowledging receipt of complaint will be mailed promptly upon receipt. Please note that in responding to any requests for additional information, a complainant's failure to provide the requested information may result in the administrative closure of the complaint.

To file a complaint directly with EOAA, please contact 612-624-9547 or eoaa@umn.edu. Complaints may be brought at any time, although untimely reports might impact EOAA's ability to address concerns effectively. To learn more about the University's policies against disability discrimination, EOAA's process for addressing complaints of discrimination, and access additional University resources, please visit eoaa.umn.edu.

The University prohibits retaliation for reporting discrimination, including disability discrimination.

All complaints will be thoroughly assessed to determine whether a formal investigation or other response is appropriate. Where formal investigations are determined necessary, they will be conducted in a full, fair and impartial manner by the University's EOAA Office. Every effort will be made to respond to Title VI complaints promptly. Complaints will be determined to be substantiated, not substantiated or inconclusive. Following the investigation, the University of Minnesota Parking & Transportation Services or EOAA will send a final written response letter to the complainant identifying the final determination. EOAA will include PTS on these responses and PTS will notify the complainant of the right to file an appeal with the FTA or DOT.

In addition, the University's EOAA Office will include the DOT and FTA on its [Reporting Misconduct webpage](#). The University links to several external agencies including state and national Civil Rights and Health and Health Services agencies.

The University of Minnesota Parking & Transportation Services will maintain Title VI Complaint log to summarize and track all complaints. See **Appendix 3** for a copy of the log.

In addition to the complaint process described above, a complainant may file a Title VI complaint with the following offices:

Federal Transit Administration Office of Civil Rights
Attention: Title VI Program Coordinator
East Building, 5th Floor – TCR
1200 New Jersey Ave., SE
Washington, DC 20590

V. Public Participation

The University of Minnesota Parking & Transportation Services public participation and engagement strategies are guided by *Driving Forward*, the University of Minnesota Twin Cities Strategic Plan and the *Twin Cities Campus Master Plan*. PTS has undertaken the following community outreach efforts to engage the university public in planning and decision-making processes, as well as its marketing and outreach activities:

- Utilize university student government (Minnesota Student Association (MSA), Council of Graduate Students (COGS), Graduate and Professional Student Association (GAPSA), etc.) to provide user input into the operation and planning of the system. This includes elements like surveying students on origins/destinations and service level/frequency.
- Participate in student, staff, faculty, departmental (public safety and sustainability), and professional organization orientations.
- Host an annual transportation fair.
- Attend community events at key campus neighborhoods and the Off-Campus Housing Fair.
- Maintain transit webpages at pts.umn.edu to post information, policies, maps, schedules, news, rider alerts, and meeting notices. This includes departmental contact information features the “Commitment to Fairness” policy.
- Maintain a “news alerts” webpage to send out broadcast information to bus riders and other interested individuals about information, policies, maps, schedules, news, rider alerts, and meeting notices. Amplify these messages on Facebook and Twitter.
- Post Rider Alert flyers at bus shelters and at the bus stops.
- Maintain a bus tracking app that features real-time bus tracking and allows for collection of service complaints.
- Complete annual rider survey.
- Partner with Transportation staff to conduct origin/destination studies on a regular basis.

The University of Minnesota community will be invited to participate in the planning and decision process whether through public meetings or surveys whenever major service changes are contemplated. The public through its represented bodies is invited to attend University of Minnesota Parking & Transportation Services planning meetings.

See **Appendix 3** for a copy of the Public Participation Plan.

VI. Limited English Proficiency (LEP) Plan

The University of Minnesota Parking & Transportation Services in collaboration with the EOAA has developed this Limited English Proficiency Plan (LEP) to help identify reasonable steps to provide language assistance for LEP persons seeking meaningful access to University of Minnesota Transit Services including Fixed Route and Dial-a-Ride Paratransit transportation services as required by Executive Order 13166 Limited English Proficiency. This plan will assist

individuals who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English.

This plan details procedures on how to identify a person who may need language assistance, the ways in which assistance may be provided, training staff, how to notify LEP persons that assistance is available, and information for future plan updates. In developing the plan, the University of Minnesota Parking & Transportation Services undertook a U.S. Department of Transportation four factor LEP analysis which considered the following:

- Number or proportion of LEP persons eligible in the service area who may be served or likely to encounter a University of Minnesota, activity, or service;
- Frequency with which LEP individuals come in contact with Parking & Transportation Services;
- Nature and importance of the program, activity or service provided by Parking & Transportation Services to the LEP population; and
- Resources available to the University of Minnesota Parking & Transportation Services and overall cost to provide LEP assistance. A brief description of these considerations is provided in the following section.

See **Appendix 2** for a copy of the LEP Plan.

VII. Subrecipients and Facility Siting.

University of Minnesota Parking & Transportation Services has no subrecipients and has not constructed any facilities that require a Title VI Equity Analysis.

VIII. System Wide Standards and Policies

Title VI requires providers with 50 vehicles or less to adopt system wide standards and policies.

Service Standards

- **Vehicle Loads:** Trip ridership is reviewed daily to look for patterns of standing loads. When an individual trip experiences excessive overloads at least three times a week for two straight weeks, the trip is examined for possible solutions to reduce the number of overloads in the context of available financial and vehicle resources.
- **Vehicle Headways:** During peak period, University Transit has a goal of at least 5-minute headways on its main line Campus Connector and 10- to 20-minute headways on its Campus Circulator with a minimum of 3 to 4trips per route.
- **On-Time Performance:** The goal is that 90 percent of the trips are on time for all regular route service. Due to the nature of University bus service an “on-time trip” is defined as a trip that is not more than one minute early and not more than five minutes late. However, note that the U of M bus time at terminal locations only as the system is basically schedule less. An analysis will be done periodically using AVL data and bus driver route sheets to determine compliance with this policy.

- **Service Availability:** University transit primarily operates on the U of M campus locations only. The main route is also supplemented with additional buses during peak hours to accommodate for class breaks and riders who commute to campus and use park-and-ride lots.

Service Policies

University of Minnesota transit is primarily a campus-only service and as a result the service has evolved with additional buses during class breaks and extreme cold weather times. The main route is Campus Connector, which connects all the three major campuses of the University. The local portion of University of Minnesota is serviced by our Circulator routes that only circulate within one or two campuses.

- **Distribution of Transit Amenities:** The local portion of Campus Connector routes operate as a “flag” service meaning it stops at all established campus bus stops. Not all campus bus stops have shelters, but bus stop signs are installed to identify any and all campus bus stops. A shelter is defined as a rider waiting facility that may have heat, but does not include restrooms. All stations and shelters will include bus service information.
- **Vehicle Assignment by Mode –** University of Minnesota has three types of vehicles: articulated low-floor, cut-away, and 40-foot low-floor buses. Each bus style has a different passenger capacity. Buses are assigned to specific trips based on the ridership levels to help accommodate standing loads. The assignments are analyzed each service pick change (4 times a year). The three Dial-A-Ride campus paratransit vans are typically identical models that the University uses over a seven-year life span.

Additional Service Policies are incorporated within the University of Minnesota Transit Policy Manual, which was adopted to set policies that provide a general framework for how the University of Minnesota will govern its transit operations.

More specifically, the adoption of the Policy Manual is directed toward ensuring compliance with all applicable federal regulations as condition to receiving federal funds for vehicles. The Policy Manual provides the mechanism to satisfactorily demonstrate that its contracted bus service providers are also in compliance with applicable federal regulations and that the University is adequately monitoring that compliance. The Policy Manual sets the procedures to satisfactorily demonstrate that the University of Minnesota is providing adequate monitoring, oversight and control over its federally funded vehicles.

The end result of implementing the Policy Manual is an environment to help ensure that University of Minnesota Parking & Transportation Services vehicles are operated in safe, reliable, and cost-effective manner and made available to the general public regardless of race, color, national origin or disability.

The Policy Manual includes the following chapters:

- Chapter 1 - Americans With Disabilities Act (ADA)
- Chapter 2 - Drug and Alcohol

- Chapter 3 - Title VI of Civil Rights
- Chapter 4 - Maintenance
- Chapter 5 - Lobbying
- Chapter 6 - Suspension and Debarment
- Chapter 7 - Buy American
- Chapter 8 - Procurement
- Chapter 9 - Safety and Security
- Chapter 10 - Satisfactory Continuing Control
- Chapter 11 - Grant Management
- Chapter 12 - Charter Service

IX. Subcontracts and Vendors

All subcontractors and vendors who receive payments from the University of Minnesota Parking & Transportation Services where funding originates from any federal assistance are subject to the provisions of Title VI of the Civil Rights Act of 1964 as amended.

Written contracts shall contain non-discrimination language, either directly or through the bid specification package which becomes an associated component of the contract.

X. Record Keeping

The Title VI Manager will maintain permanent records, which include, but are not limited to, signed acknowledgements of receipt from the employees indicating the receipt of the of Title VI Plan, copies of Title VI complaints or lawsuits and related documentation, and records of correspondence to and from complainants, and Title VI investigations.

XI. Plan Updates.

This plan will be updated every three years and the 2020 Plan was approved by the University of Minnesota Parking & Transportation Services on June 30, 2020.

This version last edited on June 30, 2020.

XII. Appendices

Appendix 1 - University of Minnesota Parking & Transportation Services Commitment to Fairness Title VI Documents

University of Minnesota Parking & Transportation Services Commitment to Fairness

The University of Minnesota pledges that you will have access to all our programs, services and benefits without regard race, color, creed, religion, age, national origin, sex, sexual orientation, marital status, public assistance status, or disability. The University of Minnesota Parking & Transportation Services will not tolerate discrimination by its employees or entities it contracts with for products and services. The University of Minnesota Parking & Transportation Services prohibits all discriminatory practices that may result in an individual:

- Being denied any service, financial aid or benefit provided under a program to which he or she may be otherwise entitled.
- Being held to different standards or requirements for participation.
- Experiencing segregation or separate treatment in any part of a program.
- Being subject to distinctions in quality, quantity or manner in which a benefit is provided.
- Experiencing discrimination in any activities conducted in a University of Minnesota Parking & Transportation Services facility built in whole or part with Federal funds.

These rights are guaranteed to you under Title VI of the Civil Rights Act of 1964, which says in part:

- No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. (42 U.S.C. Sec 200 d)

In addition, Executive Order 12898, Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations, 1994 provides:

- Each Federal agency shall make achieving environmental justice part of its mission by identifying and addressing, as appropriate, disproportionately high and adverse human health or environmental effects of its programs, policies, and activities on minority populations and low-income populations.

If you believe that you have been discriminated against in relationship to the University of Minnesota Parking & Transportation Services because of your race, color, national origin, sex, age, disability or socioeconomic status, you may file a written complaint with the University of Minnesota Parking & Transportation Services at this address:

University of Minnesota Parking & Transportation Services
300 Transportation and Safety Building
511 Washington Ave SE
Minneapolis, MN 55455
Phone: 612-626-7275

- EOAA is another office on the University of Minnesota TC that responds to discrimination complaints for protected classifications, including: race, color, and national origin. To file a complaint with EOAA, please contact 612-624-9547 or eoaa@umn.edu. Complaints may be brought at any time, although untimely reports might impact EOAA's ability to address concerns effectively. To learn more about the University's policies against disability discrimination, EOAA's process for addressing complaints of discrimination, and access additional University resources, please visit eoaa.umn.edu.

Title VI Public Notice Vehicle Posting**YOUR RIGHTS UNDER TITLE VI AND RELATED LAWS****TITLE VI: RACE, COLOR, NATIONAL ORIGIN, SEX, AGE, DISABILITY OR SOCIOECONOMIC STATUS**

The University of Minnesota is committed to providing a non-discriminatory work and educational environment. The Board of Regents' policies prohibit discrimination and retaliation on the basis of race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity or gender expression. The Office of Equal Opportunity and Affirmative Action implements these policies by working to create an inclusive environment and helping to educate our community and resolve conflict.

If you believe that you have been discriminated against, you may file a written complaint with the Office of Equal Opportunity and Affirmative Action. The Office of Equal Opportunity and Affirmative Action helps students, faculty, and staff with concerns about possible discrimination, harassment, and retaliation. Or if you have experienced or observed potential discrimination, an equal opportunity consultant can discuss the issues, help resolve the problems, investigate, or provide educational programming.

To make an appointment, call 612-624-9547 or you can access Title VI complaint form online at <https://diversity.umn.edu/eoaa/reportingform>.

You can also fill out online [Bias/Discrimination/Harassment Reporting Form](#) and submit it to:

The Office of Equal Opportunity and Affirmative Action
274 McNamara, 200 Oak St. SE
Minneapolis, MN 55455

or provide the information in an email to eoaa@umn.edu

YOUR FEEDBACK IS ENCOURAGED

If you have any comments or complaints about campus shuttle services, please call 612-626-PARK or email parking@umn.edu

UNIVERSITY OF MINNESOTA

Acknowledgement of Receipt of Title VI Plan

All University of Minnesota Parking & Transportation Services employees with material and direct involvement with the Transit program are expected to consider, respect, and observe this Plan in their daily work and duties. If a citizen approaches you with a question or a complaint, direct him or her to the University Transit Manager who is the Title VI Manager.

I hereby acknowledge the receipt of the University of Minnesota Parking & Transportation Services Title VI Plan. I have read the plan and am committed to ensuring that no person is excluded from participation in, or denied the benefits of its transit services on the basis of race, color, or national origin, as protected by Title VI in Federal Transit Administration (FTA) Circular 4702.1.A.

Your signature

Print your name

Date

Title VI Complaint Form

University of Minnesota
Parking & Transportation Services (PTS)

Section IV TITLE VI COMPLAINT FORM		
Have you previously filed an Title VI complaint with PTS?	Yes	No
Contact name: _____	Telephone number: _____	
Section V		
Have you filed this complaint with any other University Department?		
<input type="checkbox"/> Yes <input type="checkbox"/> No		
If yes, check all that apply:		
<input type="checkbox"/> Department name: _____		
Please provide contact information for the person you spoke to at the above Department:		
Name: _____	Title: _____	
Department: _____		
Address: _____		
Telephone: _____		

You may attach any written materials or other information that you think is relevant to your complaint. Your signature and date are required below:

Signature

Date

If you need assistance completing this form, contact PTS at:
612-626-7275 | Email at pts@umn.edu

Please submit this form online, via email, or in person at the address below, or mail to:

Parking & Transportation Services
511 Washington Avenue SE
300 TSB
Minneapolis, MN 55455
pts@umn.edu

BACK PAGE

Appendix 2 - Limited English Proficiency Plan/Documents

Limited English Proficiency Plan

This Limited English Proficiency Plan has been prepared to address the University of Minnesota Parking & Transportation Services' responsibilities as a recipient of federal financial assistance as they relate to the needs of individuals with limited English language skills accessing the services offered by University of Minnesota Parking & Transportation Services. The plan has been prepared in accordance with Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d, et seq, and its implementing regulations, which state that no person shall be subjected to discrimination on the basis of race, color or national origin.

Executive Order 13166, titled Improving Access to Services for Persons with Limited English Proficiency, indicates that differing treatment based upon a person's inability to speak, read, write or understand English is a type of national origin discrimination. It directs each federal agency to publish guidance for its respective recipients clarifying their obligation to ensure that such discrimination does not take place. This order applies to all state and local agencies which receive federal transit funds, including the University of Minnesota Parking & Transportation Services where applicable relating to University of Minnesota Parking & Transportation Services and facilities.

The University of Minnesota Parking & Transportation Services has developed this Limited English Proficiency Plan to help identify reasonable steps for providing language assistance to persons with Limited English proficiency (LEP) who wish to access services provided by the transit authority. As defined in Executive Order 13166, LEP persons are those who do not speak English as their primary language and have limited ability to read, speak, write or understand English.

This plan outlines how to identify a person who may need language assistance, the ways in which assistance may be provided, staff training that may be required, and how to notify LEP persons that assistance is available.

In order to prepare this plan, the University of Minnesota Parking & Transportation Services undertook the U.S. DOT four-factor LEP analysis which considers the following factors:

1. The number or proportion of LEP persons in the service area who may be served or are likely to encounter a University of Minnesota Parking & Transportation Services program, activity or service.
2. The frequency with which LEP persons come in contact with the University of Minnesota Parking & Transportation Services programs, activities or services.
3. The nature and importance of programs, activities or services provided by the University of Minnesota Parking & Transportation Services to the LEP population.
4. The resources available to the University of Minnesota Parking & Transportation Services and overall cost to provide LEP assistance.

1. The number or proportion of LEP persons in the service area who may be served or are likely to encounter a University of Minnesota Parking & Transportation Services program, activity or service.

The University of Minnesota is home to about 50,000 students and 20,000 staff and faculty.

The majority of campus transit riders are students. The University of Minnesota Parking & Transportation Services staff reviewed the 2020 incoming freshman admissions list and determined that 5,500 freshman students were admitted to the University. University Admissions requires that all the students had to have passed an English language exam as a precondition of admission to the University of Minnesota. As an admissions requirement of the University, every incoming student is required to have passed the Test of English as a Second Language (TOEFL), received an exemption, or be eligible for College English Transitions Program. English language proficiency is not a major impediment to the users the University of Minnesota transit system. Additional information on admissions requirements can be found in below or [online](#).

Staff also looked at countries of origin for international students to see what languages may be most prevalent. Countries of origin can be used as a proxy for primary language and help provide insight into what languages are spoken on campus. Some of countries with the highest level of representation include: China, Korea, Taiwan, India, Vietnam, and Malaysia. In addition, countries in Europe, North/South/Central America, and Africa are represented. A complete list is included in below.

To consider the need of faculty and staff, transit staff looked at a qualitative survey conducted by University Services Human Resources of languages spoken among its staff of approximately 5,000 as a representation of what languages may be most prevalent on campus. That study found that the following languages, other than English, were prevalent among that staff population: Spanish, Tigrinya, Oromo, Amharic, Somali, and Hmong.

These services may also serve the general public. Visitors (whether for work, sports, culture, art, etc.) and hospital and clinic patients, are among those coming to campus. It would be difficult to determine exact origins of these individuals accurately.

2. The frequency with which LEP persons come in contact with the University of Minnesota Parking & Transportation Services programs, activities or services.

The University of Minnesota Parking & Transportation Services assessed the frequency with which staff and drivers have or could have contact with LEP passengers. This includes documenting phone inquiries and surveying vehicle operators. As of April 2020, the University of Minnesota and First Transit, contracted vendor, have had zero requests for interpreters or for translated documents. Exhibit 6 is the driver and staff survey. Exhibit 8 is the log to record inquiries for requests for interpreters and requests for translated transit documents.

In March 2020, University of Minnesota Parking & Transportation Services surveyed the 31 First Transit drivers and dispatchers that have direct involvement in the dial-a-ride program. None of the 31 drivers recalled in the past 30 days coming in contact with an LEP customer, but 9 drivers indicated that they had assisted passengers who could have benefited had the communication been in a different language than English. However, in all 9 cases, passengers communicated in English and the drivers concluded that they were able to help the passengers even though there was the language difficulty.

Drivers may have general contact with an LEP individuals, but are finding that the individuals do not require special assistance to successfully use the system. If future surveys show that a consistent need for a particular language, would target those.

3. The nature and importance of programs, activities or services provided by the University of Minnesota Parking & Transportation Services to the LEP population.

The overwhelming majority of the population in the University of Minnesota Twin Cities service area speaks some level of English as a condition of admission to the University of Minnesota.

There are few social services, professional and leadership organizations within the University of Minnesota service area that focus on outreach to LEP individuals. There are resources available at the University to assist LEP individuals including: [Minnesota English Proficiency Language Program](#), [ESL Resources](#) for faculty/staff and students.

The University of Minnesota Parking & Transportation Services provides two transportation services that serve the general public, which include the campus shuttle and the demand response [dial-a-ride paratransit] system.

4. The resources available to the University of Minnesota Parking & Transportation Services and overall cost to provide LEP assistance.

The University of Minnesota Parking & Transportation Services assessed its available resources that could be used for providing LEP assistance, and has determined that it could afford a professional interpreter and translation service on an as-needed basis. Furthermore, has determined that its pocket schedule and Title XI statement on all vehicles are the most important document to be translated if the need should arise. Finally, the University of Minnesota Parking & Transportation Services could partner with for outreach and translation efforts with outside organizations given such services do not exist within the University.

The amount of staff and driver training that might be needed was also considered. Based on the four-factor analysis, the University of Minnesota Parking & Transportation Services developed its LEP Plan as outlined in the following section.

Limited English Proficiency [LEP] Plan Outline

The University of Minnesota Parking & Transportation Services has narrowed down the options to assist LEP individuals to utilize Fixed Route and Dial-a-Ride transportation services. Professional interpreter and document translation services will be provided as needed given the overall low percentage of LEP persons within the University of Minnesota service area.

Language Assistance Measures

Although there is a very low percentage in the University of Minnesota Parking & Transportation Services service area of LEP individuals, that is, persons who speak English “not well” or “not at all,” the University of Minnesota Parking & Transportation Services will ensure that the following measures are in place:

- The University of Minnesota Parking & Transportation Services Title VI Program and Limited English Proficiency Plan will be posted on the agency website: at pts.umn.edu
- When an interpreter is needed, in person or on the telephone, staff will attempt to determine what language is required and then access language assistance service.

Staff Training

The following training will be provided to University of Minnesota Parking & Transportation Services staff members that are directly involved with the University of Minnesota Transit operations:

- Information on the University of Minnesota Parking & Transportation Services’ Title VI Program and LEP responsibilities.
- Description of language assistance services offered to the public.
- Documentation of language assistance and document translation requests.
- How to handle a potential Title VI/LEP complaint.

Outreach Techniques

Due to the small local LEP population, University of Minnesota Parking & Transportation Services initiated outreach activities are expected to be minimal, but the following procedure will be utilized as the need arises:

- When staff prepares a document, or schedules a meeting, for which the target audience is expected to consist of primarily LEP individuals, then documents, meeting notices, flyers, and agendas will be printed in an alternative language based on the known LEP population.

- Bus schedules, maps, and other transit publications will be made available online in an alternative language when and if a specific and concentrated LEP population is identified.

Monitoring and Updating the LEP Plan

The University of Minnesota Parking & Transportation Services will update the LEP every three years as required by the U.S. DOT. In addition, the plan will be reviewed and updated when it is clear that higher concentrations of LEP individuals are present in the University of Minnesota service area.

Dissemination of the University of Minnesota Parking & Transportation Services LEP Plan

A link to the University of Minnesota Parking & Transportation Services LEP Plan and the Title VI Plan will be included on the University of Minnesota Parking & Transportation Services Transit website, pts.umn.edu.

Any person or agency with internet access will be able to access and download the plan from The University of Minnesota Parking & Transportation Services website. Alternatively, any person or agency may request a copy of the plan via telephone, fax, mail, or in person, and shall be provided a copy of the plan at no cost. LEP individuals may request copies of the plan in translation which the University of Minnesota Parking & Transportation Services will provide, if feasible. Questions or comments regarding the LEP Plan may be submitted to the University of Minnesota Parking & Transportation Services as follows:

University of Minnesota Parking & Transportation Services
300 Transportation & Safety Building,
511 Washington Ave SE
Minneapolis MN 55455
Phone: 612-626-7275 / email: parking@umn.edu

University of Minnesota Admission Requirements

If you are a non-native speaker of English, and you have lived in the United States for less than 8 years, you may be required to submit the results of an English language test. Also, if you have taken the ACT exam and scored 21 or lower on the English OR reading section (or SAT Evidence Based Reading and Writing score of 540 or lower), you may be asked to submit scores from an English language test.

You may also be exempt from this requirement if:

- You have successfully completed 26 or more transferable semester credits at a two-or four-year post-secondary institution in the United States AND have completed the equivalent of the U of MN freshman English writing requirement with a grade of C or better;
- You have successfully completed 60 or more transferable semester credits at a two- or four-year post-secondary institution in the United States.

The University of Minnesota accepts the results of the Test of English as a Foreign Language (TOEFL) or the Minnesota Battery.

Most undergraduate programs at the University of Minnesota require a specific minimum score (see the chart below). Some undergraduate programs may admit students with lower scores, but will require an additional test prior to registration. The results of this test will determine if any additional English courses will be required. Some programs in the health sciences require higher scores.

Test	Minimum score
Computer-based TOEFL	550
Internet-based TOEFL	79

An official report of the TOEFL, Minnesota Battery, or IELTS scores should be sent to the Office of Admissions. Our TOEFL institutional code is 6874.

Minnesota Battery

The [Minnesota Battery test](#) includes listening, grammar, cloze, vocabulary, reading, and composition. It is designed to determine the English proficiency of students. In the event that the Office of Admissions requests that an applicant take the Minnesota Battery, the fee will be waived. Students from whom we request the Minnesota Battery will be instructed to contact the Office of Admissions at 1-800-752-1000 for test and registration details.

- The Minnesota Battery is offered on the University of Minnesota campus. Testing is paper-based and occurs approximately once a month throughout the year.
- The test takes approximately 2.5 hours to complete. Sample questions are available upon request.
- Bring a picture I.D. (e.g. driver's license, passport, or student I.D.).

Students who are otherwise eligible for admission to the President's Emerging Scholars Program in the College of Education & Human Development may study English through the **College English Transitions program**. International students on visas are not eligible for this program.

College English Transitions is a freshman program at the U of M for students who are non-native speakers of English. The program is designed to help students build academic English skills while taking a sequence of typical President's Emerging

Scholars Program courses, including: freshman writing, speech, and reading courses connected to biology, sociology, chemistry, and psychology. All courses offer college credit and fulfill U of M requirements. For more information regarding the College English Transitions program, contact 612-625-0772 or www.cehd.umn.edu/trio/cet/default.html.

With the language requirements in place for admission to the University and the resources available, LEP assistance is being completed comprehensively at the University-wide level.

University of Minnesota Countries of Origin Table

University of Minnesota TC Enrollment - Countries of Origin			
Fall 2019			
Category	Country	Count of Category	Enrollment
Minnesota	United States - Greater MN	1247	6,791
Minnesota	United States - TC Metro	272	24,885
Minnesota	United States - Unknown	11	23
Other US	United States - Other	994	7,472
Other US	United States - Reciprocity	101	5,632
Foreign	Zimbabwe	2	5
Foreign	Zambia	1	1
Foreign	Yemen	3	5
Foreign	Vietnam	21	157
Foreign	Venezuela	8	12
Foreign	Uzbekistan	2	2
Foreign	Uruguay	5	5
Foreign	Unknown	10	71
Foreign	United Kingdom	13	32
Foreign	United Arab Emirates	4	6
Foreign	Ukraine	5	6
Foreign	Uganda	5	5
Foreign	Turkey	16	62
Foreign	Tunisia	4	4
Foreign	Trinidad and Tobago	2	3
Foreign	Thailand	18	42
Foreign	Tanzania, United Republic of	4	4
Foreign	Taiwan	23	149
Foreign	Syrian Arab Republic	1	1
Foreign	Switzerland	5	5
Foreign	Sweden	5	10
Foreign	Sudan	3	3
Foreign	Sri Lanka	9	10
Foreign	Spain	10	32
Foreign	South Africa	7	8
Foreign	Slovakia	3	3
Foreign	Singapore	8	18
Foreign	Serbia	4	9

University of Minnesota TC Enrollment - Countries of Origin			
Fall 2019			
Category	Country	Count of Category	Enrollment
Foreign	Senegal	4	4
Foreign	Saudi Arabia	14	49
Foreign	Rwanda	1	1
Foreign	Russian Federation	12	37
Foreign	Romania	4	5
Foreign	Qatar	3	3
Foreign	Puerto Rico	15	27
Foreign	Portugal	2	4
Foreign	Poland	4	5
Foreign	Philippines	5	10
Foreign	Peru	11	22
Foreign	Paraguay	3	3
Foreign	Panama	4	4
Foreign	Palestinian Territory	2	4
Foreign	Pakistan	13	24
Foreign	Oman	7	80
Foreign	Norway	10	19
Foreign	Northern Mariana Islands	1	1
Foreign	Nigeria	12	29
Foreign	Nicaragua	1	1
Foreign	New Zealand	5	5
Foreign	Netherlands	8	15
Foreign	Nepal	12	30
Foreign	Namibia	1	1
Foreign	Myanmar	6	9
Foreign	Mozambique	1	1
Foreign	Morocco	4	7
Foreign	Mongolia	6	10
Foreign	Mexico	15	51
Foreign	Mauritius	3	3
Foreign	Maldives	1	1
Foreign	Malaysia	18	154
Foreign	Malawi	1	1
Foreign	Macedonia	4	4
Foreign	Macao	2	2
Foreign	Luxembourg	1	1
Foreign	Lithuania	1	1
Foreign	Liechtenstein	1	1
Foreign	Libyan Arab Jamahiriya	3	3
Foreign	Liberia	1	1
Foreign	Lesotho	1	1

University of Minnesota TC Enrollment - Countries of Origin			
Fall 2019			
Category	Country	Count of Category	Enrollment
Foreign	Lebanon	8	12
Foreign	Lao People's Democratic Republic	1	1
Foreign	Kyrgyzstan	2	2
Foreign	Kuwait	5	7
Foreign	Korea, Republic of	33	553
Foreign	Kenya	10	18
Foreign	Kazakhstan	8	9
Foreign	Jordan	3	5
Foreign	Japan	18	81
Foreign	Jamaica	2	6
Foreign	Italy	14	23
Foreign	Israel	4	9
Foreign	Ireland	1	1
Foreign	Iraq	3	3
Foreign	Iran, Islamic Republic of	11	76
Foreign	Indonesia	14	57
Foreign	India	29	871
Foreign	Iceland	1	2
Foreign	Hungary	6	8
Foreign	Hong Kong	12	63
Foreign	Honduras	2	3
Foreign	Haiti	1	1
Foreign	Guatemala	5	5
Foreign	Guam	1	2
Foreign	Grenada	1	1
Foreign	Greece	7	27
Foreign	Ghana	7	13
Foreign	Germany	11	31
Foreign	Gambia	4	4
Foreign	Gabon	1	1
Foreign	France	10	30
Foreign	Finland	4	6
Foreign	Ethiopia	12	20
Foreign	Estonia	1	1
Foreign	El Salvador	5	6
Foreign	Egypt	12	29
Foreign	Ecuador	8	17
Foreign	Dominican Republic	1	1
Foreign	Denmark	5	7
Foreign	Czech Republic	3	3
Foreign	Cyprus	3	4

University of Minnesota TC Enrollment - Countries of Origin			
Fall 2019			
Category	Country	Count of Category	Enrollment
Foreign	Cuba	1	1
Foreign	Croatia	3	3
Foreign	Cote d'Ivoire	3	3
Foreign	Costa Rica	9	14
Foreign	Congo, The Democratic Republic of the	1	1
Foreign	Congo	1	1
Foreign	Colombia	14	37
Foreign	China	35	2,755
Foreign	Chile	10	17
Foreign	Canada	24	144
Foreign	Cameroon	3	3
Foreign	Cambodia	3	3
Foreign	Bulgaria	2	2
Foreign	Brunei Darussalam	2	2
Foreign	Brazil	16	88
Foreign	Bosnia and Herzegovina	1	1
Foreign	Bolivia	6	6
Foreign	Benin	2	3
Foreign	Belize	1	1
Foreign	Belgium	2	2
Foreign	Belarus	3	4
Foreign	Bangladesh	15	51
Foreign	Bahrain	1	1
Foreign	Bahamas	2	2
Foreign	Azerbaijan	1	1
Foreign	Austria	4	10
Foreign	Australia	11	18
Foreign	Armenia	1	1
Foreign	Argentina	8	15
Foreign	Angola	1	1
Foreign	Andorra	1	1
Foreign	Algeria	1	1
Foreign	Albania	3	4
Foreign	Afghanistan	1	1
Unknown	Unknown	3	3

LEP Fixed Route Driver Survey

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance. Executive Order 13166, titled Improving Access to Services for Persons with **Limited English Proficiency (LEP)**, indicates that differing treatment based upon a person’s inability to speak, read, write or understand English is a type of national origin discrimination.

As a result, to ensure compliance with the above federal regulations, University of Minnesota Parking & Transportation Services has developed a Limited English Proficiency Plan to help identify reasonable steps for providing language assistance to persons with **limited English proficiency [LEP]** who wish to access services provided by University of Minnesota Parking & Transportation Services. An LEP person is defined as person who does not speak English as their primary language and have limited ability to read, speak, write or understand English.

One component of University of Minnesota Parking & Transportation Services’ Limited English Proficiency Plan includes a driver survey to help assess the number and frequency that LEP persons use its services. Please complete the survey by **October 31, 20xx** and return to the **PTS Office**. *Your Driver Badge ID and completion date must be filled in below*. Your assistance is greatly appreciated.

Thank you.

LEP Survey Questions:

1. In the past 30 days, do you recall coming into contact with LEP bus riders while driving a University of Minnesota bus?

a. ____ Yes b. ____ No (Check one response – If yes, continue to question 2, if no, your survey is complete).

2. If yes to question 1, on average, how many times a week do you come into contact with LEP bus riders while driving a University of Minnesota bus? _____

3. If yes to question 1, on average, how many times a week do you provide assistance to LEP bus riders while driving a University of Minnesota bus? _____

4. If yes to question 1, if known, please list the non-English languages spoken by the LEP bus riders you encountered on the University of Minnesota buses: _____

Driver Name and Badge ID # _____

Date Completed _____

Dial-A-Ride Survey of Drivers and Customer Service Reps

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance. Executive Order 13166, titled Improving Access to Services for Persons with Limited English Proficiency (LEP), indicates that differing treatment based upon a person’s inability to speak, read, write or understand English is a type of national origin discrimination.

As a result, to ensure compliance with the above federal regulations, University of Minnesota Parking & Transportation Services has developed a Limited English Proficiency Plan to help identify reasonable steps for providing language assistance to persons with **Limited English Proficiency [LEP]** who wish to access services provided by University of Minnesota Parking & Transportation Services. An LEP person is defined as person who does not speak English as their primary language and have limited ability to read, speak, write or understand English.

One component of University of Minnesota Parking & Transportation Services’ Limited English Proficiency Plan includes a driver survey to help assess the number and frequency that LEP persons use its services. Please complete the survey by **March 1, 2020** and return to the University of Minnesota Parking & Transportation Services or to your Supervisor. Your name or Driver Badge ID and completion date must be filled in below. Your assistance is greatly appreciated. Thank you.

1. In the past 30 days, do you recall coming into contact with LEP customers while driving a University of Minnesota Parking & Transportation Services Dial-A-Ride bus or on the phone as Customer Service Rep?

a. ____ Yes b. ____ No (Check one response – If yes, continue to question 2, if no, your survey is complete).

2. If yes to question 1, on average, how many times a week do you come into **contact** with LEP customer? ____

3. If yes to question 1, on average, how many times a week do you **provide assistance** to a LEP customer? ____

4. If yes to question 1, if known, please list the non-English languages spoken by the LEP customer you encountered:

Driver Name _____

Driver or Customer Service Reps (Circle One)

Date Completed _____

Log to Record Inquiries for Requests for Interpreters and Requests for Translated University of Minnesota PTS Documents

Date of Inquiry or Request: _____

Request for Interpreter: _____ yes _____ no

Language _____

Request for Translated Document: _____ yes _____ no

Language _____

Name of Document _____

Contact Info for Person Making the Request _____

Summary of Action and Conclusion _____

Appendix 3 - University of Minnesota Transit Transportation Public Participation Plan

Introduction

Public participation is an essential element of transportation planning at the University of Minnesota. Public participation needs to be coordinated and deliberate to ensure that the feedback of the students, faculty, and staff is incorporated into planning.

This Transportation Public Participation Plan establishes a framework for the University's stakeholders to influence both long-term transportation policy development and short-term transportation programming. It details the methods and strategies that the Parking & Transportation Services (PTS) uses to engage the wide range of stakeholders. It also identifies specific ways those stakeholders can connect to the decision-making process for transportation in the UMN Twin Cities.

This plan is also responsive to the guidance provided in federal law (23 §CFR450.316).

University of Minnesota Policy Guidance

Driving Tomorrow, the Strategic Plan for the Twin Cities Campus

The plan, adopted by the University Of Minnesota Board Of Regents in fall 2014, was developed with broad input over many months by a campus-wide workgroup and extended teams of faculty, staff, and students. The plan builds on the strengths of the campus as Minnesota's globally engaged research university and one of few major land-grant research institutions situated in a major metropolitan area. With its theme of "Driving Tomorrow," the plan recognizes the special opportunities and responsibilities the campus has to bring its resources more powerfully to bear on "Grand Challenges"—the most pressing and complex challenges of the state of the Minnesota and the world.

The plan frames many actions the campus will take over the next decade to fulfill its distinctive responsibilities as Minnesota's land-grant university, dedicated to serving the public good; and the state's designated research institution, charged with positioning Minnesota at the forefront of emerging knowledge and educating highly skilled workers, professionals, leaders, and global citizens to thrive in a diverse and changing world.

Colleges and departments have been centrally involved in aligning programs and activities with the broader campus goals. The plan's priorities have been integrated into the compact planning and budget planning processes that shape academic directions and strategic investment decisions. Its goals have also been incorporated into work plans in the central administrative areas of undergraduate education, graduate and professional education, faculty and academic affairs, student affairs, equity and diversity, human resources, and other areas.

Initiatives and collaborations during the first full year of implementation have yielded specific campus accomplishments across the four goal areas, and progress has been made on larger institutional transformations. The campus has placed special emphasis on jump-starting curricular and research goals as key components of the larger vision of a more nimble, integrative, and vitally engaged research university. A Grand Challenges Curriculum was launched in fall 2015, with courses focusing on foundational competencies students can apply across a range of topics.

The Vision is: The University of Minnesota – Twin Cities will be preeminent in solving the grand challenges of a diverse and changing world. In pursuit of this vision we will:

- Use our depth and breadth to capitalize on our exceptional students, faculty, staff, and on our location in a vibrant metropolitan setting to generate and disseminate new knowledge and insights.
- Create an educated populace able to identify, understand, and solve demanding problems.
- Leverage the power of divergent paths to knowledge and creativity in order to address grand challenges.
- Partner with the communities and people of the state of Minnesota to benefit the common good.

The Strategic Goals are to:

- Build an exceptional University, leveraging our research and curricular breadth and depth to address grand societal challenges
 - Educate, cultivate, and empower leaders to foster institutional and societal change
 - Target resources that will build capacity to harness the University's depth and breadth to address these grand challenges
 - Prepare students who can uniquely contribute to solving grand societal challenges
 - Transform curricula in a way that combines grand challenges with disciplines
 - Coordinate and leverage research in institutionally cross-cutting areas of strength
 - Support excellence and, with intention, reject complacency
 - Establish incentives for creative disruption and accept productive tension
 - Increase efforts to empower individual initiatives
 - Streamline rules and regulations
 - Measure and set goals for meaningful diversifying experiences
- Aggressively recruit, retain, and promote field-shaping researchers and teachers
 - Build a pipeline to recruit and retain the best and brightest field-shaping teachers and researchers
 - Support their work with needed infrastructure and a culture of high expectations
 - Reduce barriers to productive transdisciplinarity and advance transinstitutional partnerships
 - Accelerate transfer of knowledge for the public good
- Establish a culture of reciprocal engagement, capitalizing on our unique location
 - Better leverage our location for the mutual benefit of the University and the community; contribute to and benefit from a vibrant and enriching economic, creative, social, and intellectual environment
 - Clearly define and embrace what it means to be a land-grant research university in the 21st century

Review the University of Minnesota Twin Cities will be Preeminent in Solving the Grand Challenges of a Diverse and Changing World: http://strategic-planning.umn.edu/sites/strategicplanning.umn.edu/files/strategicplan_umtc_final_1.pdf

UMN Twin Cities Campus Master Plan

The Twin Cities Campus Master Plan 2009 establishes a framework for guiding the evolution of the campus environment to support the academic mission. It sets the vision for the future, building upon the existing physical attributes, including natural features, open spaces, existing buildings and infrastructure, land use relationships, and the newtok for movement to, from, and around the campus.

The 2009 [University of MN Twin Cities Master Plan](#) includes a Movement and Circulation Chapter that lays out the foundation for an accessible, safe, and integrated transportation system emphasizing pedestrians and transit. Specifically, it calls for the University to plan around these Guiding Principles:

- Develop integrated transportation systems emphasizing pedestrians and transit
- Ensure that campus is environmental and operationally sustainable.
- Provide a compatible and distinctive built environment.

The plan also calls for the University to coordinate route and schedule synchronization of intra-campus service with regional transit service provides as well as promote use of regional transit services.

Review the 2009 University of MN Twin Cities Master Plan at:

https://cpm.umn.edu/sites/cpm.umn.edu/files/umtc_mp_2009_0.pdf.

Driving Tomorrow and the *Campus Master Plan* are significant to the Public Participation Plan in helping to guide University transportation planning. Specifically, they are integrated throughout the participation plan to support the approach that:

- Reflects the interests and priorities of the diverse stakeholders of the University of MN Twin Cities planning area – including students, staff, faculty, visitors, policymakers, local government officials, regional transit providers, and other interested stakeholders.
- Engages a cross-section of the University of MN community from a representative range of demographic characteristics (race/ethnicity/nationality, age, and income level).
- Transcends political differences and transitions by assuring robust participation by University of MN community stakeholders
- Promotes a regional approach to transit planning

Public Engagement Plan

University of Minnesota Transit created and implemented a Public Engagement Plan to establish principles and guidance for all outreach and engagement activities as a specific way to address equity in transportation planning at the University.

This Public Engagement Plan focuses participation activities on the people of the University, rather than just transportation infrastructure, with the goal of engaging its community effectively. It sets the expectation that University transit will engage its community proactively to ensure that the diversity of those served are heard.

Specifically, the policy sets the expectation that constituencies will be consulted prior to any outreach activities, to ensure greater effectiveness in those efforts. Success will be measured against those expectations and plans that result from consulting with constituencies.

Transportation planning is not only about transit, roads, and infrastructure. It also involves people — those who use University transportation programs and services, and experience the impact of the transportation system; and those who live, work and visit campus. This knowledge of people’s experiences with the system is gathered in an ongoing and iterative manner – conversations happen all the time, and sometimes informally, rather than being isolated to specific projects. As this information is gathered, it is worked into the next effort.

In response, this Transportation Public Participation Plan focuses on building long-term relationships, which also include the expectation of ongoing communication (rather than self-contained projects that lack connection to the bigger picture). It is flexible to leverage opportunities for shared agenda-setting and meaningful engagement that might pop up in-between significant planning efforts. These long-term relationships are necessary in the University environment where there is turnover of students approximately every four years.

The Public Engagement Plan has influenced the nuances of the participation plan by reinforcing the University’s commitment to engagement in all of its institutional planning and to support outcomes that are equitable for all the University’s constituencies. A key purpose of the University’s engagement plan is to encourage change in how planning is perceived and shaped. The Council partners with people to jointly make decisions that impact the region.

The following principles are crucial when approaching outreach and engagement:

- Equity
- Respect
- Transparency
- Relevance
- Accountability
- Collaboration
- Inclusion
- Cultural Competence

The principles within the University’s engagement plan provide guidance to public participation in the transportation context to ensure that the University’s stakeholders are represented and included in a meaningful way. These principles are simultaneously guided by *Driving Tomorrow Strategic Plan*, the University’s comprehensive strategic plan for the Twin Cities Campus.

The Public Engagement Plan was created collaboratively with community stakeholders. Community members contributed to portions of the plan and shared related sections with their respective organizations. Students, staff, faculty, and partner agencies fundamentally influenced the content in the plan, and that policy significantly influences this Transportation Public Participation Plan, as well. The participation plan will continue to evolve as feedback is received through the community.

For more information about the Public Engagement Plan, and to read more about the community members who participated in creating it, refer to: https://ope.dev.umn.edu/sites/ope.umn.edu/files/ope_twin_cities_action_web2.pdf.

Transportation Policy Plan

The Transportation Policy Plan echoes the outcomes and principles that are outlined in *Driving Tomorrow* and the Public Engagement Plans, and it serves as a building block for transportation planning for UMN Twin Cities. Participation from the public is essential to transportation planning and to the Transportation Policy Plan specifically.

Together in partnership, University Transit and the University community can build a transportation system that provides a strong foundation for access and efficiency, yet also encourages flexibility as the University continues to change and grow.

Both state and federal law require the University to draft and adopt the Transportation Policy Plan, which is the University Transit's vision for planning and developing its transportation system. The Transportation Policy Plan is updated at least every four years. It lays out a course of action to maintain and enhance the University's existing facilities, better connect people and communities, and provide more transportation choices that will make the University a better place to live, work, and visit through six goals:

- Transportation System Stewardship
- Safety and Security
- Efficiency
- Sustainability
- Coordination with Regional Transit
- Leveraging Transportation Investments to Guide Land Use

Guiding Principles for Public Participation

The following values and principles comprise the core of the participation plan.

- University planning and transportation planning are about people.
- Students, staff, faculty, local city/county, regional transit partners have a interest in the University's transportation decisions.
- Participation processes should facilitate discussion and dialogue about transportation impact on the natural and built environments.
- Participation in policy discussions and decisions should be meaningful and have impact in the appropriate contexts.
- Participation opportunities should be inclusive and assure groups traditionally underrepresented in regional policymaking are engaged.
- A variety of participation activities should be used to ensure the process can be responsive to the needs of affected audiences and groups.
- Multiple methods should be used to capture public comments, including traditional methods (mail, phone) and emerging methods (email, online forums, and related opportunities).
- Information submitted will be summarized and communicated to participants and the general public, and its impact on the planning process will be tracked.
- Whenever possible, public meetings will be scheduled at times and in locations that are accessible by transit riders and people with disabilities, to avoid potential conflicts with opportunities hosted by other units of government, in locations throughout the campus to provide convenient/nearby access to the process, and at different times during the day and evening hours to accommodate a variety of class/work schedules.

- Opportunities will be promoted widely, both through the Parking & Transportation and Twin Cities Campus channels, and also through organizations and agencies partnering with the University on various planning and outreach efforts.

Public participation includes a broad range of activities geared to inform stakeholders, interested parties, and the public about a topic and to provide opportunities for the public at-large, as well as specific stakeholders, to participate and engage in the processes used to create policies. Technology is increasingly used to connect with audiences, and the rapidly changing nature of technology means new methods and communications channels become available regularly. Processes will use technology methods and capture emerging technologies when appropriate, including visualization techniques. However, technology will not replace in-person engagement methods, though it may be used to enhance in-person engagement.

Transportation Public Participation Process and Strategies

The University of Minnesota Transit strategically approaches public participation to meet the needs of the University. It is important to reach out to stakeholders from all backgrounds and perspectives to have well thought out policies that benefit everyone. Public participation is done holistically and comprehensively with the practice of collaboration and inclusion (both are principles of the Public Engagement Plan, as stated above).

Stakeholder Engagement

Partners in local and state government have a key role in helping to shape the work of the University and are pulled in at early stages of engagement – especially to help plan and shape participation methods. Specific constituencies include:

- Students, staff, faculty – including drivers, bicyclers, pedestrians, and transit users
- Student government representatives
- Staff governance representatives
- Elected officials and staff of counties, cities, the state and other relevant public agencies (Cities of Minneapolis and St. Paul, Counties of Hennepin and Ramsey, Minnesota Department of Transportation, Minnesota Pollution Control Agency, Metropolitan Council)
- Regional public transit organizations
- Transit vendor
- Business interests
- Organizations that represent alternative/public transportation employees, private transportation, and commuting programs (carpooling, vanpooling, parking and transit benefit programs, rideshare, bike share, micromobility, etc.)
- Interests historically underrepresented in regional planning efforts (communities of color, cultural communities, the disability community)

Agencies with expertise in areas such as land use and multi-modal solutions, identified in the Transportation Policy Plan as goals, are also engaged, when needed.

Constituencies who have not been historically engaged in policy dialogues with the University are intentionally included in engagement. Outreach activities actively seek out the involvement of underrepresented communities to open up opportunities for involvement and giving feedback. This can be done by targeting public information toward these groups and conducting special outreach to invite more participation in the future.

Building new relationships in non-traditional groups for the University is an ongoing effort. At the same time, it is important to leverage the relationships that are already established in order to cultivate long-lasting connections.

Strategies

The strategies identified below reflect commonly used public participation methods in transportation planning. Outreach and public involvement are valuable activities that can engage stakeholders, underrepresented constituencies and newer audiences in shaping the University transportation system.

- Creating background information for posting on web sites, and for use in fact sheets, handouts, and other materials.
- Convening stakeholders for discussion around large topics of University-wide scale.
- Sponsoring listening sessions, workshops or conferences to feature policy aspects and promote topic-based policy discussions on plan content.
- Using social media to connect constituencies to planning efforts and promote involvement.
- Designing and disseminating informal surveys – use social media, electronic mailing lists, to ask questions and promote discussion spaces.
- Offering forums, including online forums, to elicit stakeholders’ and communities’ ideas and perspectives on regional issues, projects and initiatives.
- Developing special events to announce, highlight or kick-off an issue, discussion, project, initiative or news event.
- Offering open opportunities to learn about the project, through open houses, meetings/tours/receptions specific to locations that interest the public, or other experience in order to highlight an initiative, project or facility.
- Soliciting in-depth information by hosting focus groups or small-group discussions about issues, activities or public perceptions from stakeholders.
- Update existing foundational planning documents (including the Transportation Planning and Programming Guide and the Transportation Policy Plan) to reflect lessons learned through engagement strategies.

A mixture of several or all of these strategies will be used in every effort, as is appropriate for the specific audiences and constituencies. A specific plan of activities will be created for each effort that reflects the broader goals, strategies, and tactics of this Public Participation Plan. Those plans will be posted online and communicated widely to clarify for constituencies how and when they can participate.

Public Comment and Promotion

State/federal law and University policy law require formal public comment processes for specific short-term and long-term policymaking efforts that impact the entire Twin Cities campus or all system campuses. The public comment period is designed to more formally involve people in the transportation policy process. These formal comment processes generally occur at the end of an effort, as a final opportunity to lend voice and feedback to decisions.

Transit policy does not typically meet this threshold, but if a policy was enacted that impacted broad University community, it would be subject to the University’s Comprehensive Administrative Policy Review Process, managed by the University Policy Program. A policy is proposed and then reviewed by the appropriate constituent groups that represent the students, staff, faculty, and underrepresented groups. Those may include: a standing committee of subject matter experts, an ad hoc group of end users, the appropriate Senate Committees, student government, Diversity Community of Practice Subcommittee, and system campus representatives. The policy is then reviewed by the President’s Policy Committee and the Policy Advisory Committee, meet regularly to discuss new policies, policy updates or discontinue unnecessary policies. Policies are reviewed at least every four years and must reflect alignment with laws and regulations, or convey University decisions based on risk, efficiency, and cost effectiveness. Review policy and process here: <https://policy.umn.edu/comprehensive-administrative-policy-review>. For a current list of Committee Members, visit: <https://policy.umn.edu/ppc-pac>

- New policies and policies under review are generally communicated to students, staff, and faculty via email and advertised on other platforms like the student and staff portal.

- An informational news release is posted on Parking & Transportation Services and other University of Minnesota social media accounts and websites.
- University newspaper/related daily Web news outlets (if applicable)
- Regional newspapers of system campuses (if applicable)
- Public policy websites and news sites (if applicable)
- Online and printed publications with non-daily production schedules (like student/staff/faculty e-newsletters)
- Earned promotion through various partner organization newsletters, websites, and publication channels (typically other departments/organizations that represent a specific, hard-to-reach or general audience).
- Proactive engagement with key constituencies to assure they are aware and can participate in the process.
- The University collects public comment through the Website, via email, via traditional mail, by phone, through complaint forms, and via transit applications. Oral and written testimony is received via meetings. A report is created at the close of the process, and that information is shared publicly and with the University leadership for decision-making.
- State law requires a public comment process to remain open for 10 days after a public hearing. Public comment processes are never closed on a weekend day.

Specific efforts, identified in the tables below, may have slightly different public processes. They are noted there.

Effort-Specific Strategies for Transportation Plans and Programs

Transportation Policy Plan

The Transportation Policy Plan sets policies and investment guidance for the University's transportation system, based on the goals and objectives in Driving Tomorrow and the Campus Master Plan. It also responds to federal planning guidance provided in the Moving Ahead for Progress of the 21st Century Act, known as MAP-21.

The Transportation Policy Plan reflects a combination of technical analysis and policy discussion. The plan builds on Driving Tomorrow and its extensive public engagement process, on previous transportation plans, studies of University transportation issues, discussion and feedback from the University community, and ideas and feedback from other regional stakeholders.

This Transportation Public Participation Plan establishes a framework for the University's stakeholders to influence both long-term transportation policy development and short-term transportation programming. It details the methods and strategies that PTS will use to engage the wide range of University and external stakeholders.

Plans for specific planning studies and related transportation planning efforts will also be created, consistent with this plan.

Transportation Public Participation Plan	
Public Participation Strategies	<ol style="list-style-type: none"> 1. Engage affected constituencies in determining specific goals, strategies, and effectiveness measures 2. Create draft for feedback from constituencies (including advisory committees identified below) 3. Publish draft and release for public comment; a standard 45- day comment process applies 4. Apply standard promotional process 5. Compile public comment and revise; conduct second public comment review if revisions are significant 6. Conduct annual evaluation of plan effectiveness; Include specific evaluation of effort-specific plans
Decision-making Roles	President’s Policy Committee and the Policy Advisory Committee

Evaluation of Effectiveness

Public participation in transportation planning is measured against the outcomes, goals and principles of *Driving Tomorrow/Campus Master Plan*, the Transportation Policy Plan and the Public Engagement Plan in order to evaluate their effectiveness and ultimately, their impact on how planning and policy will be shaped. Methods that satisfy these measurements are the ultimate goal of public participation in transportation planning.

The public participation activities for transportation planning should achieve the following outcomes:

- Provide policy details consistent with the overall vision included in the *Driving Tomorrow* plan, Campus Master Plan and the Transportation Policy Plan where relevant.
- Employ practices consistent with the *Driving Tomorrow* outreach and engagement recommendations and action steps.
- Build upon relationships and partnerships identified in the *Driving Tomorrow* outreach and engagement recommendations and action steps
- Support the key goals identified in the *Driving Tomorrow* outreach and engagement recommendations and action steps (as stated in this document).
- Engage transportation stakeholders as identified in the Transportation Policy Plan.

It’s also important to note that evaluation and engagement are ongoing activities. Evaluation will take place after each effort – and aggregate review will take place semi- annually. Typically evaluation will take place through participant survey. Results are iterative and built into the next relevant engagement effort. While there are baseline measures of effectiveness and satisfaction with transportation efforts, the results of those measures should support the integration into future planning and participant ownership of the process, rather than merely using volume as a measure of success or reporting quantities of participants.

All public planning efforts are relevant to an audience. Public outreach and engagement efforts identify those key audiences and the methods that will be used to authentically convene and include voices from those audiences. Authenticity requires providing space for all feedback – whether perceived as positive or negative – to support the ultimate decision-making process. Particularly where controversy exists, effectiveness will be measured in terms of whether the range of viewpoints were included and individuals felt respected and valued.

Goal/Outcomes	Policy	Method of Evaluation of Effectiveness
Consistency with overall vision, outcomes and goals	<i>Driving Tomorrow Campus Master Plan, Transportation Policy Plan</i>	<ul style="list-style-type: none"> • Final reports that include data on the process of public participation • Staff evaluation of data to compile a “lessons learned” narrative of the overall engagement method
Engagement was executed using practices and principles that are collaborative in nature and includes many perspectives of the University	<i>Driving Tomorrow, Public Engagement Plan</i>	<ul style="list-style-type: none"> • Method engaged underrepresented communities throughout the region • All meetings are scheduled to meet the needs of community • Online engagement tools and other products are accessible to everyone
Building new relationships and leveraging existing ones	<i>Driving Tomorrow, Public Engagement Plan</i>	<ul style="list-style-type: none"> • Existing relationships with partners and stakeholders are deepened with the University • New relationships are formed within transportation and other sectors
Augment and amplify outreach and engagement goals	<i>Driving Tomorrow, Public Engagement Plan</i>	<ul style="list-style-type: none"> • Integrate outreach and engagement goals into public participation plans that are measurable and transferrable to other transportation policies
Stakeholders are integrated with deliberation in engagement	Transportation Policy Plan	<ul style="list-style-type: none"> • Students, faculty, staff governance, local government, other planning agencies and community-based transportation organizations are involved in engagement planning and determining specific measures by creating work groups or subcommittees • Students, faculty, staff governance, local government, other planning agencies and community-based transportation organizations take a more interactive role in facilitating and participating in participation and engagement opportunities

Authentic engagement is an evolving cycle that will lead to success when lessons are learned and the opportunity to foster involvement occurs. Below are some methods (which can either be qualitative or quantitative) for evaluating the effectiveness of public participation in transportation planning in order to achieve the goals stated above:

Other measures that may be used to evaluate the effectiveness of public participation are:

- Number of people participating in public involvement activities
- Number and diversity of organizations participating in transportation planning efforts
- Number of individuals who participate in transportation-related online discussions; depth of participation in discussions (based on measurable activities)
- Percentage of invited partners whose staff and/or policymakers participated in transportation planning efforts
- Earned media related to transportation planning efforts (and comparisons, as available)

Advisory Bodies

The University's advisory bodies provide key opportunities for stakeholder participation. They allow members, representing a cross-section of key stakeholder groups at the University, to help shape transportation plans and policies. The University appoints members of student government, staff governance groups (as appropriate), professionals with technical knowledge and experience, or representatives of statute-identified groups, according to the responsibilities of particular advisory bodies. Advisory bodies may conduct studies, recommend action to the University's standing committees, and/or provide expert advice.

Transportation, Access, and Equity Advisory Board (TAEAB): The TAEAB works in conjunction with PTS to set University transportation policy. The TAEAB consists of up to 21 members:

- Up to 6 elected student government representatives (2 each from Minnesota Student Association, Council of Graduate Students, Professional Student Association, if invitation is accepted – 3 is a minimum required)
- 1 staff member from the University's Office of Equity and Diversity/EOAA
- 2 members from the University Senate's Equity, Access, and Diversity Committee across faculty, staff, students
- 1 staff member from the University's Disability Resource Center
- Up to 4 members from the University's disability community across faculty, staff, students
 - 2 members who are eligible for paratransit services under the Americans with Disabilities Act and are active users of University transportation (if invitation is accepted – 1 is a minimum required)
 - 2 members appointed by the University Senate's Disabilities Issues Committee if invitation is accepted – 1 is a minimum required)
- 1 members representing University transit
- 2 members appointed by PTS to represent non-motorized transportation
- 1 member representing University campus planning
- 2 member representing University planning/systems/Public Safety
- the Director of PTS
- The TAEAB chair is appointed by the University from among the 21 members, but is not the Director of PTS.

The TAEAB works closely with the University, reviewing, commenting on and coordinating transportation planning and programming activities. The committee will also work is to create more equitable outcomes for people who learn, live and work on the Twin Cities campus.

Technical Advisory Committee (TAC) to the TAB: The TAC also works closely with the TAB and the University. Composed of professional staff from PTS, the University's transit vendor, Metro Transit and, as needed, county/city governments and the agencies involved in transportation in the metro area, the TAC provides technical expertise to the TAB.

Sample Transit Focus Group Invitation

University of Minnesota Parking & Transportation Services

Transit Planning Process Invitation

Transit representative members must be members of the University of Minnesota and ride the services at least three times a week on a regular basis. Federal regulations under the Civil Rights Title VI program require transit programs receiving federal funding to follow the clause below:

Recipients that have transit-related, non-elected planning boards, advisory councils or committees, or similar bodies, the membership of which is selected by the recipient, must provide a table depicting the racial breakdown of the membership of those committees, and a description of efforts made to encourage the participation of minorities on such committees or councils.

In an effort to reach as diverse an applicant pool as possible, the University of Minnesota Parking & Transportation Services sends job posting notifications to:

- Minnesota Student Association
- Residential Life
- Professional Student Association
- Council of Graduate Students
- University of Minnesota online Jobs Board
- Professional job boards, list serves
- State of Minnesota DEED job site (when applicable, full-time position)

In addition, transit staff recruit at:

- TRIO Job Fair (serves underrepresented students, including low income, first generation, and those experiencing disabilities)
- Student Job Fair (serves University undergraduate and graduate students)

The following language was also added to the *attached* application:

The University of Minnesota of Minnesota is committed to a policy of nondiscrimination in relation to race, color, creed, religion, age, national origin, sex, sexual orientation, marital status, public assistance status, or disability. University of Minnesota is an Equal Opportunity/Affirmative Action Employer.