

TRITON LEARNING COMMONS

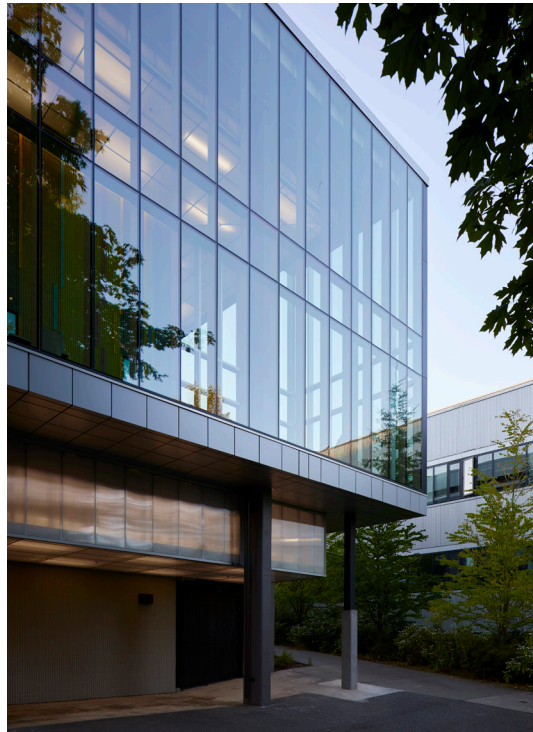
Project No. 2022-057

Request for Qualifications Architect for Predesign Services

Edmonds College

Washington State Department of Enterprise Services

September 08, 2021



September 08, 2021

Indra Jain, Project Manager
Department of Enterprise Services
Engineering & Architectural Services
1500 Jefferson Street SE
Olympia, WA 98501

Re: Project No. 2022-057 Predesign Services for Triton Learning Commons for Edmonds College

Dear Indra and Selection Committee,

We are very excited about the opportunity to work with Edmonds College on your Triton Learning Commons. We bring a deep institutional planning, design and project delivery background working with your regional peers for decades.

The new Building is an exciting opportunity for Edmonds Community College to address the growing need in the region, supporting a diverse community of learners and providing centralized collaborative learning resources.

- We are deeply committed to fulfilling the **transformative** vision of this project through design efforts and our team through partnerships with **diverse** businesses and contributors. The new Triton Learning Commons should encourage **active learning**, group work, and inter-program synergy while providing students with a space that supports current leading-edge learning and future programmatic needs. New educational facilities must be as **agile to adapt** to changing needs pedagogically and for social / lifestyle events including what we've experienced the last year and a half.
- Our process will facilitate **effective outcomes**, creating an **inclusive, equitable design process** that engages faculty, students, staff, and local partners. We will **engage stakeholders**, even if we are still meeting remotely, to immerse themselves in the potential of this project by understanding, exploring, distilling, and evaluating **achievable project priorities and possibilities**. We will use tools such as target value design and life cycle cost analyses to keep schedule and budget top of mind. We have worked on numerous northwest campuses to **maximize the project scope** and **deliver innovative buildings** while successfully managing the schedule and budget.
- We are familiar with adding to and **transforming 1960's vintage buildings** into new vital educational resources. Our work at Pierce and Highline Colleges as well as the University of Washington are recent examples of these successes. Our intent is to build an exemplary facility for you that attracts and **educates a diverse student population** with a solution that delivers **transcendent value**.
- **Diversity and inclusion** should be at the forefront of the process and the student experience. This project must **support and model collaborative and integrative education**. The building should exemplify the synergy that is a part of a central campus learning resource. This project will anchor an important entry point onto campus. We will find the most opportunistic fit for this building within your beautiful campus context.

We look forward to the opportunity to develop this project, transform your College and further your mission!

Sincerely,



Marc Gleason, AIA,
Principal in Charge/Project Manager
McGranahan Architects



STATE OF WASHINGTON
DEPARTMENT OF ENTERPRISE SERVICES

*1500 Jefferson St. SE, Olympia, WA 98501
PO Box 41476, Olympia, WA 98504-1476*

Designated Point of Contact for Statement of Qualifications

Point of Contact Name and Title Marc Gleason, Principal		
Firm Name McGranahan Architects		
Address 2111 Pacific Ave. Suite 100		
City Tacoma	State WA	Zip 98402
Telephone 253.383.3084, Cell 253.318.2154	Email marc.gleason@mcgranahan.com	

Addresses of multiple office locations of firm (if applicable)

Address	
City	Phone
Address	
City	Phone
Address	
City	Phone
Address	
City	Phone

Diverse Business Certifications (if applicable)

Certification issued by the Washington State Office of Minority and Women's Business Enterprise (OMWBE)

- Minority Business Enterprise (MBE)
- Woman Business Enterprise (WBE)
- Minority Women Business Enterprise (MWBE)

Certification issued through the Washington State Department of Veteran's Affairs

- Veteran Owned Business

Certification issued through Washington Electronic Business Solution (WEBS)

- Small Business Enterprise (SBE)

Executive Summary

Expressed Interest

The expansion of the Lynnwood Building provides tremendous opportunity to transform the building into a fully student-centered heart of campus. The Triton Learning Commons (TLC) will support the College's focus on students and co-locate programs housed in buildings across campus. The LYN addition will provide a new face on the campus commons and a welcoming front door providing a visual anchor at the termination of arrival from the transit center. The existing brutalist structure has deep dark overhangs and limited glazing allowing little natural light into the existing offices and classrooms. We think multiple opportunities exist to bring in daylight and function. A new transparent façade could expose the building's structure, illuminate the new pedestrian spine along the east elevation and the campus commons to the north with light and activity putting learning on display.

The PRR as a Starting Point

The Predesign is the opportunity to build on the PRR, deepen the College's goals, and broaden the concept of what this facility can be. Responding to change from industry advancement, program shifts, student involvement, and evolving construction costs.

Over its 50-plus years of practice, McGranahan Architects has experience in Master Planning, Predesigns, and Designs of transformative facilities. We have a broad experience in substantial alternations and addition to concrete buildings from the 1960s and 1970s. We have confidence in our standards and methodologies of investigating, assessing, and revitalizing. Our experience has brought us success planning and implementing single and multiple phased renovations in occupied buildings and campuses, working closely with Owners, jurisdictional agencies and Facilities Departments maintaining safety and operations.

Meeting Project Goals

The final programmatic needs of the new Triton Learning Commons will be defined in the Predesign process, accommodating increased enrollment and better serving the diverse needs of your local population by:

- Developing an environment that encourages active learning, research and innovation in spaces designed for group work, collaboration, and inter-program synergy.



- Creating informal study and gathering spaces that will promote student-to-faculty and peer-to-peer engagement, support high-impact teaching practices, and promote innovation.
- Enabling students with the opportunity to use the latest learning techniques, tools and available technology.
- Creating a “one stop shop” for students to access learning resources, study spaces, and technology support.
- Address Equity through Improving effectiveness in serving diverse groups of students including age, gender, disabilities, culture, language, economic status, location, time of availability, and learning style.
- Achieving LEED Gold certification to help reduce life cycle costs, increasing environmental and financial sustainability.
- Create a flexible, durable facility that will serve Edmonds College and its changing needs for more than 50 years.

We seek to immerse ourselves in your vision and values to better assist you in achieving your goals. We understand the positive impact of the design and construction process on education and support programs. These facilities should be practical, durable, inspirational, and adaptable. Our diverse firm background and demonstrated ability to create innovative and collaborative environments serving Community and Technical College clients will lead to a successful project that exceeds program expectations. If selected, we will be personally committed to the enduring success of the new Triton Learning Commons for Edmonds College, your students, staff, and programs.

QUALIFICATIONS OF KEY PERSONNEL



Qualifications of Key Personnel

Organizational Chart - Predesign Team



McGRANAHAN ARCHITECTS

Marc Gleason, AIA, LEED AP, Principal in Charge/Project Designer

Kris Stamon, AIA, DBIA, Project Manager

Seong Shin, Interior Design / Space Planner

Shona Bose, AIA, Project Architect



Additional Consultants

We will work with Edmonds College to finalize engineering and specialty consultants with experience on your campus, that help you meet your Diverse Business goals, and have similar planning experience to round out the project team. We have included some possible team members in the list below.

MECHANICAL

Metrix Engineers (SBE)
Hargis Engineers
Wood Harbinger

ELECTRICAL

Hargis Engineers
PAE Engineers
Wood Harbinger

CIVIL

LPD (WBE)
Reid Middleton, Inc

LANDSCAPE

Site Workshop (SBE)
Murase

STRUCTURAL

Lund Opsahl (WBE)
PCS Structural Solutions
Reid Middleton, Inc

COST ESTIMATING

RC Cost Group

ACOUSTIC

BRC Acoustics
The Greenbusch Group

Team Integration

Our team recognizes how partnering with local minority, women, veteran-owned firms, and small businesses is critical to reducing the disparities within our industry. We seek to provide genuine opportunities for firms to build their practice and gain experience with significant projects.

In the Design Process we will maximize benefits for Edmonds College students to have collaborative experiences that mimic the profession and strengthen their connection to faculty and the institution - important factors in student retention.

Percent Involvement

KEY PERSONNEL	PREDESIGN	DESIGN	CONSTRUCTION
Marc Gleason , Principal in Charge/ Project Designer	40 %	30 %	10 %
Kris Stamon , Project Manager	40 %	40 %	20 %
Seong Shin , Interior Design / Space Planner	50 %	25 %	5 %
Shona Bose , Project Architect	60 %	100 %	100 %

Capacity and Production Capability

As a medium-sized architectural firm, McGranahan Architects is well staffed to support the Edmonds College Triton Learning Commons project. McGranahan is proposing a team that offers experience on numerous OFM Predesigneds for community & technical colleges and state universities. This senior level team will have full availability for direct, on-going commitment to the project throughout Predesign, design, construction, and project close-out.

These four team members are well supported by an additional staff of 37 professionals who specialize in educational design. We have more than sufficient capacity to staff the project as necessary to meet the schedule requirements.



Marc Gleason, AIA, LEED AP,
Principal in Charge/Project
Designer
Architect: Washington | Bachelor
of Architecture, Washington State
University | LEED Accredited
Professional | SCUP member and
presenter

Responsibilities and Value Added to Project

- Marc has responsibility for program evaluation and design oversight to ensure we meet the college's vision and aspirations for this project.
- Marc brings experience and perspective from his work on 8 recent OFM Predesigns.
- Marc creates design solutions that are customized to meet the unique needs of our clients. He finds his passion for design in helping our clients and communities define, achieve, and transcend their goals.

Relevant Experience

- Cascade Library and Student Services Renovation, Pierce College Fort Steilacoom
- SCUP Presentation on Library Renovation at Stanford University
- Learning Commons & Engineering Renovation Predesign & Design-Build, University of Washington, Tacoma
- Learning Resource Center Renovation, Clover Park Technical College
- Integrated Education Center Predesign and Design, South Seattle College (LEED Gold)
- Advanced Technology Center Predesign & Design, Bates Technical College (LEED Gold)
- Health Sciences Building Predesign and Design, Clover Park Technical College (LEED Gold)
- STEM Building Predesign, Pierce College Puyallup
- Dental Hygiene and Veterinary Technology Building Predesign and Design, Pierce College Fort Steilacoom
- Portage Bay Autism Center Predesign, University of Washington
- Interdisciplinary Engineering Building Study, University of Washington Seattle
- Cebula Hall Engineering Building Predesign and Design, Saint Martin's University (LEED Platinum)
- Numerous Middle and High School Learning Commons/Libraries throughout western Washington



Kris Stamon, AIA, DBIA,
Project Manager
Architect: Washington | Bachelor
of Architecture, University
of Oregon | DBIA Certified
Professional

Responsibilities and Value Added to Project

- Kris will support the day-to-day project management decisions and promote consensus building and design decision.
- He is a successful team collaborator who fosters creating a balanced approach to the development of the project.
- Kris brings extensive experience in complex projects including renovations, additions, new construction on occupied sites.

Relevant Experience

- Cascade Library and Student Services Renovation, Pierce College Fort Steilacoom
- Y Student Center, University of Washington Tacoma
- Student Center Replacement Predesign, Seattle Pacific University
- Auburn Center Building, Green River College
- Olympic View K-8, Federal Way Public Schools
- Totem Middle School and Star Lake Elementary, Federal Way Public Schools
- Timberline High School Renovation & Expansion, North Thurston Public Schools
- Redmond High School Expansion, Lake Washington School District
- Lake Washington High School, Lake Washington School District
- Sno-Isle Tech Skills Center, Mukilteo School District
- Grant Center for the Expressive Arts, Tacoma Public Schools
- Birney Elementary School, Tacoma Public Schools
- Orin C Smith Elementary School, Chehalis School District
- James W Lintott Elementary School, Chehalis School District
- Garfield Elementary School, Olympia School District
- Numerous Middle and High School Learning Commons/Libraries throughout western Washington



Seong Shin, Interior Design /
Space Planner

Interior Designer | San Jose State
University, Bachelor of Science,
Interior Architecture

Responsibilities and Value Added to Project

- Seong is skilled at leading client teams through holistic Predesign work, environment planning, space plan, interior design, and furniture consultation.
- Seong will draw on the collective intelligence of users, stakeholders, and designers, as well as the stories of project elements –surrounding nature, campus culture, and diverse learners and their family stories to transform their passion into built space.

Relevant Experience

- Cascade Library and Student Services Renovation, Pierce College Fort Steilacoom
- Learning Commons Predesign, University of Washington Tacoma
- Learning Commons & Engineering Renovation Design-Build, University of Washington Tacoma
- Learning Resource Center Renovation, Clover Park Technical College
- Library Renovation, Shoreline Community College
- Student Center Lobby Renovation, Highline College
- Library Wayfinding Concept, Highline College
- Integrated Education Center Predesign and Design, South Seattle College (LEED Gold)
- Building 26 Health & Life Sciences Building Predesign & Design, Highline College
- Health Sciences Building Predesign and Design, Clover Park Technical College (LEED Gold)
- STEM Building Predesign, Pierce College Puyallup
- Advanced Technology Center Predesign & Design, Bates Technical College (LEED Gold)
- Building 25 Academic Success Center Renovation, Highline College
- Building 25 Quiet Study Renovation, Highline College
- Communication and Performing Arts Building Renovation, The Evergreen State College



Shona Bose, AIA,
Project Architect

Architect: Washington | Master
of Architecture, Washington State
University | Bachelor of Arts in
Cognitive Science and Philosophy,
Occidental College

Responsibilities and Value Added to Project

- Coordinates information gathering between program, stakeholders, and departments through an inclusive process to guide design development.
- Develops the construction documents, coordinates the efforts of our specialty design consultants, and interfaces with the local jurisdictions.
- Shona is dedicated to inclusive, equitable, and sustainable design. Her career has been focused on educational projects of various sizes and she approaches each project with keen interest in technical resolutions, a commitment to the environment, and attention to team relationships and communication.

Relevant Experience

- Learning Commons Predesign, University of Washington Tacoma
- Learning Commons & Engineering Renovation Design-Build, University of Washington Tacoma
- Portage Bay Autism Center Predesign, University of Washington Seattle
- Tukwila Teen & Senior Center Predesign, City of Tukwila
- West Woodand Elementary School Renovation & Addition, Seattle Public Schools
- Pleasant Glade Elementary School Renovation & Addition, North Thurston Public Schools
- Olympia Regional Learning Academy GCCM, Olympia School District*

* = prior to joining McGranahan Architects

RELEVANT EXPERIENCE



Relevant Experience

Predesign Experience

The **objective of a Predesign is to thoroughly define the needs of the College and to create a compelling and defensible vision** to guide the project to completion. We engage in a thoughtful dialogue with key stakeholders to generate creative project alternatives for meeting those needs in accordance with the Campus Master Plan and College Strategic Plan.

Through our Predesign experiences with both private and state funded projects we have found it important to state project goals in a way that supports the creativity of an integrated approach, and presents prioritized objectives that provide workable project parameters. This is an essential skill when considering the implementation of your work.

For a finished building to fulfill its maximum potential, its unique programmatic and qualitative expectations must be established during the Predesign process. Our Predesign best practices include:

- **Craft a compelling vision** for the project based on lasting solutions to long term needs.
- **Consider the project influence** on surrounding infrastructure, site work and future projects.
- **Involve the appropriate stakeholders** in crafting the vision and programming for the project.
- **Include alternatives and contingencies** that can be refined in the later design phase.
- **Be thorough in planning and budgeting for equipment, furnishings and fixtures** that are essential to the program.
- **Plan and budget building infrastructure** to support systems that can change easily over the life of the building; particularly technology, HVAC and partitions.
- **Budget for all “soft costs” of project delivery** over time, such as permitting fees taxes, A/E services, cost escalation and appropriate contingencies.
- **Review the project vision** and goals at the beginning of each subsequent phase, including schedule and budget to confirm priorities and scope.

Our process is analytical and pragmatic. For example, we simultaneously discuss programmatic-oriented trends while investigating the cost/benefit analysis of features that might serve these wants and needs to optimize the project outcome.

OFM Predesign Experience

McGranahan has completed 10 OFM-approved Predesigns in the last 5 biennia, as well as numerous programming and feasibility studies for DES and public and private universities.

Recent Relevant Predesign Experience:

- STEM Building, Pierce College
- Advanced Technology Center, Bates Technical College
- Integrated Education Center, South Seattle College
- Health Sciences Building, Highline College
- Vet Tech / Dental Hygiene Building, Pierce College
- Auburn Center, Green River College
- Health Sciences, Clover Park Technical College
- Student Services & Library Renovation, Cascade Building, Pierce College
- Sharon McGavick Student Center, Clover Park Technical College
- Wellness Center, Tacoma Community College
- Learning Commons Center for Equity and Inclusion, University of Washington Tacoma
- Nursing/Science Building, Saint Martin’s University

Planning for Future Pandemics & Viruses

As challenging as the COVID pandemic has been, the integration of improved health and safety features has brought about meaningful change to our learning community and society. All of our recent design and space planning projects have included considerations for temporary and potentially more permanent social distancing, adaptability to address changing needs and greater integration of technology to address Work from Home/ Learn from Home conditions.

We have researched and specified the best antimicrobial and cleanable materials for furniture, flooring, walls, restrooms, and public areas. Signage and wayfinding have been enhanced to communicate changing protocols and use of space providing a more welcoming and understandable context. Flexibility, good communication and thoughtful use of space provides a safe environment addressing both mental and physical health needs. We work together with our clients, consultants, and trade partners to find the best solutions.

Recent Relevant Project Experience

We bring a holistic, inclusive approach that combines creativity and efficiency to create balanced and remarkable architecture. Each project has its own program, budget and schedule requirements that make it unique.

We have highlighted six aspects that relate to your project and our relevant project examples. Experience within these aspects is important in being able to respond to your project and program needs.

Cascade Library & Student Services Renovation, Pierce College Fort Steilacoom
 Learning Commons & Engineering Renovation, University of Washington Tacoma
 Health & Life Sciences Renovation, Highline College
 Advanced Technology Center Renovation, Technical College
 Clinical Learning & Simulation Center Renovation, Pacific Lutheran University
 Integrated Education Center South Seattle College
 Learning Resource Center Renovation, Clover Park Technical College

	OFM PREDESIGN SERVICES	■	■	■	■	■	■
	DEPARTMENT OF ENTERPRISE SERVICES PROJECT	■		■	■		■
	LEARNING COMMONS	■	■	■	■		■
	RENOVATION/ADDITION OF EXISTING BUILDING	■	■	■		■	■
	COLLABORATIVE & SOCIAL LEARNING SPACES	■	■	■	■	■	■
	LEED / SUSTAINABLE DESIGN	SILVER	■	GOLD	GOLD	■	GOLD



Coordination of Building Elements

Successful modernization and addition projects rely on a thorough understanding of the existing building and systems including current and historical code requirements. Using 3D imaging technology such as 3D laser scanning and 3D photography to document accurate, real-world building conditions to match up actual conditions with record drawings. The resulting accuracy provides assurances regarding unknown conditions and greater project success.

The extent of work that will affect the existing building can have significant cost and design implications. During Pre-design, McGranahan will investigate what implications the current ADA requirements, building and energy code, and Washington State’s newly implemented Clean Building Act for existing buildings will require for renovating the existing building. This

detailed investigation in Pre-design establishes a more accurate budget and scope for intended improvements.

Our project team will determine which end-of-life system upgrades, general maintenance, and elective improvements should be incorporated using LCCA and other methodologies. Together we will review options to enhance, replace or segregate existing systems from the new addition in congruence with the overall building goals while minimizing disruptions to the Lynnwood Hall. Leveraging design decisions, overall building goals, and required upgrades along with an accurate understanding of the existing building will reduce unknowns and related contingencies, driving value into the project and providing a seamless combination of old and new.



Cascade Library and Student Services Renovation, Pierce College

The Cascade Library was a significant part of a multi-phased renovation of a '60s-era concrete building that helped anchor and make the central campus library more vibrant and accessible. The project completely transformed the library environment, integrating media and maker spaces, social learning areas and a way-finding system that assists students in finding the help and information they are seeking. Students were involved in the process, articulating their needs and selecting furniture and systems that suited their expectations.

Occupied Building and Phased Construction

This multi-phased project included re-organizing many of the administrative functions and the educational program needs and locations within the building. All three major phases of work have required a phased construction approach to accommodate ongoing College operations with students on campus and within the building. Phasing was coordinated with College operations and the academic calendar. Off-hour work to was utilized to minimize construction noise in sound sensitive areas.

Library Spaces

We explored the way students navigate resources and knowledge both individually and as a group in this 88,251 SF library. An engaging and inclusive process with diverse end-users led us to a fluid open floor plan where students can immerse themselves into various “zones” that best suit their ways of studying and interacting. Each zone has its own distinctive style highlighted through architectural features, finishes, lighting and flexible furniture, with subtle transitional elements in between.



Design-Bid-Build
 Completed: Fall 2012
 Budget: \$21,849,159
 Actual Construction Cost: \$29,117,447 (\$175 / s.f.)
 Project Contact: Christie Flynn, Dean of Library and Learning Resources,
 P: 253.964.6553, cflynn@pierce.ctc.edu



Learning Commons and Center for Equity and Inclusion Predesign, University of Washington Tacoma

Establishing Stakeholder Trust by Being Curious and Equitable

We recently worked with the University of Washington Tacoma on a Predesign for their Learning Commons and Center for Equity and Inclusion that included programming, test-fit layouts, cost estimates and schedules for a \$20M multi-phased project. We established stakeholder trust by being curious and equitable, creating an environment for transparent and honest conversations, accurately documenting everyone’s comments, and sharing a passion for UWT students and the community at large.

One of the key stakeholders was the campus Center for Equity and Inclusion; our team appreciated the complex framework of diversity, equity, inclusion, and accessibility and provided responsive design iterations.

From the beginning, our intent was to include as many voices in the process as possible and give them equal weight. All opinions and perspectives were respected, and every conversation was approached with curiosity. For a project as complex as the Learning Commons, with so many unique units coming together, it was essential to truly hear everyone’s point of view.

Through a variety of in-person and online meetings, design charrettes, and open houses, it was not about the questions that we-as-the-architect asked, but that we-as-the-whole-team developed a sense of trust and belonging.



An early Predesign focus addressed the University’s desire to find a prominent and accessible space for the expanding Center for Equity and Inclusion (CEI).

Design-Build	
Completed: Fall 2021	
Budget: \$8,000,000	
Actual Construction Cost: \$8,000,000 (\$228/SF)	
Project Contact: Shannon Thompson, Project Manager,	
Project Delivery Group UW Facilities,	
P: 360.271.9207, shannont@barkercreek-ors.com	



Health & Life Science Building Renovation, Highline College

Comprehensive Renovation to Support College Goals

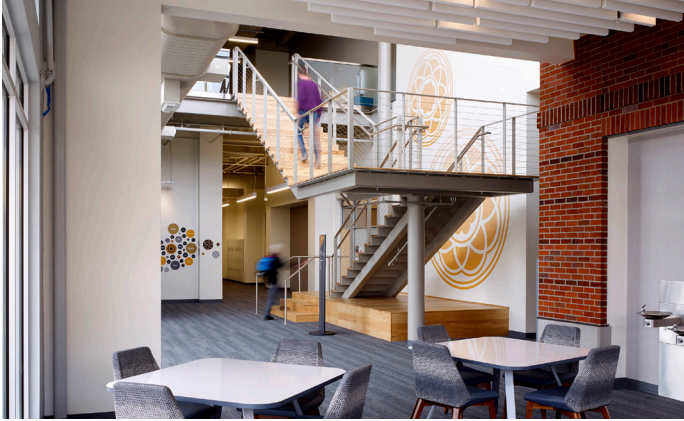
The comprehensive renovation of this 45-year-old building provided a flexible, collaborative learning environment for the increasingly integrated fields of Health, Wellness and Life Science. Highline’s first **LEED-Gold certified** facility, the design achieved Highline’s vision of an interdisciplinary facility that promotes health and technology, while fulfilling their key goals of interaction, flexibility, efficiency, display, connection and security. **We completed a Predesign and continued on to design and construction.**

Integrated and Flexible Learning Environments

The design reflected Highline College while establishing a distinct identity for the Health and Life Sciences program, creating high-quality learning spaces that exceed the users’ needs.

The renovated facility houses health and wellness related programs and provides an integrated, flexible learning environment that can educate the healthcare workforce of the future. Program areas include a Wellness Lab, Home Care and Nursing Assistant Lab, Health Care and Life Sciences programs such as biology, respiratory care, polysomnography, nursing, and medical assisting as well as offices, general classrooms and Student Study and Lounge areas.

Design-Bid-Build	
Completed: Spring 2020	
Budget: \$19,960,000	
Actual Construction Cost: \$20,862,551 (\$452/SF)	
Project Contact: Barry Holldorf, Director of Facilities & Operations, P: 206.592.3793, bholldorf@highline.edu	



Clinical Learning & Simulation Center Renovation, Pacific Lutheran University

Faced with outdated facilities and the demands of a growing program, the School of Nursing sought to renovate the former Garfield Book Company building, located adjacent to the main PLU campus, to create a state-of-the-art Nursing Skill and Simulation Center.

The Garfield Book Company building includes approximately 15,500 s.f. of space on two floors. Of this area, approximately 13,400 s.f. was renovated and the second floor was extended approximately 1,200s.f. into the existing two-story atrium space for a total area of work of 14,600 s.f.

Collaboration and Innovation due to COVID Regulations

Project construction was just ramping up on the CLSC when the first state-wide restrictions due to COVID-19 were mandated. Working closely as a team, the owner, contractor, and architect navigated staffing and material delays, changing workplace safety requirements, and the University’s protocols to stem virus transmission. The open and collaborative environment that began in the early design phases carried through into construction and allowed the team to resolve issues with creative workarounds and substitutions as needed.

Despite these challenges, the project was delivered on time and under budget, with contingency savings being returned to PLU.

[Link to PLU Virtual Tour](#) [Link to PLU Site for More Information](#)

Team Build
 Completed: Fall 2020
 Budget: \$4,058,805 initial contract
 Actual Construction Cost: \$4,002,017 (\$274 / s.f.)
 Project Contact: Raymond K. Orr, Assistant VP of Facilities Management, P: 253.535.7663, orrrk@plu.edu





Advanced Technology Center, Bates Technical College

Supporting a Vision from Master Plan Through Construction

This project is an example of bringing together multiple stakeholders while providing a new approach to technical education. Opened in 2016, the “ATC” provides a state-of-the-art facility for the College’s Advanced Technology, Engineering and Broadcast programs, while creating a new identity for the Central/Mohler Campus. Our services began with a **Predesign in the OFM format and continued into design and construction.**

Interactive Learning Environments

The facility includes active learning spaces emphasizing hands-on project areas, interactive infrastructure, Student Services, a flexible Broadcast Studio/Event Center and numerous media and Engineering-oriented support spaces. The building situates collaborative spaces outside traditional learning settings and faculty offices to provide opportunities to further collaborative discussion, inquiry and interaction amongst faculty and students.

Design-Bid-Build
 Completed: Fall 2016
 Budget: \$18,957,864
 Actual Construction Cost: \$19.5M (\$378 / s.f.)
 Project Contact: Marty Mattes, Facilities Director
 P: 360.596.5227, mmattes@spsc.edu



Additional projects with libraries/learning commons:

- Learning Resource Center Renovation, Clover Park Technical College
- South Campus Academic Building, Bates Technical College
- Quiet Study Renovation, Highline College
- Library Renovation, Shoreline Community College

LIFE CYCLE COST ANALYSIS EXPERIENCE/ SUSTAINABLE DESIGN EXPERIENCE



Life Cycle Cost Analysis Experience

ELCCA, LCCA & LCCT – Effective Tools

Our design teams have performed OFM-approved Energy Life Cycle Cost Analysis (ELCCAs) on all of our Major Capital Projects to help us select optimal building energy-use systems. This has helped us reduce the Energy Utilization Index (EUI) of these facilities over the past three biennia to an average of 34 KBTU/SF/YR, **which is 80% better than the national standard baseline performance for these building types.**

The ELCCA evaluates energy-using systems such as heating, cooling, lighting, building envelope and domestic hot water. As the ELCCA focuses primarily on energy use, it is just one method of analyzing the “total cost of ownership” for operating and maintaining long-lasting facilities.

For the Triton Learning Commons, our team will perform the OFM-required Life Cycle Cost Analysis (LCCA) using OFM’s Life Cycle Cost Tool (LCCT) as part of the “Analysis of Alternatives” in the Pre-design phase.

The LCCA includes preliminary energy analysis plus other material components of the building that influence maintenance and operations costs.

We use all of these tools to help the project team choose and confirm building systems and components. This minimizes the total life cycle costs of our buildings and ensures compliance with state requirements.



At the Highline College Building 26 renovation, we cost-modeled three separate mechanical systems. The college was initially considering a Chilled Beam System. However, upon completion of the LCCA, it was determined that a Variable Refrigerant Flow system (VRF) provided a net life-cycle savings of (\$500,000) over the other alternatives and had a lower initial cost than the chilled beam system.

Minimizing Total Cost of Ownership

The total cost of ownership is affected by the balance of a wide variety of issues that interrelate, but do not always align. Our design approach is to balance the primary consideration of an effective learning environment with a financially sustainable model for operating the facilities; resulting in a constructible, functional and maintainable facility. During Pre-design and budgeting, the team has the greatest ability to achieve the most beneficial balance of design performance considerations.

Sustainable Design Experience

Sustainability Approach at Edmonds College

In your Presubmittal Meeting presentation on August 19, you expressed a project goal to achieve LEED Gold Certification with this project. Achieving Edmonds College’s and DES’s objectives requires selecting and installing high-performance systems materials that are low maintenance and stand the test of time.

Understanding that our state already leads the nation with a progressive building code, we look for additional sustainable opportunities with intentional effort. During our Eco-charrette in Pre0design, we will explore ways to meet and exceed the sustainable goals for the project.

As the ideals embodied in your aspirations take us further, reviewing systems, material, and operational standards may be necessary to achieve those objectives. Early understanding and analysis of the energy-generating potential, the lifecycle and embodied carbon of building materials and systems, connection to surrounding ecosystems, and proper solar orientation are

Leadership in Sustainability

Twice over the last three years, McGranahan Architects has been nationally recognized for leadership and delivering results within the AIA 2030 Commitment. Additionally, we are one of 27 firms nationally and one of only 4 in the Pacific Northwest to report that all our submitted projects completed in 2019 met the 2015 – 2020 goal of 70% reduction of carbon emissions related to building operation. We are experienced and excited to work with Edmonds College and DES to meet your EUI goals and Net Zero aspirations.

critical to meeting project scope, budget, and operational performance goals.

We look forward to working with Edmonds College and DES to align systems, material, and operational standards with the opportunities at the Triton Learning Commons.

Environmental Responsibility

Embedded in Our Core Values

Environmental Responsibility is one of McGranahan's core values. We view Environmental Responsibility through a broad lens, including environmental justice, and believe that it is fundamental to the success of every project we work on. Our team responds, actively and sensitively, to each site's unique conditions in ways that enhance the environment and minimize our use of natural resources, both now and into the future.

Highly Qualified Team

We have designed 10 LEED Gold or Silver Certified projects and 2 LEED Platinum projects within the last four biennia for colleges and universities, and we have 12 LEED Accredited Professionals on staff. We use the LEED certification process as a starting point to help you prioritize how to maximize health and energy performance and enhance educational programs.

Our team is conversant in a wide array of materials and systems being implemented in education facilities in our region.

Our recent projects include features such as geothermal heating, displacement ventilation, integrated lighting controls, photovoltaics, enhanced building envelopes, green roofs, biophilia, daylighting, rain gardens, and porous asphalt.

Further elements of our designs have included display and live tracking of energy consumption, and visible building support systems. Additionally, "learner-centered" windows that provide access to daylight and offer students a place to sit, calm themselves, and re-engage with school promotes a mindful connection to the environment.

Success with Sustainable Design

Tools to Support Sustainable Opportunities

During Predesign, analysis of building massing is the most efficient way to optimize energy efficiency without additional cost impacts. Our team uses Cove tool and Insight 360 to provide design feedback for building site orientation, and glazing positioning and percentage, and building systems. Trade-offs as the design progresses are easily understood as our team is able to confirm the impact to EUI as different options are considered. Daylighting and glare analysis provide real time feedback to facade and orientation options to allow the team to optimize for student comfort, reduced energy and resource needs, productivity, and wellness.

Our analysis from early massing studies explores:

- EUI: Showing Impacts and Trade-Offs For Varying Options
- Building Siting: Walk, Transit, and Bike Score

LEED Platinum Success at Cebula Hall

Cebula Hall Engineering Building, Saint Martin's University

The building serves as a learning tool expressing engineered building elements and systems that are supported by surrounding informal learning spaces and curriculum. Many of the building's structural, civil and mechanical systems are displayed to facilitate dialogue and support the school's curriculum. The upper floor of the building provides access to a roof top lab that includes two dual axis solar panels, allowing students to study the benefits of tracking devices, solar orientation and the production of solar energy.

Cebula Hall demonstrates an incredible operational efficiency, with an EUI of 17.2. This is an 87% reduction from baseline and was AIA 2030 compliant a decade ahead of today's goals. A photovoltaic array produces over 15 percent of the building's power needs while providing the remainder through green power sources. Extremely efficient fixtures and equipment reduce water usage by 48 percent. Over 27 percent of the furniture and construction materials are recycled, including 111 soda bottles used to create each faculty side chair.

The 26,900 s.f. Cebula Hall Engineering Building contains Environmental, Structures, Thermal Engineering, Materials, and CAD Modeling Labs as well as classrooms, an engineering library, and administrative offices for faculty and the dean of the Hal and Inge Marcus School of Engineering.



- Daylighting and Glare
- LEED Scoring
- Heating and Cooling Systems
- Materials
- Passive Systems
- On Site Renewables

PAST PERFORMANCE



Past Performance and Project Management

McGranahan Architects has a **stellar track record** when it comes to designing projects that are consistent with the vision developed in Predesign. Our projects are done on time and our rate of non-owner generated change orders is less than 1%. The vast majority of the clients that we have completed a project from Predesign through construction with have hired us again. Our extensive background in developing projects with budgets that we crafted, as well as those of others, gives us added insight to creating a **compelling vision with you for the Edmonds College Triton Learning Commons project** and a comprehensive start to ensure the vision can be realized in the future.

Ensuring Success after the Predesign

The potential for a project is established during the Predesign phase, but it is realized in the design and construction phases. The final product must delineate your quality and programmatic expectations that are established during the Predesign process.

- **Include alternatives, contingencies and minimum** to aspirational programmatic requirements that can be tested in the design phase; include adequate budget to take advantage of alternatives.
- Be thorough in **planning for equipment, furnishings and fixtures** that are essential to the Health Science learning environments. Ensure they are included in the budget.
- **Plan and budget building infrastructure** to support systems that can change easily over the life of the building; particularly technology, HVAC and partitions.
- **Account for all aspects of project delivery over time**, such as fees for permitting/agency review, taxes, proper set of D/B services (if applicable), project management services, legal fees, cost escalation and appropriate contingencies applied to all components of the project, including potential schedule impacts.
- **Involve a broad set of stakeholders** and influencers in crafting the vision for the project and all of the parts that go into achieving the vision.
- **Review the project vision and goals at the beginning of each subsequent phase with the entire team**, incorporate a thorough and regular review of schedule and budget to confirm priorities and scope of the project.

Maintaining Scope, Schedule and Budget

Clarity in communication, effective tracking, and critical path decision making are all key components for a project meeting scope, schedule, and budget goals. To meet budget and track scope, we utilize regular take-offs from our BIM modelling software, value engineering conscience designing, and utilize various cloud-based tracking tools. We take an approach of customizing the tools at our disposal as needed for each team and project. We leverage various web based, multiuser platforms for effective team communication and tracking such as Smartsheets, Bluebeam Revu, Newforma, and Navisworks.

Scope

Project scoping during Predesign is key to staying focused and on track as we move into the design phases. Stakeholder input and an inclusive process that draws in and engages all parties to establish a realistic scope that is aligned with our project budget is a must. We advocate for a clear definition of responsibilities: what pieces are Owner-provided, what components are part of the construction contract, how are outside vendors and suppliers brought on board- as part of Predesign scoping. This provides the necessary documentation to identify and deal with “scope-creep” in ensuing phases.

Schedule - Establish Realistic Parameters

The success of a project schedule is determined long before construction begins. Achieving a schedule depends on developing realistic parameters at the outset of the project; and is contingent on the design team uncovering all the project challenges that we will work with you to resolve, allowing the project to get to the construction phase smoothly.

For example, owner approvals, permitting, OFM funding, document production, etc. From the onset of a project, even in the early planning portion of the process, approaching the



zoning and permitting department as partners is critical to the success of a project. We reach out early to department members for buy in to building approach to set the project up for success through the review and approval cycles.

Budget and Cost Control

Cost control during construction is reliant on quality documents. We have a reputation in the construction community for providing clear, consistent, and thorough documentation. That reputation attracts more quality bidders to our projects. That in turn translates to more competitive bid results for our clients.

Overall Management

As previously noted, we base our management success on providing continuity of team members so that the project history is understood, and decisions are based on the direction established throughout the design process. Transparencies and collaboration among all parties is essential for project management.

Team Collaboration

Our priority will be to conduct a “Step Zero” meeting to ensure the clarity of each role and to set clear project expectations and aspirations to guide a collective understanding from the start of design through the end of construction. Building clear project framework encourages each team member to take ownership of their personal role while remaining open and welcoming to new team members if the project grows.

Communication and Collaboration Methods

We communicate with our team throughout the design and construction process in a variety of ways. We use web-based team collaboration systems, such as NewForma, Navisworks, Bluebeam Revu, and Smartsheets to facilitate issue tracking communication.



Use of furniture to address the multiple needs of social and collaborative learning.

More significantly, our streamlined use of the BIM (Building Information Modeling) delivery system for our design and construction documents sharpens our focus on the quality of the end result of accurate documents. Changes in the work of any one discipline are quickly reflected in the team’s shared model so conflicts can be addressed as they arise, rather than waiting until the next progress printing.

Jurisdiction Integration

We bring recent experience working with the City of Lynnwood and we have found that, like most jurisdictions, they are very helpful and supportive when involved early in the process. For virtually every project, we schedule a pre-application meeting with officials from Planning, Building, Fire, Water, and Public Works departments to make sure that all areas of project influence are understood and addressed. Starting good communication and a clear understanding of expectations early is critical so we understand the key requirements from each department. We have experience completing master plans, as well as projects from Predesign through construction, addressing land use goals and specific permitting conditions.

Construction Administration

Once construction is underway, the most effective method for controlling costs is proactive construction administration, which means a direct and timely response to issues as they arise. By maintaining an active participation in the project in the construction phase; by communicating regularly with the contractor and responding to their requests and submittals in a timely and professional manner; by making regular visits to the construction site and maintaining a good understanding of how the work is progressing; and by responding immediately to conflicts that do arise, we can avoid many potential cost impacts and those that do occur can be limited in their scale.



Porous and adaptable space accommodates changing uses.

DIVERSE BUSINESS EQUITY AND INCLUSION STRATEGIES



Diverse Business Equity and Inclusion Strategies

Approach

Our approach to selecting sub-consultants starts with determining disciplines and firms that would be the best fit for the project. As we build our project team, we will look for opportunities to divide elements of the scope of work beyond the traditional disciplines. This might include isolating aspects of the planning process, specifications, construction administration, document development, testing, and others. This approach also includes opportunities within each discipline for mentorship, professional development of staff, and inclusion of partner firms.

Our organization chart outlined potential team members, and we will work with Edmonds College to confirm the most qualified team for the Predesign and design. While our **planned utilization is 22% MWBE/SBE** we feel there will be additional opportunities as we define the overall scope of the project.

Partnership Opportunities

While some of our direct team members may not be MWBE certified, this project offers opportunities for equity partners. The team has had success not only guiding them through the approach to community and technical college design but also learning from them. For architectural elements, McGranahan has successfully partnered with local planning specialists to support community integration sessions and outreach. Partnership and mentorship are just two of many options. We will work with you as an integrated team to identify scope areas to involve additional local and MWBE partners.

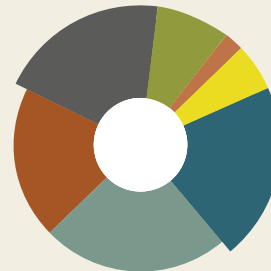
Supporting Professional Growth

Beyond the inclusion of MWBE firms we strive to provide opportunities for individual professional growth. Examples of this includes full team involvement in project kick-off, co-location of key partner staff, and community inclusion.

All team members and sub-consultants are part of a detailed, kick-off meeting where project scope of work, tasks, schedules, communication lines, and expectations are discussed, defined, and agreed to. This gives individuals an opportunity to discuss strengths and areas of growth expected for this project.

Key to supporting smaller and disadvantaged firms is developing a better relationship with the staff actually doing the work. For example, the Engineer of Record or the architect must make sure everything is being designed properly and safely. For these situations we will co-locate with key team members of our

Utilization for Triton Learning Commons



We are targeting a utilization of 22%, and as much as 30% of the A/E fees for the EC Triton Learning Commons to be MWBE or Small Businesses.

- Structural (9.5%) S/WBE
- Mechanical (11%)
- Electrical / Low Voltage (9%)
- Landscape (3.5%) SBE
- Civil (9%) WBE
- Acoustical (1%)
- Cost Estimator (2.5%)

partner firms for a portion of the design process to promote collaboration and integration.

Our response to broader community inclusion is to create industry awareness and career opportunities for area youth. We support high-school and college internship opportunities, and participate in A/E/C mentorship programs.

McGranahan’s Culture of Diversity & Inclusion

An ethic of inclusion begins with us. McGranahan Architects is committed to ongoing learning and long-term transformation. We understand there is always room for improvement, and we strive to be inclusive, open, and willing to have difficult and constructive conversations. Through firm-wide outreach, large and small group discussions, learning sessions, and focused independent surveys, our Diversity & Inclusion Committee is accountable for driving progress and change within the firm. We are constantly cultivating a more diverse group of leadership. Our professional/technical staff is currently 41% minority /women.

Success

Our goal for engaging students, faculty, and community partners, is that they experience a design team that is diverse and multifaceted, and supports everyone’s participation. Our process strengthens and enriches the community connected to the college. We look forward to crafting the team with you for each project and reaching your goals.