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The Role of Local Bicycle/ Pedestrian Coordinators

U.S. Department of Transportation

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National Bicycling And Walking Study

Foreword

This case study was prepared under contract for the Federal Highway Administration by Peter A. Lagerwey and Bill Wilkinson.

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National Bicycling and Walking Study
FHWA Case Study No. 23

The Role of Local Bicycle/ Pedestrian Coordinators

Submitted to:

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Executive Summary

Introduction

This report provides a model for how a City, County or Metropolitan Planning Organization (MPO) can create a bicycle/pedestrian coordinator position that will most effectively accommodate, and encourage bicyclists and pedestrians. It provides a community or agency with the tools to define and articulate their own position, program, and job description. Also provided is a sample work program, job description, and interview questionnaire.

This approach is taken with the recognition that there is not a single, static program or job description that will fit all situations since there are simply too many variations in local circumstances. Additionally, the mandate and program activities of the bicycle/pedestrian coordinator must and will change over time as progress is made in promoting safe bicycling and walking.

This report is written with the assumption that it is the goal or policy of local bicycle/pedestrian programs to increase use and safety. Additionally, to increase use and safety requires an integrated approach involving facility development, public education, enforcement, promotional campaigns, and supportive public policy.

The first section of this report is a brief study and overview of existing positions, programs, and people. The intent is to provide a practical, "real life" context for developing a model position, program, and job description. This is not to say that the models are limited to staying within the boundaries of current practices. In fact, just the opposite is true. Ideally, the models will serve as a way to critique and challenge existing programs as well as serve as a guide for developing new ones.

The overview is followed by the main body of this report, which focuses on exploring and discussing the model bicycle/pedestrian coordinator position, program, and person.

Key Findings

The Bicycle/Pedestrian Coordinator POSITION—For most bicycle/pedestrian coordinators, the job is a generalist position. Typical job responsibilities include comprehensive planning, policy development, facility design, accident analysis, coordination among various agencies and within Government, public relations, education and development of legislation. This is in contrast to other positions in planning and public works departments which are often highly

specialized. Almost half of all coordinator positions are in planning departments and a quarter are in engineering/public works departments. Titles vary though there has been a noticeable shift from the "engineer" to "planner" category during the 1980s. Positions that were created as a result of citizen input are somewhat more likely to be full time as opposed to part-time positions.

The Bicycle/Pedestrian Coordinator PROGRAM—The focus of most programs is on planning, policy development, facility design, and project review. Conversely, most programs are not focusing on teaching bicycle safety and on enforcement activities. These appear to be jobs that others in the community are doing, or are willing to do as volunteers. However, a considerable amount of time is being dedicated to bicycle events of one kind or another. Coordinators consider their most important task to be to coordinate their work with other agencies and organizations, and to integrate bicycling and walking into the everyday work of the Government and community. Just over half of all coordinators have an advisory committee. This goes up to 72 percent when only considering people with "bicycle" in their title or who are full-time coordinators. Over half of all coordinators have or will soon have responsibility for bicycle and pedestrian issues.

The PERSON in the Bicycle/Pedestrian Coordinator Position—Over eighty percent of coordinators have a master's degree in one of a wide variety of fields. Almost half have their degree in planning, making it the most common qualification. This is consistent with the trend for coordinators to be located in planning departments. Over the last 10 years, there has been a significant increase in the salaries paid to coordinators. However, since most of this increase can be accounted for by inflation, and by the increase in age and experience of coordinators, it does not appear that the responsibility for bicycle- and pedestrian-related work is a significant indicator of salary levels.

Recommendations

The Model Bicycle/Pedestrian Coordinator Position

Coordinator as Program Manager—In order to be effective, bicycle/pedestrian coordinators need to be good program managers. They need to manage their time, energy, money, volunteers, and the professional skills of others. The position itself should be called the "Bicycle/Pedestrian Program Manager" position. It implies that one person cannot do it alone, and that part of the position mandate is to attract and involve the individual and institutional resources of the organization.

Position Mandate—It is critical that the position have a clear, focused mandate since it will have a significant influence on where the position is located, what the program will endeavor to accomplish and who will be hired. The mandate expresses the wishes and expectations for a coordinator position. It should have as broad a consensus as possible to avoid conflicting expectations from different constituencies.

Position Location—For a bicycle/pedestrian program to be most effective, it should be located where the main tasks and activities of the program are congruent to the main tasks and activities of the agency or department where it is located. This allows for the program to take full advantage of the institutional resources that the organization possesses. For example, an engineering department is not set up to do planning, and a planning office is not set up to build bicycling and walking paths.

Bicycle/Pedestrian Coordinator Position: Together or Separate? Coordinators should not hesitate to take on both bicycle and pedestrian responsibilities. This is said with the acknowledgement that there is a philosophical issue of whether a person in one position can effectively meet the needs of bicyclists and pedestrians since the two modes frequently require different types of engineering solutions and safety program delivery mechanisms. Coordinators should not hesitate to do both since communities that are supportive of bicyclists will also tend to be supportive of pedestrians and vise versa. Coordinators who take on both bicycle and pedestrian responsibilities are also in the unique position of being able to resolve conflicts between the two modes. The issue should not be framed as one of mode compatibility, but of creating a culture that welcomes and respects diversity of mode choice.

The Model Bicycle/Pedestrian Program

Program Efficiency—Coordinators should distinguish between tasks that only Government can accomplish, and tasks that can be accomplished by other institutions. If the task can be accomplished by others, the most efficient use of a coordinator's time is to facilitate that involvement rather than provide a leadership role. There are three important points to consider: (1) usually, only Government is in a position to create a bicycle- and pedestrian-friendly environment; (2) education can be accomplished by a wide variety of institutions; and (3) promotion can also be accomplished by a wide variety of groups and organizations.

Institutionalization—Coordinators must work to institutionalize bicycle and pedestrian program activities. It occurs when the needs of bicyclists and pedestrians become part of the mission and corporate culture of the organization. It is accomplished by integrating bicycle and pedestrian considerations into everything an organization does. For example, bicycle and pedestrian considerations should be included in policy and planning documents, regulations, design manuals, maintenance schedules and employee training seminars. Public participation should also be institutionalized through the formal creation of a citizen bicycle/pedestrian advisory committee.

Program Work Plan—Coordinators should create a yearly work plan with measurable, deliverable, task-oriented objectives. In addition to increasing productivity by providing focus and direction, it makes the program look organized, responsive and successful. If the program looks good, and delivers as promised, it stands a much better chance of receiving funding.

The Model Person for the Bicycle/Pedestrian Coordinator Position

"Hard" Skills—A coordinator must be knowledgeable and conversant in the "hard" skills necessary to accomplish the mandate of the position, and should have experience directly related to bicycling and walking. While expertise is desirable, it is not always necessary if the coordinator has the ability and opportunity to engage the skills of others. Typically, a coordinator will need bicycle and pedestrian planning, traffic engineering, and design skills. Also needed are good analytical, research, teaching, organizational, writing, and computer skills.

"Soft" Skills—A coordinator must also have "soft" skills though they do not necessarily have to come from working on bicycle or pedestrian issues. The basic principles of managing time, for example, are the same for many different jobs, regardless of the specific type of work. Essential skills include problem solving, negotiation, decisionmaking, risk taking, volunteer development, and public speaking.

Education—Experience and specialized training may be more important qualifications for a coordinator position than educational background since neither the "hard" or "soft" skills can be directly acquired through formal education. Bicycle and pedestrian planning and engineering are not part of planning or civil engineering programs. Neither are there many courses on negotiation, decisionmaking, risk taking and volunteer development. On the other hand, a degree in planning, public administration, or engineering does provide a good background and context for being an effective coordinator.

Introduction

Purpose

The purpose of this study is to determine how a City, County or Metropolitan Planning Organization (MPO) can create a bicycle/pedestrian coordinator position that will most effectively accommodate and encourage bicyclists and pedestrians. It will provide a community or agency with the tools to define and articulate the position mandate, the work program and the job description. And it will help set the agenda for how a coordinator should allocate his/her most scarce resource, time.

Audience

This study is for anyone involved in establishing, developing, revising or evaluating a local level bicycle/pedestrian coordinator position, program, and/or job description; or in implementing such a program. This includes professional staff, elected officials, current coordinators, and public advocates.

Product

This study provides three models for developing "the role of the bicycle/pedestrian coordinator." This includes a model for developing (1) the Position, (2) the Program, and (3) the Person. Also provided are a sample work plan, job description, and interview questionnaire.

This approach is taken with the objective of facilitating and helping cities, counties, and MPOs to develop their own program and position descriptions. There is not a single, static job position or program description that will fit all situations since there are simply too many variations in local circumstances. This includes differences in program mandate, position location, size of community, level of citizen involvement, current bicycle use, and level of support and awareness. What is an appropriate allocation of time in one locality where there is a well established program with active involvement from many parts of the community will be different from another community where there has not been a tradition of promoting bicycling and community involvement.

Additionally, it is recognized that the mandate and program activities of the bicycle/pedestrian coordinator must and will change over time as progress is made in overcoming barriers and involving others in accomplishing certain tasks. Consequently, this study is also designed to provide cities, counties, and MPOs with a model and process for making these changes.

Existing Local Programs

The purpose of this report is to define what bicycle/pedestrian coordinators should be doing, rather than conducting new surveys and studies to determine what they are doing. Consequently, this paper relies on existing literature as well as interviews with nine local coordinators for general descriptions of current local level bicycle/pedestrian coordinator positions and programs. The most recent and comprehensive information on bicycle/pedestrian coordinator positions, work programs and job duties is contained in a 1990 study completed by the Bicycle Federation of America (BFA). In the study, the BFA surveyed 118 coordinators in 44 states.[1]

[1] Clarke, Andy, "Bicycle Program Specialist Survey," Bicycle Federation of America, 1990, p. 1.

1. Assumptions Based on Experience/ Studies/Literature

Bicycle/Pedestrian Goals

It is the goal or policy of local bicycle/pedestrian programs to increase use and safety. A program to increase use without being concerned with safety is an irresponsible one. A program that focuses exclusively on safety can miss opportunities to improve the quality of life by increasing the number of people who bicycle and walk. It may even have a negative impact on use. While a cynic might argue that the best way to reduce bicycle and pedestrian accidents is to reduce the number of people who walk or bike, this is clearly not what the American people want. The U.S. Congress, with its support for the National Bicycling and Walking Study and the inclusion of broad new bicycle and pedestrian provisions in the new Intermodal Surface Transportation Efficiency Act (ISTEA) legislation, has made it very clear that increasing the number of people who bicycle and walk is a national priority.[2]

Ingredients of Successful Communities

It appears from the BFA and other surveys that communities that have been most successful in getting significant numbers of people to bicycle and walk have three common ingredients.

- They have a high level of citizen involvement and support (e.g., a citizen bicycle/pedestrian advisory board).
- They have a bicycle/pedestrian coordinator.
- They have planners, engineers, educators and other professionals who are knowledgeable about bicycle and pedestrian issues.[3]

[2] University of North Carolina Highway Safety Research Center, "National Bicycling and Walking Study (Interim Report)," prepared for the Federal Highway Administration, FHWA-PD-92-003, 1991, p. 2.

[3] Clarke, op. cit., n.p.

Strategies to Increase Use

While providing better bicycle and pedestrian facilities is important, this alone is not enough to increase bicycle and pedestrian use. A comprehensive, integrated approach is needed.

> "Adequate facilities appear to play a vital role in the decision to walk or ride a bicycle rather than drive an automobile. However, facilities alone are not sufficient to guarantee high levels of bicycling and walking.... Reasons for not bicycling or walking are varied, and no single approach will result in significant increases. A coordinated approach involving several components is required: public education, promotional campaigns, facility development, and supportive public policy."[4]

> "No single improvement can be expected to attract all potential bicycle commuters to cycle, suggesting that an integrated approach will be necessary to maximize such mode shifts."[5]

Strategies to Increase Bicycle Safety

"Most Americans who own and occasionally ride a bicycle have no interest in committing the time and energy needed to learn the skills of effective cyclists. So, if they don't perceive attractive routes and facilities designed for bicycles, they will not ride."[6] A recent study by *Bicycling Magazine* found that less than two percent of adults would be willing to take an education class.[7] The implication is that education of most adult riders has to occur in ways other than classroom courses and that "adequate" facilities may be more important than education in enhancing adult bicycle safety and use.

Experience has shown, however, that education programs provided through schools and other institutions can be very effective in reaching large numbers of children and improving their bicycling skills. In general, programs that provide on-bike training are the most effective in creating lasting changes in the riding habits of children.

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[4] University of North Carolina Highway Safety Research Center, op. cit., p. 15.

[5] Goldsmith, Stuart A., "Reasons Why Bicycling And Walking Are And Are Not Being Used More Extensively As Travel Modes," prepared for the Federal Highway Administration, FHWA Case Study #1, 1992, p. 1.

[6] Bicycle Federation of America, "Selecting Highway Facility Treatments to Accommodate Bicyclists, Users Manual (draft report)," prepared for the Federal Highway Administration, 1992, p. 4.

[7] Rodale Press, Inc., Harris Poll for *Bicycling Magazine*, 1991, n.p.

Bicyclist Types

The bicyclists to be served by a bicycle program coordinator have the following needs and desires:

Advanced Bicyclists (Type A)

- Direct access to destinations (usually via the existing street and highway system).
- The opportunity to operate at maximum speed with minimum delays.
- Sufficient operating space on the roadway (or shoulder) so as to eliminate the need for either the bicyclist or the motor vehicle operator to shift position when passing.

Basic Bicyclists (Type B)

- Direct access to destinations (usually via the existing street and highway system).
- A well-defined separation of bicycles and motor vehicles on arterials and collector streets and highways via designated bicycle facilities.

Child Bicyclists (Type C)

- Access to key destinations surrounding residential areas (schools, recreation facilities, shopping, other residential areas).
- A well-defined separation of bicycles and motor vehicles.
- Areas (e.g., residential neighborhoods) with low motor vehicle speed limits (i.e., traffic calming strategies).[8]

Bicycle programs should use a two-tiered approach to accommodate all categories of users in the most effective way.

Advanced bicyclists "are best served by making every street 'bicycle-friendly,' that is, by using designs that accommodate shared use by bicycles and motor vehicles." The needs of basic bicyclists and child bicyclists "are best served by a network of designated bicycle facilities, generally overlaying the existing street system."[9]

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[8] Bicycle Federation of America, op. cit., p. 8.

[9] Ibid., p. 9.

Factors Specific to Pedestrians

Embarrassingly little is known about the reasons people do or do not walk. Stuart Goldsmith, a graduate student at the University of Washington, recently completed a study that reviewed existing literature on the topic. He concluded that, "Though distance and travel time prevent many trips from being walked, clearly much more walking is possible given that many short trips are not walked. Making such trips (walking) feasible and pleasant—by the addition and maintenance of sidewalks, crosswalks, greenery, and landscaping—should generate more walking, but how much more is uncertain."[10]

There is also a lack of consensus regarding what measures are most effective in improving pedestrian safety. For example, policies on marking crosswalks vary widely with some communities endorsing them and others feeling they lead to a false sense of security.

What is clear is that there is a renewed interest in walking and pedestrian safety. This is resulting in a reevaluation of everything from the design of curb radii to roadway width to speed limits. Neighborhood traffic control is the hot transportation topic in many communities. As a result, engineering and public works departments are increasingly experimenting with traffic circles, diverters, speed humps, and other traffic control measures.

[10] Goldsmith, op. cit., pp. 2-3.

2. Study of Existing Positions, Programs, and People

The following is a brief study and overview of existing positions, programs, and people. The intent is to provide a practical, "real life" context for developing a model position, program and job description. This is not to say that the models should be limited to staying within the boundaries of current practices. In fact, just the opposite is true. Ideally, the models will serve as a way to critique and challenge existing programs as well as serve as a guide for developing new ones.

The most recent and comprehensive information on bicycle/pedestrian coordinator positions, work programs and job duties is contained in a 1990 study completed by the Bicycle Federation of America (BFA). The BFA mailed out surveys to 250 individuals in 44 states. They received 118 completed surveys. Consequently, the study provides an excellent overview of current practices.[11] To supplement the study and gain additional information, followup discussions were held with about 20 coordinators.

The Position

In 1990, 56 percent of bicycle/pedestrian coordinator positions in the United States were at the City, County or MPO level. This compares to only 31 percent in 1980.[12] Cities and MPOs are where most positions have been created over the last 5 years. By contrast, very few State-level bicycle positions were created during the 1980s. This pattern, however, will change in the 1990s since the new ISTEA legislation requires that all state DOTs have a bicycle and pedestrian coordinator.[13]

There is a wide range of titles given to professionals involved in bicycling and walking. Twenty-nine percent include the word "bicycle," 28 percent include the word "planner," 12 percent include the word "trails" and/or "recreation," 8 percent include the word "engineer," and 23 percent have other miscellaneous titles. There has been a noticeable shift from the "engineer"

[11] Clarke, op. cit., p. 1.

[12] Ibid., p. 3.

[13] Ibid.

to "planner" category during the 1980s, although the distinction between these titles and positions is sometimes vague, with engineers working in planning departments as bicycle coordinators.[14]

The location of bicycle/pedestrian program positions within local governments also varies. Forty-five percent are in planning departments, 27 percent are in engineering/public works departments, 12 percent are in departments of natural resources/parks and recreation departments, and 22 percent are in other departments.[15]

An interesting note is that 56 percent of existing positions were created by an internal departmental decision. This shows the importance of the relevant agency accepting the merits of having a bicycle/pedestrian program staff position. However, when the full-time positions are considered, the picture shifts a little. The majority of the positions created by citizen requests (66%), legislation (53%), and the recommendations of a task force or committee (52%) have resulted in either full-time positions or positions with "bicycle" in the title. The majority of the positions in which staff people spend only 5 or 10 percent of their time on bicycle and/or pedestrian issues, appear to have been created by internal agency decisions. This would seem to suggest that the stronger the citizen input, the greater the chance of getting a full-time position.[16]

The Program

Bicycle/pedestrian professionals are spending a great deal of time on planning, policy development, facility design and project review. Conversely, they are not spending a lot of time on teaching bicycle/pedestrian safety and on enforcement activities. These appear to be jobs that others in the community are doing in a professional capacity, or are willing to do as volunteers. However, a considerable amount of time is being dedicated to bicycle events of one kind or another. Finally, the survey replies suggest that bicycling is a popular topic for media attention, and that bicycle/pedestrian professionals would benefit from some specific training on dealing with the media.[17]

When asked about their programs, coordinators consider their greatest successes to be the creation of bicycle facilities, the enhancement of the status of bicycling, the integration (institutionalization) of bicycle considerations into the everyday work of their agency, the

[14] Ibid.

[15] Ibid.

[16] Ibid., p. 8.

[17] Ibid., p. 12.

construction of rail trails, implementing education programs, and facilitating citizen involvement.[18] When asked about the most important tasks they do, bicycle professionals listed coordination of the work of different agencies, groups, and other bicycle interests in the community; outreach into the community and other Government departments, responding to citizen requests; and integration of bicycling into the everyday work of the Government and community.[19] In the followup discussions, coordinators indicated that their biggest frustration or failure is the lack of sufficient time to accomplish the necessary tasks, which suggests that time management training would be useful.

Just over half (53%) of the coordinators have an advisory committee. This goes up to 72 percent when only considering people with "bicycle" in their title or who are full-time bicycle/pedestrian coordinators. In general, the stronger the citizen involvement the greater the chance of having a full-time coordinator in a community.[20]

Forty-four percent of the programs have responsibility for bicycle and pedestrian issues. Another 16 percent indicated that their program/position was likely to be expanded to include pedestrian issues.[21] It should be noted that almost all units of local government have a traffic engineer who spends at least some of his/her time dealing with crosswalks, signing, and other pedestrian-related issues. However, most of them do not identify themselves as "pedestrian coordinators" or "advocates." In general, their pedestrian-related activities are seen simply as part of their overall traffic engineering duties.

The Person

Over 80 percent of bicycle/pedestrian professionals have a master's degree in one of a wide variety of fields. Forty-seven percent have their degree in planning, making it the most common qualification. This is consistent with the trend for bicycle staff to be located in planning departments and have a strong emphasis on planning functions. However, it would be impossible to say that a degree in any particular field is likely to produce the most effective bicycle coordinator. There are very effective coordinators with degrees in engineering, communications, business, recreation management and many other areas.[22]

[18] Ibid., p. 11.

[19] Ibid.

[20] Ibid., p. 8.

[21] Ibid., p. 5.

[22] Ibid., pp. 6-7.

In the last 10 years, there has been a significant increase in the salaries paid to professionals dealing with bicycles and walking. For example, in 1980, no bicycle/pedestrian professionals made over $35,000 per year. In 1990, over 50 percent of bicycle/pedestrian professionals made over $35,000 per year. Since much of the increase can be accounted for by inflation, and by the increase in age and experience of the people in the profession, it does not appear that the responsibility for bicycle/pedestrian-related work is a significant indicator of salary levels.[23]

One-fifth of the bicycle/pedestrian professionals have been doing their job since the 1970s, representing a wealth of experience. There is also a significant number of people with more than 1 year of experience.[24]

[23] Ibid., p. 6.

[24] Ibid.

3. The Model Bicycle/Pedestrian Coordinator Position

The following concepts will help to define and determine the role of a coordinator, and to develop a strategy for where to best locate a bicycle/pedestrian coordinator position within local government.

The Role of the Bicycle/Pedestrian Coordinator Position

Coordinator as Program Manager—In order to be effective, bicycle/pedestrian coordinators need to be good program managers. They need to manage their time, energy, money, volunteers and the professional skills of others. The position itself should be called the "Bicycle/Pedestrian Program Manager" position. It implies that one person cannot do it alone, and that the position mandate is to attract and involve the individual and institutional resources of the organization.

Coordinator as Generalist—Bicycle/pedestrian coordinators are often mistakenly thought of as specialists. In reality, quite the opposite is true. For example, whereas local public works and planning department personnel are frequently highly specialized in areas such as transportation planning, signalization, channelization, and accident analysis, the bicycle/pedestrian coordinator does all this and much more. The BFA survey found that the job responsibilities for a typical bicycle/pedestrian coordinator include comprehensive planning, policy development, facility design, accident analysis, coordination among various agencies and within Government, public relations, education, recreation, and research of legal issues.[25]

Coordinator as an Agent of Change—The "system" is generally not set up to automatically encourage and promote safe bicycling and walking (as evidenced by the fact that so few people bike or walk for utilitarian purposes). A bicycle/pedestrian coordinator is by definition an agent of change, an advocate. A coordinator is not only working to change people's transportation habits, but is in a larger sense working to change society's (public and private) understanding (vision) of what the urban environment should look like and how it should operate. Finally, the coordinator is seeking to change the policies, plans, programs and procedures of the local Government.

[25] Ibid., p. 12.

Coordinator as Agent of Institutionalization—A bicycle/pedestrian coordinator will find it extremely difficult and frustrating to make a difference if they are always working alone and without institutional support in a large urban bureaucracy. At any given time, a typical large urban Government will have over 50 capital projects, numerous private projects to review, planning activities, special events, enforcement needs, and education programs for children and adults that need informed, knowledgeable involvement from a bicycle/pedestrian coordinator. The task is simply overwhelming. The coordinator who tries to do it all will be ineffective at best, and will probably soon give up in discouragement (burn out). The only way to generate lasting and substantive changes that will increase and improve safe walking and bicycling is to "institutionalize" bicycling and walking into the regular, ongoing activities of public and private sector institutions. For example, bicycle safety training could be made part of the regular school curriculum that reaches all students. In the area of engineering, the street design standards need to be such that bicyclists, pedestrians and persons with disabilities are ensured that appropriate facilities are routinely incorporated into all new roadways. The coordinator's job, in effect, is to change the corporate culture of public and private institutions: to make sure that bicycle and pedestrian promotion and safety become part of the corporate mission.

Strategies to Create An Effective Bicycle/Pedestrian Position

Position Creation and Mandate

The "mandate" of a bicycle/pedestrian position is critical since it will have a significant influence on where the position is located, what the program will endeavor to accomplish, and who will be hired. The mandate expresses the wishes and expectations for a coordinator position and is often articulated at the time a position is created. It may, in fact, be the reason a position is created.

One of the keys to the creation of a successful position is to have as broad a consensus as possible with regard to the position mandate. If not, there may be widely differing expectations between, for example, the bicycle community and the agency where the position is located. The result may be that the person hired will find it difficult to be effective since there will be conflicting expectations from different constituencies.

A problem that frequently surfaces when creating a position is that the mandate is too broad. For example, a position mandate that reflects a shopping list of everyone's ideas will do more harm than good since it will create unrealistic expectations. A bicycle/pedestrian coordinator is not a superhuman who can do everything. Yet, when one looks at typical job descriptions, it appears that a coordinator is expected to do everything from changing the entire transportation infrastructure to teaching a safety course to every fifth grader in the school district. Again, the key is to develop a consensus on a broad, yet focused mandate early on in the process.

A final issue to be concerned about with regard to position mandate is the need for flexibility. Mandates can, do, and must change. So while mandates must be focused, there must

also be a process created for changing the mandate. The best vehicle for doing this is through a citizen advisory committee whose mission, among other things, is to periodically review and make recommendations with regard to the position mandate. The actual changing of the mandate again becomes a consensus building process between citizens, agency staff, the coordinator and, in some cases, elected officials.

Position Location

Institutional Mandates—For a bicycle/pedestrian program to be effective, the main tasks and activities of the program should be similar to the main tasks and activities of the agency or department where the program is located. While this may seem to be obvious, it is a rule that has not always been followed. For example, an engineering department whose main tasks are street maintenance, roadway construction, and traffic control is not set up to provide education and promotion activities. Consequently, a coordinator in an engineering department who gets involved in education and promotion, does so at the risk of getting little institutional support. While some engineering departments may be happy to have a coordinator involved in education programs (i.e. he or she is out of their hair), the department as a whole is not going to devote its institutional resources to education programs. The department simply cannot; it does not have the expertise, experience, or the mandate. Similarly, a coordinator in an office involved in public safety and education is going to have a difficult time directly effecting change in the transportation system. The implication is that a coordinator is going to be most effective (i.e. make best use of his/her time) if the tasks and activities of his or her program are congruent with the tasks and activities of the agency or department where the program is located. This is not to say, however, that a coordinator should never be involved in activities outside the normal tasks of the agency where he or she is located. There are situations where it is the mandate of a position to make changes that are not within the normal scope of a particular department or organization. It means understanding the limitations of being involved in these activities and that there may be a lack of institutional support.

Location of Power and Decisionmaking—Creating safe places to walk and bike can require relatively large amounts of money. For example, installing sidewalks along arterials can easily run over $100,000 per mile. Installing extra width on a major bridge can add a million dollars or more to the project. For a coordinator to tap into this kind of money, it is critical that he or she be located in a position that can have meaningful input into the decisionmaking process. This includes the ability to have input into planning documents, design guidelines, eligibility requirements for various pots of money, and the annual budget. As was previously noted, there has been a trend to locate bicycle/pedestrian coordinator positions in planning departments. This is probably where coordinator positions should be located if adopted plans are taken seriously and implemented. If not, a coordinator in a planning department may be largely ineffective. For example, after the oil crisis of 1973 and again in 1979, numerous communities developed and adopted local bicycle facility plans. The problem was that these plans were largely ignored by the public works and engineering departments that actually made the decisions on setting priorities for spending transportation dollars. Fortunately, there are some very positive signs that this is changing. The new ISTEA legislation requires that almost all projects funded

with Federal ISTEA dollars must be in a regional MPO and/or State department of transportation (DOT) plan.[26] Additionally, many States are adopting growth management legislation that puts more teeth into local planning documents. The bottom line is that the most effective location for a bicycle/pedestrian coordinator position will vary from community to community depending on where the real decisionmaking occurs.

Authority—While it is tempting to say that coordinator positions must be at a senior or manager level, it is too categorical since it would establish the basis of coordinator effectiveness as having "line" authority. Traditionally, most coordinator positions have been "staff" level positions as opposed to senior or management level (line) positions. Staff positions effect change not based on authority, but on cooperation. To be successful in a staff position, the coordinator must work to get various departments, divisions, and agencies to cooperate, in a coordinated way, to achieve program objectives.

The Bicycle/Pedestrian Coordinator Position: Together or Separate?

The BFA survey found that 44 percent of those surveyed had responsibility for bicycle and pedestrian issues. Another 16 percent who were currently only dealing with bicycle issues, anticipated that their responsibilities were likely to be expanded to include pedestrian issues.[27] The question as to whether this is a good idea should be looked at from both a practical and philosophical point of view.

From a practical standpoint, workload alone suggests that it is advisable to have two people, one as bicycle coordinator and one as pedestrian coordinator. Additionally, when positions are combined, pedestrian issues may receive secondary consideration since pedestrian responsibilities are often tacked on as extra work for someone who is already responsible for bicycle issues; and pedestrians are generally not organized to promote their issues in the same way as bicyclists.

The flip side, of course, is that there is frequently only money to fund one position. Then the question becomes one of whether it is better to focus on bicycling or walking, or both. While local circumstances will require different approaches, it is generally advisable for a coordinator to take on both bicycle and pedestrian responsibilities if given the opportunity. The first reason is program support. The bicycle coordinator who takes on pedestrian responsibilities more than doubles his or her constituency. Instead of just serving the needs of bicyclists, the program can be positioned as serving a diverse population that includes all citizens. This can result in more funding and program recognition. The second reason is program efficiency. While not always the case, there are situations where an improvement such as providing bridge

[26] Federal Highway Administration, "Interim Guidance on ISTEA Metropolitan Planning Requirements," 1992, pp. 6-10.

[27] Clarke, op. cit., p. 5.

access or reducing traffic speeds can serve the needs of bicyclists and pedestrians. Focusing on projects that serve both modes is thus more efficient and cost effective.

This of course leads to the more philosophical issue of whether bicycle and pedestrian responsibilities should be included within the duties of one position since the two modes are different and frequently require different types of engineering solutions. One problem is that bicycle and pedestrian programs may be lumped together because decisionmakers fail to make this distinction. This in turn can result in problems of design and compatibility. For example, a lack of distinction between the modes could result in a proposal to build a sidewalk for both bicycle and pedestrian use. The extent to which this is a real problem, of course, is somewhat speculative. Certainly, with the publication by the American Association of State Highway and Transportation Officials (AASHTO) of the "Guide for the Development of Bicycle Facilities, 1991," planners and engineers have become more aware of the differences between the facility needs of bicyclists and pedestrians.[28]

One approach for resolving the philosophical issue of whether a person in one position can effectively meet the needs of bicyclists and pedestrians is to look at the issue within the context of the larger urban environment. An argument could be made that communities that are bicycle-friendly will also tend to be pedestrian-friendly and vise versa. The issue should not be framed as one of mode compatibility, but of creating a culture that welcomes and respects diversity of mode choice. A community that embraces this concept is most likely going to be open to supporting facilities and programs for both bicyclists and pedestrians.

[28] American Association of State Highway and Transportation Officials, "Guide for the Development of Bicycle Facilities," 1991.

4. The Model Bicycle/Pedestrian Program

The following concepts will help to define and articulate a model bicycle/pedestrian program.

Program Efficiency

The task of significantly increasing safe bicycling and walking is a daunting professional assignment that requires a vigilant monitoring of time on an ongoing basis. Failure to do so will significantly diminish the effectiveness of a program. The successful bicycle/pedestrian coordinator must always be looking for ways to increase efficiency by seeking opportunities to involve the private and public sector in accomplishing the tasks at hand.

Government Versus Other Institutions

Some of the most important questions that should continually be asked are what tasks are best accomplished by the Government and what tasks are best accomplished by the private sector? What tasks can only Government accomplish, and what tasks are other institutions better equipped to administer? What institution is best positioned to deliver a particular product or service in the most effective and efficient manner? When these questions are asked, several interesting things immediately become obvious.

The first is that it is usually Government that is in the position to create a transportation system that allows for and encourages bicycling and walking since Government is generally responsible for the transportation infrastructure. In other words, in most cases, Government (usually planning and public works departments) is the institution that has the legislative authority and resources to significantly affect the transportation system in a way that will create safe places to bike and walk. This is said with the realization that there are private roads and that there is some indication that there may be more private roads in the future. The implication, of course, is that one of the duties all bicycle/pedestrian coordinators must be involved in is planning and implementing changes to the transportation system (both public and private). Not to do so would mean that the infrastructure does not evolve to accommodate bicyclists and pedestrians and that there will not be a significant number of people who switch to bicycling and walking or increase their current use of these modes.

A second thing that becomes obvious is that education can be accomplished by a wide variety of public and private institutions. Schools, hospitals, service organizations, parent groups, professional organizations, and so forth all have and can become involved in education. The implication in the case of education is that this may or may not be an activity that requires the involvement of a bicycle/pedestrian coordinator. If anything, it is an area where the coordinator's job will change over time. Initially, if there are no active, effective education programs, the coordinator may need to work with the schools, hospitals, and other organizations to get programs going. Once successful, however, the coordinator may want to reduce his/her involvement in education programs since they can be handled by other organizations.

A third thing that becomes clear is that promotion can also be accomplished by a wide variety of groups and organizations. For example, bicycle and walking clubs and other organizations hold hundreds of successful events involving tens of thousands of people each year in almost every large urban area. Since clubs and others are so good at this, there is a real question as to how much time and energy a coordinator should put into special events. Even coordinator involvement in bike to work days should be viewed with caution. They are very time consuming, can often be done just as well by a local club and have questionable lasting impact. Again, involvement in promotional activities will depend on local circumstances. For example, it may be very appropriate for a bicycle coordinator to be involved in organizing a special event in a community where there is no club and no mass rides. The involvement, however, should always be such that it creates an organization to take over the event, allowing the coordinator to move on to other things.

Institutionalization Activities

Perhaps no greater efficiencies can be gained than through institutionalization of bicycle and pedestrian program activities. As was noted in the discussion of the "role" of the bicycle/ pedestrian coordinator, the job of significantly increasing bicycle and pedestrian use and safety is simply too big a job for one or two people to accomplish on their own. To be successful, the coordinator must develop a process for involving the entire organization in promoting and looking out for the needs of bicyclists and pedestrians. This process has come to be called "institutionalization." It occurs when the needs of bicycles and pedestrians become part of the mission and corporate culture of a particular agency; it occurs when an entire organization is focused on looking out for the needs of bicyclists and pedestrians. It means that bicycle and pedestrian safety and access are automatically included in new policies and projects. It occurs when the "system" itself is structured in such a way that this occurs. Once successful, there would no longer be a need for a bicycle or pedestrian coordinator just like there is currently no need for a "car" coordinator. It is a matter of taking what is now a "special project" and making it the norm.

Institutionalization does not just happen. It takes a well thought out, orchestrated, and purposeful plan that may require years to implement. It requires both internal work by staff and external work by bicycle and pedestrian activists. While it is not the intent of this paper to fully

discuss this issue, it is useful to list some of the things that a bicycle/pedestrian coordinator can do to begin to institutionalize bicycling and walking.

- Internal Strategies to Institutionalize Bicycling and Walking

  Policy documents—Local units of government generally have policy documents on transportation, land use, housing, recreation, shoreline preservation, the environment, and other topics. They articulate basic approaches to solving urban problems, setting priorities, and providing guidance for decisionmaking. At any given time, one or more of these documents are probably being revised or reviewed. The bicycle/pedestrian coordinator should work to integrate bicycle and pedestrian considerations into these documents in conjunction with these periodic revisions. The intent is to change bicycling and walking from being perceived as "alternative" activities to being treated as "mainstream" activities by including them in documents used by decisionmakers.

  Planning documents—Most local units of government and MPOs are involved in planning at some level. This could take the form of a single comprehensive plan or a decentralized plan that involves several documents. Typically, communities will have transportation, recreation, land use, and open space plans. They may also have separate transit plans. Increasingly, these documents are being taken more seriously when making funding decisions on capital projects. Consequently, it is critical that coordinators integrate bicycle and pedestrian considerations into planning documents at the time they are revised or developed. One may actually want to go so far as to make sure the words bicycle and pedestrian appear on an average of once every third page of a planning document. Again, the intent is to include bicycle and pedestrian considerations in the documents actually used by decisionmakers.

  Regulations/codes—Local units of government generally have codes and regulations that apply to commercial and residential development. There may also be special traffic provisions that apply during construction. Requirements for sidewalks and paths that are accessible to persons with disabilities, bicycle parking, showers, lockers, and other amenities should be included here, as well as provisions for ensuring pedestrian and bicycle safety and access during construction. Again, it is up to the coordinator to incorporate these requirements into the appropriate codes and regulations at the time they are being revised.

  Design Manuals/Traffic Control Policies—Local street design manuals define standards for designing streets and sidewalks and are thus critical to bicyclists and pedestrians. At the minimum, they should include designs and specifications for bicycle facilities from AASHTO's "Guide for the Development of Bicycle Facilities, 1991."[29] The importance of design manuals cannot be overstated. For example, simply adopting a 15-foot-

[29] Ibid.

standard for an outside curb lane width would be a major step creating a bicycle-friendly infrastructure.

Traffic control policies are also critical since they guide signal timing, channelization, and signing. For example, the amount of "green time" given to pedestrians at a signal can determine whether persons with disabilities and senior citizens can safely cross a busy arterial.

Maintenance Schedules/Procedures—Since bicyclists tend to use the outer portion of the outside lane where debris, vegetation and water are most likely to collect, it is important that streets with heavy bicycle traffic receive special maintenance attention. While most local units of government have regular maintenance schedules for sweeping streets, filling potholes, cutting back vegetation, and cleaning drainage inlets, they may not be aware of the special needs of bicyclists. Additionally, they generally do not have the resources to maintain every street at an optimal level. The coordinator should work with the maintenance supervisors to develop maintenance schedules that ensure heavily used bicycle streets will receive an adequate level of maintenance.

Environmental Impact Statements (EISs)—The EIS process is a very effective means for ensuring that bicycle and pedestrian considerations are included in all major public and private projects, particularly in shoreline areas. The key words are "mitigation" and "restoration." Bicycle and pedestrian improvements can frequently be included in a project as mitigation for environmental damage resulting from a particular project. Sidewalks, wheelchair ramps, trails, and street improvements can be required as a restoration requirement when projects involve installing pipelines, conduit, and other utilities that require digging linear trenches along public rights-of-way. The coordinator can make sure these improvements are included as part of the EIS approval by working on the development of the document and providing comments on the first draft.

Consultants—Experts in bicycle and pedestrian transportation planning should be included on all consulting teams for major public works projects that affect the transportation system. This can be accomplished by making sure the RFPs (requests for proposals) that are issued by local units of government include this requirement. Again, it is up to the coordinator to work with local agencies to make this inclusion a regular feature of all RFPs.

Training—Many of the small day-to-day decisions that affect bicyclists and walkers are made by designers, planners, and engineers who would be sympathetic to the needs of bicyclists and walkers, but have not received training on how to facilitate safe walking and bicycling. Consequently, the needs of bicyclists and pedestrians are too often overlooked. To correct this, the coordinator needs to facilitate ongoing training. This can take the form of presentations, conferences, seminars, and written materials. Frequently, simply making presentations at staff meetings can be an effective way of alerting people to particular needs.

Boards and Commissions—Local governments typically rely on a host of boards and commissions to provide policy direction and project review. It is not uncommon for a mid-sized city to have up to 50 boards and commissions. It is up to the coordinator to determine which ones are making recommendations that are critical to the interests of bicyclists and pedestrians. Once determined, the coordinator should work to ensure that bicycle and pedestrian advocates are appointed by the appropriate officials. The idea is to be ubiquitous. Input is needed from bicycle and pedestrian advocates on all relevant local projects and programs.

Interdepartmental/Interagency Cooperation—Increasingly, decisionmaking is being done at an interdepartmental and interagency level. For example, the new ISTEA legislation requires this type of cooperation in developing regional funding priorities and it requires that all state DOTs hire a bicycle/pedestrian coordinator.[30] Consequently, bicycling and walking issues must be institutionalized as part of the regional agenda. It is up to the local coordinator to do this by establishing cooperative relationships with the State bicycle/pedestrian coordinator and other key people, and by serving on appropriate committees and work groups.

- External Strategies to Institutionalize Bicycling and Walking

Bicycle/Pedestrian Advisory Boards/Committees (B/PAC)—Having an effective B/PAC is critical to institutionalizing a bicycle/pedestrian program. It creates a better product by ensuring that the program will be accountable to citizens and it creates a systematic method for ongoing citizen input into development of important policies, plans and projects. It should be created by ordinance or resolution and not simply by a department head or director. This will ensure that it will survive changes in administration and personnel. If possible, it should have only citizens as members. B/PACs that include professional staff may not be as effective since it will be difficult to avoid conflicts of interest. B/PACs should be involved in developing relevant policy and planning documents, setting priorities, reviewing annual bicycle/pedestrian program work plans, and reviewing major public and private projects. Ongoing volunteer involvement and participation is best ensured by having the B/PAC chairperson assign projects to each individual B/PAC member. This builds ownership through personal investment as a member follows a project from beginning to end.

Advocacy Groups—Advocacy groups are also essential to institutionalizing and sustaining a bicycle/pedestrian program. Advocacy groups are needed to generate political support for bicycle and pedestrian programs. It does not take a large organization to be effective. For example, if 25 people commit to attend two public hearings, write two letters, meet with two elected officials, and serve on one committee over the period of

[30] Federal Highway Administration, "Environmental Programs and Provisions," Intermodal Surface Transportation Efficiency Act of 1991, FHWA-PD-92-012, 1992, p. 3.

1 year, they can create a substantial presence that will seen and heard by all local decisionmakers. By being ubiquitous, bicycle and pedestrian advocates can raise awareness levels and change attitudes. Hopefully, the result will be that meeting the needs of bicyclists and pedestrians will become a routine part of all programs and projects.

Common Causes of Inefficiencies (Strategies to Avoid Time Traps)

Most inefficiencies are the result of poorly defined priorities and poor time management. While it is not the purpose of this paper to engage in a full discussion of how to manage one's time, it is useful to point out a few of the common pitfalls since coordinators consistently identify this as an issue with which they struggle.

Pro-Active Versus Reactive—Whether a program is pro-active or reactive will have a significant bearing on program efficiency.

A reactive program is designed to respond to a specific problem or need such as reducing accidents among school children or building a particular facility because of public demand. A pro-active program, on the other hand, may ask: what kind of bicycling and walking environment do we want? and, once determined: how do we create that environment?

Working to solve a specific problem is a very legitimate and useful way to get a program off the ground. It gives a focus for people's energies, it usually results in some tangible results, and it frequently results in the initial funding for a coordinator position. The trick, of course, is to get beyond "reactive" to being "pro-active." A program that stays in a reactive mode is condemned forever to be limited in scope to solving the problem at hand. While reacting to and solving problems should not in any way be belittled or trivialized, it is frequently not the most efficient way to make real progress in increasing bicycle and pedestrian use and in promoting safety. An analogy would be a local fire department. While everyone would agree that putting out fires is an important duty, simply reacting to fires is not the most efficient strategy in the long run to reducing loss of life and property. The real solution lies in a pro-active program to enact strict fire codes, conduct safety inspections, install smoke detectors and educate the public on how to prevent fires.

Tyranny of the Phone—Bicycle/pedestrian coordinators are frequently swamped with phone calls, letters, and visits from citizens, elected officials, bosses, other professionals, students, tourists, professors, the media and others. Unless managed, these demands can easily consume so much time that priority tasks are not completed. A position in a planning or engineering department may feel more like a position with a touring company or public relations firm.

The first step in managing this situation is to recognize and quantify the amount of time these demands are taking. Keeping a detailed time log for about a week is a good way to get a handle on the situation. After quantifying the amount of time it takes to respond to these demands, it is a matter of prioritizing the requests and setting strict limits on how much time will

be devoted to a particular type of request. For example, one might decide that requests from bosses and elected officials always receive immediate and thorough attention. Requests from citizens are prioritized with ones relating to safety having priority over ones related to projects. Perhaps a decision is made to completely ignore requests related to club rides or commuting routes. The same may be true for out-of-town requests and requests for interviews by students.

The point here is not to suggest that any particular group or type of request be automatically written off as unimportant. What is important, however, is to recognize that at some point, all coordinators will need to manage demands on their time that exceed the time available and that managing time will require them to learn to set priorities and say "no."

Special Events—As was previously noted, the BFA study found that bicycle/pedestrian coordinators seem to spend a considerable amount of time working on bicycle events of one kind or another.

There are some good reasons for a coordinator to become involved in organizing a special event. First and foremost is that a special event can be an excellent way to create visibility, exposure and support for bicycling and walking. This was especially true in the 1970s and early 1980s when many programs were just getting going and there were few if any special events. It may also be true in the 1990s in communities where the idea of promoting bicycling or walking is still a new concept. Coordinator involvement may also be a good idea if it provides a source of program funding or if it is a way to develop contacts with neighborhood organizations, advocacy groups and business leaders. Finally, it may simply be lots of fun. It may be where a coordinator makes friends, develops relationships, and finds the support to persevere on the job.

There is another side, however. Special events are very time consuming, and they are clearly an activity that is or can be done extremely well by the private sector. There are literally hundreds of successful rides around the country sponsored by bicycle clubs and service organizations that operate without the involvement of a bicycle/pedestrian coordinator. Consequently, continued involvement by a coordinator in an established event can be an extremely inefficient use of his/her time.

The key is for the coordinator to monitor and be aware of how much of their time is spent on special events. This allows for critical self evaluation with regard to allocation of time and resources. While in some cases it will make sense to devote time to special events, in many cases, especially in communities where there is more than one successful bicycle event, coordinator involvement will be found to be an inefficient use of time.

Bicycle/Pedestrian Maps—The BFA study of current program managers also found that considerable time is spent on developing maps of one kind or another.[31]

[31] Clarke, op. cit., p. 12.

Again, there are lots of good reasons for a coordinator to be involved in producing a bicycle and/or pedestrian map. The public wants them. They can help encourage bicycling and walking. They are a good way to disseminate safety information, and they are a visible product that can be given to elected officials and other decisionmakers. The problem, of course, is that developing and printing a bicycle map can involve a good percentage of a coordinator's time for 6 to 12 months. The question is whether or not this represents the most efficient use of a coordinator's time.

While there is not an easy answer to this question, the time spent developing a map can be managed if approached in a purposeful and systematic way. A first step is to put limits on the amount of time devoted to the project. For example, it might be decided that a maximum of 4 hours (one-half day) per week will be spent on producing a map. Perhaps the most important strategy is to involve other people in the project. For example, club members might be recruited to ride routes to gather data on existing conditions. Professional staff who maintain existing data bases on road volumes, widths and number of lanes are often more than willing to help compile and organize relevant information. Additionally, an agency may have its own graphics section with staff that can coordinate a mapping project. A final suggestion is to keep the map simple, at least at first. The best way to generate public involvement in a mapping project is to put out a series of simple drafts that are distributed to clubs for comments and review. Everyone will have a suggestion. The result will be that the map "evolves" over time and becomes a reflection of the desires of the constituents that use the map.

The Bicycle/Pedestrian Plan—As was previously noted, the BFA survey found that bicycle/pedestrian coordinators spend a lot of time doing planning activities and that the trend in the 1980s was for more positions to be located in planning departments. While the survey did not ask if coordinators were creating separate bicycle plans, this is clearly an activity that many coordinators undertake. Whether or not it is most efficient to create a separate bicycle/pedestrian plan is an important issue because its development can require much of a coordinator's time for six months to a year or more.

Creating a separate bicycle/pedestrian plan has several advantages. In addition to creating a sound planning document, the process can be a way to involve citizens and elected officials, raise community awareness and develop support for implementing the plan. The down side is that it may not produce the desired results. This became painfully clear in the 1970s when cities across the country developed bicycle plans that, for the most part, were never implemented. Separate plans may also have the disadvantage of marginalizing bicycling and walking as "alternative" rather than "mainstream" modes that deserve full consideration when it comes to funding transportation projects.

Integrating bicycle and pedestrian considerations into comprehensive transportation plans has several advantages over the separate plan. Most importantly, it puts bicycle and pedestrian plans into a document that stands a better chance of actually being used. It also positions bicycling and walking as "mainstream" activities. Finally, it saves a lot of time since it does not

take nearly as much time to piggy back onto someone else's document as it does to create an independent document.

This is not to suggest that developing separate bicycle and pedestrian plans is always a bad idea. There are many cases where creating a separate plan has resulted in significant improvements. What is important, however, is to recognize that creating a separate bicycle and pedestrian plan may be a very inefficient use of time if it is not implemented, and that it is frequently more efficient to integrate bicycle and pedestrian considerations into other transportation documents since there is a greater likelihood of implementation.

Path of Least Resistance—It is always tempting to spend time doing what appears to be easiest. It can be less stressful, more rewarding (at least in the short run) and more fun. The danger, of course, is that the really important tasks may not get accomplished. Again, the issue is one of creating efficiency through time management.

For example, assume that a coordinator position is located in an engineering or public works department with the mandate to create a bicycle-friendly urban environment. However, the coordinator soon discovers that there is less resistance to developing a "soft" program that focuses on education and promotion activities than to developing a program that focuses on facilities and infrastructure. Consequently, focusing time on education (safety) and promotion activities is a "safe" way to accomplish some things without seriously challenging the status quo. In other words, it becomes the path of least resistance.

Again, the point is not to belittle educational and promotion activities, but that coordinators need to be aware that if their mandate is to implement change in the urban environment, it will be difficult and time consuming; and that other activities that may be more easily accomplished are competing for time with the possibility of causing inefficiencies.

Developing a Work Plan

It has already been noted, that, for purposes of this paper, it is assumed that the goals for a bicycle/pedestrian program are to increase use <u>and</u> enhance safety. Developing objectives within the context of a work plan is critical if these goals are to be accomplished. Setting objectives creates focus, direction, common expectations, a way to measure program success and a sense of accomplishment. A work plan is a working document that serves as a management tool that can help ensure maximum efficiency. Without a work plan, a coordinator can easily drift into doing tasks that have little to do with accomplishing the goals of the program.

Program Objectives—It is important to differentiate between broad program objectives that may take several years to implement, and task-oriented objectives that can be accomplished within a yearly budget cycle. The broad program objectives serve as a framework for the more specific, task-oriented objectives.

When developing a bicycle program work plan, program objectives should be divided into three broad categories: (1) to meet the needs of "advanced" bicyclists; (2) to meet the needs of "basic adult" and "child" bicyclists; and (3) to meet the needs of pedestrians (including persons with disabilities). As already noted, advanced bicyclists desire direct access to destinations, the opportunity to operate at maximum speed with minimum delays and sufficient operating space on the roadway. While basic adult and child bicyclists also want reasonably direct access to destinations, they prefer a well-defined separation of bicycles and motor vehicles. (Note: this does not necessarily mean "separate pathways" but more often bike lanes on busy streets.)

The program objective for advanced bicyclists should be to make all streets "bicycle-friendly." This means that an advanced bicyclist should be able to use and feel reasonably comfortable on all streets. To do this requires implementation of the institutionalization strategies described earlier. One essential action is to revise street design standards to routinely provide a wide outside lane. Another important action is to focus on identifying and eliminating major barriers to bicycle safety and access. For example, freeways, arterials, railroad lines, rivers, and hills are often major barriers that should receive top priority. Frequently, this will mean focusing on bridges. Additionally, it is always important to monitor the success of, or failure of, efforts to eliminate barriers. This requires setting up good recordkeeping methods to monitor accidents and use before and after improvements are made. Monitoring accidents is also a good way of identifying trouble spots that may require special attention.

The program objective for basic adult and child bicyclists should be to create a comprehensive network of on- and off-road facilities that connects neighborhoods and provides safe, convenient access to schools, employment centers, and other destinations. Again, this is no easy task and requires implementation of the institutionalization strategies described earlier. Focus should be on identifying and eliminating those barriers that prevent completion of this network. As with facilities for experienced bicyclists, it is important to set up good recordkeeping methods to monitor accidents and use before and after facilities are constructed.

The program objective for pedestrians, including persons with disabilities, is to make all streets and intersections "pedestrian-friendly." This means providing sidewalks and wheelchair ramps along all streets and designing intersections to allow for safe, convenient crossing by pedestrians. As with a bicycle program, accomplishing this will require implementing the institutionalization strategies previously described. The best way to set priorities is to identify barriers and then develop countermeasures to overcome those barriers. Accidents and use should be monitored to identify problem areas and to measure the effectiveness of program activities.

Additionally, there are three general program objectives that hould be considered. First is to increase safety through promoting education. As already discussed, it is generally more efficient for agencies and organizations outside Government planning and public works departments to administer education programs. However, a bicycle/pedestrian coordinator can play a very constructive role in facilitating the creation of education programs by providing teacher training, curriculum materials and other support services. Frequently this will take the

form of bringing parents, educators, medical professionals, and others together to identify issues and develop solutions.

The second general program objective should be to increase safety through enforcement. Again, the bicycle/pedestrian coordinator's role should be one of a facilitator between law enforcement officials, the public and decisionmakers. A bicycle/pedestrian coordinator can help identify enforcement priorities, train police officers and suggest changes in local traffic ordinances.

The third general program objective should be to encourage and promote bicycling and walking. In one sense, everything a bicycle/pedestrian coordinator does is promotion. Every new facility, every education program, every new map promotes walking and bicycling. Coordinators, however, must go beyond this and consciously work to change attitudes and perceptions, and to raise everyone's awareness about walking and bicycling. They should always be looking for opportunities to educate and raise awareness of key professionals and decisionmakers. The challenge, or course, is to do this while remaining focused on other program objectives. As mentioned earlier, some promotion activities such as special events can be very time consuming and may best be handled by the private sector or other agencies.

Task-Oriented Objectives—A yearly work plan must have measurable, attainable and quantifiable task-oriented objectives. Task-oriented objectives should be put within the framework of the overall program objectives. Task-oriented objectives should reflect a realistic assessment of what can be accomplished during a year. Whenever possible, a number should be associated with the objective. For example, some objectives might be to install 50 bike racks; construct 10,000 lineal feet of new sidewalk; install 200 new wheelchair ramps, respond to 150 citizen requests for information; develop, print and distribute 5000 copies of a bicycle map; adopt a transportation improvement program (TIP) that includes 10 bicycle or pedestrian projects; adopt an amendment of the design manual to require sidewalks be built as part of all new developments; and facilitate the establishment of an education program in four elementary schools. (See Appendix A for sample Bicycle and Pedestrian Program Work Plans.)

The importance of taking the time to write a yearly work plan with task-oriented objectives cannot be overemphasized. In addition to increasing productivity by providing focus and direction, it is a wonderful promotion tool with elected officials and decisionmakers. It is easily refined and it makes the program look organized, responsive and successful. If the program looks good, it stands a much better chance of receiving funding.

Deliverables—In addition to being measurable, some of the objectives should produce immediate deliverables that people can see. For example, a new bike rack is visible while a new transportation plan is a paper document that may never be seen or appreciated by the public; a new pedestrian signal is immediately usable by neighborhood school children while a new policy on sidewalks may take years to implement. The point is that a program, to keep its momentum, needs some quick wins. They create the sense that something is happening, that Government is responsive and that the bicycle/pedestrian program gets things done. They are frequently the only

thing the public sees and they generate the "thank you" letters that go to the elected officials who make the decisions regarding program funding.

5. The Model Person for the Bicycle/Pedestrian Coordinator Position

The following concepts will help to define and determine the skills, education, and training that a bicycle/pedestrian coordinator should possess.

Skills

Since a bicycle/pedestrian coordinator is frequently required to do a large number of diverse tasks, the list of required skills on job announcements for bicycle/pedestrian coordinators frequently looks like a supermarket shopping list. The person to be hired would ideally have skills and expertise in design, traffic operations, accident analysis, education, enforcement, legislation, public relations, and organizing special events; in addition to "working well with people" and having a positive "can do" attitude. The best way to find such a person is to make the bicycle/pedestrian coordinator position a well-paying, mid- or high-level managerial position that will attract top talent. Short of this, the next best thing is to develop a shorter list of critical skills to better ensure success in finding the right person. The key is to understand what the job duties really are, what can be learned, and what skills a person needs to bring to the job.

At first glance, it may appear that people with certain skills and backgrounds are not going to be qualified to be coordinators. An engineer, for example, who has received a typical civil engineering education may not be equipped, in the mind of a bicycle advocate, to be a bicycle/pedestrian coordinator. A person with a typical planning background may not be equipped, in the mind of an engineer, to be a coordinator since he or she does not have the technical skills to design bike paths and sidewalks or to develop a channelization plan for creating bike lanes. An educator may think that a coordinator with no training in education will not be able to help organize and run a successful education program. In reality, of course, they are both right and wrong. They are right in thinking that these are necessary skills. They are wrong in thinking that any one person has to have all these skills to be successful. What is needed is the ability of a coordinator to know his/her limitations, and then attract and apply the skills of others to accomplish the tasks at hand. In other words, they need to be good managers.

"Hard" Skills

As a manager, a bicycle/pedestrian coordinator needs to know, understand and be conversant in many areas. However, a coordinator does not generally need to have the skills to

do every job. This is particularly true in larger urban areas where there is greater specialization. For example, a local unit of government may have a computerized accident records section that provides up-to-date records on the location of motor vehicle accidents. The coordinator who wants bicycle and pedestrian accidents included in the data base should not become an expert in accident analysis and data entry. Doing so would be a waste of everyone's time. The coordinator does, however, need to have a good understanding of bicycle accident types, and how they should be classified, so the need can be clearly communicated to the appropriate technical experts. Just as important, the coordinator needs to know how to constructively work with the experts in the accident records section who may already feel overworked, understaffed and underfunded. The real challenge, in other words, is getting the "system" to change what it does on a daily basis. The successful coordinator will be the one who successfully "manages" the situation.

The level of knowledge with relation to "hard" skills needed to be an effective bicycle coordinator will vary depending on the mandate of the position. For example, if the mandate is to reduce accidents among school children by providing education programs, then knowledge in the area of teaching will be more important than having a thorough understanding of traffic engineering. Once again, however, a coordinator does not have to be an educator to set up a successful education program. The successful coordinator will be the one who works with educators, school officials, parents and others to institutionalize bicycle and pedestrian education programs into the regular curriculum.

The following is a list of "hard" skill areas about which a coordinator must be knowledgeable and conversant. While expertise is desirable, it is not always necessary. Again, a lot depends on the position mandate and the availability of other experts.

Planning Skills—Skills in integrating bicycle and pedestrian facilities into larger transportation, recreation, and open space plans; selecting appropriate facilities and routes; developing independent bicycle/pedestrian plans; conducting transportation studies (e.g. origin and destination studies, level of service analysis, traffic growth projection, etc.); and developing/ revising land use codes.

Traffic Engineering Skills—Skills in selecting and installing traffic control signs, crosswalks, signals, and other traffic control measures (i.e. know your signs and paint); channelizing traffic; integrating bicycles and pedestrians with other traffic; and so forth.

Design/Mapping Skills—Knowledge of designing bicycle and pedestrian facilities: including trail/sidewalk width, slope, materials, design speed, curve radii, drainage, soils, structures, and so forth. Skill in designing and developing bicycle and pedestrian maps.

Analysis/Research Skills—Skills in accident analysis; capacity analysis; conducting surveys; and researching records (e.g. county property records, court records, local ordinances etc.).

Educational Skills—Skills in teaching; curriculum development and materials; administration; and child development.

Organizational Skills—Skills in organizing special events; special promotions (e.g. helmet campaigns); and special interest groups (e.g. rails-to-trails citizens groups).

Enforcement/Legislation—Skills and knowledge in writing resolutions and ordinances; establishing enforcement priorities; limiting liability; and legally protecting the interests of bicyclists, pedestrians and persons with disabilities.

Writing and Computer Skills—Skills in writing policies, program narratives, work plans, letters, and so forth. Skills in using word processing and spreadsheet programs; possibly graphic programs.

"Soft" Skills (Qualities)

Volunteer Enabler—The job of the coordinator is to provide citizens with the information they need so as to enable them to influence the decisionmaking process. Information is power and by providing citizens with good, timely information, a coordinator can empower citizens in a way that will ensure that they will be effective and stay active as involved citizens. Government with its many layers and overlapping jurisdictions is very complicated and the coordinator needs to have the skills to be able to sort through this maze to figure out how, when and where citizens can have meaningful input. For example, a coordinator needs to be able to determine how citizens can influence and be involved in creating transportation plans, establishing funding priorities, setting transportation policy, and creating the annual budget.

The importance of working with citizen volunteers cannot be overemphasized. Successful bicycle and pedestrian programs are generally going to be ones with a high level of citizen involvement. The involvement must come from neighborhood groups, business groups, public service organizations, and schools as well as the bicycling community.

Leadership Developer—A coordinator must facilitate the development of leadership skills among citizens with diverse interests and backgrounds and other Government agencies as well. To become leaders, citizens need to be given real responsibility as well as credit for success. This may mean that the coordinator needs to step out of the limelight at times to allow citizens to be center stage at ribbon cuttings, press interviews and other times when the program receives recognition. The key is to develop depth in the volunteer community so that if one or two of the most active volunteers leave, there are other knowledgeable people to take their place.

Professional Enabler—The coordinator, to be successful, must enable other professionals to apply their skills to accomplishing the goals and objectives of the bicycle and pedestrian program. In other words, the coordinator needs to take advantage of the wealth of planning, engineering, and teaching knowledge that people already possess, and have them apply it to bicycling and walking. It should not be thought of as changing people's skills, but of expanding

their expertise; of changing their "job descriptions" to include responsibilities in the areas of bicycling and walking.

Negotiator/Consensus Builder—In a sense, almost all human interaction on the job involves negotiation and consensus building. It can be as mundane as agreeing to office hours to something more significant such as establishing transportation funding priorities. Since being an effective coordinator requires constant contact with a diverse group of professionals and citizens, negotiation, and consensus building skills are particularly important. Failure to develop these skills can mean failure for a coordinator.

Facilitator—As previously discussed, one of the main tasks of a coordinator is to facilitate the development of projects and programs by bringing people and ideas together. As a facilitator, the coordinator's job is to involve the entire community in initiating and implementing education programs, special events, and facility development.

Problem Solver—Being able to solve problems on a day-to-day basis is critical to the success of a coordinator. Every task requires problem solving. Being a successful problem solver requires a "can do" attitude that sees problems as opportunities to educate and involve others, not just as hassles to overcome. Successful problem solving also requires an understanding of what it means to win. Frequently, the process of problem solving produces products that are more important than the immediate issue at hand. For example, while an effort to create bicycle and pedestrian access on a new bridge might fail, the process might result in new citizen leadership and a commitment to ensure that all future bridges will be built to accommodate bicyclists and pedestrians.

Decisionmaker—A coordinator must be able to know when and how to make decisions. It is an art to be able to discern that fine line where one has just enough information to be able to make a good decision most of the time. Lack of self confidence and indecision will result in program paralyses as decisions are put off until that "final" bit of information is gathered.

Risk Taker—Since a coordinator must be a decisionmaker, a coordinator must also, by definition, be a risk taker. Every decision is a calculated risk. Conversely, a coordinator must be willing to fail. Taking a coordinator position is in itself a risk since it is a nontraditional job within most organizations. Additionally, a coordinator must continually be asking others to be risk takers also. This is particularly true in situations where a coordinator asks a director, as head of the organization, to change funding priorities and institutional goals.

Doer/Implementor—A coordinator has to be an implementor. Figuring out what needs to be done is the easy part. Actually implementing ideas is much more difficult. Successful implementors will be those who succeed in institutionalizing bicycling and walking as previously described.

Self Starter—Bicycle and pedestrian coordinators must be self starters since they may not always receive the same institutional direction and support they might get in a more traditional

position. To be a successful self starter, the person in the coordinator position must be able to bring ideas, energy, and enthusiasm to the job on a day-to-day basis, even when there is no one else in the office to provide encouragement and support.

Knows Organizational Culture—Every organization has its own culture and unwritten rules of fairness and proper conduct. Any employee who consistently fails to recognize and play by the rules is going to be labeled as uncooperative and not being a team player. This is not to suggest that anyone should compromise their ethical standards to "fit in". However, it does mean that one goes along with what may appear to be "silliness" on nonsubstantive issues to survive within the system. Of course, what is silliness to one person may be a very serious matter to another. There are some people who will find that working in a large organization is just not their cup of tea.

Public Speaker and Writer—A bicycle/pedestrian coordinator must have good public speaking skills. Coordinators will frequently find themselves speaking before community groups, professional organizations, and elected officials. The coordinator's job is to sell themselves, their program, and their ideas. A good presentation can be critical to obtaining funding and support. Since we live in a visual society, it is of particular importance for coordinators to know how to use graphics to convey their message. A coordinator should consider making it standard practice always to use a graphic when making a presentation. For obvious reasons, good writing skills are essential.

Time Manager—Last but not least, a coordinator must have good time management skills. As was previously discussed in the section on program efficiency, time management is the key to making significant progress in promoting bicycling and walking.

Experience

A theme of this report has been that coordinators, in order to be effective, need to be good managers. They need to manage their time, money, volunteers, institutional resources, the professional skills of other individuals, and any other resources available to them.

Management skills can be acquired through a wide variety of different types of experience. They do not necessarily have to come from working on bicycle or pedestrian issues. The basic principles of managing time, for example, are the same for many different jobs, regardless of the specific type of work.

The same can be said for the "soft" skills or qualities previously discussed. For example, skills in problemsolving, negotiating, decisionmaking, taking risks and public speaking can all be learned through job experience that may or may not be related to bicycle or pedestrian issues.

Some "hard" skills, on the other hand, require experience more directly related to bicycling and walking. Examples include experience in bicycle and pedestrian facility planning,

traffic engineering, facility design, mapping, and safety education. This is not to say, of course, that useful experience in these areas cannot be gained by working in traditional planning, engineering and teaching positions. Additionally, writing, computer, analytical and organizational skills can be acquired through experience in a wide variety of jobs and professions.

Education

For the most part, neither the "hard" or "soft" skills can be directly acquired through formal education. Bicycle and pedestrian planning and engineering are not part of transportation planning, civil engineering or public administration programs at colleges and universities. Neither are there many courses on risk taking, decisionmaking and time management. At best, students learn other skills that provide background and context for being an effective coordinator. For example, a planning background will provide skills in how to go about the process of developing a bicycle transportation plan. A civil engineering degree will provide a basic understanding of motor vehicle traffic that can be useful when trying to improve an arterial crossing for pedestrians.

Public and private sector employers have long recognized the need to provide employees with specialized training in acquiring "hard" and "soft" skills. Continuing education in the form of special classes and seminars has become routine at many places of employment. Interestingly, many of the more popular seminars are those that focus on developing some of the "soft" skills previously discussed. They include topics such as leadership development, negotiation, problem solving, self motivation, and time management.

Bicycle and pedestrian professionals and advocates have also recognized the need for providing specialized training for planners, engineers, educators, and other decisionmakers. To that end, there have been a number of professional courses offered, starting in the late 1970s, by the Federal Highway Administration (FHWA), the Bicycle Federation of America (BFA), and others. The problem has been that funding for training has been discontinuous and the small number of training sessions offered has meant that relatively few people have actually received the training. The good news is that this situation is beginning to change. The FHWA, the BFA and others such as Bikecentennial have recently embarked on ambitious new programs that will provide planners and engineers in all parts of the country with opportunities for professional training.

6. Conclusions and Recommendations

The most important task of the bicycle/pedestrian coordinator is to institutionalize bicycle and pedestrian program activities. The job of significantly increasing safe bicycling and walking is simply too big a task for one or two people to accomplish on their own. To be successful, the coordinator must develop a process for involving their entire organization in promoting and looking out for the needs of bicyclists and pedestrians. They must work to change the mission and corporate culture of their agency.

Institutionalization does not just happen. To be successful, coordinators must have a clear "vision" of what they want to accomplish, have a plan for getting there, and then stick to the plan. While most coordinators seem to have a good idea of what they want to accomplish, they do not always have a good, systematic way of implementing their ideas. The result is that coordinators may not make the most efficient use of their time as they become involved in time-consuming activities that may or may not be the most effective way to increase safe bicycling and walking.

Where to locate a bicycle/pedestrian coordinator is an issue that will become increasingly important as new coordinator positions are created. Most positions are and will continue to be in planning or engineering/public works departments. Each has its advantages and disadvantages. While a coordinator in a planning department has the opportunity to shape what "should be," they may not be in the best position to influence what "really happens." A plan is only good to the extent that it is implemented. A coordinator in a planning department may also find it hard to produce immediate deliverables that can be seen and used by the public. On the other hand, a coordinator in an engineering/public works department may find it difficult to influence broader policy and program decisions that guide overall expenditure of public dollars. This will become even more true as the new ISTEA legislation puts more teeth into local planning documents.

One way to approach the issue of where to locate the coordinator position is to ask what are the most important tasks that need to be accomplished in the area to be served by the coordinator. For example, in a newly developing area, it may be much more important for a coordinator to be in a planning department if this is where decisions are being made with regard to new road and bridge construction, the layout of new subdivisions, the levying of conditions on new development (e.g. sidewalk and wheelchair ramp requirements), and the development of zoning codes that will effect density. On the other hand, in an older urban area with a built environment, it may be more advantageous for a coordinator to be in an engineering/public works department since this is where the decisions are made with regard to how the existing street system will be utilized. For example, the City traffic engineer will typically have responsibility

for functions like signal timing, speed limits, the marking of crosswalks, and determining lane widths. These are the kinds of details that are very important to bicyclists and pedestrians but are not generally dealt with by planning departments. The bottom line is that the best location for a bicycle/pedestrian coordinator will vary from community to community depending on what tasks need to be accomplished and where the real decisionmaking occurs.

Determining what background and experience a coordinator should possess is also an increasingly important consideration as new positions are created and job descriptions are written. Typically, the discussion centers around whether it is more important for a person to have "hard" or "soft" skills. In addressing the issue it is important to begin by recognizing that neither the "hard" nor "soft" skills can be directly acquired through formal education. Bicycle and pedestrian planning and engineering are not part of planning, public administration or civil engineering programs. Neither are there many courses on negotiation, decisionmaking, risk taking, and volunteer development. This suggests that experience may be more important than formal training.

This is not to say, however, that training is unimportant. Training provides important background and context for being an effective coordinator. Currently, the most common degree for coordinators is in planning though many have degrees in engineering and other related fields. An advantage of a planning degree is that it is consistent with the job duties of most coordinators. A planning degree will provide skills on how to go about the task of creating policies, plans and other regulatory documents that will shape the urban environment. On the other hand, a planning degree may not provide the "hard" traffic engineering skills needed to implement specific improvements such as deciding where to install crosswalks and how to re-channelize a street to create wide curb lanes.

One way to begin to resolve the issue of degree is to go back to the concept of institutionalization. The point has already been made that in order to be effective, the most important task for the coordinator is to institutionalize bicycling and walking since the task of increasing bicycling and walking is too large for one person to do alone. In order to do this, they need to involve and get the support of the individual and institutional resources of their organization. This requires expertise in management and other "soft" skills; and it requires a thorough working knowledge of "hard" skills in order to be able to communicate and work with other professional staff. This again suggests that experience may be more important than the specific degree that a person brings to a position. In other words, anyone with a planning, engineering or related degree can be an effective coordinator if they have gained the right skills through their work experience.

Summary of Recommendations

The Model Bicycle/Pedestrian Coordinator Position

Coordinator as Program Manager—In order to be effective, bicycle/pedestrian coordinators need to be good program managers. They need to manage their time, energy, money, volunteers, and the professional skills of others. The position itself should be called the "Bicycle/Pedestrian Program Manager" position. It implies that one person cannot do it alone, and that part of the position mandate is to attract and involve the individual and institutional resources of the organization.

Position Mandate—It is critical that the position have a clear, focused mandate since it will have a significant influence on where the position is located, what the program will endeavor to accomplish, and who will be hired. The mandate expresses the wishes and expectations for a coordinator position. It should have as broad a consensus as possible to avoid conflicting expectations from different constituencies.

Position Location—For a bicycle/pedestrian program to be most effective, it should be located where the main tasks and activities of the program are congruent to the main tasks and activities of the agency or department where it is located. This allows for the program to take advantage of the institutional resources that the organization possesses. For example, an engineering department is not set up to do planning, and a planning agency is not set up to build bicycling and walking paths.

Bicycle/Pedestrian Coordinator Position: Together or Separate? Coordinators should not hesitate to take on both bicycle and pedestrian responsibilities. This is said with the acknowledgement that there is a philosophical issue of whether a person in one position can effectively meet the needs of bicyclists and pedestrians since the two modes frequently require different types of engineering solutions and safety program delivery mechanisms. Coordinators should not hesitate to do both since communities that are supportive of bicyclists will also tend to be supportive of pedestrians and vise versa. Coordinators who take on both bicycle and pedestrian responsibilities are also in the unique position of being able to resolve conflicts between the two modes. The issue should not be framed as one of mode compatibility, but of creating a culture that welcomes and respects diversity of mode choice.

The Model Bicycle/Pedestrian Program

Program Efficiency—Coordinators should distinguish between tasks that only Government can accomplish, and tasks that can be accomplished by other institutions. If the task can be accomplished by others, the most efficient use of a coordinator's time is to facilitate that involvement rather than provide a leadership role. There are three important points to consider: (1) usually, only Government is in a position to build the facilities to create a bicycle- and pedestrian-friendly environment; (2) education can be accomplished by a wide variety of

institutions; and (3) promotion can also be accomplished by a wide variety of groups and organizations.

Institutionalization—Coordinators must work to institutionalize bicycle and pedestrian program activities. It occurs when the needs of bicyclists and pedestrians become part of the mission and corporate culture of the organization. It is accomplished by integrating bicycle and pedestrian considerations into everything an organization does. For example, bicycle and pedestrian considerations should be included in policy and planning documents, regulations, design manuals, maintenance schedules, and employee training seminars. Public participation should also be institutionalized through the formal creation of a citizens bicycle/pedestrian advisory committee.

Program Work Plan—Coordinators should create a yearly work plan with measurable, deliverable, task-oriented objectives. In addition to increasing productivity by providing focus and direction, it makes the program look organized, responsive and successful. If the program looks good, it stands a much better chance of receiving funding.

The Model Person for the Bicycle/Pedestrian Coordinator Position

"Hard" Skills—A coordinator must be knowledgeable and conversant in the "hard" skills necessary to accomplish the mandate of the position, and should have experience directly related to bicycling and walking. While expertise is desirable, it is not always necessary if the coordinator has the ability and opportunity to engage the skills of others. Typically, a coordinator will need bicycle and pedestrian planning, traffic engineering and design skills. Also needed are good analytical, research, teaching, organizational, writing, and computer skills.

"Soft" Skills—A coordinator must also have "soft" skills though they do not necessarily have to come from working on bicycle or pedestrian issues. The basic principles of managing time, for example, are the same for many different jobs, regardless of the specific type of work. Essential skills include problem solving, negotiation, decisionmaking, risk taking, volunteer development, and public speaking.

Education—Experience and specialized training may be more important qualifications for a coordinator position than educational background since neither the "hard" nor "soft" skills can be directly acquired through formal education. Bicycle and pedestrian planning and engineering are not part of planning or civil engineering programs. Neither are there many courses on negotiation, decisionmaking, risk taking, and volunteer development. On the other hand, a degree in planning, public administration, or engineering does provide a good background and context for being an effective coordinator.

Appendices

Sample Work Plan Objectives

The following are sample work plans for low-cost bicycle and pedestrian programs. The intent is to provide examples on how to write task-oriented objectives that produce measurable products. It is a document that might be used at weekly staff meetings to monitor progress and make program adjustments. This is a very partial and incomplete list of all the program objectives that could be developed. Every bicycle and pedestrian coordinator should develop his/her own objectives based on program mandate and other local circumstances.

Bicycle Program Yearly Work Plan

Program Description—The goal of the Bicycle Program is to improve bicycle use and safety. The funds for this program are used to develop the bicycle element of the new transportation plan that is being developed; to staff the Bicycle Advisory Board; to respond to citizen requests for small scale improvements; and to fund small scale construction projects that improve bicycle safety and access. Typical improvements include installing bicycle racks, curb ramps, wide curb lanes, bicycle-safe drain grates, signing and railroad crossing improvements.

Objective #1: Bicycle Planning—Integrate bicycle considerations into the transportation plan.

- Activities to Meet Objective

  a. Develop bicycle policies and projects to be included in the Comprehensive Transportation Plan.

  b. Have coordinator be on project team developing the Plan.

  c. Work with the project team to integrate bicycle elements into the Plan.

- Products

  a. List of priority policies and projects.

  b. Coordinator on project team.

c. Comprehensive Transportation Plan with bicycle policies and projects integrated into the entire document.

Objective #2: Departmental Policies and Procedures—To review and revise departmental policies and procedures regarding bicycle signing, pavement marking and signalization.

- Activities to Meet Objective

  a. Identify major bicycle policy and procedural issues.

  b. Write short issue papers (three to five pages) that summarize the latest research and thinking on particular issues; include pros and cons and a recommended course of action.

  c. Circulate issue papers for review.

  d. Adopt appropriate changes; may require Director's Rule or legislation.

- Products

  a. List of five to 10 major bicycle policy and procedural issues.

  b. At least three issue papers on relevant bicycle topics.

  c. Adoption of policies/procedures on at least three bicycle issues (Note: may be new policies/procedures or reaffirmation of existing ones).

Objective #3: Interagency/Interdepartmental Coordination—To improve bicycle safety by coordinating activities with the School District and the Police Department.

- Activities to Meet Objective

  a. Serve on School Safety Committee; respond to specific requests identified by committee members.

  b. Periodically meet with Police Department representatives to coordinate education, enforcement and engineering activities.

- Products

  a. List of improvements made as a result of School Safety Committee requests.

  b. Consensus/agreement on each other's programs.

Objective #4: Bicycle Advisory Committee (BAC)—Promote and encourage citizen participation by working with the BAC.

- Activities to Meet Objective

  a. Provide BAC with timely information on projects/programs that have an effect on bicyclists.

  b. Make arrangements for project managers to make presentations to the BAC.

- Products

  a. Twenty presentations to the BAC on projects/programs important to bicyclists.

  b. Twenty projects/programs with bicycle elements that have been reviewed and approved by the BAC.

Objective #5: Legislation—Promote and protect the rights of bicyclists through legislation.

- Activities to Meet Objective

  a. Review and comment on ordinances and legislation pertaining to bicyclists (includes laws, rules, regulations, etc.).

  b. Identify existing legislation that needs revision and new legislation that needs to be developed and prioritized.

- Products

  a. Legislation that promotes and protects the interests of bicyclists.

  b. New legislation (if necessary).

Objective #6: Minor Construction Projects—Improve bicycle safety and access with minor construction projects.

- Activities to Meet Objective

  a. Identify possible minor construction projects.

  b. Prioritize according to safety (using accident records), route continuity, bicycle volumes, cost, feasibility, and tie-in with current Capital Improvement Program (CIP).

- Products

  a. Prioritized list of projects.

  b. Work begun on three projects.

Objective #7: Safety Improvements—Provide quick, low-cost improvements on routes that are well used by bicyclists thus creating regular exposure for the program.

- Activities to Meet Objective

  a. Distribute citizen request forms for bicycle safety improvements.

  b. Prioritize improvement locations according to citizen requests, bicycle use, safety (using accident records), and system linkage.

- Products

  a. Distribution of 1,000 citizen request forms.

  b. List of 300 spot requests (updated on an ongoing basis).

  c. List of 100 improvements (average of two per week).

Objective #8: Bike Route Signing—Promote utilitarian and recreational bicycling by signing selected routes. Signs will include name of route, logo, and directions.

- Activities to Meet Objective

  a. Identify routes for signing or resigning.

  b. Conduct field trips on selected routes to inventory existing signs or to plan the installation of new signs.

- Product

  a. Installation of 100 bicycle route signs.

Objective #9: Bicycle Parking Installation—Provide short-term bicycle parking in neighborhood shopping districts to encourage utilitarian bicycling.

- Activities to Meet Objective

  a. Identify possible locations for bicycle rack installations.

  b. Prioritize locations according to citizen requests and need for bicycle parking.

- Product

  a. Installation of 40 bicycle parking racks.

Objective #10: Bicycle Rack Inventory—Ensure existing bike program installations are maintained and used.

- Activities to Meet Objective

  a. Survey all bike racks for use and condition.

  b. Develop recommendations for additional bicycle rack installations based on use.

  c. Do maintenance work if necessary.

- Products

  a. Inventory of current racks showing use and condition.

  b. Recommendations for future rack installations.

  c. All bicycle racks in working order.

Objective #11: Bicycle Promotion—Encourage and promote bicycling.

- Activities to Meet Objective

  a. Develop, print and distribute bicycle map.

  b. Publicize Bicycle Program through presentations, newspaper articles, and other forums.

- Products

  a. Distribute 20,000 bicycle guide maps.

  b. Produce five publicity items related to the program.

Objective #12: Citizen Information—Respond to citizen requests for information.

- Activities to Meet Objective

  a. Respond to requests for information on program activities and projects.

- Product

  a. Distribution of information to 500 citizens on program activities and projects.

Objective #13: Create More Space for Bicyclists on Roadways—Ensure the needs of bicyclists are accommodated when streets are resurfaced or restriped.

- Activities to Meet Objective

  a. Review all streets in the asphalt resurfacing program for opportunities to widen curb lanes when restriped.

  b. Review streets to be restriped for opportunities to widen curb lanes.

  c. Provide up-to-date information and recommended adjustments on bikeway paint lines and legends.

- Products

  a. Wide curb lanes on newly-resurfaced and restriped streets.

  b. Bright, legible, accurate bikeway painting.

Objective #14: Public and Private Projects—To increase productivity and efficiency by working to leverage funds from outside sources to make bicycle improvements.

- Activities to Meet Objective

  a. Identify public and private projects that have the potential to substantially improve bicycle safety and access.

b. Provide recommendations and input on how to integrate bicycle facilities into the projects identified.

- Products

a. List of four or more important projects that present opportunities to improve bicycle safety and access.

b. Bicycle improvements integrated into the plans of two projects.

Pedestrian Program Yearly Work Plan

Program Description—Funds for this program are used to promote and enhance pedestrian safety and access. Some of the more important activities are to respond to citizen requests for safety improvements; to increase productivity and efficiency by working to leverage funds from outside sources to make pedestrian improvements; to review and revise departmental policies and procedures regarding pedestrian markings, signs and signals; to work on state legislation relating to pedestrian safety; to identify, evaluate, and develop project proposals that will significantly increase walking as a viable mode of transportation; and to work with the School District and the Police Department on education and enforcement issues.

Objective #1: Safety Improvements—To respond to citizen requests to resolve safety concerns.

- Activities to Meet Objective

a. Evaluate, analyze, and respond to requests from citizens (ongoing).

b. Review, evaluate, analyze, prioritize, and respond to neighborhood budget requests.

c. Evaluate, analyze, and respond to requests that come from community planning activities.

- Products

a. List of 300 citizen requests and responses.

b. List of 100 improvements (average of two per week).

Objective #2: Increase Walking—To identify, evaluate, and develop project proposals that will significantly increase walking as a viable mode of transportation.

- Activities to Meet Objective

  a. Identify major walking origins and destinations.

  b. Identify barriers to safe and convenient walking between origins and destinations.

  c. Develop improvements/project proposals to overcome barriers.

- Products

  a. List of major walking origins, destinations and key barriers.

  b. Prioritized list of at least 10 improvements/project proposals to overcome barriers.

Objective #3: Departmental Policies and Procedures—To review and revise departmental policies and procedures regarding pedestrian signing, pavement marking, and signalization.

- Activities to Meet Objective

  a. Identify major pedestrian policy and procedural issues.

  b. Write short issue papers (three to five pages) that summarize the latest research and thinking on particular issues; include pros and cons and a recommended course of action.

  c. Circulate issue papers for review.

  d. Adopt appropriate changes; may require Director's Rule or legislation.

- Products

  a. List of five to 10 major pedestrian policy and procedural issues.

  b. At least three issue papers on relevant pedestrian topics.

  c. Adoption of policies/procedures on at least three pedestrian issues (Note: may be new policies/procedures or reaffirmation of existing ones).

Objective #4: Interagency/Interdepartmental Coordination—To improve pedestrian safety by coordinating activities with the School District and the Police Department.

- Activities to Meet Objective

  a. Serve on School Safety Committee; respond to specific requests identified by committee members.

  b. Periodically meet with Police Department representatives to coordinate education, enforcement and engineering activities.

- Products

  a. List of improvements made as a result of School Safety Committee requests.

  b. Consensus/agreement on each other's programs.

Objective #5: School Walking Route Maps—To update and produce school walking route maps.

- Activities to Meet Objective

  a. On an ongoing basis, keep notes on needed changes to maps.

  b. Revise maps, give to School District to review.

  c. Present revised maps to School District.

- Product

  a. Revised maps for 52 elementary schools.

Objective #6: Capital Projects—To ensure the needs of pedestrians are accommodated when streets are rebuilt, reasphalted and/or restriped.

- Activities to Meet Objective

  a. Review all CIP arterial projects, streets that will be resurfaced and/or restriped for opportunities to improve safety and/or access for pedestrians and persons with disabilities.

  b. Provide up-to-date information and recommendations regarding pedestrian issues on all relevant projects.

- Products

  a. List of projects that affect pedestrian safety and access.

  b. Recommendations for improving pedestrian safety and access for each of the projects identified.

Objective #7: Legislation—To review, evaluate, and promote legislation that improves pedestrian safety and access.

- Activities to Meet Objective

  a. Review and comment on proposed ordinances and legislation pertaining to pedestrians (includes controls, laws, rules, regulations, etc. at local and state level).

  b. Work with AAA, the Police Department and others to develop consensus on legislation relating to pedestrian safety and access.

- Products

  a. Legislation that promotes and protects the interests of pedestrians and persons with disabilities (ongoing; as needed).

  b. Consensus with AAA, the Police Department and others on legislation relating to pedestrian safety and access (ongoing; as needed).

Objective #8: Public and Private Projects—To increase productivity and efficiency by working to leverage funds from outside sources to make pedestrian improvements.

- Activities to Meet Objective

  a. Identify public and private projects that have the potential to substantially improve pedestrian safety and access.

  b. Provide recommendations and input on how to integrate pedestrian facilities into the projects identified.

- Products

  a. List of four or more important projects that present opportunities to improve pedestrian safety and access.

  b. Pedestrian improvements integrated into the plans of two projects.

Objective #9: New Pedestrian Signs—To create and install a new sign to increase public awareness and compliance with the state law that requires the drivers of motor vehicles to stop for pedestrians crossing arterials at unsignalized intersections.

- Activities to Meet Objective

  a. Develop and manufacture a new educational pedestrian crosswalk sign.

  b. Install as a response to citizen requests for help at intersections where motor vehicle drivers do not stop for pedestrians.

  c. Place signs with support from the Police Department to enforce the area after the sign has been installed.

- Products

  a. New educational sign that has been approved by the Traffic Engineer.

  b. Signs installed in at least 20 locations.

Objective #10: Look As You Walk—To increase pedestrian safety by painting "Look as You Walk" at marked crosswalks.

- Activities to Meet Objective

  a. Develop criteria for deciding which locations should receive priority.

  b. Develop painting list and schedule.

- Products

  a. Criteria to prioritize which crosswalk locations should be painted.

  b. List of crosswalk locations with painted message.

Objective #11: Pedestrian Advisory Board—To promote and encourage citizen participation by creating and working with a pedestrian advisory board.

- Activities to Meet Objective

  a. Identify diverse group of citizens to create new board.

  b. Work with citizens to develop goals, objectives, operating procedures, etc.

c. Begin involving board in appropriate programs and projects.

- Products

a. List of board members who meet on a regular basis.

b. Written goals, objectives and operating procedures that have been adopted by board.

c. List of board recommendations on projects and programs.

Objective #12: Pedestrian Route Signing—To promote utilitarian and recreational walking by developing and installing directional signs.

- Activities to Meet Objective

a. Develop prototype pedestrian directional sign that is approved by the City Traffic Engineer.

b. Identify a route to sign.

c. Install signs.

- Products

a. Approved, prototype sign.

b. Signs installed on one pedestrian walking route.

Objective #13: New Programs—Develop Capital Improvement Program (CIP) proposals for facilities to improve pedestrian safety and access.

- Activities to Meet Objective

a. Develop program proposals and budget for following:

- Curb bulb program;
- Pedestrian signal program;
- Portable school crossing signs; and
- School legend stencil program.

b. Circulate and receive input from Department.

c. Include one or more in next year's budget proposal.

- Products

  a. Four program proposals.

  b. One or more proposals in next year's budget.

Objective #14: Comprehensive Planning—To ensure future funding opportunities can be taken advantage of by including facilities for pedestrians and persons with disabilities in the Comprehensive Transportation Plan.

- Activities to Meet Objective

  a. Determine what level of specificity is required in the Comprehensive Plan to qualify for State and Federal funds.

  b. Work with Planning Department to include pedestrian facilities in the Comprehensive Plan at the level required.

- Products

  a. A determination as to the level of specificity that is required in the Comprehensive Plan to qualify for State and Federal funds.

  b. Facilities for pedestrians and persons with disabilities included in the Comprehensive Plan at the level required.

Sample Job Notice

The following is a sample job notice. The intent is to provide an example of how a job notice might be written for a bicycle and pedestrian coordinator. An agency involved in hiring someone should develop their own job notice based on their own needs and circumstances. For example, a position with a city or county public works department may want to focus more on traffic and transportation issues; a position with a city, county, or MPO planning agency may want to focus on planning; and a position with a school district or safety agency may want to focus on safety and education issues.

EMPLOYMENT OPPORTUNITY
BICYCLE AND PEDESTRIAN PROGRAM MANAGER

SALARY: $38,000/year

POSITION DESCRIPTION: This position reports to the Transportation Planning Section Supervisor and is responsible for increasing bicycle use and safety. Primary responsibilities include planning, prioritizing, designing, and implementing physical improvements for promoting safe bicycling and walking; and facilitating the creation of education, enforcement, and promotion programs by working with the public and private sector.

SPECIFIC DUTIES: Develop bicycle and pedestrian policies and projects to be included in the Comprehensive Transportation Plan; collect and analyze traffic and accident data to identify patterns and problems and recommend solutions; prioritize, design, and implement small improvements to facilitate access and safety for bicyclists, pedestrians, and persons with disabilities; develop/update design criteria for bicyclists, pedestrians, and persons with disabilities; work with project engineers and designers to develop scope, design, and budget for bicycle and pedestrian projects; develop/update traffic laws for bicyclists and pedestrians; analyze and make recommendations regarding citizen complaints and proposals; coordinate activities between departments and outside agencies; work with the Police Department on setting enforcement priorities; serve as resource person to the School District; staff the bicycle and pedestrian advisory boards; prepare visual aids and make presentations to elected officials, neighborhood groups, and others; write reports and correspondence; work with budget office to secure funding for projects.

WHO MAY APPLY: Applications will be accepted from those who meet the following minimum qualifications:

- Education: A baccalaureate degree in urban planning, transportation planning, engineering, or a related field.

- Experience: Two years of experience in bicycle/pedestrian transportation planning or in coordinating a comprehensive bicycle/pedestrian program.

- Substitution: A master's degree may be substituted for 1 year of experience.

APPLICATION PROCEDURE: This is a competitive selection process. Applicants should submit an application package that includes a cover letter, a personal resume, and a written response to each of the six questions listed below. When listing past or present jobs, be sure to include the company/agency worked for, the dates of employment (month/year to month/year), the hours worked per week, and the functions performed. The following six areas constitute the examination for this position, so be sure to show the full range of your experience and training in each area. Answers must be limited to 300 words for each of the six areas:

1. Describe your experience and/or training in bicycle and pedestrian planning. Include college course work, seminars, conference sessions, and other special training. Describe the types of bicycle and pedestrian planning activities (i.e. policy development, comprehensive planning, project development) with which you have been involved. Also, indicate your experience with accident analysis, statistics, and forecasting.

2. Describe your experience and/or training in leadership development, negotiation, problem solving, consensus building, risk taking, decisionmaking and working with volunteers. Include college course work, seminars, conference sessions, and other special training. Use examples to illustrate your experience.

3. Describe your experience in working with other bicycle/pedestrian coordinators, project managers, transportation planners and engineers, elected officials, advisory boards, neighborhood organizations, and advocacy groups. Additionally, describe your experience in supervising others and in coordinating and interacting with other departmental staff and outside agencies and organizations.

4. Describe your experience and/or training in managing the development and construction of bicycle/pedestrian projects. Indicate the dollar amounts and complexity of the projects. Also mention your level of responsibility for initiating and/or monitoring and controlling the budget and schedules for any parts of these projects. Finally, discuss any experience you have had in securing funding (grants, other sources).

5. Describe your experience in doing analysis of policies, design and legislation for bicyclists, pedestrians, and persons with disabilities. Discuss the level of your responsibility for reviewing, evaluating, and commenting on bicycle/pedestrian issues and problems.

6. Describe your experience and level of responsibility for preparing and delivering oral presentations, indicating the audiences to which they were directed (neighborhood groups, management, other agencies, elected officials, etc.). Describe the different types of written materials that you have prepared (e.g. technical documents, correspondence, position papers, reports, etc.). NOTE: Part of the score for this area will include a rating of the overall quality of the writing for all six elements.

Sample Interview Questionnaire

The following is a sample set of instructions and questions for an oral interview. The intent of the questions is to provide ideas on the types of questions that might be asked a candidate for a bicycle/pedestrian coordinator position. Obviously, this is a partial list of all the questions that could be asked. An agency involved in hiring someone should develop their questions based on their own needs and circumstances.

QUESTIONS

There are 12 questions and we have 1 hour, so please be brief and to the point. Part of your evaluation will be based on your ability to answer all the questions in the time allotted.

There are three questions on your work experience, two questions on coordinating and working with volunteers, three questions on planning/engineering, and four questions on communication and people skills. All candidates are being asked the same questions. We will read each question twice.

Background/Experience

1. You have read the job description. Briefly describe any school, job, and/or volunteer-related experience that makes you uniquely qualified for this position.

2. What do you consider to be your two or three major school, job and/or volunteer-related accomplishments? Why?

3. Describe a situation from your experience where you organized volunteers to work on a particular issue. Include the number and type of volunteer involvement. By involvement, we mean letters, endorsements, public hearings, and meetings with appropriate officials that involved volunteers you recruited.

Coordinating and Working With Volunteers

4. If hired, one of your primary duties will be to staff our Bicycle and Pedestrian Advisory Committee. Briefly describe how you might go about working with the Committee to build a positive, working relationship with our Department.

5. A big problem with volunteers can be "burn out" and a lack of ongoing participation. How would you work with volunteers to ensure ongoing, enthusiastic participation?

Planning/Engineering

6. A bikeway is going to be developed from point A to point B. You have been asked to make a recommendation as to what type of bicycle facility should be built. Options include a two-way separated path, bike lanes, creation of wide curb lanes, and a signed bike route. What factors would you consider in doing your analysis for determining what type of facility to recommend?

7. For each of the following facilities, indicate your thoughts regarding minimum design widths. Two-way multiuse path? Bike lane with and without curbside automobile parking? Wide curb lane? Shoulder on a signed bike route? Sidewalk along an arterial in a residential neighborhood?

8. You have received a citizen request to install a marked crosswalk across an arterial where it intersects with a residential street. What factors would you consider in determining whether or not to install the crosswalk?

Communication/People Skills

9. Describe a situation from your experience where you worked with a citizens group or groups on a controversial issue. Describe the issue, how it was resolved, and what role you played in resolving the issue.

10. You have been asked to make a 5-minute presentation to the County Council regarding a proposed bicycle/pedestrian project. How would you organize the presentation?

11. Volunteers do a lot of negotiating with engineers, administrators, and elected officials. Briefly describe some negotiation strategies you might suggest to a volunteer. Use an example from your personal experience if you like.

12. A big problem can be work overload. How do you prioritize your work and what role do you see for a supervisor in resolving this problem?

Coordinator Studies/Surveys, Methodology, and Questions

BICYCLE PROGRAM SPECIALIST SURVEY
BICYCLE FEDERATION OF AMERICA

In 1990, the Bicycle Federation of America conducted a survey of 118 coordinators in 44 states. Sixty-five (65%) of the respondents worked for either a city, county or MPO. This survey represents the one single best source of information on bicycle coordinators in the United States. The following are questions from the survey that were used in compiling the information cited in this report.

1990 BICYCLE PROGRAM QUESTIONNAIRE
Compiled by the Bicycle Federation of America

1) NAME **Male/Female** **Age**

2) ADDRESS

3) TITLE

4) Government AGENCY [ ] State [ ] City [ ] County

[ ] Regional/MPO [ ] Federal [ ] Town

5) IN WHICH DEPARTMENT ARE YOU LOCATED?

[ ] Engineering [ ] Planning [ ] DNR/Parks
[ ] Other.....

6) WHAT PERCENTAGE OF YOUR TIME IS SPENT ON BICYCLE ISSUES?

[ ] >5% [ ] 10-20% [ ] 20-30% [ ] 30-40%
[ ] 40-50% [ ] 50-60% [ ] 60-70% [ ] 70-80%
[ ] 80-90% [ ] 100%

What are the major emphases of your bicycle work?

[ ] Planning
[ ] Engineering
[ ] Recreation
[ ] Coordination
[ ] Communications
[ ] Legal
[ ] Information Flow
[ ] Education

7) WHAT OTHER MAJOR AREAS OF RESPONSIBILITY DO YOU HAVE?

[ ] Pedestrian
[ ] Other
[ ] Rideshare
[ ] Trails

Do you think your program could/will be expanded to include pedestrians?

[ ] Yes **[ ] No**

8) DO YOU HAVE ANY STAFF WORKING WITH OR FOR YOU?

How many? What type of functions:

9) WHAT IS THE TITLE OF YOUR SUPERVISOR?

10) WHAT STAFF GRADE IS YOUR POSITION?

11) WHAT IS YOUR CURRENT (Pro-rated, annual) SALARY?

[ ] Less than $15,000
[ ] $15,000-19,999
[ ] $30,000-34,999
[ ] $45,000-49,999
[ ] 20,000-24,999
[ ] 35,000-39,999
[ ] 50,000 and above
[ ] 25,000-29,999
[ ] 40,000-44,999

12) HOW LONG HAVE YOU BEEN IN THIS POSITION?

13) WHAT WAS YOUR PREVIOUS POSITION/JOB?

14) WHAT PROFESSIONAL TRAINING/QUALIFICATIONS DO YOU HAVE?

a. Subjects:

[ ] Engineering

[ ] Planning

[ ] Communications

[ ] Business/Administration

[ ] Other

b. Level:

[ ] Degree/Master's

[ ] Professional License

[ ] Specialized training
(inc. bicycle program courses)

c. Professional affiliations:

[ ] APA

[ ] ITE

[ ] ASCE

15) WHAT YEAR WAS YOUR POSITION CREATED?

16) BY WHAT PROCESS WAS THE POSITION CREATED?

[ ] Mayor/Governor's order

[ ] Internal agency decision

[ ] Citizen requests

[ ] Legislation/Ordinance

[ ] Recommendation of Task Force/
Advisory Committee

17) DOES YOUR ORGANIZATION HAVE A BICYCLE ADVISORY COMMITTEE?

[ ] YES

[ ] NO

How often does it meet?
How many members does it have?
Are members active?
What is your role on the Committee?
Who appoints Committee members?

Do you have any of the following on your committee:

Lawyer	Bicyclists	Police
Business leader	Community representiative	Celebrity
Elected representative		Educator
Planner	Bicycle Dealer	Engineer

18) IS THERE A STRONG BICYCLE LOBBY IN YOUR COMMUNITY? Yes No

How would you describe your relations with them?

[ ] Good [ ] No Contact [ ] Poor

19) WHAT DO YOU THINK ARE THE GREATEST ASSETS OF YOUR PROGRAM?

20) WHAT HAS BEEN THE GREATEST IMPACT/SUCCESS OF YOUR PROGRAM?

21) WHAT DO YOU THINK IS THE MOST IMPORTANT THING YOU DO?

22) WITHIN THE LAST 12 MONTHS HAVE YOU DEVOTED TIME TO ANY OF THE FOLLOWING ACTIVITIES?

[ ] Facility Design
[ ] Policy Development
[ ] Comprehensive planning
[ ] Education materials
[ ] Rails to Trails
[ ] Program administration
[ ] Mapping
[ ] Special Events
[ ] Professional training
[ ] Bicycle parking
[ ] Legislative changes
[ ] Review of siteplan and subdivision plans
[ ] Facility planning
[ ] Highway project reviews
[ ] Accident analysis
[ ] Education - teaching
[ ] Enforcement activities
[ ] Research
[ ] Publicity, media relations
[ ] Encouragement
[ ] Off-road/trail access
[ ] Bikes on trains/buses
[ ] Helmet promotions

23) WHAT TYPE AND LEVEL OF FUNDS DO YOU WORK WITH/ADMINISTER?

[ ] Federal	1990 $	1989 $
[ ] State	1990 $	1989 $
[ ] City/local	1990 $	1989 $

Total FH1990 budget for your program (salary & adm.) $
Total FY1990 expenditure on bicycle facilities/materials $

24) HAVE YOU USED ANY OF THESE SPECIFIC FUNDING SOURCES?

[ ] s217 Bicycle & pedestrian projects:	$	Year
[ ] s402 NHTSA Bicycle safety programs:	$	Year
[ ] Oil overcharge funds:	$	Year
[ ] s3,9,18 UMTA transit access funds:	$	Year

25) WHAT PUBLICATIONS HAVE BEEN PRODUCED BY YOUR PROGRAM?

[ ] Newsletter
[ ] Brochures/materials for cyclists
[ ] Maps
[ ] Master (Bike) Plan
[ ] Brochures/materials for motorists
[ ] Helmet brochure
[ ] Facility Design Guide

Other

Please enclose samples, where possible.

26) HAVE YOU ATTENDED A PRO BIKE CONFERENCE:

[ ] 1980 Asheville
[ ] 1984 Miami
[ ] 1982 Colorado Springs
[ ] 1986 Seattle
[ ] 1988 Tuscon

Have you attended a regional Pro Bike Conference?

Where? When?

27) WILL YOU BE ATTENDING THE 1990 PRO BIKE CONFERENCE IN WASHINGTON? [ ]Yes [ ] No

28) DO YOU SUBSCRIBE TO, OR READ PRO-BIKE NEWS [ ] Yes [ ] No
BICYCLE FORUM [ ] Yes [ ] No

29) WHAT CHANGES WOULD YOU LIKE TO SEE MADE TO PRO BIKE NEWS TO MAKE IT MORE USEFUL?

30) WHAT OTHER SUPPORT DO YOU NEED FROM THE NATIONAL LEVEL?

31) WOULD YOU BE INTERESTED IN ATTENDING PROFESSIONAL TRAINING COURSES FOR BICYCLE COORDINATORS AND BICYCLE PROGRAM SPECIALISTS?

[ ] Yes [ ] No

32) WOULD YOUR ORGANIZATION/AGENCY BE INTERESTED IN PROFESSIONAL TRAINING COURSES (INTRODUCTION TO BICYCLE ENGINEERING AND PLANNING) FOR ENGINEERS AND PLANNERS?

33) WHAT FEDERAL/NATIONAL RULES AND REGULATIONS HELP/HINDER YOU THE MOST?

34) COMMENTS

Please complete and return this form, by Monday, August 13, 1990, to Andy Clarke, Bicycle Federation of America, 1818 R Street NW, Washington D.C. 20009. Fax replies should be sent to (202) 332-6989.

Thank you for your cooperation.

FOLLOWUP DISCUSSIONS

The above survey asked all the questions needed to complete this study with one exception. It failed to ask a question with regard to program frustration or failure. Consequently, the following question was asked of about 20 coordinators over a period of 6 months. "What do you consider to be the biggest frustration and/or failure or your program?"

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*U.S. G.P.O.:1993-343-273:80212

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