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# Yellow Bike Pilot Program

*A Report of Research & Program Implementation for a  
Bike-Share Program at Western Washington University*



<http://www.greatlakes.net/teach/pollution/sprawl/yellowbike2.jpg>



<http://web.cortland.edu/communitybikeproject/standardweb/index.htm>

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## Executive Summary

Western strives to be a leader within Bellingham and throughout the Pacific Northwest promoting alternative transportation, which is evident in Western's Institutional Master Plan. This is why a "Yellow Bike Program" is a good opportunity to promote the plan and to gain widespread recognition of Western's commitment to creative means for sustainability.

For three months, in the Campus Planning Studio, Internet research and meetings with campus officials and community members collated into the creation of an effective yellow bike program for WWU. Our proposed pilot location is in south campus, specifically at Buchanan Tower (BT) residence hall. We decided on this location because BT is going to remove a large portion of their parking lot to make room for a new addition. The decreased amount of available parking spaces is a great opportunity to encourage students to not bring their cars to campus. Having a bike-share program will be a great way to encourage alternatives to using a car.

The program will be piloted exclusively to students who live at BT because of the construction and having a smaller location to test the accountability within the program. By focusing the program to a smaller group, the students will feel more inclined to take better care of the bikes than if they were available to the entire campus. We can potentially enhance accountability even further if the Yellow Bike Project is associated with the identity of BT.

The program will only be open to members of the bike-share who will receive a universal key that will unlock any of the bikes. We also recommend that an annual nominal fee be paid before becoming a member. From there, the students will be welcome to ride the bikes around campus all day, and then be returned to the designated station by the end of the day. Bikes can be acquired by various means which include: donations, University Police or lost and found, local bike shops, the Outdoor Center, and the Hub Community Bike Co-op. Liability options vary among many projects from applying 'use at your own risk' signs to purchasing liability insurance.

This report also highlights the successes and downfalls of past and present yellow bike programs. By analyzing the case studies we have determined that the biggest issues for these programs are: methods of distribution, maintenance, and accountability. If these three factors can be dealt with successfully, then the program can work well. Also included is greater detail regarding bike build, maintenance, program coordination, and future works.

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## **1.0 Introduction**

### ***1.1 Purpose behind the project***

At Western Washington University (WWU) there is awareness by the students, faculty, and staff to use alternative means of transportation. Whether people get around by foot or public transportation, they are making a difference to decrease Westerns footprint on the planet. The purpose of this report is to offer the campus a new alternative transportation service and a foundation to implement a Yellow Bike Program (or bike-share) at WWU.

### ***1.2 What is a yellow bike?***

The yellow bikes described in this proposed program are just that: “Yellow Bikes.” It is how the bike is used that makes it different from others. The yellow in the “yellow bike” movement has been the most commonly used color for programs throughout the United States and World. It is easy to differentiate from other bikes when a community has a bike-share program. There are equally as many programs combined that use colors such as purple, orange, blue, pink, and green.

Bike-share programs use diverse strategies for how they are structured and implemented. The simplest version is to fix-up a bike, paint it yellow, throw on some identification information, and let it lose to be ridden by anyone and everyone. A mild to complex version will include the simple versions attributes, but will have greater structure, accountability, and maintenance procedures. Also included may be variations of a program involving the physical boundaries of where bikes can be ridden, a nominal cost, membership, and other elements.

### ***1.3 Significance to WWU***

Western is a symbol of environmental stewardship. Those who are a part of the Western community are all part of the university’s environmental consciousness. Participation comes from recycling in available receptacles, and paying into the 100% renewable energy or student bus pass. Even at the administrative level, the WWU Institutional Master Plan encourages environmental progress. Alternative transportation is emphasized throughout the plan. For example, one part of the plan says, “Alternative modes of transportation, such as transit and carpooling, bicycling and walking, will be encouraged to reduce the demand for parking facilities.” Alternative transportation is rooted in Western’s Master Plan. Having internal support written into the university’s institutional blueprint, should provide greater support and acceptance of a well developed and properly implemented bike-share program.

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## **2.0 Methodology**

The bike-share concept is a relatively new way to promote alternative transportation. To create a satisfactory bike-share program design our team utilized Internet research, met with contacts, and

met regularly to recap and plan. Our research and meetings culminated into key program topics to fine-tune how the program would be implemented. Throughout the research and meetings we documented all of our sources and ideas on spreadsheets. This report and our documentation of the project development lay the foundation for future interests to implement this program at WWU.

## ***2.1 Internet Research***

This subject is a fairly new concept and not often documented in journals or books. We decided to utilize the Internet as our primary means of research. We started out by searching for programs that had been well known and recommended. We then branched out to find programs through the archives of the Association for the Advancement of Sustainability in Higher Education (AASHE) website. We found blogs posts and lists that had compiled various bike-share programs from all over.

After all of this research we took notes on the key points. The program we have laid out for Western encompasses various attributes from the successes of bike-share programs in other locations. The unsuccessful programs helped in the research by highlighting the important factors that should not be overlooked. A bike-share program evolves to the location it is implemented, but using attributes from other programs provides direction for success.

## ***2.2 Contacts & Meetings***

In order to develop this program we met with stakeholders who have knowledge, ideas, and resources necessary for the project development and future implementation. The folks of interest to our program were involved with providing the hardware and maintenance, sustainable transportation knowledge, and authority to make such a program happen. These contacts are listed in the bibliography section.

All contacts made with this project were locally based. If the program were moved past research and development, it would be recommended to contact other programs to interview directly. It is beneficial to visit locations of programs within the state and neighboring states to see an established program.

## ***2.3 Program Development***

The program development entails all of the major themes and topics that are important to a Western bike-share program.

### ***2.3.1 Pilot Location***

Deciding on a pilot location took time and discussion. Initial ideas were to create a program that would be piloted and revolve around south campus because it is relatively far away from the main campus. Ideally a bike-share program would be more beneficial to south campus residence halls (Fairhaven complex and Buchanan Tower), apartments (Birnam Wood, New York, and Viking Gardens), and houses (Adrik Place). Results of finding a pilot location narrowed to Buchanan Towers (BT).

BT has been chosen to pilot a bike-share program because of its location and future construction plans. In summer 2009, this residence hall will undergo construction for an additional 100 bedrooms that will be a Leadership in Energy and Environmental Design (LEED) Silver certification. The construction will take place for two years and reduce the 93 spaces for parking roughly in half. The number of bike racks will increase significantly from the current 56 bikes spaces available. It is interesting to point out that there are more car spaces than bikes spaces at BT. The issue of few bike spaces is well known to residents at BT due to the overflow of bikes locked up to trees, signs, and squeezing more bikes into racks than space available.

Carol Berry, the WWU Alternative Transportation Coordinator shares an interest in a yellow bike pilot program being implemented at BT. If done correctly, University Residences and Parking Services may be able to reduce the number of cars students drive to Bellingham. The Office of Sustainability and University Residences has been discussing alternative transportation in light of the future BT addition. They have briefly suggested buying cars for a car-share program and plan to staff a transportation desk in the lobby of BT. Transportation is a major factor at this residence hall because of its proximity and future construction plans. The construction plans offer a window of opportunity for the university to consider alternative transportation through a bike-share program. If this project is taken on prior to the construction and transportation planning, there will be greater interest in the program and BT as a pilot location.

### **2.3.2 Target User & Stakeholders**

When this project began the first question was who will be the target user? Initially it will be a pilot program, so the project was narrowed down to BT. Freshmen were originally chosen as a target user, but once BT became the location, the pilot target user became BT residents. With 45% freshmen and 55% upperclassmen BT is ideal to target users of all ages. If a bike-share program is implemented in time for the construction, it can be used to leverage new and incoming students to leave their cars at home in the fall 2009.

International students have also been considered to be of interest for this program. BT is known to be the residence for many Asia University America Program (AUAP) students and other international students. Often times, these students have no means of bicycle transportation since they are enrolled at Western for a short period of time. The manager of the Hub Bicycle Co-op, Kyle Morris, said international students will purchase bikes for the short time they are in Bellingham and donate the bikes directly back to him when they leave. This is also done with cheap bikes at places like Wal-Mart and other retailers. A bike-share program would benefit international students tremendously. University of Oregon piloted their program with International students as the target user, and expanded the program after.

The intended audience for the pilot program would be the residents of BT and international students. If the program is found to be successful with the piloting users and location, it can then be expanded to other south campus residences or even staff and faculty for use around campus.

### **2.3.3 Accountability**

Accountability is the most important aspect of whether a bike-share program succeeds or fails. Other programs have been known to fail because of the unfortunate reality that people do not respect property. The most common instance of property damage or loss involves programs that set-free bikes to be used by anyone. The idea of hoping people will be civil and not damage property, seems to not be practical in the long term. A Western bike-share will involve accountability through security precautions and involvement.

It is proposed that all bikes will be secured with a lock that belongs to the bike itself. These locks will have a universal or bike specific key, so that any participating user will be able to secure their ride. To some degree, accountability can be flexible and multi-faceted:

- Have student's checkout bikes at BT for the day or a specific amount of time. A checkout program could involve the front desk attendant of BT. If there is not a person at the front-desk, a student could checkout a key ahead of time. To drop off a key, there could be a key drop box system. A simpler method could involve a checkout board at the rack that indicates the name of the user, checkout time, and expected return-time. Basically, this would be a bike library, similar to programs like the Western laptop checkout program.
- Have students participate in a bike-share co-op. A student who is interested could pay a nominal annual fee, which would provide more monetary commitment. There could also be some sort of deposit involved, where students will receive their deposit back after they end their participation with the program.
- Students who are participating could be required to volunteer a certain amount of time per week or quarter to help fix yellow bikes at the Outdoor Center (OC). Involving students in any way will be an effective way to show them that the program is structured and holds them accountable. There could be a schedule for volunteering or email newsletters that get students involved with safety, maintenance, and group bike rides (i.e. Google Calendar updates). The OC already offers programs for students, so the program could coordinate involvement and accountability with what is already in place.
- There could be rules and stipulations for use. If a student fails to keep a bike secure or damages a bike, there could be a rule where they will be required to volunteer X amount of time to help with the program. In addition to a student's accountability, there could be contracts signed by the user to abide by program rules.

The program could have students pay into a co-op, volunteer their time, abide by rules and regulations, or a combination of these accountability measures. There is a multitude of ideas and suggestions that exceed the points above. These suggestions are not stringent and offer a lot of flexibility. The end result will involve the implementers of the program to decide what is most practical. The overall theme is to promote a sense of ownership and care, while making it fun and encouraging to be involved.

### **2.3.4 Acquiring Bikes**

Creating the framework for a bike-share program is half of what needs to be done. The other half involves acquiring a fleet to move the program along. There are many ways this task can be achieved, but the maintenance of getting the bikes into a functioning condition cannot be overlooked.

At the beginning of the project, there was too much focus to get bikes. As the project progressed, it made more sense to break the program down into a development stage and implementation stage. When a bike-share program is taken on, there will hopefully be less work to figure out ways to acquire bikes. The following was compiled to figure out locations to acquire bikes:

- **Donation** – An advertisement or article could be distributed to local papers, forums, and social networking sources to receive donations. There could be bike drives as well. Donation is likely the best way to build a fleet of used and new bikes.
- **Lost & Found / University or Bellingham Police** – These location receive bikes often, where they sit for long periods of time. Other programs have utilized the public safety office or lost and found locations. This is considered another major source to acquire bikes.
- **1800 Got Junk** – As a junk pick-up service bikes are likely to be a common item to pick-up from folk's cleaning out their homes. The owner could be contacted to discuss getting bikes for free from him.
- **The Hub Community Bike Co-op** – We talked with the manager Kyle Morris who had shared his thoughts on a yellow bike program. He showed us a rack that had several bikes that were available to be taken. He may be able to give a discount on items or provide more free bikes.
- **Local Bike Shops** – There are approximately five major bike stores near WWU: Kulshan, Fanatik, Fairhaven Bike and Ski, Jack's Bicycle Center, and REI. There was interest by a few of the owners/managers, but they would like to see a proposal or a donation application filled out for REI. The incentive for these businesses would be the opportunity to receive advertising to over 12,000 people via the bikes and media (Western Front, The Planet, Klipsun, etc.). There could also be an arrangement to set-up discounts for bike-share participants, where they could get specific essentials for bike safety and seasonal biking. If the program received any funding, we could possibly purchase bikes for a discount (or at cost).
- **Outdoor Center** – The OC has been working to acquire bikes. These bikes are fixed up to be available for rental. There is a lot of interest by the manager Fred Collins for a yellow bike program. He already offered at least one bike himself.

### 2.3.5 Program Continuity

A bike-share program is feasible to coordinate and maintain. The hindrance is whether there is continual oversight for continuity. The campus has about half of the structure already in place for a yellow bike program, but there has to be coordination to link this structure together, such as using the OC for mechanics.

In order to begin a program, there needs to be leadership to lay out a general structure. For implementation, the people involved will take on the task of organizing past the development stage. After there is further work done, a coordinator should be chosen to ensure continuity of necessary tasks. A coordinator could be funded through grants, work-study, graduate student work, volunteering, Associated Student (AS) funding, or university budgeting. Initially the work will be purely volunteer efforts. The development for this project was done for a class, which will likely be the way the project continues further.

Initially, it had been discussed to use the resources of the AS. The program could be set-up as an AS club similar to clubs such as Students for Renewable Energy (SRE). People would be recruited to join the club and get organized as members. There could be a running list of folks who would be part of the club or co-op who would volunteer a certain amount of time per week to maintain bikes. As mentioned previously, folks who are part of the program could be required to volunteer a certain amount of time to create more accountability. If the club is shown to be organized and has a lot of support from members, the AS could be solicited to grant more funds to expand. It would be important to create a club that models ones like SRE and others.

If there is enough support by participants and members, a fee could be administered. Fees are not always popular since college students don't often have a lot of money. If a budget plan is created in coordination with grants and donations a fee may not be necessary.

Overall, a coordinator is important for keeping a program running. The program would likely have a co-partnership with the Sustainable Transportation Office and the AS. If it is in coordination with the BT addition, University Residences may have involvement in a bike-share program.

### **2.3.6 Liability, Safety & Campus/Bellingham Laws**

Safety and liability are going to be one of the first questions that arise from an administrative end. If the university is involved with a program providing bikes for use, they do not want to be held liable if someone were to get hurt.

Looking at other programs, it was common to put signs and identification on the bikes. In the case of the yellow bike program in Bellingham they used sticker decals saying, 'use at your own risk.' These signs exist to emphasize to the user that the program coordinators and institution are not liable for injury if the bike are not safely ridden. Using a waiver or contract is a useful way to decrease liability as well; however, signs and waivers actually do not protect a program from liability, but they do create the perception of protection. Because of this, many programs that can afford it have bought insurance coverage to protect them from such issues. Campus officials will need to provide further input into this matter.

Safety is very important for a program at Western. A bike-share program should encourage the rider to use a helmet, lights and reflectors, and to follow the campus and city bike laws. It is up for determination of whether the user will provide their own helmet or not. There are grants and funds available to acquire cheap or free helmets, but that would be something to assess when the time comes. At the least, it seems important to provide lights. As mentioned previously, discounts could be arranged at local bike shops for essential items such as helmets, rain gear, and lights. In addition to the material aspect of safety, mental safety is important too. Having users take a one-time class on safety could help with liability and safety concerns. Providing a small packet of useful resources regarding safety and equipment could be part of being in the bike-share program as well. Every safety measures involved with the program will decrease the likelihood of liability issues and accidents.

When it comes to campus and Bellingham bicycle laws, there should be certain laws and regulations highlighted. Riders should be given a run-down of major laws for safety and liability reasons of the program. Providing safety and legal information will help promote a well-rounded program.

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### **3.0 Case Studies**

There has been hundreds of bike-share programs attempted throughout the relatively short lifespan of the yellow bike movement. Individual programs have met with varying degrees of success due to differing methods of distribution, maintenance, and accountability. These three factors appear to be the biggest obstacles to overcome when developing a yellow bike program because yellow bikes are supposed to be free, accessible, and easy to use. For example, creating an elaborate checkout system may deter students from using the bikes, and making students pay a twenty-dollar membership fee could compromise the entire point of a ‘free bike’ system. The key to a successful program is finding the correct balance between regulation and freedom in order to keep the bikes maintained and to create a feeling of ownership within the program. The following case studies will illustrate programs that have succeeded in some places and failed in others in order to show what works and what does not. This is the most important aspect of our research because it helps lay the foundation for a Buchanan Towers Yellow Bike Pilot Program.

#### ***3.1 Case Study #1: The Bellingham Pedal Project***

The Bellingham Pedal Project was the first and only yellow bike program to be attempted in Bellingham. It began in someone’s backyard and turned into a popular bicycle shop in downtown. It was a completely nonprofit organization and its goal, like many other yellow bike programs, was to promote the use of bicycles as an alternative form of transportation. The project began in 1997 where about a dozen bikes were donated from various shops and donors and then fixed up and painted yellow. These bikes were altered to have only one gear in order to make them easier to fix. This aspect of yellow bike programs is very common because maintenance is a major issue with these projects. The volunteers also fitted the bikes with solid rubber tires in order to prevent tire punctures. Finally, the bikes were given names. This was done for two reasons. One reason was to create a relationship between the person who fixed the bike and the bike itself. This would make the creator more likely to come back and fix the bike if it was ever damaged. The second reason was that by humanizing the bike with a name, there would be a potential decrease in theft and vandalism. The hope was that a potential vandal might feel bad if they saw that somebody loved the bike so much that they gave it a name, thus reducing theft. This ended up not being the case.

The project appeared to be successful at the onset as the program gained publicity by parading the bikes through the farmer’s market in downtown Bellingham. The bikes were left at the market and they were utilized in the desirable fashion for a few weeks. People were doing what they were supposed to be doing, using the bikes when they needed them, and then leaving them in a responsible area for the next person to use it. Sadly, after a few weeks the bikes started appearing in creeks and blackberry bushes. Eventually the bikes were receiving too much damage for the program to continue and the volunteers aborted the campaign.

Unfortunately, this program failed. It was created based on the assumption (or hope), that everyone in the city of Bellingham would be able to share these bikes and use them responsibly. It appears that the freedom and lack of accountability of the pedal project led to the demise of the program. Our research reveals that free programs such as this one always suffer the same fate.

### ***3.2 Case Study #2: Middlebury College Yellow Bike Cooperative***

This program began in 2001 with a total of nine bikes to be used on campus. They were taped yellow and the entire campus was allowed to use them without any membership. After one semester, seven of the bikes remained which appeared to be a success. The following school year the campus Environmental Quality (EQ) department put out a total of 15 bikes to be used after receiving funding from the Inter-Commons Council and other sources around town. The EQ received help from professional mechanics to tune up the bikes and they were released once again into Middlebury's campus in the fall of 2002. Similar to many programs, the bikes were single speeds. The difference between this program and the Pedal Project was that all of the bikes came with bike locks, and students were required to sign up for the program by paying a \$6 annual fee. Once a member, the students received a universal key to the bikes and were free to use the bikes whenever they found one on campus. A distinguishing feature of this program was that anyone who found a yellow bike and was a member of the program could take the bike, even if someone had just used it and was planning on using it after class. The hope was that there would eventually be enough bikes so this would not be a problem. Over 230 students joined the first year and the program was successful.

An environmental grant was given to the program the next semester, which was used to purchase 20 new single speed bikes. The money was also used to secure a storage area for damaged bikes. Campus public safety also decided to provide funds to create a yellow bike program coordinator position. This was a vital aspect of the program because it greatly improved the sustainability of the project by hiring someone to coordinate efforts to receive funding and repair the bikes. The program was going really well because it had tons of support from various establishments, and it appeared that the students were respecting the bikes. However, enthusiasm for the program would eventually fizzle out years later.

In 2007, the yellow bike coordinator and the EC decided to direct funding from the Middlebury yellow bike program to the Middlebury bike shop. The decision was reached after only 3 bikes were usable out of a total of 40 that had been granted to them by the EC. The coordinators cited that the biggest problem after all the years of operation was that there was no personal accountability. The campus was proud of the program, but there were always a select few who decided to trash the bikes.

This case study is particularly disheartening because it started out highly successful. It appears that the more popular the program got, the harder it became to control. Once again, the issue of accountability arose even though students had to sign up and pay a fee to get a key. In this case, it may have been beneficial to keep the fleet smaller or charge a higher fee. The challenge of creating personal accountability is one of the biggest challenges of these programs, which is clearly displayed in this case study.

### ***3.3 Case Study #3: University of Oregon Bike Loan Program***

The University of Oregon bike loan program is a new program and it differs widely from the normal free-bike theme. The program receives bikes that the department of public safety finds abandoned on campus. The primary reason they reuse bikes instead of buying new ones is because it is the most sustainable way to keep the program going because funds can be used for other aspects of the program rather than purchasing new bikes. It also creates a steady stream of new bikes for the program. Volunteers are recruited to refurbish all of the new bikes with proper tires, brakes, lights, fenders, baskets, locks, and helmets. A bike maintenance shop is available to all students where they are allowed to take free bike maintenance classes. They are also allowed access to a workspace to tune up their bicycles. This particular aspect of the program is vital to ensuring that the bikes are well maintained and it also creates a unique biking community for students to participate in.

There are many major differences between this program and the previous case studies. The biggest difference is that bikes are loaned to particular students for up to three quarters. While a student has a bike checked-out, they are the only ones entitled to use the bike. There are no universal keys and people can't take a student's bike while they are in class. While the program is technically 'free', a student does have to throw down a \$65 down payment that is refunded after the bike is returned in good shape. This aspect of the program creates personal accountability by encouraging the student to take care of the bike while they have it under loan. The money is good for the program because it helps provide funding. Furthermore, if a student loses their bike, they are no longer eligible to participate in the program. This creates even more incentive to take care of a borrowed bike.

The program is currently still operating through funds from an \$18,000 grant from the Associated Students of UO and another \$5,000 grant from Cliff Bar. They have loaned out 30 bikes and are working on restoring 100 more.

While this case study doesn't appear to be the ideal yellow bike program, it does appear to be a highly successful model because it maximizes personal accountability, and it has a good system in place to maintain the bikes. The source of bikes is also a great feature of the program because it greatly reduces the cost. Some critics may argue that this program is really not a yellow bike program because it does not promote sharing and the bikes aren't free to everyone. However, it does accomplish the goal of promoting sustainable transportation for free (if the bike is properly cared for).

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## **4.0 Research & Analysis**

This section discusses smaller details and recaps some of the points discussed in the project development section of the methodology. The topics covered include how a bike will be built, maintenance, bike security, funding and support, and limitations or obstacles for implementation and sustainment.

## ***4.1 Program Coordination***

There must be some form of oversight for this program in order for it to be sustainable. Having a program coordinator is the most desired form of oversight for this pilot project because they will be able to coordinate issues such as bike maintenance, campaigning, and funding. All successful yellow bike programs have a coordinator. Another option, although not a very sustainable option, would be to let the students run the program and make them accountable for fixing broken bikes and preparing new ones (i.e. AS club). It would be great if the coordinator could get students involved in repairing bikes because it would enhance sustainability and encourage student involvement with the program.

## ***4.2 Bike Build***

Our research has concluded that the build of the bikes for this program needs to encourage easy maintenance. For this reason, single gear bikes are the best choice because they are cheap and relatively simple to fix when they get broken. Other components of the bike should include fenders, lights and reflectors, and optional baskets. Brakes, tires, and gears should be in proper working order. The bikes should all be a uniform color, preferably yellow, in order to make them easily distinguishable from other bikes. Making the bikes easily distinguishable will encourage positive publicity for the program, which may lead to increased support and funding.

## ***4.3 Maintenance***

We were able to get support from the Outdoor Center (OC) on campus for bike maintenance. Fred Collins, the manager of the OC, said that he would allow yellow bikes to be repaired in their bike shop without the standard tool-usage fee. We will also be able to order bike parts if needed at cost through the OC. Maintenance is a major issue for this type of program and having an active relationship with the OC is vital to its success.

We would like to encourage students to volunteer to fix the bikes because the bike shop won't fix them for us. This can be accomplished by creating an AS club for students that want to learn how to maintain bikes for free. We can also encourage students of BT who are members of the program to fix damaged bikes themselves by stating it in an informational pamphlet or we could mention it in a user agreement form. Having volunteers to fix the bikes is essential to the program because it isn't likely that the program will receive funding for bike maintenance.

A system for identifying damaged bikes can include: turning a damaged bike upside down at the yellow bike rack in front of BT to indicate that it needs repair, bringing it to the front desk of BT, or calling the transportation desk at BT to inform them that a bike is damaged. Students will also be encouraged to fix a damaged bike at the OC on their own. The hope is that the students of BT will take pride in the program because they will be the only students who have a program like this in on campus. A sense of pride may increase volunteer support.

#### ***4.4 Security Options***

Each bike should be equipped with a bike lock that can be opened with a universal key. The keys will be given to every member of the program. The bikes will always be returned to the yellow bike rack at BT after a student has finished using it. There should be no bikes left overnight anywhere except for the BT bike rack in order to reduce the risk of theft and vandalism.

The bike rack can be located in front of BT in an area that is constantly lit and undercover, or preferably inside BT in a specific storage area. It would be better to keep them inside in order to reduce theft, vandalism, and weather damage.

#### ***4.5 Funding & Support***

The goal is to garner support from a variety of sources. Other campus yellow bike programs have received bikes from public safety that were abandoned on campus. This would be a great source of bikes, but they will likely require a lot of repairing and modification. A better option for a source of bikes will be from local bike shops. One case study used the strategy of promoting their program through a local paper and they immediately received tons of new bikes and funding from local shops and environmental agencies. Informing bike shops that they will be advertised on the bikes is a good way of getting support because they will have a stake in the publicity received from donating to the program.

We already have support from the OC to maintain the bikes, and hopefully support for maintenance will come from students who want to help the program be sustainable. A program coordinator appears to be the best chance at creating a sustainable program because it will be their job to make sure the bikes are maintained. Another way to get support is by creating an AS club because Western has been known to fund clubs that have a positive impact on the campus (such as the AS club Western Men Against Violence and the same life style advisor group).

We also have support from Carol Berry and the sustainable transportation office at WWU, which may lead to future donations when this program is implemented. It will be important to continue communicating with Carol Berry because she is one of a few major folks who can help to get a bike-share implemented

#### ***4.6 Limitations & Obstacles for Implementation***

Getting bikes will not be too difficult because there are many ways for acquiring them, but it is still one of the first obstacles that will have to be overcome. Obviously the number of bikes will be a limiting factor for the overall program because if there are too few then the program will not be very effective. An initial fleet of about 15 will be a good starting point.

There is a lot of coordination to be done between the sustainable transportation office, BT, the OC, and bike donors in order to implement this project, which highlights the need for a coordinator position. A designated bike storage area will need to be established at BT. There will also need to be a sufficient way to educate students of BT about the program and it will need

to be promoted enough so that students will want to become members. Overall, there needs to be enough publicity and support in order for this program to be implemented properly.

#### ***4.7 Limitations & Obstacles for Sustainment***

The two biggest issues pertaining to the sustainability of this project are maintenance and accountability. Yellow bike programs fail as a result of poor maintenance, theft, and vandalism. This is a result of poor accountability within the program. We hope that by concentrating the program within a single residence hall there will be a feeling of higher accountability than if the program was for the entire campus. This does not guarantee that students will feel accountable for the bikes, but it does encourage it. Accountability may be further enhanced by associating the yellow bike program with the identity of BT. This can be accomplished by advertising it when incoming students come to visit the residence halls during a tour or Summerstart.

The maintenance system for this program needs to be effective. If bikes don't get fixed, then the program will not last. The maintenance system may need to be altered if it doesn't work. This will be the work of the program coordinator. A program coordinator will help the program be sustainable because they will respond to deficiencies in the system and hopefully solve issues as they arise. The first quarter is usually the best indicator of whether or not the program will succeed so it is crucial that it is monitored and documented carefully.

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### **5.0 Conclusion**

A bike-share program will take work and coordination to get implemented. With interest and support it is possible to make such a program become a reality. The framework suggested in this report offers a general foundation of how a yellow bike program may exist at Western. The greater goal is to offer more alternative transportation options, therefore decreasing the need and mindset for students to use a car. If this campus is to fulfill the Presidential Climate Commitment and Institutional Master Plan, many steps need to be taken. Alternative transportation is one strand of the web to create a campus that eliminates global warming emissions and promotes sustainable practices.

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### **6.0 Future Works**

The people who take on this project will hopefully be more prepared to move forward with the development that is discussed in this report. Further steps need to be taken to network with the resources already available on and off campus. These resources involve the OC, administrative officials, bike shops, university residences, and others. As has been stated throughout the report, implementation is still the major next step, but further development will be necessary. This report will not be the complete instructions, but will serve as an aid in the process. The following is a general list of what should be done in the future:

- Read this report and see the accompanying project development notes. Overview the research and other bike-share programs.

- Networking and talking with the stakeholders and contacts is very helpful at the beginning. If communication can be made, then a relationship can develop to have more support for what is being proposed.
- Create a sound proposal that outlines the overall project. This proposal should be done as a technically written document to make it easily digestible for the stakeholders. Address many of the same topics addressed in this report and any additional ones. Be sure to include ideas, comments, concerns, and expected questions that have and will be discussed by the recipients of the proposal.
- Create a marketing strategy to get involvement with the project. This involvement can come from an Associated Students (AS) club, BT residents, OC, and other outlets.
- Get general funding if available. The AS, grants, sponsorship, university residences, and other means of support should be sought out to sustain the program (especially for maintaining bikes).
- Figure out where it will be most feasible to acquire bikes. What will the bikes look like? How will they be fixed and tuned up to be ready for participants of the program?
- Market the program to get involvement by BT residents and other people around campus.

There is no exact way to do it right, just suggestions and lessons documented of how it can be done. This list of future works will help as a to do list for this program.

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