URBPLAN-772: Pedestrian and Bicycle Transportation

Syllabus (1/18/22)

Spring 2022—3.0 Credits
Monday, 1:30 p.m. to 4:10 p.m., AUP Room 343

Course Instructor: Dr. Robert Schneider (rjschnei@uwm.edu, 414-977-7740)
Office Hours: By Appointment (flexible times), Online

Course Overview
Walking and bicycling are essential components of a sustainable transportation system. In response to growing concerns about personal mobility and safety, access to transit, equity, air quality, public health, and other issues of community sustainability, many government agencies are developing plans to improve pedestrian and bicycle transportation.

Pedestrian and bicycle transportation are influenced by micro-scale elements of the built environment, such as sidewalks, bicycle lanes, traffic speeds, and roadway crossings, as well as by macro-scale characteristics, such as community-wide pathway systems and regional land use patterns. As a result, walking and bicycling issues bridge the disciplines of urban planning, urban design, and civil engineering.

This graduate-level course is structured to provide students with information about current practices in the pedestrian and bicycle transportation field. It will cover historical and institutional frameworks, benefits and obstacles to pedestrian and bicycle planning, policy development, perceived and actual safety, facility design, network development, and practical methods of estimating demand and evaluating walking and bicycling conditions. Students will be challenged to evaluate the existing methods critically and develop ideas for improving pedestrian and bicycle planning practices. The course will focus mainly on practices in the United States, though it will include examples of innovative international strategies.

The course will include lectures, guest speakers, a field trip, and several assignments. Most classes will include a presentation by the course instructor. References from the reading list will also be discussed in class. To facilitate discussions, students will be selected to the “Expert” for specific readings in the next class period. The “Expert” should be prepared to provide a brief overview and one or two discussion questions for the readings. Guest speakers (and panels of speakers) will be professionals working in local, regional, and state agencies, advocacy organizations, and academic settings who will provide a practical perspective on the issues discussed in class. When guest speakers are scheduled, the last portion of the class period will be reserved for their presentation and discussion.

I am looking forward to a great term with all of you!
Bob
Course Objectives
By completing this course, students should be able to:

- Explain historical and institutional frameworks, including the development of roadway facilities for specific user groups, Complete Streets policies, and current state and federal policies related to multimodal transportation.
- List specific benefits of pedestrian and bicycle transportation and understand obstacles to promoting pedestrian and bicycle transportation.
- Provide at least one possible description of the thought process that people follow when choosing a specific mode (e.g., walking or bicycling) for routine travel.
- Understand roadway design, user characteristics, and vehicle characteristics associated with perceived and actual pedestrian and bicycle safety.
- Understand the rationale behind standard pedestrian and bicycle facility design practices as well as the debates surrounding new, innovative pedestrian and bicycle facilities.
- Apply spreadsheet formulas to evaluate pedestrian and bicycle conditions based on objective roadway measurements.
- Identify the most common factors used in pedestrian and bicycle demand (volume) models.
- Evaluate the existing pedestrian and bicycle planning and engineering methods critically and develop ideas for improving professional practice.
- Explain general differences in pedestrian and bicycle travel behavior and facility design in the United States, Europe, and Asia.
- Work with group members to propose feasible pedestrian and bicycle improvements to a local intersection.

COVID Policies
Text in this section is taken directly from and modified from the UW-Milwaukee “COVID-19 Syllabus Statements, Fall 2022” website: https://uwm.edu/cetl/covid-19-syllabus-statements/.

Panther Community Health and Safety Standards: UWM has implemented reasonable health and safety protocols, taking into account recommendations by local, state and national public health authorities, in response to the COVID-19 pandemic. As a member of our campus community, you are expected to abide by the Panther Interim COVID-Related Health & Safety Policy (https://apps.uwm.edu/secu-policies/storage/other/SAAP%2010-12.%20COVID%20Health%20and%20Safety%20Policy.pdf), which was developed in accordance with public health guidelines. These standards apply to anyone who is physically present on campus, UWM grounds, or participating in a UWM-sponsored activity:

- All individuals visiting UWM facilities must wear face coverings while indoors;
- Unvaccinated students coming to campus are required to test weekly for COVID-19; and,
- You should check daily for COVID-19 symptoms and not come to campus if you are feeling sick.

Additional details about student and employee expectations can be found on the UWM COVID-19 webpage (https://uwm.edu/coronavirus/).

Attendance Policy
Our class is designed for in-person instruction throughout the semester. However, do not attend this in-person class if you have COVID-19, if you are experiencing symptoms consistent with COVID-19, if you have been in close contact with others who have symptoms, if you need to care for an individual with COVID-19, or have other health concerns related to COVID-19.
• In case of illness, you should contact me immediately to discuss options for completing course work while ill.
• Notify me in advance of the absence or inability to participate, if possible.
• If necessary to participate in class activities online, please submit assignments electronically, to the extent possible.
• Reach out to me if illness will require late submission or other modifications to deadlines.
• If remaining in a class and fulfilling the necessary requirements becomes impossible due to illness, contact me to discuss other options.
• As your instructor, I will trust your word when you say you are ill, and in turn, I expect that you will report the reason for your absences truthfully.

Face-to-Face Class Recording (Lecture Capture)
Our class sessions will be audio-visually recorded. If you do intend to participate online, please attend at the scheduled class time so that you can participate in discussions. Note that the recordings may not capture all aspects of small group discussions or student questions, and there may be technical difficulties. Students who participate during an in-person class session are agreeing to have their audio/video or image recorded. If and when students participate in class remotely, they are also agreeing to have their audio/video or image recorded.

Potential for Reversion to Fully Online Instruction
Changing public health circumstances for COVID-19 may cause UWM to move to fully online instruction at some point during the semester. UWM will communicate with students about moving to fully online instruction if the situation develops.

Readings and Class Participation
You are expected to attend lectures and participate in class during the designated class times. A different topic from the pedestrian and bicycle planning field will be covered each class session. The readings listed under each session below are required readings. Readings will be available on the course Canvas website. All students are expected to read all the assigned readings BEFORE class and to actively participate in the discussion. A separate list of references titled, “Supplemental References,” will also be posted online.

Active participation in class is an important component of this course. Being able to express concepts and opinions clearly and ask good questions are critical skills in the professional world. Class attendance will be taken. However, class participation grades are based on the quality of active participation in class discussion, not simply on attendance. In the interest of promoting a productive learning environment for all, please:
• Arrive on time and stay for the duration of class.
• Turn off or mute audible mobile devices for the duration of class.
• Turn off laptops unless they are being used for notes, you are checking facts discussed in class, or if you are instructed otherwise. Bottom line: stay engaged in the class discussions.

Behaviors that detract from class learning will be penalized in the class participation grade.
Class Assignments
The three assignments are designed to give practical experience with elements of the active transportation realm, including policy development, research, and design. All work should have a practical focus. For example, work should be done with the intention of presenting findings to planners and engineers at a municipal agency or distributing the results to members of the Association of Pedestrian and Bicycle Professionals. Writing and producing graphics to communicate ideas are important skills in the pedestrian and bicycle field, and the clarity and organization of all assignments will be evaluated as a part of the grading process. Sources should be referenced in all assignments. Any reference style is acceptable; the keys are to give credit to your sources and to provide support for your arguments. All assignments should be uploaded to the course Canvas site by 1:30 p.m. on the due dates listed. The assignments are described below.

Assignment #1: Attend a local transportation meeting and turn in a 2-page summary memo
(Due Friday, February 18th)
This assignment is designed as an introduction to the political realm of decision-making. The final product should be a two-page, single-spaced memorandum in a standard memo form with a meeting summary and analysis. You should address the memo to the executive director of the local advocacy organization (real or fictitious) of your choice. The final memo should be submitted as a Microsoft Word document so that comments can be provided in Track Changes. Your memo should contain the following three sections:

- A very brief description of the role and function of the organization whose meeting you attended. (about 1 paragraph)
- A short summary of the purpose of the meeting and the specific topics discussed. If the agenda included a large number of items you may choose to focus on one or two key topics. (1 to 2 paragraphs)
- Your detailed comments on the following question: What did this experience teach you about citizen participation and public decision-making with regard to bicycle and pedestrian planning? (1 to 1.5 pages)

Before attending the meeting, skim a few background materials about the group sponsoring the meeting and any reports and analyses prepared specifically for the meeting. Also obtain and review any materials that are handed out or presented at the meeting. Examples of appropriate meetings include:

- City of Milwaukee Bicycle and Pedestrian Task Force (https://city.milwaukee.gov/dpw/infrastructure/multimodal/Bicycle-Task-Force). They typically meet the first Wednesday of each month from 4:30 to 6:00 pm, which would be February 2nd.
- City of Wauwatosa Bicycle and Pedestrian Facilities Committee Meeting (https://wauwatosacitywi.iqm2.com/Citizens/Board)
- City of Wauwatosa—Other transportation-related meetings (see https://wauwatosacitywi.iqm2.com/Citizens/calendar.aspx)
- Village of Shorewood—Transportation-related meetings (see https://www.villageofshorewood.org/AgendaCenter)
• Any other meeting of local municipalities, the City of Milwaukee Department of City Development, the Milwaukee County Trails Council, or the Southeast Wisconsin Regional Planning Commission that has a transportation issue on the agenda (*if you aren’t sure if the meeting is a good fit, just e-mail me to check*)

Assignment #2 (Option A): Create a Photographic Essay and a Short Video about A Great Street Feature, Program, or other Improvement in a Community Outside of Milwaukee (Select any potential teammates by Wednesday, February 16th; Final Report and Presentation Due Monday, March 28th)

Many members of the Milwaukee community have not been exposed to innovative pedestrian and bicycle street designs, projects, and programs that are being implemented in other parts of the United States (or world). Through this assignment, you should produce an informational photographic essay (4-6 pages) and a short video (2-4 minutes) to explain a great street feature, program, or other type of improvement in a community or communities outside of Milwaukee.

The photographic essay should include pictures (and possibly maps and other diagrams). Importantly, the images should be complemented by technical information about the topic. The text content should be between 4 to 6 pages, double-spaced, not including the pictures.

The video should include some original footage from you, including an introduction with your name. It may also integrate videos from other sources, but those must be clearly credited to the original authors.

You should develop your document and video with the intention of having it posted online and shared on social media. I plan to share the best student projects in some form (possibly on my personal website, through Milwaukee Safe and Healthy Streets, or through social media). Ultimately, I hope that many people in the Milwaukee community can see and be inspired by your work. Note that the idea for this assignment came from Montavious Jones and his blog, “Here. This is why.”

(https://www.herethisiswhy.com/about)

Note: this project can be done in groups of 1 to 3 students. Each student should contribute 2 to 4 minutes of quality video content and 4 to 6 pages of text content.

Assignment #2 (Option B): Summarize Local Pedestrian or Bicycle Data for Client (Introduction to Topics and Clients on Monday, February 14th; Select Partners by Wednesday, February 16th; Final Report and Presentation Due Monday, March 28th)

This assignment will be done in small teams of 2 or 3 students. You will have a chance to explore one of several topics using local pedestrian or bicycle data provided by a client. Possible topics could include:

• Analyze usage and perceptions of e-scooters in the City of Milwaukee (for City of Milwaukee, Department of Public Works).
• Analyze usage patterns and trends in Bublr bikeshare trips (for Bublr Bikes).
• Analyze multi-use trail usage from several automated counter stations in Milwaukee County (for Milwaukee County Parks).

This assignment consists of two deliverables: 1) a report document (70% of assignment grade) and 2) a video presentation summarizing your report (30%). Both will be given to your client.

• Your final summary document should be professional quality. It should be 8 to 10 double-spaced pages per person and must include 1) background about the topic (why it is important to analyze your data, in particular), 2) a description of the data source and how the data were collected, 3) a description of your analysis approach, 4) a summary of your results (focusing on the most interesting findings), and 5) implications of your results (why they are useful for your
client). The document should include at least two charts, tables, or other graphics (these graphics do not count against the page limit) and at least two references from the course Supplemental Reference list. Figures, tables, and other graphics do not count against word limits. Appendices also do not count against word limits. As expected for any professional document, you must cite sources within the text for each piece of information that you include in your paper but do not create yourself, including sentences in the text as well as graphics, photos, and other images.

- Your presentation should be an 8- to 10-minute video that you produce prior to the due date. It should cover the importance of the topic (~1 minute), provide a brief overview of the data (~2 minutes), and then devote the most time to the results and implications for policy (how the findings will be useful to your client) (~7 minutes). Your client will be your primary audience, but your instructor and classmates will also join the Q&A discussion. We will play the video in class and have the Q&A discussion immediately afterward.

**Final Project (Final Examination): Intersection Analysis**

*(Proposed Team & Intersection Due Wednesday, March 30th; Final PowerPoint Presentation and Final Documentation Due on Monday, May 9th)*

The intersection analysis should be conducted in groups of 3 to 4 students, and it will involve planning, design, and engineering skills. The goal of the assignment is to recommend, illustrate, and justify a set of pedestrian and bicycle improvements at and near an intersection in Milwaukee. This location will be identified as an intersection of community interest by the City of Milwaukee (intersection options will be provided by the instructor). Project limits will include the intersection plus the street segments approaching the intersection (e.g., a four-way intersection includes four approach legs—design of the intersection approaches may be even more important for pedestrian and bicyclist safety and convenience than the intersection itself). Groups should choose an intersection where improvements are needed, not one that already accommodates pedestrians and bicyclists fairly well. The project will involve several field visits, so an accessible location is very important.

The final product will be a 15-minute professional presentation (with 15 additional minutes for questions) that is delivered during the last week of class. Time limits on presentations will be strictly enforced. The presentation should be given from a carefully-constructed PowerPoint file. This PowerPoint file will be the main product of this assignment, but it should be accompanied by necessary supporting documentation (appendices). A separate report document is not required; the presentation file is the main deliverable for this assignment. The appendices do not need to be formatted carefully, but they need to be understandable.

Required components of the project to be included in the final presentation include:

- A brief discussion of why the intersection should be improved for pedestrians and bicyclists.
- An illustration of the current design of the intersection and approaching street segments in plan view, including key roadway and sidewalk measurements.
- An illustration of the cross-section existing conditions on at least one of the approaches, including key roadway and sidewalk measurements.
- Two-hour traffic counts for autos, pedestrians, and bicyclists during a morning or afternoon “peak” travel period.
- An illustration of the proposed redesign of the intersection and approaching street segments in plan view, including key roadway and sidewalk measurements.
- An illustration of the cross-section of the proposed redesign of at least one of the approaches, including key roadway and sidewalk measurements.
- Bicycle Level of Traffic Stress (LTS) on one or more of the intersection approach streets under 1) existing conditions and 2) redesigned conditions.
- Multimodal level of service analysis of pedestrian level of service and bicycle level of service on one or more of the intersection approach streets under 1) existing conditions and 2) redesigned conditions.
- A qualitative or quantitative assessment of how the redesigned conditions could affect automobile travel.
- Rough, order-of-magnitude cost estimates for the improvements. See spreadsheet provided by the instructor with common facility costs in Milwaukee. Also consider searching for other cost estimates online.
- Other education or enforcement strategies that may complement the physical changes.
- Justification of the design changes: 1) appropriate for surrounding roadway and land use context (e.g., does the improvement improve route network connectivity, access to transit, a connection between activity centers?), 2) improves suitability for all roadway users without significant deterioration of conditions for a certain user group, 3) reduces crash risk, 4) is not excessively costly, 5) recommendations from previous pedestrian or bicycle plans, etc.
- Challenges to implementing the recommendations: 1) citizens or other groups who may oppose changes, 2) physical design constraints, 3) cost constraints, etc.
- Future phases of the project that could be completed with more public support and funding.
- Source information for graphics and images that are not your own.

One member from each group should email the instructor with the group members’ names and the proposed intersection by Wednesday, March 30th. The final group presentations will be given in the final class. These will be professional presentations. Leaders of neighborhood organizations, advocacy groups, agency staff, and possibly elected officials will be invited to attend. The final PowerPoint presentation plus supporting documentation for cost estimates, level of service analysis, and other conclusions should also be submitted in advance of the final class. The instructor will share the presentation and supporting documents with individuals and groups listed above. Grading will be done based half on the formal presentation and half on the final materials submitted.

Note that accuracy will be more important than precision in this exercise (i.e., it is more important to demonstrate knowledge of the difference in magnitude of costs between various infrastructure types, rather than know exactly how much each type costs). In addition, Illustrations should include key dimensions, such as street and lane widths, to communicate the existing conditions and proposed changes accurately, but they do not need to be developed using special software. Base aerial photos from Google Earth plus PowerPoint illustrations are sufficient for this project. AutoCAD, Adobe Illustrator and other design software is optional but can increase the attractiveness of the final recommendations.

At the end of this assignment, each individual team member will assess other student contributions to his or her group by awarding up to 100 points to each other team member. This team member assessment will be factored into each individual’s grade for the assignment. Ratings must be submitted confidentially by each group member and will not be shared by the course instructor. See Appendix for more detail.
Academic Misconduct and Plagiarism
All work in this course should be your own, though you will draw upon other references. In written work, cite your sources for quotes, facts, and opinions, both in the body of your work (at the end of the specific sentence where the information is cited) and in the bibliography. Do not copy word for word unless you place the words in quotation marks. Do not paraphrase the ideas of others without identifying the sources.

Students are expected to adhere to conduct policies at the following website:

According to this source, “Academic misconduct is an act in which a student:
• seeks to claim credit for the work or efforts of another without authorization or citation
• uses unauthorized materials or fabricated data in any academic exercise
• forges or falsifies academic documents or records
• intentionally impedes or damages the academic work of others
• engages in conduct aimed at making false representation of a student’s academic performance
• assists other students in any of these acts”

Any academic misconduct (plagiarism) will be dealt with as a serious ethical breach. If you have questions about whether you are crossing an ethical line, ASK me.

Other Course Policies & Campus Resources
This course adheres to campus policies regarding students with disabilities, religious observances, active military service, incompletes, discriminatory conduct, academic misconduct, complaints about the course, grade appeals, and firearms. For details about these policies as well as university COVID-19 policies, see https://uwm.edu/secu/syllabus-links/.

If you are very sick and cannot attend class, please let me know prior to class.

Campus Resources for Students
https://uwm.edu/studentsuccess/

Mental Health America Resource Locator
https://www.mhanational.org/finding-help

Suicide Prevention Hotlines 24/7
National Suicide Prevention Lifeline | 1-800-273-8255
National Crisis TEXT line | Text HELLO to 271-271
Please visit https://uwm.edu/mentalhealth/ for more information.

Diversity, Equity, and Inclusion
The Department of Urban Planning is committed to addressing systemic racism across all of its dimensions in our curriculum. Towards this goal, the Department of Urban Planning acknowledges the historical roles of urban planning in creating and replicating racial inequities in the built environment. We are committed to developing pedagogical approaches and curricular content to train urban planners on anti-racist planning strategies.
We desire to foster and reinforce an inclusive culture in which democratic principles embrace the richness of our diverse society. The Department of Urban Planning facilitates and advances respectful dialogues among participants (students, instructors, class project clients, community members, and so on) of diverse backgrounds and experiences. This course welcomes diverse backgrounds and thoughts and strives to make our community more equitable and inclusive.

**Grading**

Grades will be given on an A to F scale based on the following components of the class:

- Overall class attendance and participation (10%)
- Assignment #1: Memo summarizing agency pedestrian or bicycle meeting (10%)
- Assignment #2: Option A (Photographic essay & video) or Option B (Local pedestrian or bicycle data analysis) (40%)
- Final Project (Final Examination): Group intersection analysis project (40%)

Assignments are due by 1:30 p.m. on the dates listed above. Each calendar day late will result in loss of one grade (i.e., an “A” assignment will be given a “B”). A paper received at 1:31 p.m. on the due date is considered one day late.

The grading scale will be based on points earned out of 100 possible points in each component area. This scale is:

- 98 and above = A+
- 93 to 97.9 = A
- 91 to 92.9 = A-
- 88 to 90.9 = B+
- 83 to 87.9 = B
- 81 to 82.9 = B-
- 78 to 80.9 = C+
- 73 to 77.9 = C
- 71 to 72.9 = C-
- (and so on)

Grading is based on a combination of factors that contribute to professional-quality work. These include completeness of presentations and documents, logic, clarity, and creativity. Each of these factors is explained in the table on the following page. Assignments that are judged to be professional quality will receive an “A”. Assignments with some deficiencies in the four factors described in the table will receive lower grades. The instructor will provide written feedback (and additional oral feedback, as requested) so that students can understand aspects of their work that may need improvement. While the table on the following page provides some guidance, it falls well short of experiencing the process of completing assignments, receiving feedback, and taking this feedback into account on your next assignment.

Grading is based on the quality of work produced. It is not based on student background, prior education, or natural talent.

**Time Requirements**

In general, it is expected that students will spend approximately three hours in class per week plus an additional seven hours per week on readings, assignments, and other preparation. However, grading is based on the quality of work produced rather than amount of time spent working.
<table>
<thead>
<tr>
<th>Factor</th>
<th>Definition</th>
<th>Low Quality</th>
<th>Medium Quality</th>
<th>High Quality</th>
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<tbody>
<tr>
<td>Completeness</td>
<td>The degree to which all aspects of the assignment are addressed in documents or presentations. In general, more thorough discussions are better, but this must be balanced with length limits.</td>
<td>Parts of questions are not answered or sections of a policy analysis are not included.</td>
<td>All parts of questions are answered and all sections of a policy analysis are included, but some responses or discussions may not cover the issue in depth.</td>
<td>All parts of questions are answered and sections of a policy analysis are included, and all responses and discussions are thorough.</td>
</tr>
<tr>
<td>Logic</td>
<td>The degree to which an argument written in text, presented on a map, or described in an oral presentation makes sense. Good arguments are supported by well-researched examples, high-quality studies, and/or well-analyzed data.</td>
<td>Many arguments do not make sense or are not supported by examples, studies, and/or empirical data.</td>
<td>Some arguments do not make sense or have weak support from examples, studies, and/or empirical data.</td>
<td>All arguments make sense and are supported by examples, studies, and/or empirical data.</td>
</tr>
<tr>
<td>Clarity</td>
<td>The degree to which an assignment is written and organized well. For maps and graphics, this includes attractiveness of the layout and ease of understanding what you are trying to show. For presentations, this includes the and the organization of the presentation.</td>
<td>The writing is wordy, uses poor sentence structure, grammar, punctuation, etc. The writing is inconsistent and poorly organized, making it very difficult to understand the issue, analysis, or conclusions.</td>
<td>The writing is understandable, but it suffers from some wordiness, errors, and poor proofreading. The writing has several inconsistencies or poorly organized sentences or paragraphs.</td>
<td>The writing is in a professional tone that is concise and has no grammatical errors. It communicates a clear sense of the issue, analysis, &amp; recommendations; paragraphs and sentences are organized logically.</td>
</tr>
<tr>
<td>Creativity</td>
<td>The degree to which an assignment or presentation considers a wide range of relevant analysis approaches and relevant possible solutions, including some that may not be readily apparent to a client. This also includes recognizing limitations of your approach.</td>
<td>Analysis approaches and possible solutions are obvious or limited in number, other potential approaches and solutions were not considered, and limitations were not discussed.</td>
<td>Several analysis approaches and possible solutions were considered, potentially including some that were not readily apparent to a client. A few limitations were discussed.</td>
<td>A wide range of relevant analysis approaches and relevant possible solutions were considered, including some that were not readily apparent to a client. Most limitations were discussed.</td>
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Class Topics and Reading List

Class 1: Pedestrian and Bicycle Transportation Institutions and Trends (1/24/22)


Class 2: Benefits of Pedestrian and Bicycle Transportation & Advocacy Movements (1/31/22)


Class 3: Travel Behavior: Shifting Automobile Travel to Walking and Bicycling (2/7/22)


>>>Memo for Assignment #1 due on Friday, 2/18/22.

Class 4: Pedestrian and Bicycle Data Collection and Performance Measures (2/14/22)


>>>Select Partners and Topic for Assignment #2 by Wednesday, 2/16/22.

Class 5: Pedestrian and Bicycle Safety: Crash Data and Risk Perceptions (2/21/22)


5.5. Governors Highway Safety Association (GHSA). Pedestrian Traffic Fatalities by State: 2020 Preliminary Data, Spotlight on Highway Safety, Author: Retting, R,


**Class 6: Pedestrian Design Fundamentals (2/28/22)**


**Class 7: Bicycle Design Fundamentals (3/7/22)**


Class 8: Pedestrian and Bicycle Facility Design Innovations (3/14/22)


>>>Paper for Assignment #2 due on Monday, 3/28/22.

>>>Proposed intersection and group members for Assignment #3 due on Wednesday, 3/30/22.

Class 9: Assignment #2 Presentations & Introduction to Pedestrian and Bicycle Equity (3/28/22)


Class 10: Field Trip—Field Trip in area south of UWM (4/4/22)

Class 11: Pedestrian and Bicycle Plans & Implementation (4/11/22)

Groups will be assigned one of the following plans to read and review:


Small group discussion questions will include:

- Why did the agency develop the plan? (What motivated them to develop the plan?)
- What was your favorite part of the plan? What was the “strongest” part of the plan?
- What was your least favorite part of the plan? What was the “weakest” part of the plan? Importantly, what do you think was *missing* from the plan?

Full class discussion will address:

- Common strengths & weaknesses (2-3 from each group)
- Differences between local and regional plans

Class 12: Pedestrian and Bicycle Suitability Assessment Methods (4/18/22)


*Updated Bicycle Level of Traffic Stress (LTS) tables available:*

Class 13: Pedestrian and Bicycle Demand Estimation & Prioritization Methods (4/25/22)


Class 14: International Pedestrian and Bicycle Transportation & Work Session (5/2/22)


Class 15: In-Class Presentations of Class Projects/Course Wrap-Up (5/9/22)

>>>Presentation file and supporting documentation for Assignment #3 due on Monday, 5/9/22.
Appendix. Team Member Grading and Evaluation

Group Work Grades

To incentivize individual contributions to group work assignments, student group members will be asked to provide confidential evaluations of their teammates’ efforts at the end of the source. Grade adjustments will be made, as necessary, to individual students’ grades for each case. The student evaluation will involve each team member assigning a set of ten 1 (lowest) to 10 (highest) scores representing the contribution of all other team members to the group assignment. A total of 100 points are possible, and each team member can give 100 points to all other team members. We will use the form on the following page. You are expected to take team member scores seriously and provide a few sentences to justify your reasoning. The instructor reserves the right to NOT make an adjustment to a team member score if sufficient justification is not provided. The instructor also reserves the right to increase a team member’s score if other team member explanations of her or his contribution show particularly outstanding contributions to the group (e.g., “I wish that I could have given Team Member X a score of 11 for many of these criteria!”). Any adjustments to a single individual’s score is independent of other team member scores.

Note: the scores that you assign and comments that you make in your team member assessment provide important information for me to consider, but they are not tied to a specific, pre-determined change any teammate’s overall grade. Since it is my responsibility to assign scores and grades, I will take your input under advisement and make any final grade adjustments as fairly as possible.
Team Member Evaluation Form (may be administered as an online survey)

Group member being evaluated:

Your name:

Please enter a score of 1 to 10 for each of the 10 items. Then please add some narrative regarding your evaluation at the bottom of the form.

Use the following scale for all items:

1 = poor; 10 = sufficient (if a particular criterion is not applicable, please enter a score of 10)

<table>
<thead>
<tr>
<th>The Group Member...</th>
<th>Score (1-10)</th>
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<tbody>
<tr>
<td>1. Contributed to a fair share of the workload.</td>
<td></td>
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<tr>
<td>2. Met the deadlines set forth by the team.</td>
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<td>3. Participated in and contributed effectively to discussions.</td>
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<td>4. Helped keep discussions organized and the team focused on completing tasks.</td>
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<td>5. Resolved any conflicts in a professional manner.</td>
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<td>6. Showed respect toward others and helped maintain a positive climate.</td>
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<td>7. Listened to others and did not dominate or withdraw from discussions.</td>
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<tr>
<td>8. Contributed to the development of the team project initially and as it progressed.</td>
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<tr>
<td>9. Contributed towards the submission of the final team deliverables.</td>
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<td>10. I would like to work with this person again given an opportunity to do so.</td>
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Total Points

Comments (at least two to three sentences to justify the scores given above):