

SECTION I. TITLE PAGE INFORMATION -

- A. Better Biking: Guide to a Platinum BFU Ranking
 - B. Group Members: Sierra Krippner, JP Power, Kristen Stringham, Hunter Tuesday-Heathfield
 - C. Main Research Theme: examining programs, policies, and infrastructure that help a university attain a Platinum BFU ranking.
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SECTION II. PROJECT SCOPE -

- A. At universities across the country, cycling is a major form of transportation for students and employees alike. Cycling is encouraged as a means of reducing a school's carbon footprint, encouraging social equity, and reducing overall traffic congestion. A university can submit their cycling policy and infrastructure plan to the League of American Bicyclists and receive a "Bicycle Friendly University" (BFU) ranking that measures the ease and accessibility of cycling on campus. Currently, the University of Utah holds a Gold BFU ranking, with the hopes of moving up to the highest ranking, Platinum. Over the course of this project, we will contribute to this effort by analyzing transit policies and programs from other Universities with a Platinum ranking to determine changes that may be undertaken by the University of Utah to further improve cycling on campus.
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SECTION III. IMPORTANCE & OBJECTIVES -

- A. This project is important because it will organize programs from Platinum universities in one place, providing a useful resource for staff who make decisions regarding cycling programs and infrastructure. Resilience means that *everyone* is equipped to handle a changing world, and by improving the accessibility of cycling to previously underrepresented folks, we can help close that gap. Cycling helps to build resiliency by reducing our reliance on fossil fuels, thereby reducing our emissions and avoiding high fuel costs. Cycling also helps to build a healthier body, arguably making a person better equipped to handle the occurrence of a climate hazard.
- B. The immediate benefit of the project is that those who work on improvements to the safety and accessibility of biking on campus will have a blueprint to work from. By exploring examples of successful programs at Platinum-ranked universities, planners will be able to draw inspiration in how they work to improve cycling on campus.

- C. The long-term benefit of this project is primarily that all students who do and want to cycle on campus will be able to do so better than they can today. With an emphasis on diversity and inclusion, those who may have previously been unable to cycle on campus due to a variety of reasons (safety, cost, lack of resources) will hopefully be able to do so. There are benefits accrued at the macro level too - a healthier populace is great for the wellbeing of the individual, but also for the economy. More students, faculty, and staff choosing alternative forms of transit (such as cycling) will lead to cleaner air in the Salt Lake Valley - a benefit for everyone that helps us become more climate resilient.
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SECTION IV. PROJECT DELIVERABLES & REFLECTION

- A. Describe what you were able to accomplish (your deliverables) this semester.
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This semester we have gathered and parsed information from BFU Platinum rated universities to form a picture of what successful cycling looks like in a university setting. This information provides a wealth of examples of successful strategies that have been implemented by schools around the country, and in some cases, how those universities were able to bolster cycling in a larger community setting. We compiled these results into a report that will be given to Ginger Cannon, the Active Transportation Manager at the University of Utah, to help her prioritize programs that will assist the school in shifting towards a more active, multi-modal approach to transportation. It also highlights barriers to cycling that may be difficult to address, such as the mountainous terrain. This report incorporates feedback from The League of American Bicyclists that was given in response to the U's gold application and pairs their recommendations with methods utilized by other Platinum universities used to achieve said recommendations. This is to help the report be as relevant as possible. We hope this information will be useful in helping the university reach a Platinum BFU rating, as well as move toward the U's other cycling and transport goals.

- B. Reflect on what you learned throughout this team project process.
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An initial challenge to our project process was finding a project direction that was feasible. Our group came up with a number of ideas, like reporting on the safety standards and hazard preparedness of local refineries, looking into evacuation plans for those at the U who use alternative transportation, putting together hazard preparedness kits for bicyclists, and surveying the use of campus green spaces and how they could be improved. The day Ginger Cannon said that our idea of researching how the U could achieve Platinum BFU ranking would be helpful was a definitive win for our team. Unfortunately, it was not too long after that when we realized there had been some misunderstanding. We were approaching the work by comparing what other Gold and

Platinum Universities were doing that the U had not implemented, with a focus on Pac-12 schools. What Ginger was wanting was very specifically how other Platinum Universities had upgraded their ranking. In hindsight, we should have had two or three more group meetings with Ginger to discuss our progress and make sure we were looking into what she wanted.

Team dynamics also posed a challenge for our team. We never really discussed ideal communication methods and fell into disorderly Canvas messaging. We also had a hard time making decisions. When it came to delegating work or designating intermittent due dates, we were more wishy-washy than direct. Perhaps if we had made a plan for each team member to report on their findings and what they had been focusing on whenever we met, there would have been stronger team cohesiveness.

C. What other "take aways" did your team come away with from this experience?

This project was an excellent opportunity to do a deep-dive into bike infrastructure on campus. Our team reached out to and looked at research from well-ranked universities throughout the country.

One takeaway is how difficult it was to receive the BFU applications from the different universities. While it is understandable to "protect" the information, it would be easier for students if the information was more transparent. It was very helpful to reach out for meetings to discuss the questions with a person rather than just using the information on a website. Bike infrastructure is important to increasing how the community interacts with active transportation and making the information available is crucial.

Another takeaway was how contextual the projects and programs need to be to be successful. It is crucial for programs to reflect the specific culture of the university. By utilizing how the current community views a program, it can make the program more successful. What works for one university might not be as successful at another. Working with the University of Utah active transportation community is the best way to improve bike infrastructure.

A final takeaway was how important it is to fully understand the task at hand. After our original meeting with our project recipient, we thought the project was different than what was requested. While it was a disconnect for both parties, it could have been improved by a higher level of engagement.

This project was successful in its scope of pairing the BFU recommendations and how other universities have increased their rating.

SECTION V. Visuals

[PDF Link of Final Report to Ginger Cannon](#)