

ARC RESEARCH TEAM - UW







UW ARC Fellow - Student Researcher 3-Year M.Arch Student

B.IArch - University of Oregon



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ARC RESEARCH TEAM - MITHUN

MITHUN





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Lynn McBride

Partner AIA, LEED AP BD+C

Nick Wai-Poi

Associate Principal

RESEARCH QUESTION

DESIGN DELIVERY - WHAT REALLY WORKS?

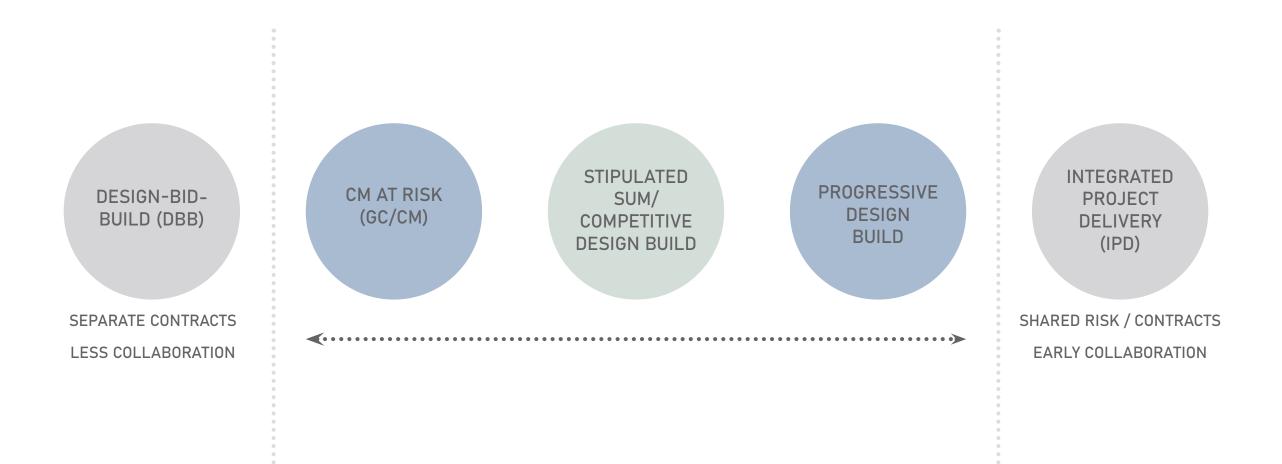






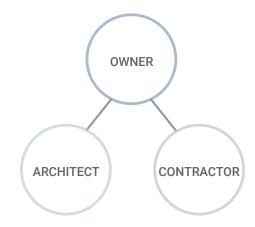
TARGET GROUP: HIGHER EDUCATION PROJECTS

UNDERSTANDING THE PROJECT DELIVERY TYPES



UNDERSTANDING THE PROJECT DELIVERY TYPES





General Contractor engages during the design process, providing Constructibility and pricing feedback.

STIPULATED
SUM/
COMPETITIVE
DESIGN BUILD



General Contractor engages at the commencement of the design process, guaranteeing the price at the end of the competitive period.



General Contractor engages at the commencement of the design process, providing constructibility and pricing feedback.

Price guarantee typically happens at 60% Document Completion

OWNER

CONTRACTOR

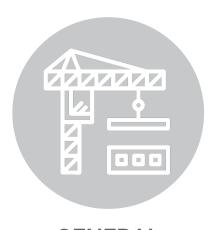
ARCHITECT

TARGET PARTICIPANTS









GENERAL CONTRACTOR



END USER



O&M PERSONNEL

PRELIMINARY INTERVIEWS

UNIVERSITY

WASHINGTON



UNIVERSITY OF WASHINGTON



WASHINGTON STATE UNIVERSITY

OREGON



OREGON STATE UNIVERSITY

CALIFORNIA



UNIVERSITY OF CALIFORNIA
- SAN DIEGO



UNIVERSITY OF CALIFORNIA
- IRVINE

GENERAL CONTRACTOR



FORTIS CONSTRUCTION

CONSULTANT



BRAILSFORD & DUNLAVEY

CASE STUDIES

PROGRESSIVE DESIGN BUILD





HANS ROSLING CENTER FOR POPULATION HEALTH

CLIENT: UNIVERSITY OF WASHINGTON

ARCHITECT: MILLER HULL

CONTRACTOR: LEASE CRUTCHER LEWIS

CM AT RISK (CM/GC)





MARINE STUDIES INITIATIVE BUILDING

CLIENT: OREGON STATE UNIVERSITY

ARCHITECT: YGH ARCHITECTS

CONTRACTOR: ANDERSEN CONSTRUCTION

CASE STUDIES - OREGON STATE UNIVERSITY



BACKGROUND

LOCATION Newport, Oregon

SCHEDULE

March 2018 - January 2020

CONSTRUCTION COST

\$61,700,000

CLIENT

Oregon State University

ARCHITECT

YGH Architecture GENERAL CONTRACTOR

Andersen Construction

Azita Footohi - 2021-22 ARC Fellowship

PROJECT CRITERIA

PROJECT DELIVERY METHOD

Construction Manager at Risk (CMR)

PROJECT DESCRIPTION

Established as a lab and classroom building on the Oregon State University (OSU) Hatfield Marine Science Center in Newport, Oregon, the Marine Studies Initiative (MSI) Building is a center for OSU students, faculty, and staff to work in an interdisciplinary environment. With assistance from various federal government agencies, EPA, and the USGS, the MSI Building is an example of an ambitious architectural design which is designed to withstand the impact of tsunami waters, allowing vertical evacuation.

(SO URCE: YGH ARCHITECTS

LBAZ L Mithun

PROJECT DELIVERY **METHOD SELECTION**

SELECTION CRITERIA

With CMR being the primary project delivery method selected by OSU, familiarity played an integral role in the selection of the delivery method for this project. Strict budget limitations has made CMR an appropriate delivery method of choice in a majority of the projects at OSU, and with its frequent use, CMR was selected as an efficient delivery method.

With a CMR delivery method, OSU and other key stakeholder, including YGH Architects and Andersen Construction, felt that this delivery method was a good choice in terms of creating a positive and collaborative team environment. There was a sense that CMR would provide more contractual clarity than a Design Build model, and that it allows the three different major entities in the contract to stretch themselves more

Given the nature of this project being federally funded, the funding was actually provided 4-5 years prior to the onset of design and construction. The early deployment of funding created issues in designing the project within the scope of the cost, as well as meeting all of the parameters of the project program under these limitations. The goals of the project were relatively ambitious, which meant that the team involved on the project had to be tactful in how they approached the design and construction of the MSI Building

Familiarity played a key role in the selection criteria of this project. With OSU's projects being primarily

under the CMR project delivery type, YGH Architects and Andersen Construction were familiar with OSU's use of this delivery method. While YGH Architects and Andersen Construction had not worked together in the past on a project, selection of CMR as a delivery method did not impede the ability of these teams to collaborate and helped foster a healthy team environment.

PROJECT PERFORMANCE

KEY VALUES

In terms of value assessment from the key players involved in the MSI Building, the major considerations from the owner (OSU), architect (YGH Architects), and general contractor (Andersen Construction) are

Design involvement in terms of abiding by federal regulations; meeting cost and schedule goals; serving the needs of the people utilizing the facilities on the site and fostering a sense of community; sustain-

Architect - YGH Architects:

Meeting the design requirements in terms of the project being located in a tsunami and major seismic zone; acknowledging the values of others on the team to foster positive team chemistry, especially contractors and subcontractors

General Contractor - Anderson Construction: Meeting schedule demands; highly collaborative

team; meeting guaranteed maximum price (GMP); satisfaction of the client and end-user with the final design and construction of the project



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KEY VALUES (CONT.)

In working towards a common goal of designing and building a successful project where students and researchers can work together in a collaborative environment, the strong sense of team chemistry amongst the team members allowed for a successful final project. Healthy collaboration between the architect and contractor allowed for more seamless design decisions to occur. However, with a Progressive Design Build (PDB) model, there could have been increased opportunities for more sub-contractor involvement in the project.

Having an open discussion about points of conflict allowed for a more healthy work process to work past challenges throughout the design and construction process. With OSU trying to balance the politics between their needs and government regulations, the general contractor balancing time and schedule constraints, and the architects trying to balance the design and limitations of the project scope, through a healthy and collaborative environment, the team was able to work together more efficiently with a healthy team chemistry.

LEARNING OUTCOMES

In its entirety, the MSI Building was a project that was completed successfully, and met the requirements stipulated by the project budget and scope effectively. Despite having to work with a site that is in danger of tsunami and seismic damage, through the CMR delivery method, the team was able to foster a collaborative work environment to solve site limitations that implied very innovative design solutions. The teams were able to collaborate effectively with federal agencies outside of OSU, gaining guidance from federally funded sources, compromising successfully between the needs of the client, the design suggestions posed by the architect, the construction guidance from the contractor, and the needs of the end-user

SUCCESSES

- Very positive team environment
- Project met stringent design requirements
- Design responded appropriately to budget limitations and the surrounding context of the site.

CHALLENGES

- Site limitations = innovative design solutions
- Strict budget with a limited project scope

WE WOULD LIKE TO THANK THE FOLLOWING FOR THEIR CONTRI-











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SURVEY

KEY GOALS:

PRIORITIZING CERTAIN VALUES ACCORDING TO ROLE AND **DELIVERY METHOD SELECTION:**

BACKGROUND INFORMATION:

- PERSONAL ROLE IN INSTITUTION
- LOCATION OF PRACTICE
- EXPERIENCE LEVEL

VALUE ASSESSMENT:

- TOP 4 GOALS/VALUES CONSIDERED
- SUCCESS OF DELIVERY METHODS IN THE CONTEXT OF SPECIFIC VALUES.

CAPTURING PERSONAL EXPERIENCE IN A HIGHER EDUCATION CONTEXT



What Delivery Systems Work Better for **Higher Education Projects?**

Purpose: The goal of this research is to compare the value delivery of three project delivery methods, Stipulated Sum/ Competitive Design Build, Progressive Design Build, and CM at Risk (CM/GC, GC/CM), in higher education projects. To achieve this goal, we would like to identify (1) what abstract values we can use to determine the levels of value delivery in each of the methods; (2) what criteria would you use when selecting a delivery method for a new

Activities: The study activities include a series of survey questions meant to evaluate qualitative and quantitative perspectives of different team members associated with the design delivery of a higher institution project. This includes but is not limited to: the owner/agency, architect, contractor, and sub-contractors. The survey will primarily ask the participant about their experience with the different design delivery methods and strive to determine what abstract values are taken into consideration during the process of design delivery at a higher education institution.

Time: Your participation in this study will last about 15 minutes.

Confidentiality: Your identity will not be published. This survey is meant to only gain a broad perspective on the goals and general opinions regarding the three primary project delivery methods focused on in this research.

Study contacts: If you have any questions about this research project, please contact Azita Footohi at (360) 989-8203 or by email at afootohi@uw.edu. If you have questions about your rights or welfare as a participant, please contact the University of Washington Institutional Review Board (IRB) Office, at (206) 543-0098 or by email at hsdinfo@uw.edu

Please answer all of these questions based on your personal experience/perspectivein a higher education setting, but not based on a specific project.



afootohi@uw.edu (not shared) Switch account



SURVEY

ABSTRACT VALUES ANALYSIS In this section, questions will be asked relating to how abstract values in project delivery method selection can be compared across the three project delivery methods at hand: Stipulated Sum/Competitive Design Build, Progressive Design Build, and CM at Risk (CM//GC, GC/CM). Please consider these questions within in a HIGHER EDUCATION context. Of the following qualitative goals below, select the TOP 4 that are most important in a HIGHER EDUCATION building project. * Please select the top three options. Ability to meet owner's goals Team chemistry Lifecycle value Innovative thinking Industry awards Sustainable design Health and wellness for building occupants Aesthetics Responding to campus environment

	Value Assessn	nent						
Α	ssess each projec	et delivery met	hod in terms of	which achieves	s the goals belo	w more effe	ctively.	
	Design contro	ollability *						
		Very effective	Somewhat effective	Somewhat ineffective	Very ineffective	No impact	Unfamiliar with this delivery method	
	Traditional Design Build	\circ	\circ	\circ	\circ	\circ	\circ	
	Progressive Design Build	\circ	\circ	0	\circ	\circ	\circ	
	CM at Risk (CM/GC, GC/CM)	0	\circ	0	\circ	0	0	
	Cost predicta	bility *						
		Very effective	Somewhat effective	Somewhat ineffective	Very ineffective	No impact	Unfamiliar with this delivery method	
	Traditional Design Build	\circ	\circ	\circ	\circ	\circ	\circ	
	Progressive Design Build	\circ	0	0	\circ	\circ	\circ	
	CM at Risk (CM/GC, GC/CM)	0	0	0	0	0	0	

SURVEY STRATEGIES:

- LIKERT SCALE
- TOP 4 SELECTION
- EXPERIENCE LEVEL
- MULTIPLE CHOICE
- MULTIPLE SELECTION

SURVEY - RESULTS

16 GENERAL CONTRACTORS
12 OWNERS (HIGHER ED.)
2 ACADEMIA

DESIGN CONSULTANTS

SURVEY - RESULTS

CALIFORNIA WASHINGTON OREGON RESPONSES NON-WEST COAST

SURVEY - RESULTS

CONVERTING LIKERT SCALE TO NUMERICAL VALUES:

- VERY EFFECTIVE
- SOMEWHAT EFFECTIVE
- NEUTRAL / NO IMPACT
- SOMEWHAT INEFFECTIVE
- VERY INEFFECTIVE

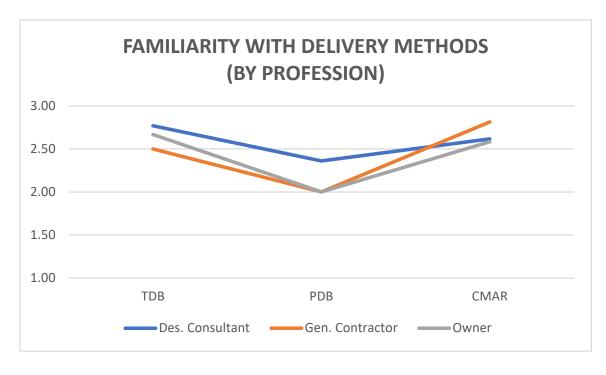


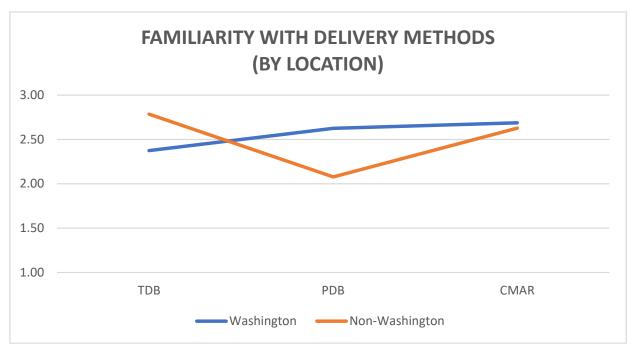
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2/04/22			20 Years +	California	3	3	3 I am not \$50 M - \$ \$50 M - \$ \$50 M - \$ Less that Less that Less that Ver	/ like Ability to	5	4 5	5 2 4	4	5 4	5 5	4 اد	5 5	4	4 5
		Owner (Higher Education Institution)		CA, WA	3	3	3 Progress Less that Less that Less that Less that Less that Less that Son		4	5 1	4 5 1	2	5 2	4 5	j 1	2 5	2	4 4
		Owner (Higher Education Institution)		Washington	3	3	3 Progress Less that Less that Less that Less that Less that Less that Son		5	5 4	4 5 4	4	5 4	2 .	j 4	4 5	4	4 5
		Owner (Higher Education Institution		California	2	3	3 Progress Less that Less that Less that Less that Less that Less that Son		5	4 4	5 5 4	4	5 4	4 5	5 4	4 4	4	4 5
			20 Years +	California	3	2	3 I am not \$100 M - Do not h \$100 M - 300,000+ Do not h 300,000+ Ver		5	4 4	5 4 4	2	4 5	2	4 4	2 4	4	2 5
2/04/11	Choate Parking Consultants, Inc.	Design Consultant	20 Years +	California	3	2	2 I am not \$50 M - \$\$50 M - \$Less tha 300,000+ 300,000+ 300,000+ Son	ewh: Team ch	4	4 5	4 4 5	2	5 4	2 .	j 4	2 5	4	4 5
			20 Years +	California	3	2	2 I am not Do not h Son	newha Ability to	4	4 5	4 4 5	4	4 4	2	4 5	4 5	5	2 4
2/04/12 1	fosaic Architecture		20 Years +	Montana	3	2	3 I am not Less tha Do not h Less tha Less tha Do not h 50,000 - Ver	like Ability to	4	4 5	5 5 5	2	4 5	5 5	5 4	2 4	5	2 4
2/04/12	fithun	Design Consultant	10-20 Years	Washington	2	2	3 I am not Less tha Do not h Less tha Less tha Do not h Less tha Ver	like Ability to	4 Unfami	iar 5	4 4 4	5	5 4	5 4	4 5	5 5	4	4 4
	Voden Fire, LLC	Design Consultant	5-10 Years	California	3	2	2 I am not \$50 M - \$\$50 M - \$Less tha 50,000 - 50,000 - 50,000 - Ver	like Ability to	5	4 Unfamilia	5 4 4	5	5 4	5 5	3 4 Un ⁴	familia Unfamilia (Unfamilia	5 5
2/04/12	folmes	Design Consultant	20 Years +	Washington	3	2	3 I am not \$100 M - \$50 M - \$50 M - \$100,000 50,000 - 50,000 - Son	newha Ability to	4	4 2	4 4 2	4	5 2	4 8	j 2	4 4	2	4 5
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2/04/18	OCI Engineers	Design Consultant	20 Years +	California	3	2	1 I am not \$100 M - Do not h Do not h 150,000 Do not h Do not h Ver	unli Ability to	5 Unfami	iar Unfamilia	5 Unfamili: Unfamili	4 Unfan	nili: Unfamili:	5 Unfamil	li: Unfamili:	4 Unfamilia	Unfamilia	5 Unfamilia Unfa
			20 Years +	California	3	2	2 I am not \$100 M - \$50 M - \$50 M - \$300,000+ 50,000 - 50,000 - Son	newha Ability to	5 Unfami	iar 4	5 Unfamilia 4	5 Unfan	nilia 4	5 Unfamil	ii 2	5 Unfamilia	4	5 4
		Design Consultant	20 Years +	Oregon	3	2	3 I am not Less tha Do not h Less tha Less tha Do not h Less tha Son	newha Ability to	4	4 4	2 4 4	5	4 5	4 8	5 5	4 4	4	4 4
2/04/28			20 Years +	California	3	2	3 I am not \$50 M - \$ Less tha Less tha 100,000 Less tha Less tha Ver	like Ability to	5 Unfami	iar 5	5 Unfamilia 4	4 Unfan	nilia 4	5 5	3 4 Un⁴	familia Unfamilia (Unfamilia	5 5
	(PFF Consulting	Design Consultant	20 Years +	California	3	2	2 I am not Less tha Less tha Less tha Less tha 50,000 - Less tha Ver	like Ability to	4	5 4	5 5 4	4	4 4	5 5	j 4	4 4	4	4 4
			20 Years +	California	3	2	2 Tradition: \$250 M - \$100 M - Do not h 300,000+ 100,000 Do not h Son	newha Ability to	5	2 Unfamilia	5 2 Unfamili	5	2 Unfamilia	5 2	2 Unfamilia	5 2	Unfamilia	5 2 Unfa
			5-10 Years	Oregon	3	2	3 I am not Do not h Do not h \$100 M - Do not h Do not h 100,000 Ver	like Ability to	4 Unfami	iar 5	4 Unfamilia 4	4 Unfan	nilia 4	5 Unfamil	iii 4	4 Unfamilia	4	4 Unfamilia
	Hoffman Construction Company	General Contractor	20 Years +	Oregon	3	2	3 I am not Less tha Less tha Less tha Less tha Less tha 100,000 Son	newha Ability to	4	2 4	4 2 5	4	2 4	5 4	4 4	4 5	2	4 5
2/04/20 H	Hoffman Construction	General Contractor	20 Years +	Washington	2	2	3 I am not Do not h Do not h Do not h 50,000 - 50,000 - 50,000 - Son	newh: Ability to	Unfamili: Unfami	iar Unfamilia	4 4 4	4	4 4	3 3	3 3	3 3	3	3 3
			10-20 Years	Oregon	2	2	3 I am not Less tha Less tha Less tha Less tha Less tha Less tha Son		5	4 4	5 4 2	4	5 4	5 6	4 د	4 5	5	5 5
			20 Years +	California	3	2	3 I am not \$50 M - \$ Less tha \$100 M - 300,000+ Less tha 300,000+ Ver		5	5 4	4 5 4	4	5 4	4	4 4	4 4	4	4 5
			10-20 Years	California	3	2	3 I am not Less tha \$50 M - \$ Less tha 100,000 50,000 - Less tha Ver	like Ability to	4	1 5	4 2 4	4	2 5	5	4 5	5 2	5	5 4
	CL Construction		5-10 Years	California	2	2	3 I am not Less tha Less tha Less tha Less tha Less tha Less tha Son	newha Ability to	4	5 5	4 5 5	4	5 5	4 8	5 5	4 5	5	4 5
	Swinerton		10-20 Years	California	2	2	1 I am not Less tha \$50 M - \$ Do not h 50,000 - 50,000 - Do not h Son	newh: Ability to	4	2 Unfamilia	4 2 Unfamili	4	5 Unfamilia	4 4	4 Unfamilia	4 4	Unfamilia	4 4 Uni
/05/02 F			10-20 Years	California	2	2	3 I am not Do not h Do not h \$100 M - Do not h Do not h 300,000+ Son	newh: Ability to	5	4 4	5 2 5	4	5 4	4 8	j 4	4 5	2	5 5
/04/11 U	University of California San Diego	Owner (Higher Education Institution	20 Years +	California	3	2	2 Tradition: \$50 M - \$ \$250 M - Less tha 150,000 150,000 Less tha Son		5	4 4	5 5 5	4	4 4	3 2	2 3	2 4	4	2 5
		Owner (Higher Education Institution	20 Years +	Illinois	3	2	3 I am not \$50 M - \$ Do not h \$50 M - \$ 100,000 Do not h 150,000 Son	newh: Ability to	4	5 4	4 5 2	2	5 4	2 .	j 4	4 5	2	4 5
		Owner (Higher Education Institution	20 Years +	Washington	2	2	1 Progress Less that \$50 M - \$ Do not h, Less that 50,000 - Do not h, Son		1	4 Unfamilia	2 4 Unfamili	4	5 Unfamilia	5 5	5 Unfamilia	4 4	Unfamilia	2 2 Uni
		Owner (Higher Education Institution		California	3	2	3 Progress Do not h. Less that \$50 M - \$ Do not h. Less that 300,000+ Son		Unfamilia	4 4 Unfan	nilia 5 4	Unfamilia	5 5 Un	familia :	5 4 Unf	familia 5	5 Unfar	milia 5
		Owner (Higher Education Institution		Pennsylvania	3	2	3 CM at Ri Less tha Do not h Less tha Less tha Do not h Less tha Ver		2 Unfami	iar 5	2 Unfamilia 5	4 Unfan	nilia 5	1 Unfami	úa 5	2 Unfamilia	5	4 Unfamilia
		Owner (Higher Education Institution		California	3	2	3 CM at Ri \$50 M - \$ \$50 M - \$ \$250 M - 50,000 - 50,000 - 150,000 Ver		1	5 4	2 4 4	5	5 5	2	4 4	2 4	4	4 4
				Mithun Final Ass	Œ													

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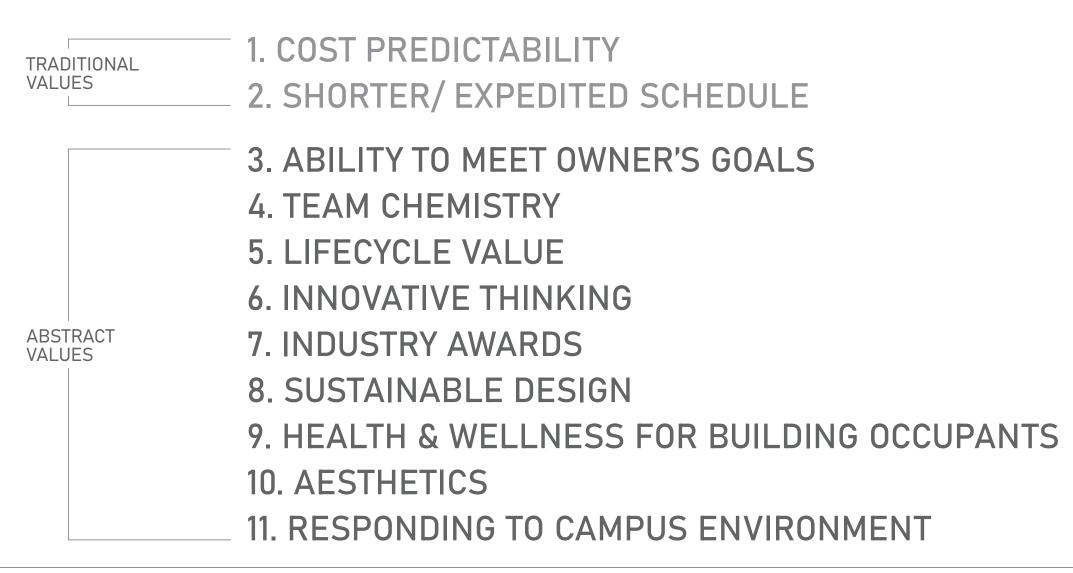




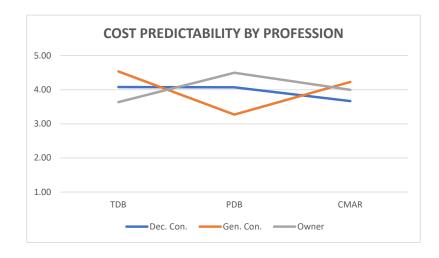
BY PROFESSION ·····

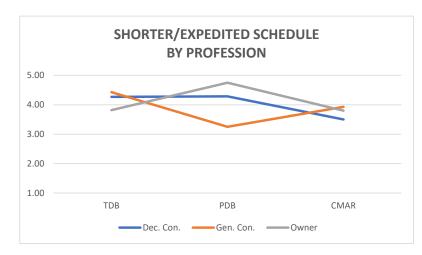
BY LOCATION ·····

VALUE ASSESSMENT IN TERMS OF 11 KEY VALUES:

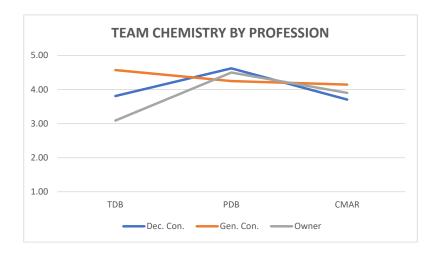


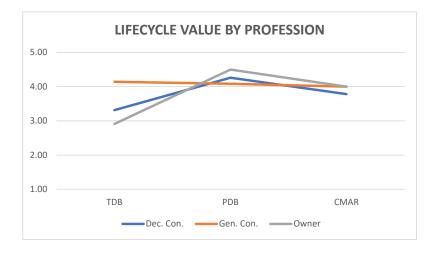
BY PROFESSION

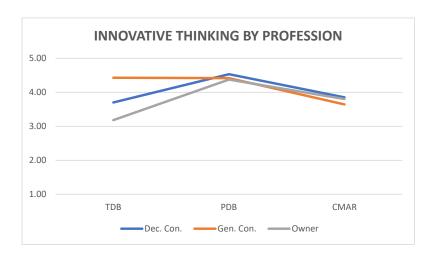














KEY TAKEAWAYS:

DESIGN CONSULTANTS HAVE A MORE COMPLEX TAKE ON THE DELIVERY METHODS

ALL TEND TO UNDER-PERFORM IN TERMS OF INDUSTRY AWARDS

CONSIDERABLE DIFFERENCES IN DELIVERY METHODS SEEN WITH:

- -SHORTER/EXPEDITED
 SCHEDULE
- -ABILITY TO MEET OWNER'S GOALS
- -LIFECYCLE VALUE
- -INNOVATIVE THINKING

BY PROFESSION



KEY TAKEAWAYS:

GENERAL CONTRACTORS SENSE
THAT PDB UNDER-PERFORMS IN
THE TRADITIONAL VALUES OF COST
PREDICTABILITY AND SHORTER/
EXPEDITED SCHEDULE

CMAR DOES NOT PERFORM WELL IN TERMS OF INNOVATIVE THINKING

BY PROFESSION



KEY TAKEAWAYS:

OWNERS RESPOND WITH A
SUBSTANTIAL PREFERENCE TOWARDS
PDB

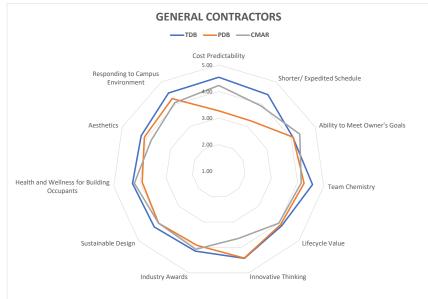
CONSIDERABLE DIFFERENCES IN PDB AND TDB SEEN WITH:

- -RESPONDING TO

 CAMPUS ENVIRONMENT
- -AESTHETICS
- -LIFECYCLE VALUE
- -TEAM CHEMISTRY

BY PROFESSION

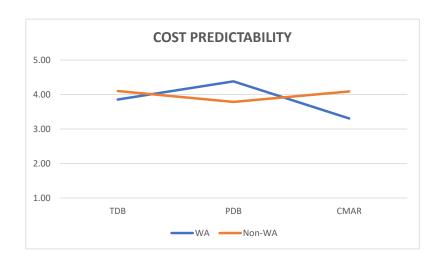


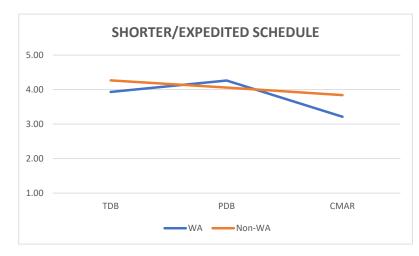




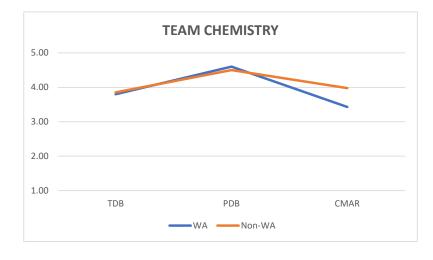
SURVEY - ANALYSIS

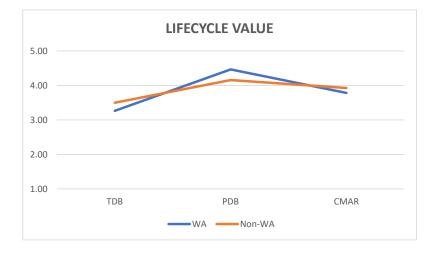
BY LOCATION

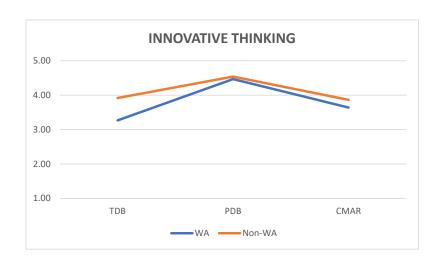




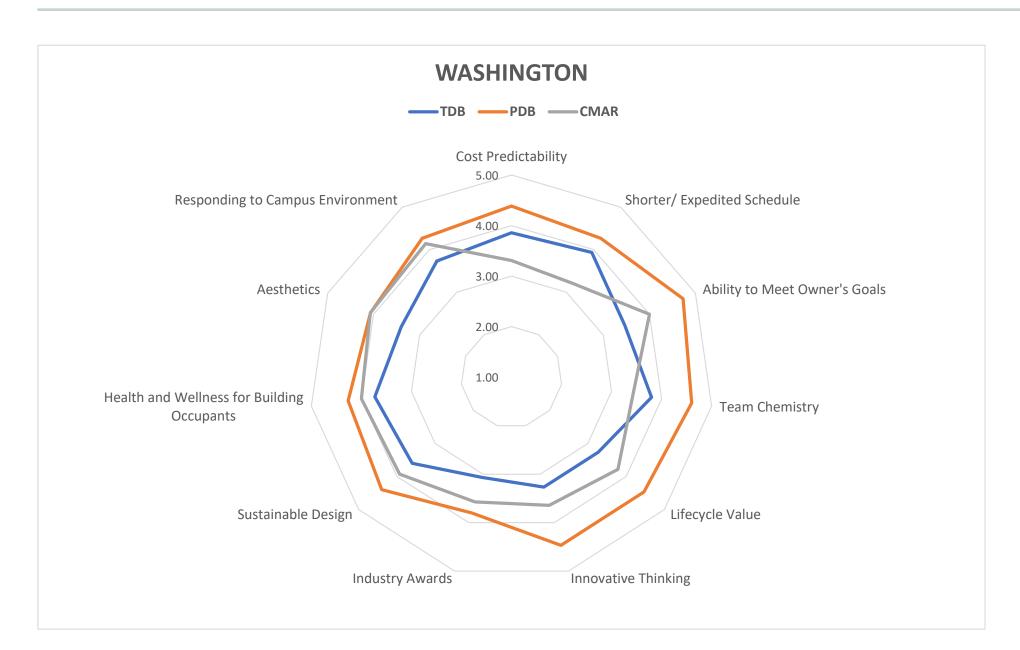








BY LOCATION



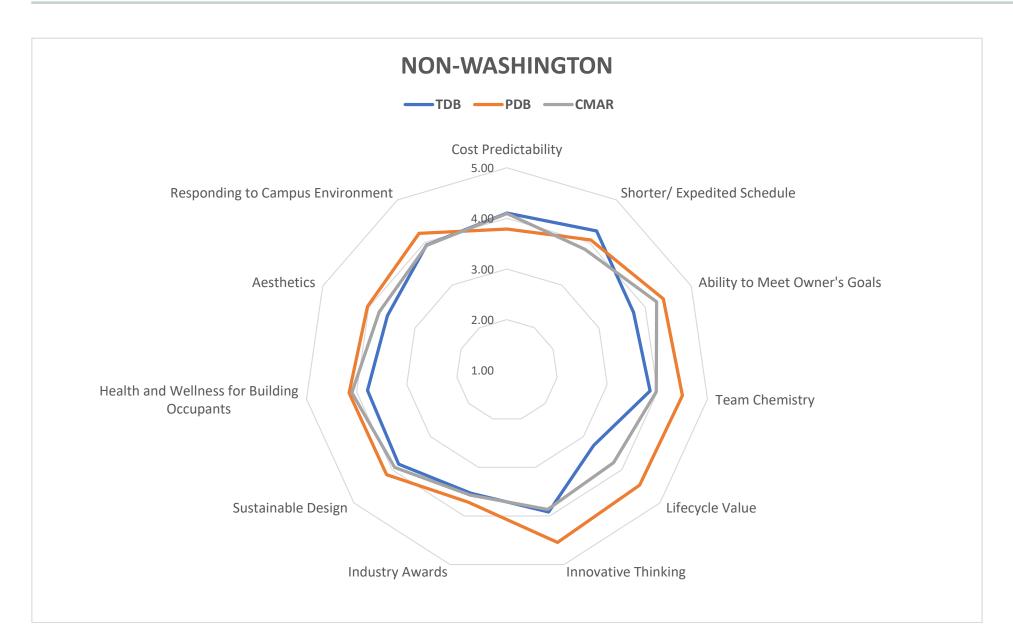
KEY TAKEAWAYS:

WASHINGTONIANS ARE
GENERALLY MORE OPTIMISTIC
ABOUT PDB

VALUES THAT ARE MET WELL WITH PDB:

- -ABILITY TO MEET

 OWNER'S GOALS
- -TEAM CHEMISTRY
- -LIFECYCLE VALUE
- -INNOVATIVE THINKING



KEY TAKEAWAYS:

NON-WASHINGTONIANS FEEL
THAT ALL 3 DELIVERY TYPES
PERFORM MOSTLY SIMILAR

KEY DIFFERENCES SEEN:

- -ABILITY TO MEET

 OWNER'S GOALS
- -TEAM CHEMISTRY
- -LIFECYCLE VALUE
- -INNOVATIVE THINKING

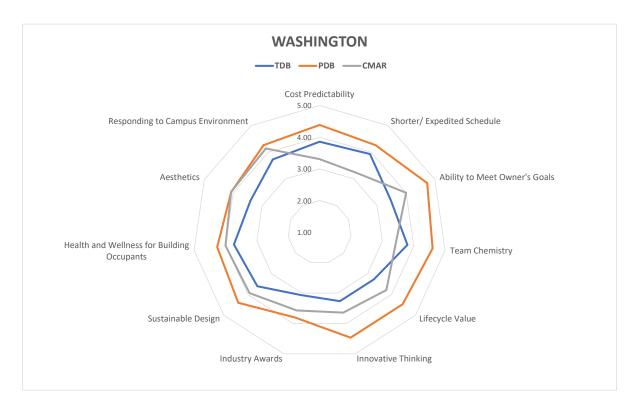
LACK OF FAMILIARITY

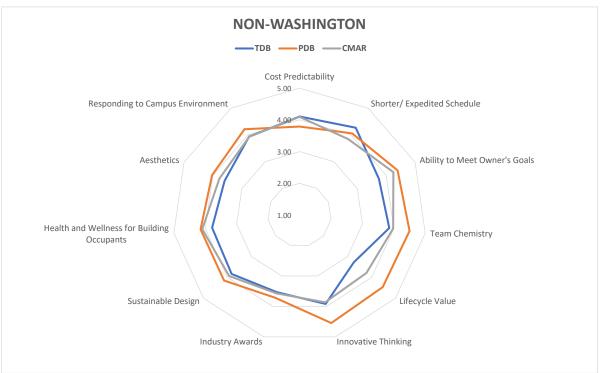
COULD PLAY A ROLE IN PDB

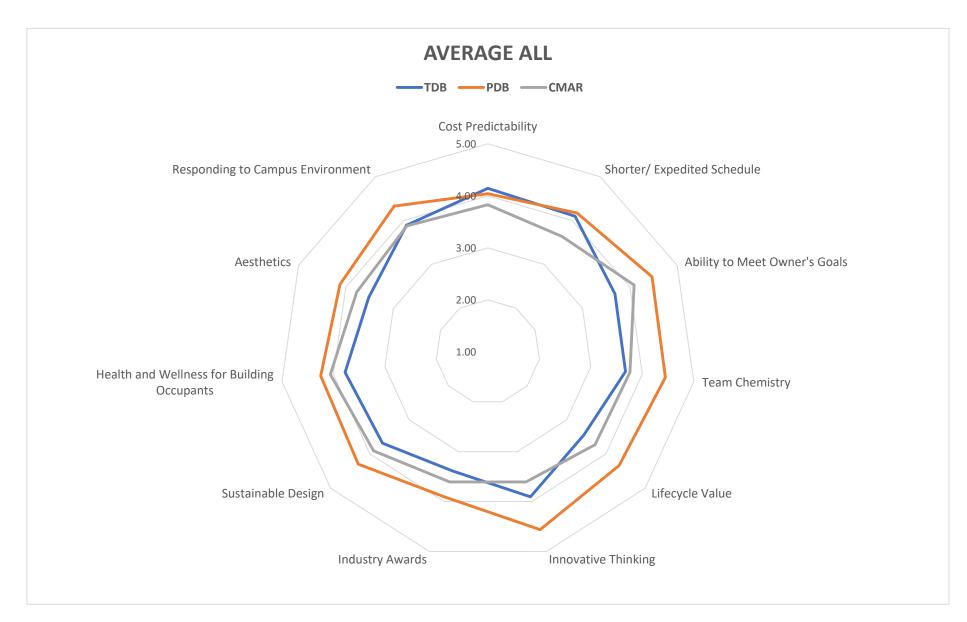
RESPONSE

SURVEY - ANALYSIS

BY LOCATION







KEY TAKEAWAYS:

GENERAL OPTIMISM TOWARDS
PDB

KEY DIFFERENCES SEEN:

-ABILITY TO MEET

OWNER'S GOALS

-TEAM CHEMISTRY

-LIFECYCLE VALUE

-INNOVATIVE THINKING

TDB A RELIABLE DELIVERY

METHOD IN TERMS OF

TRADITIONAL VALUES (COST

PREDICTABILITY AND SHORTER/

EXPEDITED SCHEDULE)

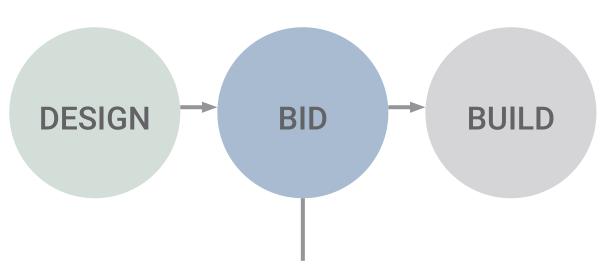
NEXT STEPS

DEVELOP A TOOL AS A FINAL PRODUCT:

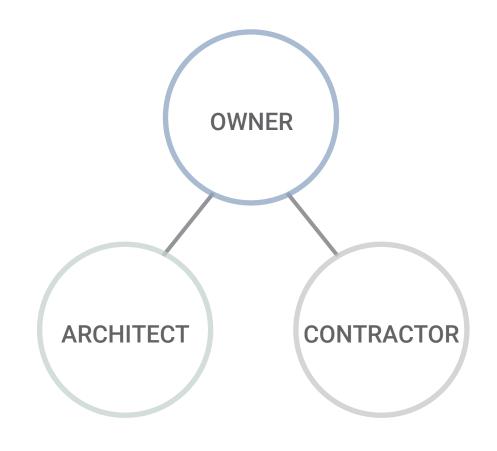
- CREATE A DECISION TREE TOOL, BASED ON SURVEY RESULTS, FOR PROFESSIONAL USE
- DISSEMINATION OF THIS TOOL

REFERENCE SLIDES

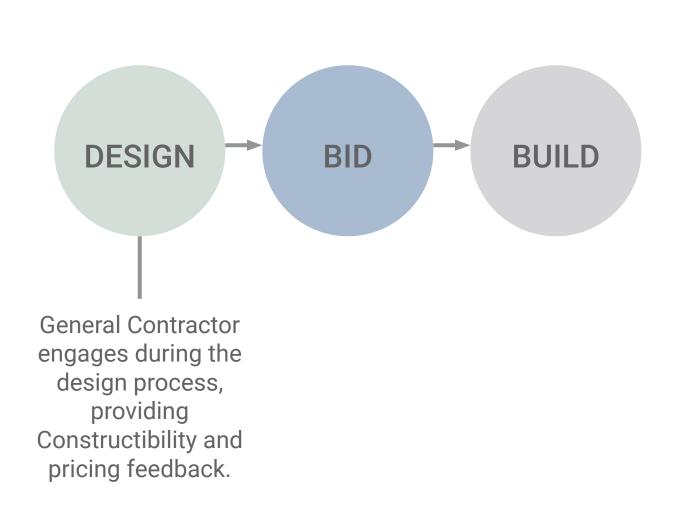
DESIGN DELIVERY - DESIGN-BID-BUILD

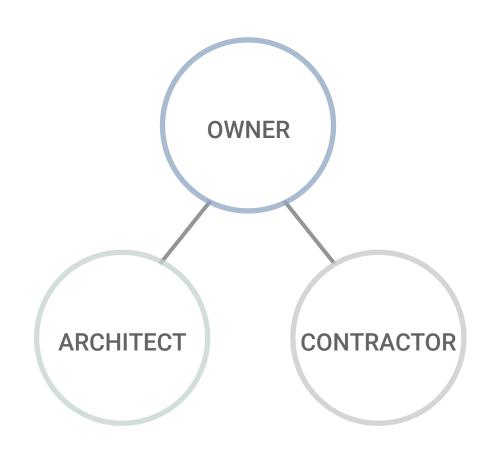


General Contractor Architect
Contractor engages after
design is complete and
documented. Estimating by
others during design.

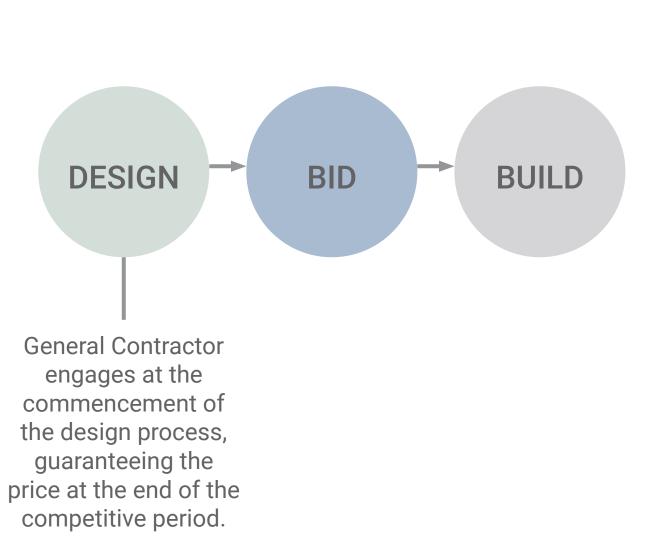


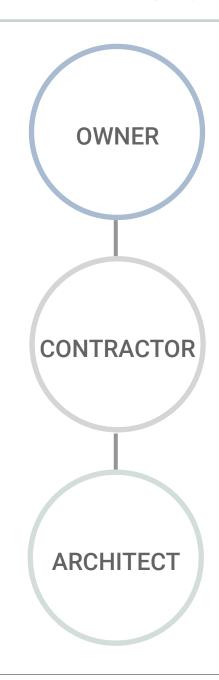
DESIGN DELIVERY - CM AT RISK (CM/GC)





DESIGN DELIVERY - STIPULATED SUM / COMPETITIVE DESIGN-BUILD





SOURCE: LYNN MCBRIDE

DESIGN DELIVERY - PROGRESSIVE DESIGN-BUILD

Price guarantee typically happens at 60% Document Completion

BID

BUILD

General Contractor engages at the commencement



of the design

process, providing

constructibility and

pricing feedback.

ASSESSING VALUES

TRADITIONAL VALUES

COST

SCHEDULE

ABSTRACT VALUES

DESIGN CONTROLLABILITY

DESIGN SATISFACTION

PROGRAM GOALS

AESTHETICS

MAINTENANCE

ETC.

EXAMPLE QUESTIONNAIRE

Assessing different values:

Traditional:

- Cost
- Schedule

Abstract Values:

- Sustainability
- Life Cycle Performance
- Team Chemistry
- Aesthetics
- Etc.

UW CBE ARC Mithun

The goal of this research is to compare the value delivery of three project delivery methods, Stipulated Sum/ Competitive Design Build, Progressive Design Build, and CM at Risk/CM GC, in higher education projects. To achieve this goal, we would like to identify (1) what abstract values we can use to determine the levels of value delivery in each of the methods; (2) what criteria would you use when selecting a delivery method for a new project

Introduction

- 1. Please introduce your organization and your role.
- 2. What is your experience with each of the three different project delivery methods?
 - a. Stipulated Sum/ Competitive Design Build
 - b. Progressive Design Build
 - c. CM at Risk/CM GC

Project Performance

- 3. How do you define success in a higher education project?
- 4. What values are of utmost importance to you during the project delivery process? (e.g., cost, schedule, design quality, teamwork, etc.)
- 5. What abstract values do you use to determine project success of a higher education project? (e.g., sustainability, aesthetics, maintenance, etc.)
 - a. How do you measure these (metrics)?
 - b. How do you measure these from the perspective of users (or any other key stakeholders)?

Selection Criteria for Project Delivery Method

- 6. What internal/external factors influence a project delivery method selection for your institution?
- 7. What is an optimum project size and typology that best aligns with each of the three project delivery methods?
- 8. Does familiarity with a project delivery method affect project success?

Case Study Request

9. Can you provide a case study or two we can use for our research?

METHODOLOGY

1. LITERATURE REVIEW

- 2. INTERVIEWS
- 3. CASE STUDIES
- 4. SURVEY

5. DOCUMENT + DISSEMINATE

		20	21		2022							
	S	0	N	D	J	F	М	А	М	J		
Perform literature review												
Develop interview questionnaire												
Perform interviews												
Perform case studies												
Develop survey tool												
Perform survey												
Analyze survey results												
Document and disseminate												

FALL WINTER SPRING

PRELIMINARY INTERVIEWS

VARIABLES:

GAINING A BETTER UNDERSTANDING OF HOW KEY PLAYERS IN THE DESIGN PROCESS DEFINE PROJECT SUCCESS:

PROJECT PERFORMANCE:

- DEFINITION OF SUCCESS IN A HIGHER EDUCATION CONTEXT
- VALUE ASSESSMENT
 - TRADITIONAL (COST + SCHEDULE)
 - ABSTRACT VALUES (E.G. SUSTAINABILITY, AESTHETICS, ETC.)

SELECTION CRITERIA:

- INTERNAL/EXTERNAL FACTORS FOR DELIVERY METHOD SELECTION
- OPTIMUM PROJECT SIZE/TYPOLOGY FOR EACH METHOD
- FAMILIARITY WITH DELIVERY METHOD

UW CBE ARC Mithun

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CASE STUDIES - LEARNING OUTCOMES

HANS ROSLING CENTER FOR POPULATION HEALTH - UW

CHALLENGES: IPD-LIKE CONTRACT IS NEW/FOREIGN TO MOST SUCCESSES: VERY POSITIVE TEAM ENVIRONMENT

STRICT TIMELINE DUE TO FUNDING SOURCE

COMPLETED AHEAD OF SCHEDULE

FINISHED UNDER BUDGET

MARINE STUDIES INITIATIVE BUILDING - OSU

CHALLENGES: SITE LIMITATIONS = INNOVATIVE DESIGN

SOLUTIONS

STRICT BUDGET LIMITED PROJECT SCOPE

SUCCESSES: VERY POSITIVE TEAM ENVIRONMENT

PROJECT MET DESIGN REQUIREMENTS

DESIGN RESPONDED APPROPRIATELY
TO BUDGET LIMITATIONS AND THE
SURROUNDING CONTEXT OF THE SITE