REQUEST FOR QUALIFICATIONS FOR
CONSULTING SERVICES

FOR

SCHOOL OF NURSING
ACADEMIC SPACE PLAN AND FEASIBILITY STUDY

AT

UNIVERSITY OF WASHINGTON

Project Number 205077

Submittal Deadline: March 11, 2015

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TABLE OF CONTENTS

1. INTRODUCTION ..................................................................................................................................... 3
2. SCOPE OF SERVICES .................................................................................................................................. 6
3. PROJECT DELIVERABLES .......................................................................................................................... 8
4. RESPONSES TO RFQ ................................................................................................................................ 8
5. EVALUATION AND AWARD .................................................................................................................... 100
6. INSTRUCTIONS TO PROPOSERS ......................................................................................................... 12
1. INTRODUCTION

1.1. Purpose
The University of Washington Office of the University Architect is soliciting Statements of Qualifications (SOQ) from qualified firms experienced in academic and campus planning to develop a vision and associated space program for the School of Nursing and a feasibility study consisting of scenarios designed to investigate ways to achieve this vision and program. The study will develop and analyze options for creating a facility to meet projected program requirements, including solutions based on new construction and others based on renovation.

The planning study will assess the use and condition of existing space and define the programmatic space requirements for the school, based on program size (e.g., in terms of faculty, enrollments, and research funding) and projected programmatic change. The consultant will work from a recently updated space inventory for data on space quantity and location.

The consultant will assist the school in articulating its vision and aspirations, and its expectations for future directions in research and teaching, managed by and in consultation with the Office of the University Architect regarding campus-wide context and institutional goals. The program analysis will suggest creative and effective ways to use space that increase the school’s ability to attract, retain and support the most highly-qualified faculty and students.

The selected consultant will work with a core UW team that oversees the project, advised by a steering committee representing the school and the Office of the University Architect (OUA). The study will propose ways to provide the School of Nursing with spaces that promote collaboration and support excellent teaching and research, comparing the feasibility of renovating existing space to alternatives for other renovation and for new construction. The scope of this study will require that the team include engineering expertise to assess the current facilities.

A South Campus Study Phase II is also underway at University of Washington, planning for the overall program and future of the campus area between Pacific and Portage Bay that includes Magnuson Health Sciences Center (HSC). Proposed scenarios for the School of Nursing should coordinate with that study, recognizing ways that the future HSC and south campus are expected to differ from the current conditions.

The university anticipates conducting this project over four to six months, starting in April 2015.

1.2. Background
The University of Washington’s School of Nursing is ranked number one among nursing graduate programs by U.S. News and World Report. But it is vulnerable to losing its stature because its current facilities do not meet the needs and expectations of the faculty or students. Other nursing programs across the country, including University of Pennsylvania and
Johns Hopkins University, the other two top-ranked nursing programs, offer far newer and better-equipped facilities, putting the UW at a competitive disadvantage.

The State of Washington faces a projected shortfall of 18,000 nurses by the year 2031. This shortfall is, according to a 2011 study by the UW School of Medicine, likely to start as soon as 2015 and increase over the next two decades, reflecting an aging population, increased access to healthcare, and a large number of retiring nurses. This creates a demand for nurses that can only be met by increasing enrollments in nursing programs that train more nurses, and in doctoral programs that prepare future faculty members for nursing programs.

At the same time, about 30% of the school’s faculty are expected to retire within the next ten years. This creates an urgent need to recruit new faculty at a time when qualified candidates are in short supply, the success of which depends upon offering facilities and continued program stature sufficient to attract the very best candidates.

The UW School of Nursing proposes to increase its enrollments, especially for nurse practitioner programs, but finds its current facilities inadequate both in size and infrastructure to permit any significant growth in the student population. The way nursing education is conducted has changed enormously since the school’s current home was constructed in 1973. Opportunities for clinical placement, relative to the number of UW nursing students, have declined, which mandates a shift to greater use of a high fidelity simulation lab to teach clinical skills. But the existing simulation lab, named the Center for Excellence in Nursing Education Learning Lab, is inadequate in both capacity and technology, so students are denied the most effective clinical teaching. If student time in the Learning Lab were increased from the current 13% of their overall clinical instruction time to 25%, the school estimates that its enrollment could increase from 288 to 364 students.

Likewise, the aged facilities at Magnuson Health Sciences Center create many barriers to operational efficiency and offer only the barest of amenities.

Nursing research attracts more than $14 million in average annual support to UW. But the current nursing research facilities are not aligned well with the school’s research needs. Some of the school’s research centers and enterprises lack space for public interactions and scholarly collaboration. To maintain and grow funded research at UW requires modern research space.

The Continuing Nursing Education (CNE) component of the School of Nursing is housed separately from the rest of the school – in the UW Tower rather than Magnuson Health Sciences Center - which inhibits interaction between the faculty and CNE. Ideally, CNE would be co-located with the rest of the school.
The School of Nursing
The school comprises three departments, Biobehavioral Nursing and Health Systems, Family and Child Nursing, and Psychosocial and Community Health, with a total 535 faculty and staff and a total enrollment of 638.

Six degree programs are offered:
- Bachelor of Science in Nursing (BSN), a two-year upper-division professional program that prepares students to become general registered nurse practitioners (RN).
- Accelerated Bachelor of Science in Nursing (ABSN), in which applicants who have completed or nearly completed a bachelor’s degree may complete the BSN curriculum in 15 months.
- Master of Nursing in Community Health Nursing (MN-CHN), open to those with BSN or other bachelor’s degree plus RN license, which promotes health equity.
- Master of Science in Clinical Informatics and Patient-Centered Technologies (MS-CIPCT), which does not require nursing credentials for its students and teaches the use of information technology tools to improve care.
- Doctor of Nursing Practice (DNP), open to those with BSN or other bachelor’s degree plus RN license, which trains Advanced Practice Registered Nurses (APRN) or Advanced Systems and Population Health (ASPH) experts. In 2014 enrollment re-opened to the adult-gerontology acute care track, which was suspended in 2010 due to funding constraints after the U.S. financial crisis. Other tracks include family care, pediatric care, nurse-midwifery, and psychiatric mental health care.
- Doctor of Philosophy in Nursing Science (PhD), a program recognized as a global leader in training the next generation of nursing researchers.

The Office of Nursing Research (ONR) provides research support services not only to the School of Nursing but to researchers across the campus, the region and the country. These services include consultation on statistics, research design, data analysis and grant applications. The ONR’s research laboratory staff generate revenue by processing research samples for investigators both within and outside the university. Its five laboratory service areas are biochemical, immune function, molecular genetics, physiologic testing and sleep research.

Four centers conduct research and training in specialized areas, and six non-departmental programs offer training for clinical professionals and interventions to assist people in the greater community.

The school is currently assigned 65,790 assignable square feet distributed across three buildings on the University of Washington campus in Seattle. The majority of space - 54,937 ASF - is on the south campus in the Magnuson Health Center – T wing. Another 8,913 ASF are in the UW Tower in the University District, and 1,940 ASF are located at Sand Point Building 29.
2. SCOPE OF SERVICES

Conducted under the umbrella and according to the parameters of the current Campus Master Plan, the study will be led by the Office of the University Architect (OUA). OUA is the contract manager and project coordinator with support from the School of Nursing and other key UW staff.

The scope of services shall include, but is not limited to, the following:

2.1. Establish Work Plan & Schedule

Provide a proposed work plan, indicating the anticipated outcomes and the process to be used. Include specific tasks, with milestones, to provide services and generate products.

Clarify roles and responsibilities of the consultant, core team and steering committee. Identify information to gather and the process for information-gathering and communication such as surveys, interviews, focus groups, data validation, and/or public forums. Information gathering should be transparent and broadly consultative, foster open communication, and include opportunity for appropriate input from all relevant constituencies, which may include university, college and departmental faculty, staff and students; occupants of nearby locations; and campus service providers.

Plan for how to incorporate both relevant existing plans and other, concurrent planning efforts in a way that fosters collaboration between the planning efforts and minimizes overlap of tasks.

2.2. Articulate Vision and Guiding Principles for Plan Development

Facilitate the development and articulation of the school’s goals, its vision for the future; outline future directions in teaching, research or service; and identify the principles that will guide development of the school’s facilities. This vision will reflect programmatic, academic and architectural aspirations, rather than specific facility needs. Challenge the steering committee and study constituents to think boldly about how the school/college programs might look differently in the future. Identify projected changes in faculty, staff and student FTE over the next ten to twenty years, and projected program changes. Verify findings with OUA and the steering team. This portion of the study may include interviewing college stakeholders, partners and constituents. The report will reflect the interplay of functions, program locations, interactions with other UW units and the public, existing buildings and infrastructure.

In addition to any graphics, the final report will include narrative describing the school’s goals, its vision and guiding principles, important factors in their development, and paths to their realization.

2.3 Document the Condition of Facilities

a) Assess the condition of facilities assigned to the School of Nursing in Magnusson Health Sciences Center - T, based on user interview, existing condition reports and physical tour of spaces. Conduct facilities condition engineering assessment that will help in evaluating suitability of the facility for any proposed changes in function. Report on overall space quality, functional suitability and the alignment of assigned space with needs.
b) Conduct a site conditions assessment to identify significant features of the external environment, including service access, shared instructional spaces, pedestrian and vehicular circulation, and social amenities.

c) Coordinate with the South Campus Study Phase II assessment.

2.4 Assess Facilities and Space Use; Create Space Program to Shape Scenario Development

a) Document faculty and staff size by FTE; validated growth projections for five, ten and, to the extent possible, twenty years; and functional adjacencies and relationships.

b) Assess space needs and create a space program to reflect the school’s vision and identified programmatic needs. The program will support projected needs for research, instructional and service space. In addition, it will respond to trends that create demand for new kinds of space. This part of the study should go beyond calculations of space need based on current space practice, and introduce new ways of using facilities to meet program needs.

c) Project space needs and space program for near-term, mid-term and long-term.

d) Describe facility needs and opportunities. What synergies exist, and where would new adjacencies stimulate program development? How might the current location(s) be celebrated and better used as assets? Which programs are well-suited to existing facilities and which are not? How could the current location be better used?

e) Describe the key issues to address in scenario development from the perspective of the ongoing South Campus Study Phase II as well as the perspective of the School of Nursing.

2.5 Create Scenarios for Future Development, and Assess Feasibility of Each

Structure at least three development scenarios depicting possible futures that resolve the assessed needs in a variety of ways. One of the scenarios will test the feasibility of renovating existing space in the T wing to meet program needs. A second scenario will outline the costs and benefits of a completely new location. Estimate the project costs for each scenario, including site development, enabling projects, landscape, F&E, and fees. The scenarios will each relate, in different ways, to the principles established for the larger context of the South Campus Study Phase II.

Scenarios will address, at a minimum:

a) Alignment of existing space to optimize utilization and meet functional needs. Provide examples of right-sized space and relevant design solutions.

b) Renovations to existing space to support greater efficiency of use, create flexible room types, eliminate deferred maintenance or improve physical and functional conditions to meet programmatic needs.

c) Construction of new space to meet needs. Provide a range of costs assuming at least two different sets of site conditions. For example, one condition might provide a relatively clear site on which to build, while the other requires demolition of an existing structure.

d) Factor site development considerations into scenarios, including architectural character; landscape development; campus connectivity and any regulatory issues and restrictions. Address any competing construction needs in this area, as identified by OUA.

e) Sequence for scenario implementation based on realistic funding and growth/phasing expectations, including near-, mid- and longer-term plans. Describe enabling projects with their estimated costs.
f) Assessment of strengths and weaknesses to the school and to the university as a whole, both in terms of value and cost.

g) Summary, in both narrative and tabular form, of the pros and cons for each scenarios.

3 PROJECT DELIVERABLES
The consultant will be responsible for the project deliverables to OUA, which will include:

3.1 At the outset of project, written work plan and schedule.

3.2 Draft and final document in five sections, corresponding to the tasks listed under Scope of Services. Drafts for sections b, c and d will be presented before scenario development.

a) **Executive Summary.** Summarize the vision and principles, findings, primary issues to address in future development and key recommendations. This section must be able to function as a stand-alone document.

b) **Vision and Guiding Principles.** Narrative describing the guiding vision and principles articulated for the plan.

c) **Current Conditions: Inventory Summary; Facilities Condition Summary.** Include tables with summary of all space by type, building, department and condition as well as other narrative, tables and graphics useful to describe salient observations about inventory and conditions.

d) **Assessment.** Summary of current programs and size, projections for programs and size, space use analysis, needs assessment. Identify the key issues surfaced during the study that will be addressed by scenarios.

e) **Scenarios.** All elements of the proposed scenarios. Include a summary of the strengths and weaknesses of each. Include estimated project costs and schedule requirements.

f) **Conclusions.** Recommendations for next steps, based on discussion of the vision, program and scenarios. Provide images that reflect salient aspects of the recommended scenario and its development, to support fund raising efforts.

The final document should have a professional appearance and format. Graphics should be readable in both color-printed and web-appropriate formats.

4 RESPONSES TO RFP

**SUBMITTAL REQUIREMENTS AND EVALUATION CRITERIA**
The Statement of Qualifications (SOQ) must include and will be evaluated on the criteria listed below. It must include an index and be organized by discrete sections corresponding to the criteria and in the same order as listed below. Excluding the cover letter and the response to GSA Standard Form 330, Part II, the SOQ should be submitted in no more than 25 page sides.

4.1. **Cover Letter.** A cover letter of one to two pages, addressing, at a minimum, the following:

a) Expression of interest in this project.

b) A summary of your firm’s relevant qualifications.
c) The size of your firm and its capability to manage a project of this size and scope within the identified time frame, relative to its other workload.

d) Acknowledgement that you have reviewed any addenda issued to the RFQ, as posted on the University’s website.

e) The name and contact information of the individual the University should contact with questions about the SOQ and to schedule an interview. The contact information should include the person’s name and title (Mr., Ms., etc.), firm name, mailing address, telephone number, and e-mail address.

4.2. Team Qualifications.

a) Team expertise and availability. The project is expected to take approximately four to six months from the initiation of the work to its conclusion. This work will require a well-coordinated, agile team. Identify essential team members by discipline and expertise, availability, and their experience and qualifications relevant to this scope. Include resumes for the team’s key staff.

It is at the discretion of the proposer to identify a core team of staff, including other consultant firms, if any are deemed appropriate to address the scope of work. The university will work with the successful firm to identify additional consultants to supplement the proposed team, so not all consultants must be identified by name.

b) Experience facilitating the development of an academic vision. Give examples of your team’s approach to comprehending programmatic, academic needs, rather than strictly architectural and facility needs, and to helping users articulate their vision and planning guidelines.

c) Communications and engagement. A strategic approach to planning typically engages faculty, administration and students. Give examples of your team’s experience in providing strategic communications and engagement services. Describe the firm’s philosophy regarding communications and engagement in a consensus-based environment.

d) Coordination with other efforts. The Campus Master Plan will both inform and be influenced by this study. In addition, concurrent planning projects will both inform this plan and in turn be shaped by this project. Please describe relevant projects that demonstrate the team’s ability to cohesively incorporate concurrent planning efforts. Outline your approach to fostering collaboration and minimizing overlap of tasks or making contradictory recommendations.

e) Components of scenario planning. Provide relevant examples of work that the team has been responsible for that include similar components of the scenario planning process:

i. Existing Conditions - physical and functional characteristics, projected demand, building program

ii. Capacity for growth and expansion

iii. Identification of enabling projects and phasing plans that will allow for the phased implementation of building renovation and growth

iv. Cost associated with scenarios for future development, implications and trade-offs

v. Sustainability planning and design

vi. Implementation Strategies and Next Steps
4.3. **Other Documentation**

a) **References.** Provide at least three (3) project owner references for work completed by your firm. References should be selected from projects prominent in your SOQ with relevance to this scope of work. Cited references should include project name, reference name, title, project role, and current contact telephone number, and email address. Refer to the Evaluation and Award section of this RFQ for information about how reference checks will be used in the evaluation process.

b) **GSA Form 330, Part II.** As part of the qualifications submitted, include a copy of the completed Federal Government GSA Standard Form 330, Part II. The form is available online at: [http://www.gsa.gov/portal/forms/download/116486](http://www.gsa.gov/portal/forms/download/116486).

c) **Acceptance of University’s Standard Contract.** The university intends to enter into an agreement with one firm as a result of this RFQ process and to use its standard Agreement for Professional Services for the work. The Agreement is available on the Capital Projects Office’s website at [http://f2.washington.edu/cpo/business/contracts-forms](http://f2.washington.edu/cpo/business/contracts-forms). Select the ‘Agreement for Professional Services – (OA4) Miscellaneous’ located in the ‘Consultants’ section. Each firm must affirm in this section of the SOQ that the terms and conditions of the agreement is acceptable, or if the firm takes exception to any of the proposed language in the agreement, the firm must specifically describe the reasons for the exceptions and propose in this section of the SOQ alternative language for review and consideration by the University. The University makes no commitment that it will modify any of the terms of the standard agreement based on the firm’s suggestions. Firms should not comment on the terms of Attachment A to the Agreements that include compensation provisions. Failure to respond to this item may result in the University eliminating the firm’s SOQ from consideration.

5 **EVALUATION AND AWARD**

5.1 **Criteria for selecting firms to be interviewed.**

Responses will be reviewed by a university evaluation committee, which will review the SOQs and shortlist firms to be interviewed. The evaluation process for shortlisting will be based on the following criteria and point values. Points will be awarded based on the firm’s ability to demonstrate its ability to meet the different requirements of this RFQ and the resulting Contract.

The university reserves the right to conduct reference checks for the highest scoring firm(s) either after qualifications have been evaluated, and/or after interviews have been held. Should information obtained during reference checks reveal concerns about the firm’s past performance or its ability to successfully perform the contract to be executed based on the RFQ, the university may, at its sole discretion, determine that the firm is not qualified to move forward in the selection process and/or enter into negotiations with the university. In reference checks, the university may include itself as a reference if the firm has performed work for the university, even if the firm did not identify the university as a reference. Likewise, the university reserves the right to check references for the firm from other owners and designers even if they were not identified by the firm as a reference in the Statement of Qualifications submitted.
5.3 Interview process

Key team members are expected to lead the interview, describing their approach to this study. A fifty-minute interview period will be allocated to each firm, as follows: 25 minutes to present, 20 minutes for question and answer, 5 minutes for consultant questions and closing statement. Firms will have five minutes to set up before the interview and five minutes to take down and remove presentation material after the interview.

Interviews will be evaluated as described below:

<table>
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<tr>
<th>EVALUATION CRITERIA</th>
<th>POINTS</th>
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<tbody>
<tr>
<td><strong>Project approach.</strong> The team’s understanding of and approach to the project</td>
<td>25</td>
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<tr>
<td><strong>Personnel.</strong> Demonstrated experience and knowledge relevant to the project. Suitability of project team.</td>
<td>25</td>
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<tr>
<td><strong>Communication.</strong> Interpersonal communication among team members and with the interview committee; use of communication tools and techniques</td>
<td>25</td>
</tr>
<tr>
<td><strong>Presentation and questions.</strong> Clarity of expression and organization in the firm’s presentation, and in providing insightful answers to questions asked by the interview committee. Quality of questions asked by the firm.</td>
<td>25</td>
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<tr>
<td><strong>Total.</strong></td>
<td>100</td>
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</tbody>
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The most highly qualified firm, based on total points from the evaluation of SOQs and interviews, will be invited to enter into negotiation with the university. Only one firm (the prime consultant) will be designated as the contracting entity. If the university and the most highly qualified firm cannot agree on fair and reasonable terms, the university may enter into negotiations with the next most highly qualified firm.

The sub-consultant team, if needed, should be finalized prior to contract award.
6 INSTRUCTIONS TO PROPOSERS

6.1 RFQ Reference Number
The project number for this RFQ is 205077. Firms shall reference this number in all of their documentation and correspondence with the University regarding this solicitation.

6.2 Submittal Deadline
One (1) unbound original, five (5) copies organized in removable, recyclable covers, and one (1) CD/DVD in PDF format of the Statement of Qualifications containing the above-listed information must be received at the University Facilities Building no later than the submittal deadline stated on the first page of this RFQ, or as modified by any subsequent addenda. Submittals sent by mail or courier shall be sent to the address below (use box number for U.S. Postal Service (USPS) delivery only). Faxed or e-mailed submittals will not be accepted. Consultants are responsible for ensuring receipt of the SOQ at the University Facilities Building by the deadline stated above, and should take into account internal UW delivery times once USPS delivers a submittal to the box number indicated, and other delays that may occur when using a delivery service. Submittals received after the deadline will not be considered.

University of Washington
University Facilities Building
Attention: Office of the University Architect
Box 352205
Seattle, WA 98195-2205

Any addenda issued for this RFQ will be published at the following website address: http://f2.washington.edu/cpo/business/consult-opp, within the ‘Current Advertisements’ box. Consultants are responsible for checking the website for any addenda prior to submission of qualifications. If you are unable to download the addenda, you may contact the individual noted at the end of this RFQ.

6.3 Questions
All questions regarding this RFQ should be addressed to Diane Machatka, project manager, at 206-543-4467 or by email at machatka@uw.edu.

6.4 Minority and Women’s Business Enterprise Participation
The University of Washington is committed to providing the maximum practicable opportunity for participation by minority business enterprises (MBEs) and women business enterprises (WBEs) in its contracts through direct contracts with the University, and sub-consulting or supplier participation. The University strongly encourages MBEs and WBEs certified by the State OMWBE to respond to this RFQ. Voluntary goals of 10% for MBEs and 6% for WBEs have been established for this project. However, no minimum level of MWBE participation will be required as a condition for entering into a contract. The University is also an affirmative action-equal opportunity employer.

Page 12 of 13
JUDITH GINIGER
Contracts Manager

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