



emily carr
university of art + design



Project Brief

Emily Carr University of Art + Design
Campus Redevelopment Project

March 7, 2013

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1 INTRODUCTION

1.1 PURPOSE OF THIS PROJECT BRIEF

This Project Brief, and all comments included in it, is intended only as a convenient summary and reference describing the Emily Carr University of Art + Design Campus Redevelopment Project, the business opportunity, the Emily Carr University of Art + Design (the “**Authority**”), and the anticipated competitive selection process. **The Project Brief is not included as part of the Request for Qualifications (“RFQ”) or Request for Proposals (“RFP”), and is not intended to be included with, or referred to in any way in interpreting the requirements of, the RFQ, the RFP, the Project Agreement, or to in any way define or describe any party’s rights with respect to the Project.**

2 THE BUSINESS OPPORTUNITY

The Authority is seeking to enter into a contract with a qualified entity to design, build, finance and maintain the Emily Carr University of Art + Design Campus Redevelopment Project (the “**Project**”) in Vancouver, British Columbia.

The Project will be procured using a partnership solution, Design Build Finance and Maintain (“**DBFM**”). The Authority expects that a single private partner will provide these integrated services, assuming and sharing defined project risks and participating in the financing of the Project.

Features of this business opportunity include:

- (a) The design and construction of a building that is approximately 26,700 GSM (gross square metres) (the “**Facility**”);
- (b) A 30-year concession term for the Facility, with the term and structure linked to availability and performance;
- (c) Appropriate risk-sharing and compensation;
- (d) The opportunity to address a critical infrastructure need for the Authority;
- (e) Strong government and public support for the Project; and
- (f) An interactive competitive selection process in which shortlisted teams and the Authority will have the opportunity to discuss key elements of the Project including procurement issues, design issues and documentation, and provisions of the Project Agreement such as appropriate risk allocations and payment mechanism.

The Project has been approved to proceed to procurement by the Province of British Columbia. Further Authority and Provincial approvals are expected to be required prior to issuance of the RFP and Financial Close.

The total Project cost is approximately \$134 million and the Project will be located at the Great Northern Way Campus (GNWC) in Vancouver, British Columbia.

3 THE PROJECT

3.1 BACKGROUND TO THE PROJECT

Founded as the Vancouver School of Art in 1925, Emily Carr is the only post-secondary institution in British Columbia offering programs in Fine Arts, Media Arts and Design exclusively. Emily Carr is one of only four such institutions in Canada, and is consistently recognized nationally and internationally for excellence as evidenced by the numerous awards and accomplishments of faculty, students and alumni. In recognition of these achievements, Emily Carr was granted university status in 2008.

3.1.1 Mission Statement

Emily Carr University of Art + Design is a learning community devoted to excellence and innovation in Fine Arts, Media Arts and Design.

3.1.2 Programs

In keeping with its mission and vision, Emily Carr provides a solid academic foundation that can lead to a variety of educational and career opportunities for graduates. Emily Carr is an accredited, public, post-secondary university offering four-year programs leading to Bachelor degrees in Fine Arts, Media Arts and Design, and a two-year Master degree in Applied Arts and Digital Media. Emily Carr also offers a range of certificate programs and continuing studies courses on a part-time basis. Key program offerings are presented below.

- (1) **Media and New Media** - These emerging sectors are centered on film production, television, video, interactive gaming, mobile devices and animation. Media Arts is a set of disciplines that bring together traditional and computer animation, film, video, visual effects, streaming video for the internet, sound effects, net radio, e-Publishing, net journalism and web broadcasting.
- (2) **Design** - A professional discipline that is broadly-based and highly collaborative. It includes interface and web design, communication design, new media, gaming, environment design, limited production object design and craft, digital technologies, design and cross-cultural contexts, medical product design, urbanism and sustainable design as well as high-performance niche product design. As a program, this area is experiencing growing demand from students and the labour market.
- (3) **Fine Arts** - Offers a flexible program in the areas of ceramics, drawing, painting, printmaking, mixed media sculpture, photography and digital visual arts. Applied Research in Visual Arts is centered on professional practices that have a variety of outcomes, including the skills needed to work in galleries, museums, film and multimedia, the craft industry, teaching and communications, as well as in arts administration and the cultural industries as a whole.

Emerging areas in the Visual Arts include installation, performance using digital tools, public art, virtual reality experimentation, multimedia and interactive art.

3.1.3 Student Demographics

Of the approximately 1,782 full-time equivalent (FTE) students at Emily Carr in 2012, 89 per cent (1,586) are in undergraduate programs, two per cent (36) are in graduate studies, and nine per cent (160) are continuing studies students. Of the total undergraduate FTEs, 19 per cent are from outside of Canada.

3.1.4 Research

Emily Carr's research function is integrated with the community through applied research projects with industry sponsors, through active co-op and internship programs, and through programs with galleries, museums and non-government organizations.

3.2 PROJECT VISION AND OBJECTIVES

3.2.1 Vision

The mission of Emily Carr University of Art + Design is to create and sustain a learning environment that supports and develops professional artists, designers and media creators. Emily Carr is multidisciplinary and wishes to have a campus that reflects its many diverse disciplines and its status as the only specialized Art, Media and Design University in B.C. Emily Carr is a leader in critical thinking, creative engagement and innovation, and wishes to have a campus that reflects and enhances those qualities. Emily Carr also counts student diversity and engagement as fundamental principles and wants the campus to reflect the depth of their commitment to the creative practices and intellectual mission of Art and Design.

Emily Carr's vision for the Project is to create an integrated and sustainable campus environment that will attract the best domestic and international students and world-class faculty and provide them with the facilities and tools they need to succeed. The new Emily Carr campus (the "**Campus**") will cultivate and strengthen community and industry participation in the creative sector and advance the use of new technologies to improve the quality, effectiveness and efficiency of creative learning.

The Campus should be inspired by design excellence, with features unique to the mandate of the University. This will be achieved in part through a campus design that reflects:

- A visionary campus plan and architectural program that define characteristics such as spatial qualities, attention to natural light, gradients of public and private space, and flexibility that are essential to the vibrancy and sustainability of the University and the GNWC community;

- A quality working and learning environment that is responsive, fluid and multidisciplinary; promotes an open and imaginative use of space; and provides a visible fusion of academic pursuits and the practice of creativity in art, media and design;
- An environment where dividers, walls and corridors transform the interior into an ever-changing, museum-like environment of display that encourages accidental encounters, conversation and engagement among all members of the community;
- A physical context that incorporates, as a guiding principle, the various forces that encourage community engagement, such as a building exterior that is not closed off or opaque; and
- A model of architectural and urban design which is high-performing, environmentally sustainable to the highest degree possible, and efficiently serviced and maintained.

3.2.2 Objectives

Capacity	Provide needed capacity to meet Emily Carr’s vision of growth. Increase accessibility for students and support the expansion of the B.C. visual, media and design industries and the creative sector.
Quality	Further enhance a high-quality arts institution already ranked amongst the best in the world. Create a state-of-the-art visual, media and design art facility to provide the quality infrastructure necessary to recruit and retain the highest quality students, staff and faculty.
Sustainability	Be environmentally sound, sustainable and efficient to minimize Emily Carr’s future infrastructure support costs.
Partnerships	Provide increased partnership opportunities for research and teaching that engage the private sector and other institutions, and that will support media and design collaborations, grow research capabilities, and promote student internship co-ops.
Inclusion	Provide for high levels of community engagement among a diverse population of learners, including First Nations involvement through creation of a First Nations gathering place on campus and expanded programming for Aboriginal students.
Cost-Effective:	Achieve the Project objectives in the most cost-effective way possible in terms of both the cost to develop the required new space, and the long-term operating cost per domestic student.
Connectivity	Design the Campus as a network with open focal points, enhanced way finding, and streamlined movements.
Durability	Provide clear, consistent integrative strategies to transform the environment into a living laboratory of experimentation.
Advanced Use of Technology	Using sensors and other interactive technologies, create a responsive space that brings life to every corner of the Campus.

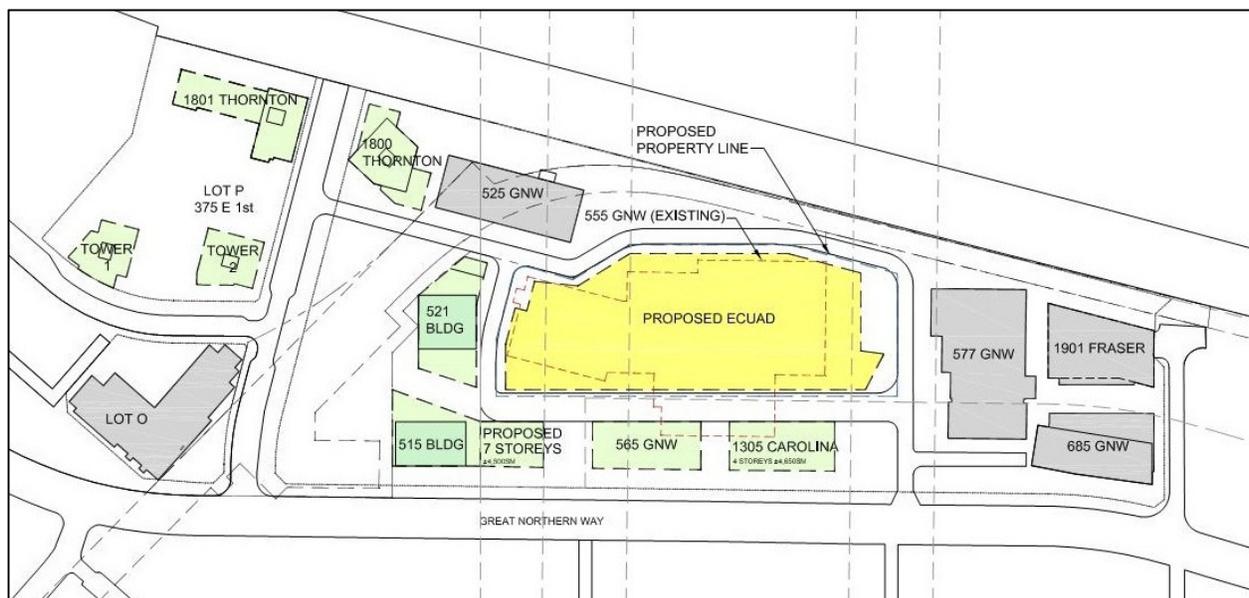
3.3 PROJECT SITE

The Project site is situated at GNWC, located at Great Northern Way and East 1st Avenue in Vancouver. The Site of the new Emily Carr Facility comprises 3.4 acres west of the new Centre for Digital Media building.

The following figure illustrates the area on the GNWC Site that has been identified for Emily Carr within the context of the proposed master plan.

The vision for the GNWC is to revitalize the brownfield site into a vibrant, liveable and sustainable community that brings innovative businesses, academia and the general community together in an emerging district for the digital and creative sectors of B.C.'s economy.

Figure 1: Project Site at Great Northern Way Campus



3.4 PROJECT TEAM

3.4.1 Emily Carr University of Art + Design

Emily Carr is a learning community devoted to excellence and innovation in Visual Arts, Media Arts and Design. They are dedicated to fostering an educational environment that is professional, practice-oriented and at the same time rooted in history and critical theory. Emily Carr encourages its students to develop new and innovative ways of thinking and creating.

Additional information about the Authority is available at <http://www.ecuad.ca/>.

3.4.2 Ministry of Advanced Education, Innovation and Technology

The Ministry of Advanced Education, Innovation and Technology (“**AEIT**”) was created to help British Columbians develop the knowledge and skills needed to reach their full potential and to ensure B.C. successfully competes in the global knowledge economy. AEIT provides leadership to a dynamic, integrated and responsive post-secondary system to maximize benefits for all British Columbians.

Additional information about AEIT is available at <http://www.gov.bc.ca/aeit/>.

3.4.3 Partnerships BC

The Authority has engaged Partnerships British Columbia Inc. (“**Partnerships BC**”) to manage the competitive selection process for this Project.

Additional information about Partnerships BC is available at <http://www.partnershipsbc.ca>.

3.5 PROJECT GOVERNANCE

The Authority has established a governance structure for the Project. A Chief Project Officer is responsible for the Project and the day-to-day functioning of the Project working team. The Chief Project Officer reports to, and seeks direction from, the Project’s Executive Board.

3.6 LEGISLATIVE AND POLICY REQUIREMENTS

3.6.1 Wood First

As contemplated by the Wood First Act (British Columbia), the successful Proponent will be required to use wood in the Project, consistent with that legislation.

3.6.2 LEED®

The successful Proponent will be required to build the Facility to achieve LEED® Gold certification.

3.6.3 Other Considerations

A functional programmer was engaged to develop a comprehensive functional program for the Project. This involved both the review and refresh of programs previously developed for certain components, as well as the creation of new programs for other components.

The Authority’s Facility Consultant has developed an indicative design for the Project. This indicative design will serve several purposes, including testing the functional program to ensure that it fits within the available space; providing input to a quantity survey estimate to confirm affordability; and supporting the refinement of key departmental adjacencies and work flows. The indicative design is not intended to restrict Proponents in their design of the Project.

3.7 PROJECT ELEMENTS

The new Facility will be divided into four main functional areas:

- Studio and Academic Programs
- Learning Support
- Student and Campus Services
- Administration and Support Services

The majority of space in the new building will be devoted to teaching and learning. The form of the building will align the major functional areas, situated in response to the surrounding site conditions. In conjunction with the principles and adjacencies outlined by the functional program, the building layout will encourage a level of transparency and interaction between the different disciplines while providing exposure for students, especially in their foundation year, to different programs, media, people and processes.

Consistent with government policy and the City of Vancouver’s Greenest City Action Plan principles, the Facility will achieve LEED® Gold certification, providing a healthy and sustainable environment for students, faculty and staff of Emily Carr. It will be developed consistent with the Wood First Act, emphasizing wood use where appropriate.

Table 1 identifies and describes the elements of the Project that will be delivered by Project Co, and the elements that will be delivered, managed or owned by the Authority.

Table 1: Project Elements

Project Element	Description
Elements to be delivered by Project Co:	
Design and Construction	Design, construct and commission the Facility including: <ul style="list-style-type: none"> ▪ Obtain all final building and development permits; ▪ Design, construct and commission all space; ▪ Provision, maintenance, repair and, as appropriate, upgrading of all fixed equipment; ▪ Management of the design development process; and ▪ LEED® Gold certification.
Utilities	It is intended that the Project will be a stand-alone Facility from a utilities perspective.
Facilities Management Services	Provide plant services, utility management, security, housekeeping, roads/grounds and landscaping, help desk, waste management and recycling services, pest control and other services that may be prescribed by the Authority.
Equipment	Supply, procure, install and maintain certain equipment items.

Project Element	Description
Finance	Provide all required funding for design, construction, finance costs and maintenance, by way of equity and/or debt financing.
Hand-back	Maintain the Facility to agreed physical and performance standards and return the Facility to the Authority in the specified condition at the end of the term.
Elements to be delivered, managed or owned by the Authority:	
Facilities	Food services
Facilities Maintenance	Maintenance related to equipment for educational programs including but not limited to kilns, paint spray booths and forge.
Equipment	Certain types of equipment may be purchased by the Authority and will need to be integrated into the design and in some cases installed.

3.8 COMPENSATION OF THE PARTNER

The Authority will make milestone payments during construction. Proponents will be required to bid the monthly service payments that will be made by the Authority throughout the operating term of the Project Agreement. The service payments may only be indexed consistent with, and to the extent of, the underlying component(s) comprising the service payment. The indexation factor will be derived from a common Canadian published index.

Any failure to provide services in accordance with the service specifications may constitute a service failure and may result in deductions from service payments as defined in the Project Agreement payment mechanism.

An amount, bid competitively, will be paid monthly to the partner over the operating term of the Project Agreement, based on the availability and performance of the Facility, commencing upon the Authority's commencement of occupation and use.

4 THE COMPETITIVE SELECTION PROCESS

The Authority intends the competitive selection process to be a two-stage process as follows:

- Request for Qualifications (“**RFQ**”); and
- Request for Proposals (“**RFP**”).

The accompanying RFQ is being issued by the Authority for the purpose of inviting interested parties to submit Responses to the RFQ indicating their interest in, and qualifications for, the Project. Based on these Responses, the Authority intends to select, in accordance with the terms of the RFQ, a shortlist of up to three Proponents to be invited to participate in the next stage of the competitive selection process, the RFP stage. Table 2 provides an outline of the competitive selection process.

Table 2: The Competitive Selection Process

Project Stage	Description
Request for Qualifications	<ul style="list-style-type: none"> ▪ Identify and select Respondents who will be invited to respond to the RFP. ▪ The RFQ sets out the information requested from Respondents, and the evaluation criteria that will be used to evaluate responses. ▪ The Authority intends to shortlist a maximum of three Respondent t=Teams who will then be invited to submit proposals based on the specifications that will be included in the RFP.
Request for Proposals	<ul style="list-style-type: none"> ▪ Proponents will be invited to submit proposals based on the performance specifications, the Final Draft Project Agreement, and requirements included in the RFP. ▪ The RFP will detail the business opportunity that the Proponents are invited to submit proposals to. ▪ It is anticipated that the RFP will include a mandatory financial affordability threshold and it is anticipated that proposals that exceed this threshold will be disqualified.
Collaborative Discussion Process	<ul style="list-style-type: none"> ▪ The Authority expects the RFP process to include a series of collaborative meetings with each Proponent. ▪ The purpose of such meetings is to aid Proponents in submitting quality proposals that effectively address the needs of the Authority. ▪ Meetings will typically include three topic areas: Design, Facility Management, and Commercial/Legal.
Project Agreement	<ul style="list-style-type: none"> ▪ The Initial Draft Project Agreement will be included with the RFP. ▪ Proponents will be invited to provide comments on the agreement and the Authority will respond to these comments while the RFP is open. ▪ Prior to the close of the RFP, the Authority will issue a Final Draft Project Agreement in final form to which the Proponents will be expected to provide a proposal.

4.1 TRANSPARENCY OF THE COMPETITIVE SELECTION PROCESS

The RFQ and RFP (including addenda) will be public documents, although only proponents will be invited to respond to the RFP. The names of shortlisted teams will be made public.

At the completion of the competitive selection process, the Project Team will prepare a summary project report that describes the competitive selection process and the expected benefits of the project. The Project Agreement will be disclosed.

The Fairness Advisor will issue reports documenting the procurement process from a fairness perspective and giving an unbiased opinion on the fairness of the entire competitive selection process.

Both the project report and the Fairness Advisor's reports will be released publicly.

The entire process is subject to the Freedom of Information and Protection of Privacy Act ("FOIPPA").

4.2 PARTIAL COMPENSATION

The Authority will not pay any partial compensation during the RFQ stage. The Authority intends to offer partial compensation in the amount of \$250,000 to unsuccessful Proponents in accordance with the terms of the RFP.

5 PROJECT SCHEDULE

Table 3 provides the Authority’s estimated timeline for the competitive selection process and the Project.

Table 3: Project Schedule

Activity	Estimated Date
RFQ Issue	March 7, 2013
Introductory Project Meeting	March 13, 2013
RFQ Submission Time	May 7, 2013
Respondent interviews/presentations (optional)	June 3 to 7, 2013
Announce Shortlisted Respondents	June 28, 2013
Issue RFP and Initial Draft Project Agreement to Proponents	September 2013
Collaborative Meetings	September – December 2013
Interim Financial Submission	December 2013
Issue Final Draft Project Agreement	December 2013
Submission Time for Technical Submissions	February 2014
Submission Time for Financial Submissions	April 2014
Selection of Preferred Proponent	April 2014
Financial Close	June 2014
Construction Commences	July 2014
Construction Completion	July 2016