EXECUTIVE SUMMARY
EXECUTIVE SUMMARY
Project Object, Process, and Outcome

In the Spring / Summer of 2010, Strategic Consultants DEGW, together with Liollio Architecture, conducted a Visioning and Space Strategy Study to plan for the future of Thomas Cooper library. The result is guiding principles, space concepts, and space program allocations to revitalize the library.

OBJECTIVE:
The objective for the project is to create a vision and space strategies for the library to optimize the use of library space in supporting its users, integrating technology, and incorporating new types of spaces and services appropriate to the 21st Century Library.

The vision must strategically guide the opportunistic and incremental implementation of the space strategies, which will include new space and service concepts as well as revised program blocking and stacking.

PROCESS:
The project used an engaging process to understand and forecast the needs of the library, beginning with an analysis of existing conditions, interviews with library leadership, and workshops with students, university faculty, and library faculty/staff.

After this initial data gathering, the needs coalesced into a vision for space, services, and collections which was reviewed and refined. Future Staffing and collections projections were made for 2025. Final a participatory “Sandbox” workshop involving a cross-section of stakeholders developed the program blocking and stacking – the proportions for how functions should be allocated and where they should be located.

OUTCOME:
The outcome of the project is a vision for the library to have improved wayfinding, increased user space, and upgraded infrastructure while providing more integrated and digitally-focused services and maintaining an increasingly digital collection. The library aspires to be a dynamic and magnetic place for students, faculty, and staff – a window on the world.

Space strategy has been developed to illustrate the desired quantity, location, and relationship of different types of spaces. This strategy enable the library to increase its user space by from 24% to 44% and approximate 2,650 to 3,050 seats while housing between 60 and 90% of its current collection on-site. Next steps could include developing pilots for new space/service concepts, space programming, detailed analysis of structure, phasing, and cost).
LIBRARY VISION
Vision and Drivers for Reconfiguration

Through a series of interviews, workshops, and observational studies, together with the team’s knowledge of trends, issues, and benchmarks, the Library established its future vision for upgraded spaces with more variety and versatility, integrated services, and increasingly digital collections.

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<tr>
<td>• Improve wayfinding, orientation, and sightlines</td>
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<td>• Increase natural light access</td>
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<td>• Zone floors more clearly and consistently</td>
</tr>
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<td>• Increase user space, especially collaborative space, and provide more variety (open/enclosed, individual/group, scale, and atmospheres)</td>
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<tr>
<td>• Remove carrels and support individual work more effectively and efficiently with new settings</td>
</tr>
<tr>
<td>• Improve building infrastructure</td>
</tr>
<tr>
<td>• Increase meeting/event and instructional spaces</td>
</tr>
<tr>
<td>• Include complementary uses with compatible missions</td>
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<table>
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<td>• Use triage model to manage access to specialized/expert assistance</td>
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<td>• Provide increasingly virtual support (IM, VChat, etc)</td>
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<td>• Include some roving library staff that circulate and “touch down” on the floor in recognizable places</td>
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<td>• Grow digital services and associated staff to support users, technology, and new collection types</td>
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<td>• Increase use of annex either 25% to fill it and/or by adding a module to the annex</td>
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<td>• Introduce compact shelving in key locations to densify collections (but not for an entire floor and not more than ~1/5 of the collections area)</td>
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<td>• Relate more heavily used physical collections with user space and enable movement between</td>
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<td>• Rely on library partnerships to enable unique collections (e.g.: avoid unnecessary duplication of holdings)</td>
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GUIDING PRINCIPLES
Drivers for planning

The principles below were developed to guide future planning – to inform decision-making about the proportion, allocation, and distribution of space, services, and collections within the Library.

1. Locate high-traffic functions on main floor and level 5
2. Create integrated service point near entry and consistent touchdown point for roving staff on each floor
3. Co-locate staff on mezzanine level, clarifying all floors below as user-accessible
4. Co-locate complementary functions
5. Plan for less user space and more collection space as you move down
6. Stack meeting, classrooms, and group study spaces consistently from floor to floor
7. Maintain sightlines and visibility from and to user space and “zone” by function not audience (e.g.: no grad-only space)
8. Insert atrium for wayfinding, light penetration, and experience of “whole library”
9. Increase media production, viewing, and support
10. Plan for multiple entries / exits
PLANNING SCENARIOS – YEAR 2025
OPTIONS TO ACCOMMODATE CHANGE

The visioning process established the principles to guide the future planning for Thomas Cooper Library and then applied those principles: the first scenario assumes ~90% of the current space devoted to collections remains, increasing study and meeting space. Scenario 2 assumes a new annex module, retaining ~60% of current collections on-site and further increasing other space types.

<table>
<thead>
<tr>
<th>Function</th>
<th>Existing Conditions</th>
<th>Scenario 1: Current collection (Steady State)</th>
<th>Scenario 2: New annex module (60% of collection on-site)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Area (NSF)</td>
<td>% Total Net Area</td>
<td>Area (NSF)</td>
</tr>
<tr>
<td>Meetings/Events/Classroom</td>
<td>12,320</td>
<td>7%</td>
<td>20,012</td>
</tr>
<tr>
<td>Individual and Collaborative Study</td>
<td>62,230</td>
<td>34%</td>
<td>73,425</td>
</tr>
<tr>
<td>Complementary Functions</td>
<td>11,720</td>
<td>7%</td>
<td>9,800</td>
</tr>
<tr>
<td>Temporary Functions</td>
<td>n/a</td>
<td>n/a</td>
<td>3,770</td>
</tr>
<tr>
<td>Library Staff &amp; Faculty Space</td>
<td>24,200</td>
<td>13%</td>
<td>21,296</td>
</tr>
<tr>
<td>Collections</td>
<td>67,500</td>
<td>37%</td>
<td>53,071</td>
</tr>
<tr>
<td>Support</td>
<td>3,140</td>
<td>2%</td>
<td>3,625</td>
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<tr>
<td><strong>TOTAL NET AREA</strong></td>
<td><strong>181,110</strong></td>
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<td><strong>184,999</strong></td>
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* New Classroom space would require a portion of the original double-height self-support-stacks to be removed.

Note: Proposed totals exceed current net areas (even with atrium deduction) through planning efficiencies gained in reconfiguration.
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## Executive Summary

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## Vision and Space Strategy Report

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## Appendix of Detailed Findings

- Building Program Analysis .......................57
- Visioning Findings ...............................66
VISIONING PROCESS AND OUTCOME

Project Process Map
Program Scenarios
THOMAS COOPER LIBRARY
Engagement Process Map

**PHASES**

**VISIONING**
- “Establishing FUTURE DIRECTION of the library”

**SPACE STRATEGY**
- “Creating NEW SPACE and SERVICE CONCEPTS and ORGANIZATIONAL IDEAS”
- Space Concepts and Services
- Program Scenarios

**SPACE PLANNING**
- “Planning the IMPLEMENTATION of the CONCEPTS”
- Concept diagrams
- Program Stacking and Blocking Plans
- Vision and Space Strategy Brief

**GOALS**

**ACTIVITIES**
- Leadership Interviews
- Users Group Workshops
- Library Staff/Faculty Workshops
- Targeted Insight: Observations
**SCENARIO 1**
Upgrades w/ Steady-state Collection

*This scenario assumes ~90% of the current space devoted to collections remains, increasing study and meeting space and making functional upgrades to space as well as optimizing its location and configuration.*

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### SCENARIO 2
Upgrades w/ New Annex Module

This scenario assumes ~60% of the current space devoted to collections remains, enabled by an additional module at the Library’s off-site high-density shelving facility. Study and meeting spaces are thus further increased, along with necessary functional and infrastructure upgrades.

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LIBRARY CONTEXT, DRIVERS, AND VISION

Planning Drivers and Response Trends
Library Vision
Guiding Planning Principles
VISIONING PROCESS
Drivers for Change and Response Trends

During workshops and interviews, the forces for change – technology, demographic shifts, new collaborations – were discussed and trends in how libraries are preparing for and responding to change were discussed, with those concepts applicable to Thomas Cooper identified.

FORCES IMPACTING LIBRARY PLANNING FOR THE FUTURE:

• Increasing mobility of users & and their use of mobile technologies
• New access paradigms: library users want to browse, search, and access collections and assistance remotely
• Libraries playing important role in social interaction and community-building
• New teaching, learning and research trends such as active, project-based, and experiential learning
• More users getting involved in “digital making” with media – what would have once been a paper may now be a podcast or YouTube clip
• Need to differentiate library from generic teaching / learning spaces
• Continuing shortages of funding and staffing, coupled with aging or outdated infrastructure

TRENDS IN HOW LIBRARIES ARE EVOLVING IN RESPONSE:

• Shifting the balance to more user space and less physical collections on-site while maintain access to materials
• Providing more collaborative space for learning, study and research rather than quiet, individual spaces, while still ensuring access to quiet, sanctuary library spaces
• Integrating diverse services within spaces and enable staff to collaborate and deliver, including “roving” staff
• Creating reconfigurable spaces that can serve multiple purposes and groups
• Enlisting a user-centered design process, by getting input and continuous feedback and assessment from users
• Enabling the library to be “where you are” not “where you go” – making it integral to campus experience
LIBRARY VISION
Vision and Drivers for Reconfiguration

Through a series of interviews, workshops, and observational studies, together with the team’s knowledge of trends, issues, and benchmarks, the Library established its future vision for upgraded spaces with more variety and versatility, integrated services, and increasingly digital collections.

SPACE GOALS
- Improve wayfinding, orientation, and sightlines
- Increase natural light access
- Zone floors more clearly and consistently
- Increase user space, especially collaborative space, and provide more variety (open/enclosed, individual/group, scale, and atmospheres)
- Remove carrels and support individual work more effectively and efficiently with new settings
- Improve building infrastructure
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SERVICES GOALS
- Provide integrated service desk upon entry with circulation, reference, and technology assistance
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PROPOSED SPACE & SERVICE CONCEPTS

Variety of User Space
Atrium
Media Hub
Collections Concepts
Quiet Commons
Teaching Commons
Classroom types
Faculty Hub
PROPOSED CONCEPTS
Variety of User Spaces

NICHE
An informal, semi-enclosed space for group discussion enabled by a shared screen and equipped with comfortable seating.

WORKSTATION
A desk for drop-in use either with fixed technology or laptop use (which will increase over time), semi-enclosed for privacy and focus.

BREAKOUT SPACE
Informal brainstorming and discussion areas – both enclosed rooms and adjoining open space, surrounded by sliding, writable surfaces.

TABLE SEATING
Open seating areas for group and individual study, with power provided in the table top.

LIBRARY CAFÉ
Café space within the library for meeting and working in a more active, buzzing atmosphere with access to food and drink.

LOUNGE SEATING
Comfortable seating (ideally moveable) for group and individual work.
PROPOSED CONCEPTS
Variety of User Space

**ZONES / AREAS**
Area where different functions, seating types, atmospheres can blend into each other, enabling more interaction and dynamic places

**BOOTHs**
Booth seating for individual and collaborative work, some outfitted with a large shared screen others without

**MEDIA STATIONS**
Workstations with ample space for large screen and for collaboration among 2 to 3 people, along with areas for scanners and other peripherals

**TIERS / TERRACES**
Elevated work areas (with steps / ramps) which offer power for devices and elevated perspective within the space, capitalizing on high ceiling heights

**RELAXED SPACE**
Informal space for group discussions, with comfortable seating and flooring and abundant writable surfaces

**GROUP STUDY**
Comfortable, moveable seating within enclosed space for group discussions
PROPOSED CONCEPTS
Atrium

SUMMARY
The new atrium would be strategically positioned at the heart of the building. The atrium allows natural light to penetrate into the deepest areas of the building, including the basement level floor areas, drastically improving the environmental qualities of the building interior spaces while enabling users to better orient themselves and navigate the building.

PROGRAM COMPONENTS
• Floors cut through L2.
• Variety of different work settings offered around the perimeters of the atrium space.
• Convenience stair and elevator within/adjacent to the atrium to tie the vertical programs of the library together more closely and move vertically more easily in the library.
• Acoustic separation between atrium/immediate area and rest of floor to prevent excess noise (fire separation also required by code).

*Outline indicated approximate size of proposed atrium
SUMMARY
The Media Hub builds on the recent success of the Cooper Technology Lounge and is a place designed to support undergraduate and graduate students in working with media – creating, refining, display, and viewing it. This brings together a variety of spaces and the support needed for effective media work, with expertise on both the hardware and software involved.

PROGRAM COMPONENTS
• Audio / Video editing booths
• Small green room film studio
• Staff space including workstations, workrooms, and storage space (bookable or assigned)
• Printer and Plotters
• Open collaboration areas with power and some with projection surfaces / technology
• Enclosed meeting space with displays and writable surfaces
• Media development workstations with multiple, large monitors and associated peripherals
• Technology lending and demonstration area (could be developed in partnership with a technology vendor)
• Open and enclosed presentation areas
• Niches and nooks for students to encamp
• Copy/print/scan stations
### PROPOSED CONCEPTS

#### Variety of Collections Configurations

<table>
<thead>
<tr>
<th>Concept</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COUNTER-HEIGHT</strong></td>
<td>Lower shelving that enables users to browse books and set them on top of shelving to view items as well as increased visibility and openness. Good for prominent display of new and popular items.</td>
</tr>
<tr>
<td><strong>FULL-HEIGHT</strong></td>
<td>Shelving typically extending 6 shelves high, from floor to ceiling, accessed from aisles as either single- or double-faced sections of shelving.</td>
</tr>
<tr>
<td><strong>COMPACT SHELVING</strong></td>
<td>Higher-density shelving mounted on rails in the floor. Used for items less frequently accessed, equipped with automatic safety features to prevent accidental closing.</td>
</tr>
<tr>
<td><strong>PERIMETER</strong></td>
<td>Collections located along the perimeter of a room for access by user (without taking up additional space) and also used to contribute to scholarly atmosphere of a space.</td>
</tr>
<tr>
<td><strong>HIGH DENSITY</strong></td>
<td>Highest-density shelving for collections least frequently accessed, located off-site with items available for delivery/pick-up upon request.</td>
</tr>
<tr>
<td><strong>SPECIAL COLLECTIONS</strong></td>
<td>Located within the Hollings library, special collections items are accessed upon request with supervision and assistances for scholarship and research projects.</td>
</tr>
</tbody>
</table>
PROPOSED CONCEPTS
Quiet Commons

SUMMARY
The quiet commons is a place to concentrate, a sanctuary or “retreat” space to do individual work. The space is open to all students and faculty and includes a variety of settings for individual work – soft seating, large tables, carrels, booths, enclosed rooms, and work stations.

The quiet commons, along with other individual workspace distributed throughout the library replaces the underutilized and antiquated study carrels along the perimeter of the lower floors of Thomas Cooper Library.

PROGRAM COMPONENTS
• Comfortable, informal seating and lounge areas
• Niches and nooks for students to encamp
• Open workspace (both bookable and drop-in space allocation), including tables, booths, workstations, and carrels
• Enclosed “focus rooms” that are bookable on-demand locally and remotely and available for drop-in use for privacy and concentration
• Copy/print/scan stations
SUMMARY
The teaching commons combines the Center for Teaching Excellence with the experimental classrooms / meeting spaces in which faculty can test new approaches, with support. It houses teaching support staff, meetings / seminar space, and work space to develop course materials. It serves faculty and students so is located for easy access but also has some acoustically-separated meeting and faculty development spaces from classrooms for faculty privacy.

PROGRAM COMPONENTS
- Innovative / experimental classroom(s) (e.g.: learning studios and others with high flexibility and technology integration)
- Meeting space for seminars with up to 30 participants on teaching issues and techniques – can double as a classroom
- Open and enclosed workspace for staff
- Informal learning space
- Consultation spaces with projection and writable surfaces
- Flexible workspace to accommodate visitors
- “Practice spaces” with video recording and playback
- Media development workstations with multiple, large monitors and associated peripherals
- Archive/storage of class materials which serve as ready references / examples
- Display space
- Observation space for classrooms
- Copy/print/scan stations
PROPOSED CONCEPTS
Classroom Spaces

LEARNING STUDIO
A space that enables fluid movement between small group work & interaction with whole class.

FLEXIBLE CLASSROOM
A classroom with moveable furnishings and infrastructure to enable it to be used differently.

SEMINAR ROOM
A learning and meeting space configured to promote conversation and facilitate media display.

BREAKOUT AUDITORIUM
Supports presentation as well as breakout discussion and group work between two rows of students on the same tier.

CASE STUDY ROOM
Tiered ‘case study’ room that enables simultaneous lecture and discussion along with access to media and remote presenters/audiences.

PROJECT STUDIO
A series of settings brought together to support the full range of activities on a project.
PROPOSED CONCEPTS
Faculty Hub

SUMMARY
The Faculty Hub is a shared work suite for faculty to work individually and collaboratively and promote cross-disciplinary interaction and research. It features a collegial atmosphere with a variety of work settings - quiet and lively, open and enclosed, formal and informal, individual and collaborative. In addition, high quality video-conferencing and visualization facilities are a draw. It is open to all faculty but anticipated to have higher use by humanities and social science faculty.

PROGRAM COMPONENTS
• Bookable offices / workrooms
• Workstations and carrels
• Small and Medium meeting rooms with projection and whiteboards
• Videoconferencing and immersive media display
• Casual Lounge seating
• Open meeting areas, with shared screens and whiteboards
EXISTING CONDITIONS

Structural Analysis
Code Analysis
PRELIMINARY STRUCTURAL ANALYSIS

Existing Conditions Assessment

A preliminary structural analysis of the Thomas Cooper Library was performed in order to determine if any structural conditions would drive planning within the Library. A key consideration was the capacity of the floors to take compact shelving, a question that must be confirmed by a more detailed analysis.

THE c.1958 UNDERGRAD LIBRARY
has a ribbed slab and any opening in the slab in that part of the building would have to be cut girder to girder.

THE c. 1972 LIBRARY
addition has a two way flat plate slab that would allow openings to be cut into the slab. This would require further in-depth evaluation and engineering by a licensed structural engineer. Depending on the size, location and nature of the opening, supplemental structure might be required.

SEISMIC CODE COMPLIANCE: It was also determined in a recent structural evaluation of the Thomas Cooper Library Building that the building does not meet the current seismic code and will need to be upgraded to meet lateral code requirements. The upgrade was deferred to the future renovation of the library interior.
A preliminary code analysis of the Thomas Cooper Library was performed in order to determine if any existing conditions would drive planning within the Library. Key considerations were to provide sprinklers within the building and confirm the ability to create an atrium, with the necessary provisions.

**INTERNATIONAL EXISTING BUILDING CODE (IEBC 2006) SECTION 704:**

**FINDINGS:**
- The Library is an “A” occupancy.
- Any renovation would be a minimum Level 2 Alteration.
- If the alteration exceeds 50% then a Level 2 Alteration requires that fire protection sprinkler system is added to the building.
- A fire protection system is required for the floor if the alteration of a floor exceeds 50%.

**CONCLUSION:**
- Significant renovations to the Library will require the building to be sprinklered.

---

**INTERNATIONAL BUILDING CODE (IBC 2006) SECTION 404 “ATRIUMS”:**

**FINDINGS:**
- Atrium over two or more floors requires smoke control system.
- Atrium requires for the ENTIRE building to be sprinklered.
- Smoke control system required to have emergency power.
- Floors need to separated from the Atrium by a 1hr smoke barrier.
- There are specific exceptions in the code allowing the smoke barrier to be a glass wall if certain conditions such as sprinkler head locations etc are met.
- If the ceiling of the atrium is higher than 55’ sprinkler heads need not be installed in the ceiling.

**CONCLUSION:**
- The creation of an Atrium will require the building to be sprinklered.
INTERNATIONAL BUILDING CODE (IBC 2006) SECTION 405 “UNDERGROUND BUILDINGS”:

FINDINGS:
• Underground Buildings if the floor level of a building is more than 60’ below the emergency discharge the building needs to be separated into a minimum of two equal compartments.
• The compartments need to be separated by a smoke barrier.
• The compartments need to have direct access to an elevator.
• Compartments are required to have a minimum of one exit and access to the other compartment (s).
• Fire alarm system with voice command is required.

CONCLUSIONS:
• USC Thomas Cooper Library Level One is 50 Feet below Level Five and 64 Feet below the Main Floor Level. Since Part of Level Five is above ground it might be considered as the lowest level of discharge and therefore not qualify as an “Underground Building”, if adequate egress to a public way is provided. This will need further study as the design of the alterations develop.
SPACE STRATEGY

Key Planning Assumptions
Program Scenarios
The Programming “Sandbox”
Benchmark Comparisons
Program Blocking Plans
Program Stacking Sections
Space Concepts
The following assumptions underlie the future planning scenarios developed and tested for the Thomas Cooper Library, based on discussions with participants and teams knowledge of library issues, trends, and solutions.

- **Collections:**
  - **Steady-state Scenario:** Assume move from 140,000 LF to 129,000 (incl. contingency and working capacity). Increase collections within annex 20% and gradually move to steady-state. Assume 2 LF/sq ft based on current density of open shelves and introduce compact shelving at twice current density.
  - **Added Module Scenario:** Assume move from 140,000 LF to 85,600 (incl. contingency and working capacity), enabled by added module in annex. Same collection densities: 2 LF/sqft open, 4 LF/sqft compact

- **Staff:** move from current HC of ~115FTE / 24,200sf (212sf/FTE) to ~140 FTE / 22,805sf (162sf/FTE). Headcounts based on Library projections

- **Classrooms:** Add at least 3 reconfigurable learning spaces (2 @ 30seats and 1 @ 65seats)

- **Complementary Functions:** Assume that approximately 5% of area for compatible, complementary functions (~same as current)

- **Individual study:** Remove existing carrels and support individual work more efficiently and with more variety

- **Collaborative study:** Devote most increased user space to collaboration area

- **Atrium / light:** Create atrium to bring light below grade, better orient users/staff, and create a central "heart" for the building

- **Meeting:** Increase meeting / event space with TC as campus resource
PLANNING SCENARIOS – YEAR 2025
OPTIONS TO ACCOMMODATE CHANGE

The visioning process established the principles to guide the future planning for Thomas Cooper Library and then applied those principles: the first scenario assumes ~90% of the current space devoted to collections remains, increasing study and meeting space. Scenario 2 assumes a new annex module, retaining ~60% of current collections on-site and further increasing other space types.

<table>
<thead>
<tr>
<th>Function</th>
<th>Existing Conditions</th>
<th>Scenario 1: Current collection (Steady State)</th>
<th>Scenario 2: New annex module (60% of collection on-site)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Area (NSF)</td>
<td>% Total Net Area</td>
<td>Area (NSF)</td>
</tr>
<tr>
<td>Meetings/Events/Classroom</td>
<td>12,320</td>
<td>7%</td>
<td>20,012</td>
</tr>
<tr>
<td>Individual and Collaborative Study</td>
<td>62,230</td>
<td>34%</td>
<td>73,425</td>
</tr>
<tr>
<td>Complementary Functions</td>
<td>11,720</td>
<td>7%</td>
<td>9,800</td>
</tr>
<tr>
<td>Temporary Functions</td>
<td>n/a</td>
<td>n/a</td>
<td>3,770</td>
</tr>
<tr>
<td>Library Staff &amp; Faculty Space</td>
<td>24,200</td>
<td>13%</td>
<td>21,296</td>
</tr>
<tr>
<td>Collections</td>
<td>67,500</td>
<td>37%</td>
<td>53,071</td>
</tr>
<tr>
<td>Support</td>
<td>3,140</td>
<td>2%</td>
<td>3,625</td>
</tr>
</tbody>
</table>

**TOTAL NET AREA**

<table>
<thead>
<tr>
<th></th>
<th>181,110</th>
<th>184,999</th>
<th>183,213</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deduction for Atrium</td>
<td>-</td>
<td>12,500</td>
<td>12,500</td>
</tr>
<tr>
<td>Deduction for double-height space*</td>
<td>-</td>
<td>-</td>
<td>1,310</td>
</tr>
</tbody>
</table>

* New Classroom space would require a portion of the original double-height self-support-stacks to be removed.

Note: Proposed totals exceed current net areas (even with atrium deduction) through planning efficiencies gained in reconfiguration.
PROGRAM SCENARIOS
Comparison to Benchmarks

To verify the program scenarios – quantities and proportion of space allocations – DEGW compared the proposed program distribution against peer and aspirant libraries at the University of Virginia and NC State. In comparison, TC is planned to have a greater proportion of user space and lower proportion of collections space, both of which make sense as TC is more undergrad, study focused.

<table>
<thead>
<tr>
<th>Space Type</th>
<th>USC Option 1</th>
<th>USC Option 2</th>
<th>UVA Alderman</th>
<th>NC State Hunt¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>User Space</td>
<td>93,437</td>
<td>107,803</td>
<td>64,550</td>
<td>65,770</td>
</tr>
<tr>
<td>Collections Space</td>
<td>53,071</td>
<td>34,972</td>
<td>65,850</td>
<td>65,366</td>
</tr>
<tr>
<td>Staff Space</td>
<td>21,296</td>
<td>23,924</td>
<td>23,935</td>
<td>20,975</td>
</tr>
<tr>
<td>Complementary Functions</td>
<td>13,570</td>
<td>13,427</td>
<td>14,860</td>
<td>30,525</td>
</tr>
<tr>
<td>Support Space</td>
<td>3,625</td>
<td>3,087</td>
<td>3,600</td>
<td>7,950</td>
</tr>
<tr>
<td><strong>Total net area</strong></td>
<td><strong>184,999</strong></td>
<td><strong>183,213</strong></td>
<td><strong>172,795</strong></td>
<td><strong>190,586</strong></td>
</tr>
</tbody>
</table>

**Metrics**

- **Approximate # of Seats²**: 2,650 (USC Option 1), 3,050 (USC Option 2), 1,430 (UVA Alderman), 1,765 (NC State Hunt¹)
- **staff as % of user + collection³**: 15% (USC Option 1), 17% (USC Option 2), 18% (UVA Alderman), 16% (NC State Hunt¹)

**Note:**
1. Hunt Library areas assume conversion of ARS volumes to conventional shelving for equivalent comparison. Actual Collections area approximately 14,950nsf
2. Seats for Thomas Cooper estimated by dividing total user space by an average of 35sqft per seat.
3. Target between 10 and 20%
**PROGRAM SCENARIOS**

**Staffing Groups for 2025**

To plan for future staffing needs, TC library provided a projected headcount and DEGW applied conservative per person allocation metrics of 65sf/workstation, 140/office, and 85sf/FTE shared space to determine total staffing space need (10% less than current, due to planning inefficiencies).

<table>
<thead>
<tr>
<th>Library Staff Unit</th>
<th>FTE Headcount</th>
<th>Approx. Min. Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>12.25</td>
<td>1,985</td>
</tr>
<tr>
<td>Processing Services</td>
<td>22.00</td>
<td>3,565</td>
</tr>
<tr>
<td>Circulation Department</td>
<td>18.00</td>
<td>2,920</td>
</tr>
<tr>
<td>Collection Development</td>
<td>4.00</td>
<td>650</td>
</tr>
<tr>
<td>Collection Maintenance</td>
<td>3.00</td>
<td>490</td>
</tr>
<tr>
<td>Library Computing Services</td>
<td>32.00</td>
<td>5,185</td>
</tr>
<tr>
<td>Communications, Assessment, Publishing</td>
<td>5.00</td>
<td>810</td>
</tr>
<tr>
<td>Library Development</td>
<td>6.25</td>
<td>1,015</td>
</tr>
<tr>
<td>Government Information/Microforms</td>
<td>3.25</td>
<td>530</td>
</tr>
<tr>
<td>Educational Films</td>
<td>1.00</td>
<td>165</td>
</tr>
<tr>
<td>Human Resources</td>
<td>1.00</td>
<td>165</td>
</tr>
<tr>
<td>Interlibrary Loan</td>
<td>11.25</td>
<td>1,825</td>
</tr>
<tr>
<td>Reference</td>
<td>16.25</td>
<td>2,635</td>
</tr>
<tr>
<td>Shipping &amp; Receiving</td>
<td>2.50</td>
<td>405</td>
</tr>
<tr>
<td>Map Library</td>
<td>3.00</td>
<td>490</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>140.75</strong></td>
<td><strong>22,805</strong></td>
</tr>
</tbody>
</table>

NOTE: For purpose of calculation, PTE assumes 1/2 of FTE, STUDENT assumes 1/4 of FTE.

NOTE: Difference by group, min area = average.
PROGRAM SCENARIOS

**Collections Calculations for 2025**

To plan for future staffing needs, TC library provided a calculation of current linear feet of collection and a projection for 2025 in total linear feet. This was translated into areas based on the shelving type.

### Collections Planning for 2025

<table>
<thead>
<tr>
<th>Collections w/in TC</th>
<th>Existing</th>
<th>Scenario 1</th>
<th>Scenario 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conventional area (Sqft)</td>
<td>67,500</td>
<td>41,200</td>
<td>27,200</td>
</tr>
<tr>
<td>Conventional LF @2lf/sf</td>
<td>82,400</td>
<td>54,400</td>
<td></td>
</tr>
<tr>
<td>Compact area (Sqft)</td>
<td>n/a</td>
<td>11,800</td>
<td>7,800</td>
</tr>
<tr>
<td>Compact LF @4lf/sf</td>
<td>n/a</td>
<td>47,200</td>
<td>31,200</td>
</tr>
<tr>
<td>Total Area (Sqft)</td>
<td>67,500</td>
<td>53,000</td>
<td>35,000</td>
</tr>
<tr>
<td>Total Linear Feet (TC)</td>
<td>140,000</td>
<td>129,600</td>
<td>85,600</td>
</tr>
<tr>
<td>percentage of Current LF</td>
<td>93%</td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td>percentage of Current SF</td>
<td>79%</td>
<td>52%</td>
<td></td>
</tr>
</tbody>
</table>

| Collections w/in Annex               |          |            |            |
| Total Linear Feet (TC)               | 90,000   | 120,000    | 165,000    |

| Total Linear Feet                    | 230,000  | 249,600    | 250,600    |

**Notes:**
1. Current collections are ~140,000LF in TC and 90,000 in Annex (approx. 75% full).
2. Scenario 1 assumes 129,600 LF needed in TC (93% of current collection, but this can be housed in 79% of the space due to compact shelving) and the annex is filled to capacity but 2025 at 120,000 LF, leaving no room for further growth. Note, 120,023 LF projected, but 129,600 LF can be accommodated.
3. Scenario 2 assumes 85,600 LF needed in TC (61% of current collection, but this can be housed in 52% of the space, due to compact shelving) and an additional 45,000 LF in an annex module (exact size and type of annex module TBD at later date).

### Thomas Cooper

<table>
<thead>
<tr>
<th>Collections</th>
<th>Existing (LF)</th>
<th>Projected 2025 (LF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monographs/Bound Journals - General, Full HT</td>
<td>100,428</td>
<td>103250</td>
</tr>
<tr>
<td>Monographs - General, Counter HT</td>
<td>24</td>
<td>72</td>
</tr>
<tr>
<td>Monographs - Oversize</td>
<td>424</td>
<td>424</td>
</tr>
<tr>
<td>Reference Collection</td>
<td>4,881</td>
<td>2250</td>
</tr>
<tr>
<td>Reference Collection counter height</td>
<td>312</td>
<td>150</td>
</tr>
<tr>
<td>Permanent Reserves</td>
<td>111</td>
<td>75</td>
</tr>
<tr>
<td>Course Reserves</td>
<td>330</td>
<td>150</td>
</tr>
<tr>
<td>Maps</td>
<td>175</td>
<td>50</td>
</tr>
<tr>
<td>DVDs/Media</td>
<td>704</td>
<td>976.5</td>
</tr>
<tr>
<td>Maps - aerial photos</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>Newspapers (counter top height)</td>
<td>126</td>
<td>0</td>
</tr>
<tr>
<td>Microfiche/Microform</td>
<td>16,672</td>
<td>7500</td>
</tr>
<tr>
<td>Browsing (Counter height)</td>
<td>75</td>
<td>30</td>
</tr>
<tr>
<td>New Books Display</td>
<td>138</td>
<td>50</td>
</tr>
<tr>
<td>Children's Book Collection</td>
<td>1,587</td>
<td>2000</td>
</tr>
<tr>
<td>Federal Depository Collection</td>
<td>11,514</td>
<td>2500</td>
</tr>
<tr>
<td>European Union Collection</td>
<td>690</td>
<td>100</td>
</tr>
<tr>
<td>United Nations</td>
<td>441</td>
<td>100</td>
</tr>
<tr>
<td>Federal Depository Collection CD/DVD</td>
<td>308</td>
<td>100</td>
</tr>
<tr>
<td>Microform - Opaque Collections</td>
<td>642</td>
<td>0</td>
</tr>
<tr>
<td>Sr. Thesis - SC Honors College</td>
<td>225</td>
<td>225</td>
</tr>
</tbody>
</table>

**Total for Thomas Cooper** 139,847 120,023

### Annex

| Collections                          |          |            |
| Monographs - General, Full HT        | 80423    | 95000     |
| Reference Collection                 | 0        | 0         |
| Microfiche/Microform                 | 1000     | 3000      |
| Federal Depository Collection        | 4500     | 20000     |
| United Nations                       | 75       | 400       |
| European Union Collection            | 100      | 400       |

**Total for Annex** 86098 118800

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SANDBOX PROCESS
Interactive Blocking and Stacking Activity

The program scenarios were tested and refined using an interactive process to determine the program proportions and distribution – the horizontal “blocking” and vertical “stacking” of program, using DEGW’s Sandbox tool.

- **OBJECTIVE:** Envision future space and program scenarios for the Thomas Cooper Library through a participatory planning workshop.

- **PROCESS:** Use an interactive design process and DEGW’s Sandbox tool to develop stacking/blocking scenarios together, using the proposed concepts as “building blocks” – playing with possibilities and refining the plan in real-time.

- **OUTCOME:** The outcome of the workshop will be 2 scenarios / iterations / scenarios for the Thomas Cooper Library which will be refined and validated against the program and then used to guide the incremental transformation of the library as it meets and anticipated the needs of its users.

Note:
1. For more information on the Sandbox, refer to: http://images.businessweek.com/ss/08/09/0911_inshort/index.htm
**SCENARIO 1**

Upgrades w/ Steady-state Collection

This scenario assumes ~90% of the current space devoted to collections remains, increasing study and meeting space and making functional upgrades to space as well as optimizing its location and configuration.

<table>
<thead>
<tr>
<th>Function</th>
<th>Existing Conditions</th>
<th>Scenario 1: Current collection (Steady State)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Area (NSF)</td>
<td>% Total Net Area</td>
</tr>
<tr>
<td>Meetings/Events/Classroom</td>
<td>12,320</td>
<td>7%</td>
</tr>
<tr>
<td>Individual and Collaborative Study</td>
<td>62,230</td>
<td>34%</td>
</tr>
<tr>
<td>Complementary Functions</td>
<td>11,720</td>
<td>7%</td>
</tr>
<tr>
<td>Temporary Functions</td>
<td>Incl. above</td>
<td>-</td>
</tr>
<tr>
<td>Library Staff &amp; Faculty Space</td>
<td>24,200</td>
<td>13%</td>
</tr>
<tr>
<td>Collections</td>
<td>67,500</td>
<td>37%</td>
</tr>
<tr>
<td>Support</td>
<td>3,140</td>
<td>2%</td>
</tr>
<tr>
<td><strong>TOTAL NET AREA</strong>*</td>
<td><strong>181,110</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Deduction for Atrium* 12,500

*Deduction for double-height space* -

Note: Proposed totals exceed current net areas (even with atrium deduction) through planning efficiencies gained in reconfiguration.
SCENARIO 1
Upgrades W/ Steady-state Collection

MEZZANINE
SCENARIO 1
Upgrades W/ Steady-state Collection

MAIN FLOOR
SCENARIO 1
Upgrades W/ Steady-state Collection
SCENARIO 1
Upgrades W/ Steady-state Collection

LEGEND
- Meeting/Events/Classroom
- Individual and Collaborative Study
- Collections
- Temporary Functions
- Complementary Functions
- Support
- Library Staff & Faculty
SCENARIO 1
Upgrades W/ Steady-state Collection

LEGEND
- Meeting/Events/Classroom
- Individual and Collaborative Study
- Collections
- Temporary Functions
- Complementary Functions
- Support
- Library Staff & Faculty

L3
SCENARIO 1
Upgrades W/ Steady-state Collection
SCENARIO 1
Upgrades W/ Steady-state Collection

L1 – QUIET FLOOR

LEGEND

- Meeting/Events/Classroom
- Individual and Collaborative Study
- Collections
- Temporary Functions
- Complementary Functions
- Support
- Library Staff & Faculty
SCENARIO 2
Upgrades w/ New Annex Module

This scenario assumes ~60% of the current space devoted to collections remains, enabled by an additional module at the Library’s off-site high-density shelving facility. Study and meeting spaces are thus further increased, along with necessary functional and infrastructure upgrades.

<table>
<thead>
<tr>
<th>Function</th>
<th>Existing Conditions</th>
<th>Scenario 2: New annex module (60% of collection on-site)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Area (NSF)</td>
<td>% Total Net Area</td>
</tr>
<tr>
<td>Meetings/Events/Classroom</td>
<td>12,320</td>
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</tr>
<tr>
<td>Temporary Functions</td>
<td>Incl. above</td>
<td>-</td>
</tr>
<tr>
<td>Library Staff &amp; Faculty Space</td>
<td>24,200</td>
<td>13%</td>
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<tr>
<td>Collections</td>
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<td>37%</td>
</tr>
<tr>
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<td>3,140</td>
<td>2%</td>
</tr>
<tr>
<td><strong>TOTAL NET AREA</strong>*</td>
<td><strong>181,110</strong></td>
<td></td>
</tr>
</tbody>
</table>

Deduction for Atrium

Deduction for double-height space*

* New Classroom space would require a portion of the original double-height self-support-stacks to be removed. Note: Proposed totals exceed current net areas (even with atrium deduction) through planning efficiencies gained in reconfiguration.
SCENARIO 2
Upgrades with New Annex Module

MEZZANINE
SCENARIO 2
Upgrades with New Annex Module

MAIN FLOOR
SCENARIO 2
Upgrades with New Annex Module

L5

SCENARIO 2
Upgrades with New Annex Module

L5 Mezz.
SCENARIO 2
Upgrades with New Annex Module

Legend:
- Yellow: Meeting/Events/Classroom
- Orange: Individual and Collaborative Study
- Red: Collections
- Light Blue: Temporary Functions
- Green: Complementary Functions
- Gray: Support
- Pink: Library Staff & Faculty
SCENARIO 2
Upgrades with New Annex Module

L3

LEGEND

- Meeting/Events/Classroom
- Individual and Collaborative Study
- Collections
- Temporary Functions
- Complementary Functions
- Support
- Library Staff & Faculty
SCENARIO 2
Upgrades with New Annex Module

LEGEND
- Meeting/Events/Classroom
- Individual and Collaborative Study
- Collections
- Temporary Functions
- Complementary Functions
- Support
- Library Staff & Faculty
SCENARIO 2
Upgrades with New Annex Module

L1 – QUIET FLOOR
ATRIUM SKETCH & RENDERINGS:
Preview of Possibilities

Architect’s Rendering & Sketches
(Liollio Architecture)
MOVING AHEAD
Issues for Further Study and Potential Next Steps

As the library moves ahead to address the findings of the study and implement the recommendations, there are a few key issues that will likely require additional study in more detail. Several potential next steps are also suggested as a way to move ahead.

ISSUES FOR FURTHER STUDY

• Structure: The loading capacity of the floors of the main library space need to be definitively tested for their loading capacity to confirm, suitability for compact shelving (an assertion that was made during the study based on a previous evaluation, but could not be confirmed)

• Preliminary cost estimation to determine the pros and cons of a renovation of Thomas Cooper in comparison with the construction of an equivalent new library

• Detailed building assessment of infrastructure suitability and code compliance, including review of restrooms/fixture for new occupancies

• Access review of existing and proposed spaces for compliance with the Americas with Disabilities Act (ADA) and other related access requirements

POTENTIAL NEXT STEPS

• Developing pilot projects to implement new space and service concept incrementally. These could include the development of design layouts, furniture and material selection, as well as an assessment program to evaluate the pilots prior to broader application

• More detailed space programming that would account for individual room/area sizes and quantities (rather than conceptual blocks of space as shown in this report) and calculate collections and seating capacities in detail

• Creating a Phasing and implementation plan that sequences potential pilot projects and space changes.

• Validating and refining atrium concept – acoustics, circulation, potential for elevators/stairs or meeting spaces within – in order to inform the overall planning. It should be noted that should the concept of the atrium prove to not be feasible, a “heart” or “hub” within the floor could be created through the use of different materials, lighting or floor levels/steps to achieve a similar effect and aid in orientation and wayfinding (but not daylighting and overall user experience).
EXISTING PROGRAM ANALYSIS

Program Analysis
Existing Section Diagram
Existing Floor plans
# EXISTING BUILDING CONDITIONS

## Program Analysis

<table>
<thead>
<tr>
<th>Program</th>
<th>Existing Conditions</th>
<th>Area (NSF)</th>
<th>% Total Net Area</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>62,230</td>
<td>34%</td>
</tr>
<tr>
<td>Complementary Functions</td>
<td></td>
<td>11,720</td>
<td>7%</td>
</tr>
<tr>
<td>Temporary Functions</td>
<td></td>
<td>n/a</td>
<td>-</td>
</tr>
<tr>
<td>Library Staff &amp; Faculty Space</td>
<td></td>
<td>24,200</td>
<td>13%</td>
</tr>
<tr>
<td>Collections</td>
<td></td>
<td>67,500</td>
<td>37%</td>
</tr>
<tr>
<td>Support</td>
<td></td>
<td>3,140</td>
<td>2%</td>
</tr>
<tr>
<td><strong>TOTAL NET AREA</strong></td>
<td></td>
<td><strong>181,110</strong></td>
<td></td>
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EXISTING BUILDING CONDITIONS
Program: Main Level
EXISTING BUILDING CONDITIONS

Program: L5
EXISTING BUILDING CONDITIONS
Program: L4
EXISTING BUILDING CONDITIONS
Program: L3
EXISTING BUILDING CONDITIONS

Program: L1
VISIONING PROCESS
Aspects of Library to “KEEP, TOSS, OR CREATE”

Based on feedback from Library Staff, Faculty, Students and University faculty members

<table>
<thead>
<tr>
<th>KEEP</th>
<th>TOSS</th>
<th>CREATE</th>
</tr>
</thead>
</table>
| • Computer lounge and Mac Labs  
• Scan and deliver service  
• Service-oriented culture of staff  
• Reference expertise  
• Café  
• Support for quiet, individual study  
• Accessibility to library collections  
• 24/Access  
• Annex  
• Browsing Collections | • Security Bag check (replace with RFID / self-check-out)  
• “Enclosed” individual carrels (keep function, deliver better)  
• Non-complementary tenants/functions  
• Reference desk/office location  
• Barriers, walls, and unnecessary enclosure  
• Difficult wayfinding | • Co-location and collaborative space for staff  
• Faculty workspace  
• Reconfigurable space and better “zoning”  
• Integrated services and outreach / roving staff  
• Access/connections between floors  
• Upgrade infrastructure (power, data, lighting)  
• Mix compact and open shelves with user space  
• Electronic resources  
• Support for media |
VISIONING CARDS: Building consensus for the Future Vision

Participants (Staff, Lib Faculty, Steering Committee) selected images to represent the current state of the library and their future vision for it.

**CURRENT CULTURE**
- Struggling to change
- Struggling to come together/work together
- Chained, Stuck in Place
- Confusion/Uncertain
- Bound by current infrastructure
- Busy people, short-staffed
- Economic constraints
- Lots of change/Unclear Direction
- Drowning in Technology

**FUTURE VISION**
- Good Teamwork / Order
- Open and Bright Future
- Consideration for both individuals and groups
- Serenity in space
- Breaking out of the Mold
- More Collaboration
- Openness in space
- Hanging on!
- Profusion of infinite demands
- Fear of Chaos
THINKING BEYOND:
Perception for the New Thomas Cooper

As means to identify and compare the expectations of how the new and improved library should be perceived by the public, participants of the workshop were asked to think of a future headline that would appear in a journal of their choice:

- “The 21st Century Library Space to Learn, Space to Live”
- “The new Club Cooper opens today”
- Aspirations for a more comfortable, less institution-feel setting
- “Library Re-inventing the Discovery of Knowledge”
- “New Tech Center Brings TC Library into 21st Century”
- “Don’t judge the library by its cover” … Architectural Digest
- “Tomb for books become window on world” … Architectural Digest
- Technology will play a vital role in how knowledge is accessed, and referenced and for the overall library experience
- “TCL Cleaned, first time in 50 years!” … the Onion
- Update on appearance and public interface (outside façade and path of entry) is also important
- “South Carolina Opens Library without walls” … NY Times
- Open space would generate buzz and display the dynamics of learning
- “50 million renovation for the state library”
- There’s plenty of work to be done in this library
MEASURES OF SUCCESS:

How do we measure the success of the change that is not only limited to the spatial renovation of the shell, but also for the new potentials that would arise from it? The Steering Committee thought the following indications as a good way to measure the success:

- Increased usage (more traffic)
- Students feel Library as center gravity of college experience
- Greater money magnet
- Increased productivity by Staff
- Feel more comfortable by everyone
- Doesn’t feel overwhelming
- Fewer complaints and less serious suggestions
- Becomes a key stop in admissions tour
- Allows continuous effort in improving the space and services
- Recognition at national level
- Faculty satisfaction.
WORKSHOP & INTERVIEW FINDINGS

Workshops:
Library Staff, Library Faculty, Graduate/Undergraduate Students & University Faculty

Interviews:
Library Administration, Assessment Group, Library Services & Collections, Technology, Student Success Center, Center for Teaching Excellence
UNDERGRADUATE & GRADUATE STUDENTS
Key Findings from workshop

- Consistency and quality of complementary services: Café can provide consistent and extended hours to students
- Services provided from user’s perspective: No bag-checks at exit, department delivery/pickup service, more online resources, power and wireless availability everywhere. Adjustable lamps for each desk
- Better technology support: Currently there are not enough computers for student use and some computers are fairly slow and outdated
- Range of acoustical and visual privacy offered for different types of activities: spaces are either too quiet/too noisy and/or too dense, and furniture or rooms are generic.
- Relaxation space: a place to unwind after a long period of concentrative study
- Desks / space or area dedicated for graduate students + storage (lockers)
LIBRARY STAFF
Key Findings from workshop

• **Integration of expertise:** Through improved cross-training and knowledge sharing opportunities among staff, would like to perform multiple services to students at basic level outside of core expertise.

• **Outreach of Services:** At a mobile world, services do not necessarily have to stationary. ‘Roving’ services can be a potential added layer of services in the future. Through use of name-tags and consistent ‘touch-down’ areas staff can be better identified.

• **Technology to improve user experience:** The Library should accommodate better technology to support new ways of accessing information, as well as new ways of learning for students. Basic services such as book check-out can also be self-served and use of RFID tags should help improve the overall experience of entering in and out of the library.

• **Improvement in way-finding:** the current maze-like layout of spaces is difficult for users to navigate.
LIBRARY FACULTY
Key Findings from workshop

• **Library and Inspiration**: The method in which we receive knowledge is changing and being less reliant on physical volumes. However the Library still plays a role as a space for inspiration, keeps a mindset for learning and a serves as a space for discovery and sharing of knowledge.

• **Technology as means to enhance service**: Current use of technology at TC is at early stage, and TC needs to push much further in thinking of future potentials to keep up with tech-savvy new generation of students.

• **Balancing integration of services with degradation of expertise**: Librarians need be more multi-role support, yet it’s important that expertise is preserved.

• **Perceived as a place that supports learning**: The library needs to reach-out to faculty and students alike to offer research expertise through its excellent staff.
UNIVERSITY FACULTY
Key Findings from workshop

• **Format Agnostic:** Library as knowledge hub should not be compromised at any cost and information should be readily available and accessible regardless of format.

• **Opportunity to facilitate teaching innovation:** The library as a venue for faculty to share new and experimental teaching space is ideal (e.g. Co-located, high-end learning studio facilities).

• **Space that provides a variety of needs for faculty:** The library should accommodate the traditional needs of its users as space for concentrative research and work (that is currently provided as carrels space), but also strive to facilitate interdisciplinary sharing of knowledge and collaboration through various types of settings.

• **Space for physical objects:** Rare books, valued specialized collections such as microfiche and movies collections should be preserved.
SWOT ANALYSIS on Library Space/Services/Collections
Identified by Steering Committee

A SWOT assessment of the Library carried out by the project steering committee revealed both the potentials and constraints the library faces, as we plan for the future.

**STRENGTH**
- Excellent Staff
  (Collegial, Supportive, Service Oriented)
- Balance of Services/Collection/Technology
  (Reference Librarians, Technology Svcs, Electronic Resources, Microfiche, Rare Books, Special Collections)
- Library Location (Role as Community Center)
- Associated Library School
- 24/7 Access

**WEAKNESS**
- Limited Budget/Funding/Staff Size
- Environmental: (HVAC, Lighting)
- Isolated, potential security concern
- Outdated infrastructure of Building
- Books heavy in main spaces, with user spaces on the perimeter
- Electronic Access to Proquest
- Wayfinding

**OPPORTUNITY**
- Building is a reconfigurable “Box”
- Structure allows compact shelving
- RFID/Self Checkout
- Commitment to Digitization
- More Instruction + Outreach
  (building from current)
- Student Computing Support
  (More centralized Helpdesk)
- Support for Distance Ed (Virtualization of Svcs)

**THREAT**
- Funding
- Annex capacity (outgrow in 10 years)
- Less relevant outside groups vying for space within library
- Staff size
- Loss of serendipity of browsing stacks (as information becomes more digitized and through introduction of more mechanized access of physical collections)
LIBRARY ADMINISTRATION
Interview Summary

• Library will include complementary functions with aligned missions (Center for Teaching Excellence, Student Success Center etc)

• Library space as a “landscape” and offering users a wider variety of spaces and settings to choose from and allowing seamless transitions between them

• Co-location and integration of different staff groups and services. Student-facing functions would ideally be located with proximity to entry

• Wayfinding within building needs re-think

• The building itself holds potential to be flexible but requires infrastructure update (power, wireless, fiber, cell phone reception)

• Increase density of collections that are less frequently browsed

• Increasing user space, currently lacks sufficient seating

• Flexible event-holding space and / Instruction space could be beneficial
ASSESSMENT GROUP
Interview Summary

• Need for better “zoning” of activities on floors
• Though technology is changing, physical infrastructural requirements are more or less the same: place to sit, to work individually and collaboratively, and support for technologies: laptops, phones, books
• Changes in user services/spaces affects changes for staff, which often gets forgotten
• Aesthetics: Artwork, Clocks, Less of the institutional feel is desired by students
• Ability to move fluidly between different kinds of work settings is important
COLLECTIONS LEADERSHIP
Interview Summary

• Space should show way for staff to be more proactive in providing services and allocation of HRs could be reviewed
• Current shelving is nearly full and annex has 10 year capacity – Requires a fundamental re-think for acquisitions strategy
• Keep new books browse-able, and older, lesser accessed titles in compact shelving or in higher density off-site shelving
• Physical reserves are decreasing in general
• Before digitization of textbooks become wide-spread, however, bulk volumes of coursework titles need be maintained.
• Library has begun partnerships with other institutions but impact on collections space needs are not yet clear
• Compact shelving would be preferred for ceased periodicals and large reference sets rather than locating them at the annex which will be harder to access
LIBRARY SERVICES LEADERSHIP
Interview Summary

• Need for cross-training so everyone can answer basic questions across different areas of expertise + triage model for more specialized assistance.

• Centralized integrated service point for better user experience

• Open to idea of expanding virtual-based assistances to users, but this may conflict with help at service desk location as existing same staff would have to play dual roles.

• More outreach – physical and virtual sessions with materials (e.g. tutorials)

• Expanded Data services – Need a streamlined process of organization, storage, retrieval of digital data

• Reconfigurable classrooms within library for library instruction, meeting space, film screening, or special classes, combining the power of physical references, staff expertise, and digital information

• New services: Streaming video, self-checkout enabled by RFID
TECHNOLOGY LEADERSHIP
Interview Summary

- Computer lounge setting tone for future
- Plans to implement more mobile services including allowing users to send themselves SMS text messages on book location, call # etc.
- Support library-provided and student-provide technology
- Seeing increase in printing, especially from reserves: this could change however as digital tablet screens become popular in a few years
- Demands for presentation practice and media production
CENTER FOR TEACHING EXCELLENCE (CTE)
Interview Summary

• Activities: Key activities are designing and hosting programs for faculty (e.g.: seminars), consulting with faculty on teaching, and assisting faculty in the development of syllabi, course materials, evaluations, etc.

• Space Needs: These key activities translate into 3 types of space needs:
  – Programs: Need flexible space for 8 – 20 person faculty seminars, with food, that can be captured/streamed on audio/video and staff space for those running the programs (Currently staff, 3 FT and 4 PT. 3 offices, and 2-3 workstations required)
  – Consultation: Need office or meeting space for private consultations
  – Faculty Development: In the future, it would be desirable to have small amount of faculty workspace or space where CTE staff and faculty could work side-by-side to develop materials, run tutorials, etc.

• Location: Current location seems right balance of accessibility and privacy though would be better if easier to find
STUDENT SUCCESS CENTER (SSC)
Interview Summary

• Activities: key activities include supplementary instruction, peer-led sessions for groups of students ranging from 5 to 40 students, with SSC staff functioning as coordinators of these activities

• Space Needs:
  – Space for 5 staff, ideally co-located (currently divided – have call center in dormitory building)
  – Group study space, same as current, but could use smaller rooms for 1:1 consultations which require privacy, or nooks within larger space
  – Access to 2, 40-person classrooms with moveable furniture that can be reconfigured
  – Need not be “quiet study space” – current space has evolved to be this way but is not actually desirable – lively, conversation-friendly atmosphere is actually better

• Location: the more public and accessible, the better