

MARY COUTS BURNETT LIBRARY

---

Texas Christian University

---

LIBRARY EXPANSION STUDY • NOVEMBER 1, 2009

THE ROLE OF THE ACADEMIC LIBRARY CONTINUES TO CHANGE AND EVOLVE.  
FUELED BY RAPID ADVANCES IN TECHNOLOGY, INFORMATION ACCESS, AND  
LEARNING PEDAGOGIES, LIBRARIES HAVE TRANSFORMED INTO BROADER  
BASED LEARNING CENTERS THAT CONTINUE TO PLACE THE LIBRARY AT THE  
ACADEMIC HEART OF THE UNIVERSITY.

*The heart of  
the university*

# CONTENTS

## THE LIBRARY PROJECT

- The Evolving Academic Library
- Mission and Goals
- A Space Program to Meet the University's Needs
- Letter from the Dean

## THE LIBRARY TODAY

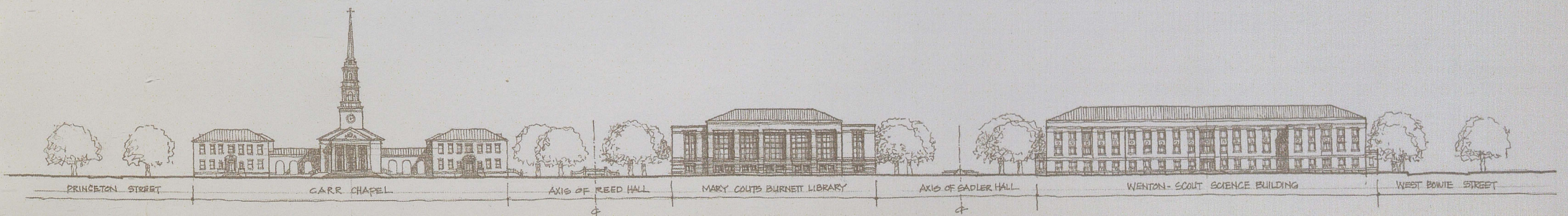
- Site
- Existing Facility

## MASTER PLAN

- The Library of the Future
- Heart of the Academic Commons

## IMPLEMENTATION

- Phasing
- Cost





## THE EVOLVING ACADEMIC LIBRARY

*To provide intellectual resources,*

*innovative technology tools, and*

*an inspiring physical and virtual*

*environment to serve TCU's diverse*

*community of learners, supported by*

*approachable and resourceful staff.*

*— From the TCU Library Mission*

# THE LIBRARY PROJECT

AN OVERVIEW OF THE TCU LIBRARY PROJECT

Academic libraries on campuses across the country are undergoing the most radical transformation since the inception of the printing press and industrialization in the 1800's that transformed print from a product for the elite to a tool that could be accessed by all. Today's university library no longer just serves the traditional role as a depository of an expanding print collection; it is also a key part of the 21st century learning process involving access to information in a wide range of media. While a decade ago it was common to hear administrators suggest that the digitization of information may make university libraries obsolete, the reality is that libraries have become that much more important on campuses and indeed more academic library space is being constructed today per year than two decades ago. A recent report published by the Association of College and Research Libraries (ACRL) states in the opening paragraph that the:

*"iconographic power of a college or university library" is as central on campuses as it has ever been but that "the business of libraries can now be understood as one component of a rapidly evolving, almost wholly transformed environment in which information is proliferating at heretofore unimagined rates and in which the ability of academic libraries to deliver authenticated and reliable information is continuously challenged by new technologies."*

*"Changing Roles of Academic and Research Libraries," Roundtable on Technology and Change in Academic Libraries, convened by the Association of College and Research Libraries (ACRL) on November 2-3, 2006 in Chicago, IL.*



# THE LIBRARY PROJECT

AN OVERVIEW OF THE TCU LIBRARY PROJECT

## THE EVOLVING ACADEMIC LIBRARY

*To provide intellectual resources,  
innovative technology tools, and  
an inspiring physical and virtual  
environment to serve TCU's diverse  
community of learners, supported by  
approachable and resourceful staff.*

– From the TCU Library Mission

Academic libraries on campuses across the country are undergoing the most radical transformation since the inception of the printing press and industrialization in the 1800's that transformed print from a product for the elite to a tool that could be accessed by all. Today's university library no longer just serves the traditional role as a depository of an expanding print collection; it is also a key part of the 21st century learning process involving access to information in a wide range of media. While a decade ago it was common to hear administrators suggest that the digitization of information may make university libraries obsolete, the reality is that libraries have become that much more important on campuses and indeed more academic library space is being constructed today per year than two decades ago. A recent report published by the Association of College and Research Libraries (ACRL) states in the opening paragraph that the:

*"iconographic power of a college or university library" is as central on campuses as it has ever been but that "the business of libraries can now be understood as one component of a rapidly evolving, almost wholly transformed environment in which information is proliferating at heretofore unimagined rates and in which the ability of academic libraries to deliver authenticated and reliable information is continuously challenged by new technologies."*

"Changing Roles of Academic and Research Libraries," Roundtable on Technology and Change in Academic Libraries, convened by the Association of College and Research Libraries (ACRL) on November 2-3, 2006 in Chicago, IL



Original Mary Coutts Burnett Library  
(Historical photos from the TCU Library Special Collections)

The expanding campus role for the academic library can be measured in part as their mission statements begin to recognize these rapidly occurring changes. Libraries are now engaged as integral partners in the instructional research and academic learning missions of universities. Technology and the infusion of new tools for e-learning are critical to the delivery of and accessing information that will promote lifelong learning and scholarly community. The mission statement of the Mary Coutts Burnett Library is particularly poignant on this topic of adaptation in stating:

*To provide intellectual resources, innovative technology tools, and an inspiring physical and virtual environment to serve TCU's diverse community of learners, supported by approachable and resourceful staff.*

To accomplish these missions, university libraries are undergoing both physical and virtual transformations as they work to articulate their changing roles to support academic learning and scholarship.

### *The need for an expanded and transformed facility on the TCU Campus*

Texas Christian University's Library dates back to 1911 when it served 362 students from a single room on the second floor of the Main Administration Building. When the original Mary Coutts Burnett Library was dedicated in 1925, the first phase of today's library complex, the library had grown by approximately 2,000 volumes per year to have holdings of almost 35,000 volumes. In the last century multiple additions have almost tripled the size of the library and today the Mary Coutts Burnett Library is not only a well-loved facility, but also well-cared for with a range of contemporary services initiatives in place. These include a new coffee bar in the lobby, flexible collaborative areas with moveable furniture and flat screens, a busy information commons, updated lighting, and a number of help desks for reference and information technology services.

The campus has continued to grow and the role of the academic library has continued to transform from primarily a print collection depository to one that fosters multidisciplinary learning styles. However, the variety of learning spaces found at peer institutions cannot be accommodated within the physical space and infrastructure of the current building. As such, space for an expanding collection and space to accommodate a wide range of technology-rich new services that

support its goal to create an enhanced student learning and collaborative environment is sorely missing. In addition, the library—which serves as the only library on campus—does not meet the generally accepted standard of accommodating 20% of the student full time equivalent (FTE) with appropriate and adequate seating.

While there continues to be considerable discussion about the need for library facilities in the future with the dramatic increase in online access to information and new technologies, it is clear that the need to store and access print materials will be with us for the foreseeable future. At present, periodicals and serial publications are evolving rapidly into online formats. However, in part due to copyright and licensing issues, the publishing industry and its readers have yet to fully embrace the “e-book” or electronic collections—though the recent introductions of the Amazon Kindle and Sony Reader are making inroads to providing e-books accessed by larger audiences for the first time. This is expected to increase and in the past few months Sony announced the ability of users to check out digital books from college and public libraries through a service called OverDrive Inc.. While the digital collection available is still in its infancy, it is expected to grow through established partnerships with Cambridge University Press, the University of Chicago Press, and several other scholarly publishers. TCU currently has a collection of about 400,000 e-books available and planning for the Mary Coutts Burnett



First addition – 1957

Library has kept these trends in mind. However, while the academic library will certainly devote more of its financial resources to electronic media than in the past, it is expected that the acquisition of print material will continue to be significant for the foreseeable future.

### *Developing the Library's vision to serve the next generation of students at Texas Christian University*

In March 2009, the programming team began a Master Plan study of the Mary Couts Burnett Library at Texas Christian University with the challenge to investigate 6 key topics:

1. Review the current physical condition of the library.
2. Examine the services the library provides to today's students and identify those anticipated in the foreseeable future.
3. Identify the deficiencies within the physical environment that limit learning information acquisition and scholarly research.
4. Explore how the library can better be integrated with the variety of academic support programs currently



dispersed throughout the campus.

5. Enhance the library's position as the academic heart on the campus and improve linkages to other facilities and buildings in the precinct.
6. Examine the architectural character of the current library and identify potential improvements to better integrate the facility into the campus' rich architectural heritage.

Over a five month period, a series of workshops were conducted to formulate the vision and goals for the project based on the challenges identified above and to define the Library's space needs for the next twenty years. In August 2009, recommended planning concepts were reviewed; issues related to future planning were identified; a detailed program developed by the Library Executive Committee and library staff was finalized; and a concept budget and schedule for implementation were developed. The findings of the study are contained within this study and can be summarized as follows:

1. In spite of many challenges, the Mary Couts Burnett



Second addition – 1983

Library maintains itself as an essential and heavily used facility on campus. Staff have introduced successful strategies for meeting the academic needs of the students and faculty by providing services and designated technology-rich environments with limited changes to the physical environment. These include the introduction of extended library hours, laptop checkout, ease of computer access throughout the information commons, collaborative FrogPod student spaces, food and refreshments in the library lobby, and partnerships with other institutions including the Brite Library.

2. The library's physical condition constrains future implementation strategies by the library staff to meet the needs of students, faculty, and administration.
3. Much of the facility's infrastructure is approaching the end of its useful life. This includes the heating and air conditioning systems, as well as data and electrical infrastructure.
4. The building and its physical configuration does not meet the intended spirit of universal access.

5. Available space within the existing structure is limited to allow for continued expansion of the collection. Access to current collections is becoming more limited as more of the collection is moved to offsite remote storage that results in delayed access to the collections.
6. The library is currently acquiring many private collections of valuable material; however the lack of physical space and environmental controls do not provide adequate workspace or preservation of the material.
7. The library lacks space for adequately developing its digitization initiatives such as the scanning of special collections material, TCU Theses and TCU Photographs.
8. New forms of collaborative learning and instruction typically found in other academic research libraries cannot be accommodated.
9. Spaces for graduate and faculty research and study are below customary academic standards
10. Partnerships with other academic support programs typically forged with the library are limited due to inadequate space.
11. The environment limits the library staff to adequately serve the growing and changing needs of the students.

### *Summary of Recommendations*

As a result of the study the following recommendations are proposed:

1. Enhance the library's physical environment to foster collaboration and learning through a variety of seating types that includes collaborative study rooms, media labs, digital media labs and individual research, with sufficient space to accommodate 20% of the campus population at a given time.
2. Accommodate library collection growth for the next twenty years on-site, while considering the increase in digital media and e-books, through the use of a new 800,000 volume high density but easily accessible storage system to house a portion of the library's collection.
3. Provide sufficient easily accessible space to house library staff to allow for student consultation and support, serving the evolving learning styles and needs of students.
4. Provide spaces for the inclusion of aligned academic support programs such as the Writing Center and the Center for Teaching Excellence.
5. Provide environmentally controlled and secure space to allow for the storage of current special materials and the acquisition of additional materials requiring special preservation.
6. Reinforce the library as the "academic heart" with improved entry access from multiple directions on the campus.

Implementing these recommendations include a full renovation of the existing facility and addition of approximately 73,000 square feet of new space to accommodate a high density automatic storage retrieval system, substantially increasing the number of seats in the library and improving the current seats, providing enhanced collaboration and media-rich facilities, and planning for growth of special collections. The work will be done in several phases to allow the library to remain open and serve its students and users during implementation of the recommendations, leading to a coherent and whole library facility and well-considered connections to existing surrounding buildings and future campus growth.

## MISSION AND GOALS

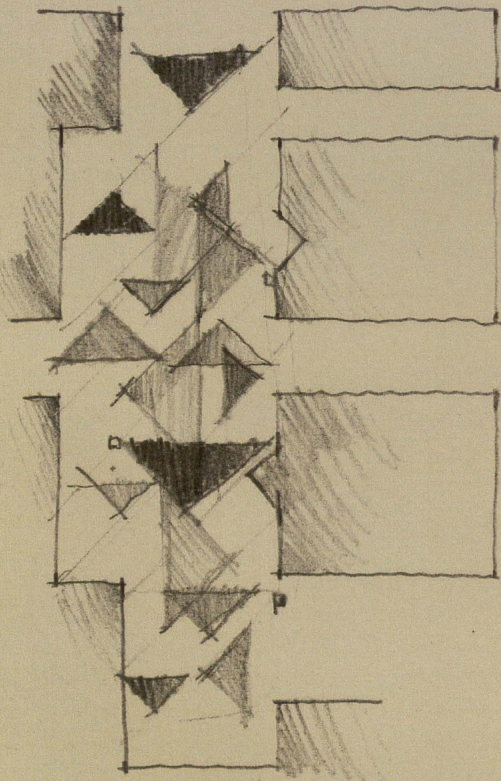
*Through the course of the Master Plan Study the following goals were identified by the University Leadership and the Library Executive Committee for the Renovation and Expansion of the Mary Couts Burnett Library.*



# 1

## *Meet the needs of the Library now and in the future*

The study uses a 20-year window for program growth, with the year 2030 as the target for projections about the size of the collection, student population, and staffing needs. Planning for flexibility is key, as specific user needs will change over time. As 2030 approaches, it is likely that the University will need to once again address its Library needs.



*Rebranding existing spaces – Concept ceiling plan of the 1950's addition*

# 2

## *Adequately seat the student population, accommodate collection growth*

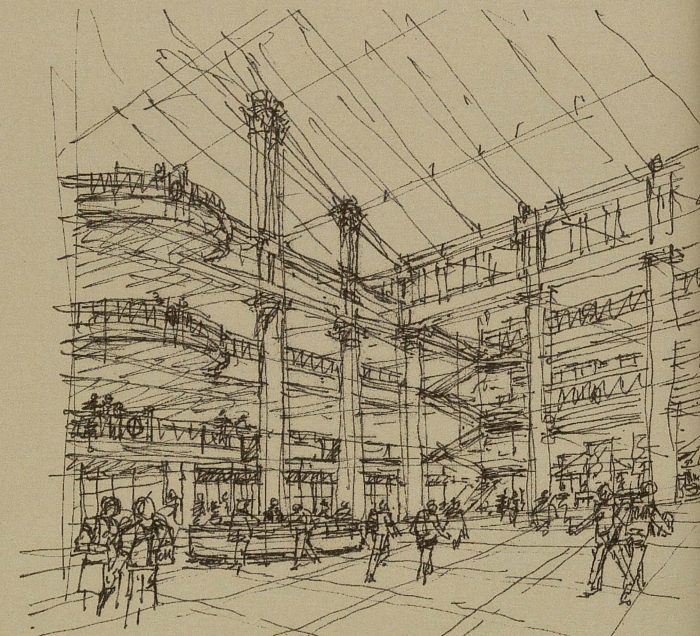
The two biggest drivers of space needs in a library are the number of students it needs to serve and the size of its collections. In the past decade, the library's collection has grown at a fairly consistent rate of approximately 2% per year. Factoring in assumptions regarding digitization, the library's general collection is expected to reach approximately 1,500,000 volumes by the year 2030. University wide projections of FTE enrollments establish a target of 8,600 within the next twenty years and this enrollment is a key factor in determining the appropriate number of user seats within the library. While percentages vary for each institution based on the size and make-up of the student population, number of residential vs. commuter students, and available study spaces in other facilities, the typical standard – which applies to TCU - is to provide seating to serve 20% of the student population within the library. Seating includes collaborative group study rooms, lounge seating, quiet study areas and smart technology rooms all nearby the library's staff and collections.

# 3

## *Celebrate the Library as the Heart of the Academic Commons*

The library is located at the center of the east side of the campus, surrounded by the business school, school of engineering, and the Brite Divinity School. The Schieffer School of Communication and the TCU bookstore are located at the north and south ends of this predominantly academic zone of the campus, and a master plan for development envisions a new academic quad to the north of the library. Linking the expanded library to current and future academic facilities, a future parking structure to the northeast, and strengthening pedestrian circulation patterns is an opportunity to position the library as the campus' true academic heart.

### *New entry experience*



# 4

## *Develop a clear internal circulation and organization for the Library*

As a result of two expansions and the positioning of the library entrance at an above-grade level, the clarity of circulation and movement through the building has been lost. The structural grid, shafts, stairways, and stack configurations in each building do not align, obscuring clear sightlines and making movement between these two areas confusing. There is also little visual connection from one floor to the other. The expansion and renovation of the library should be used as an opportunity to improve the internal circulation and organization of the entire building, allowing for easy, understandable movement throughout. This is particularly critical given the larger footprint and multiple levels that are likely to result with the proposed addition.

# 5

## *Avoid abrupt distinction between new and existing spaces*

One of the challenges in renovating and expanding the library is to ensure that when completed, the overall building not only functions as a single structure but also aesthetically appears as an integrated facility inside and out. While constructed in phases over the course of a century, the library's design character—both in the renovation of earlier additions and in the new expansion—should reflect the original campus building.

# 6

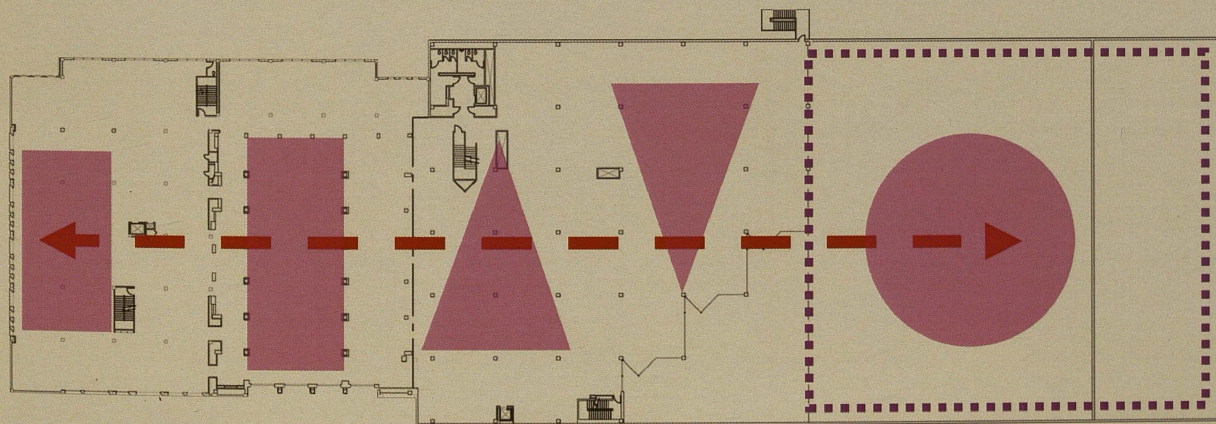
## *Develop a project responsive to the needs of the University including its space needs, budget and schedule for implementation*

As a part of the process, it is important to balance the needs and requirements of the library with the University's financial resources and funding cycles, so that recommendations can be realistically implemented. Also important is developing a phasing and sequencing plan that not only conforms to the funding schedule but also allows the library to remain operational throughout construction.

# 7

## *Provide adequate space that fosters the library's ability to be integral partners in the instructional research and academic learning missions of university*

The role of the library on university campuses has evolved to become an integrated part of the learning process, providing spaces that align with collaborative learning pedagogies and technologies that enable students to use a range of media for study and research. This includes providing spaces where faculty can also develop technology based curricula and presentations.



*Creating a primary internal circulation with destinations*

## A SPACE PROGRAM TO MEET THE UNIVERSITY'S NEEDS



*Planning and design workshops*

The core components of the library's program are spaces for user seating, collections, and staff. These spaces are addressed as follows:

- The current library provides user seating for only 900 students. Based on the recommendations to accommodate 20% of the student population, the expanded library is planned to have over 1,700 seats including table seating, carrels, lounge seating, computer stations, group study rooms, and instructional labs.
- The current collection of 1.1 million volumes is planned to grow to over 1.5 million volumes. In order to most efficiently house the collections and make them easily accessible on-site, approximately 800,000 volumes will be housed in a high-density automatic storage retrieval systems (ASRS), with the remaining volumes on traditional open shelving or compact (mobile) shelving. Collection growth includes a considerable expansion of space for special collections and archives.
- While the library will expand significantly in overall size, it is projected that the number of staff will remain close to its current size with only nominal increases in technology and support staff.

In addition to these core components, the library has a number of complementary spaces that support its central role as the heart of a 24/7 learning experience. These spaces include:

- a literary event space that can seat approximately 200 and can be used for large staff meetings, special library events, lectures and campus-wide functions
- a café that offers light snacks and beverages and can be open extended hours
- an exhibition area to display special library materials and exhibits
- smart conference rooms in a range of sizes accommodating 60, 30 and 15 seats
- a 25 seat training room
- separate faculty and graduate student work space

Overall, the expanded library will require 155,302 net assignable feet to meet its needs between now and 2030. Assuming a net to gross ratio of 1.4 to account for vertical and horizontal circulation, wall thicknesses, mechanical space, data closets, utility shafts, etc., the renovation and expansion of the library will need to encompass approximately 217,505 gross square feet, including a building addition of 72,625 gross square feet.

The following is a summary of the areas within the library and an estimate of their future square footage needs. A more detailed space matrix can be found in the Appendix document.

## Library Program Summary

### Collections

General – 1.541 million volumes

- Music Library – Reference Collection
- Brite Library Collection
- Reference Collection
- Juvenile Collection
- Curriculum Materials
- Special Collections including the Speaker Wright Archives

Total net assignable square feet: 60,670

Percentage of program area: 39%

### Seating/User Spaces

- Individual carrels
- Lounge seating
- Study tables
- Collaborative Group study areas
- 24 hour area
- Café
- Faculty and graduate carrels
- Seating for Brite Divinity School
- Literary Event Space
- Instructional labs
- Media listening rooms
- Multi-media labs
- Information Commons
- Gearhart Reading Room

Total net assignable square feet: 72,350

Percentage of program area: 47%

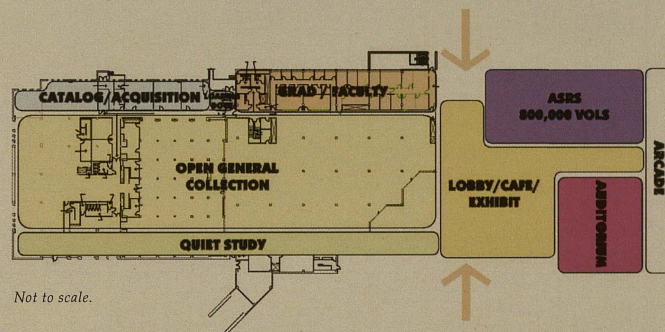
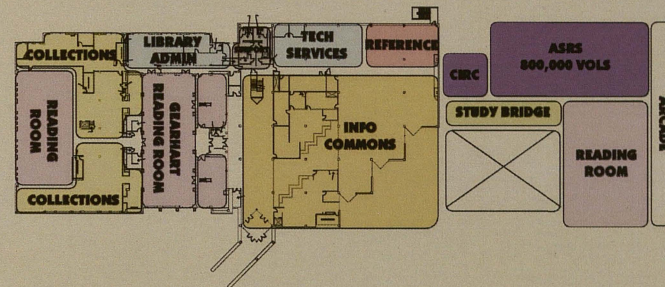
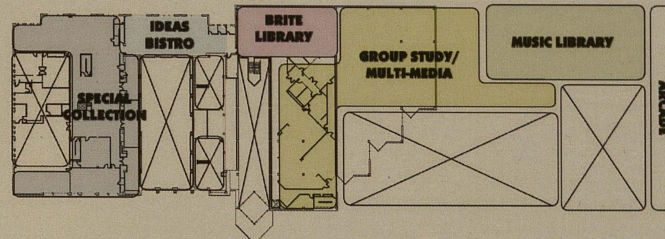
Note: the above square footage assumes that the Library will provide seating for 20% of its projected student Full Time Equivalent (FTE) enrollments.

### Staff and Support Areas

- Circulation
- Reference services
- Interlibrary loan
- Library administration
- Library systems
- Cataloging and acquisitions
- Music/Media Library
- Special Collections
- Collection management
- Technology Resources
- Brite Library
- General Building Support

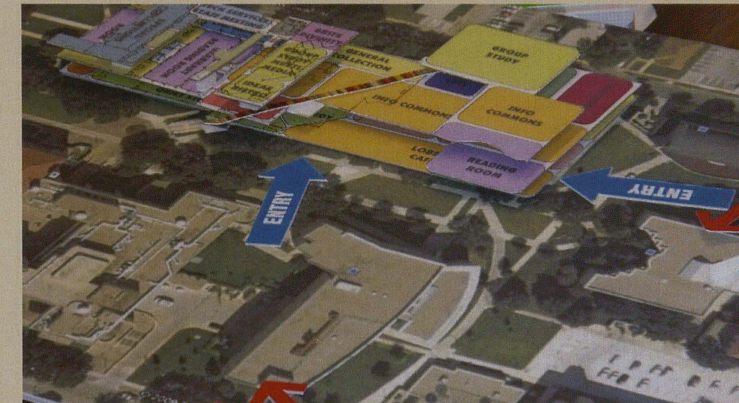
Total net assignable square feet: 23,272

Percentage of program area: 14%



Not to scale.

Proposed adjacency diagram



Site entry opportunities

### Instructional Academic Support Needs

In addition to the needs listed above, space has been allocated that could allow possible inclusion of campus programs that are related to the library's core mission: TCU Press, Center for Teaching Excellence and the Writing Center. These spaces require approximately 8,641 gross square feet. This area has been planned as accessible from the entrance lobby of the library (outside of the book security zone) and could therefore be dedicated to alternate uses as may be necessary. The cost for the construction of these spaces has been included within the total cost model for the library. While these programs are not critical to the library operation, they allow the library to be an integral partner in the learning mission of the university by enhancing current collaboration among these groups.

*"TCU must not only keep pace with other schools of the same standard, but must pave the way for others to follow.*

*TCU needs a Building that all Texas will look on with pride...*

## LETTER FROM THE DEAN

*The purpose of the following Building Program Statement is to describe both the needed expansion of the current Mary Coutts Burnett Library and to describe sections of the building that need remodeling. The planned addition will be an attractive, first-class expansion to the current building, designed to be architecturally compatible with the TCU campus. It will have ample shelf space for books and other print materials, but also accommodate, and be adaptable to continued technological change. The challenge is to design a structure sufficiently flexible to meet the changing needs of the 21st century.*

*Libraries in the 21st century are learning environments supporting academic missions of their universities, as much, if not more so, than storage environments. The Information Commons, as an example of a learning environment, has hundreds of students using the facilities. The expanded library will serve as the Academic Commons for the campus, an academic town center to complement the new Campus Commons. Within learning environments, students use different learning styles and use a variety of digital and print resources when learning. The newly expanded library will use an "AND" philosophy in its mission to further the learning process on campus rather than an "OR" philosophy.*

*The MCB Library is out of space. Each fall semester, Library turnstiles record nearly 9,000 unique TCU ID cards, reflecting building use by TCU students, faculty and staff. Total visits to the Library each fall semester average around 250,000. With only 900 total seats in the building (of which many are not quality study seating), there are times when TCU students leave the Library, not able to find a place to sit down.*

*The Library is using all available nooks and crannies to shelve its collection. One good indication of how tight a given library's space problems are is to determine whether a library arranges book shelving along its corridors. The MCB Library started to use its corridors for book shelving a decade ago. Due to the space constraints, the library leased its initial remote storage location in 1997, outgrew that facility, which then necessitated a move of thousands of volumes in 2001 to the current 10,000 square foot facility.*

## *Students, Faculty, and Staff*

*The Library will continue to be a gathering place for study, research, and social activity for campus. The new building design will include support for collaborative work environments that integrate print and electronic information resources. It will provide a variety of spaces that foster informal learning outside the campus classroom for TCU graduate and undergraduate students along with faculty. The Library will continue to serve Brite Divinity School as its Library. The newly expanded building will accommodate seating accommodations for 20% of the student body FTE. The Library's new building design will include a state-of-the-art teaching facility as a key element of its information literacy mission. As more and more information is readily available on the Internet, the need to teach how to evaluate information on the Internet grows at the same rate.*

*Library staff will continue at the current level of 60 employees or see modest growth, perhaps three new positions during the next twenty years. The building will continue to accommodate Technology Resources staff at the Information Commons, the TR phone center, and the campus technology training classroom.*

## *Collections*

*Despite advances in computer technology and the internet, the Library will continue to expand its print collections on an annual basis. Changes in technology may change the rate of growth for print material or may keep the rate of growth at a steady state, given availability of more internationally printed material and the addition of new curriculum programs at TCU. The Library will continue to house all collections now located in the current building. However, it will only house a percentage of the volumes in an open stack environment. An analysis of usage patterns will determine which items in the collection can be stored in compact storage or in an automated storage retrieval system. The Library will be able to accept new collections in its Rare Books and Archival Departments, now severely limited in space once the building addition is in place. Space needs for this department include a new reading room, substantially more storage space, support for digital archives, and more processing space for staff.*

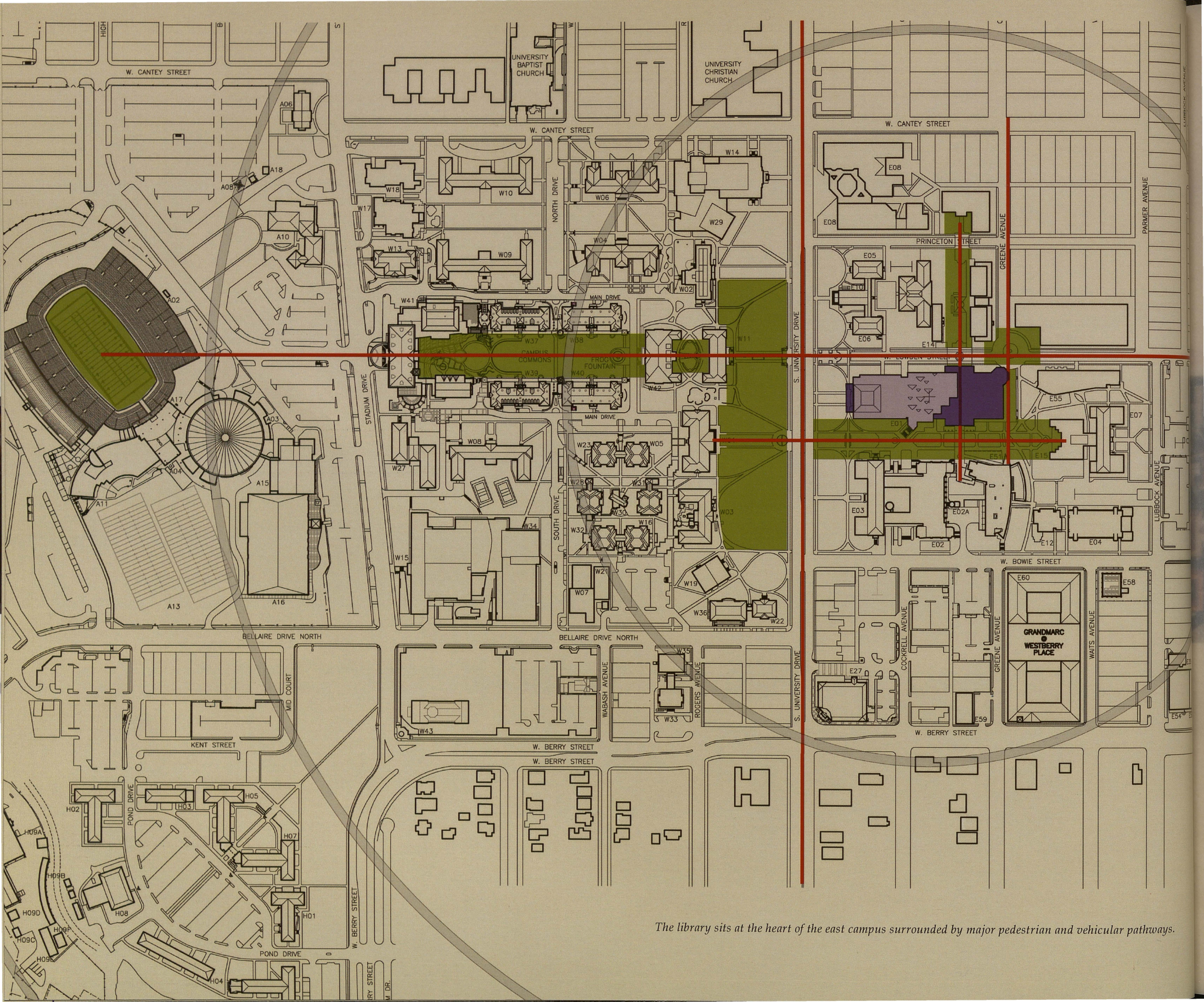
## *Information Technology*

*The Library will expand its current Information Commons both in numbers of seats and in services offered. The new IC will integrate the resources of a traditional library with a wide range of technologies and technology-related services. Since the IC is a learning environment using information technology, it may take on other important roles such as fostering faculty development with IT, supporting digital creation of educational materials using original library material, and supporting interdisciplinary studies. Newer forms of technology are likely to need more data servers, more visual display options for information, support for simulation or gaming scenarios of an academic nature, and the integration of more audio and video materials.*

*— Dr. June Koelker, Dean of the Library  
October 2009*

*...and the interior will be the envy of all librarians as to its usefulness...*

*TCU has a future, build for the future.” — Nell Andrew, TCU librarian from 1910-1925*



The library sits at the heart of the east campus surrounded by major pedestrian and vehicular pathways.

## THE SITE



Aerial image of the existing site (Photo obtained from Google Earth)

# THE LIBRARY TODAY

## THE LIBRARY SITE AND EXISTING FACILITIES

The library sits at the heart of the east campus, oriented towards a major pedestrian walkway that leads from the Administration Building across University Drive. As the first building on the east side of University Drive, the library is truly at the heart of the academic with academic buildings to the north, east and south. While the library sits within close proximity to many academic buildings, it has no entry other than the only entry located on its south façade and provides access through external steps that require those with disabilities to utilize a separate entry. The library however turns its back on Lowden Street to the north. By not addressing the buildings at the north in any significant manner, the current library essentially results in the library being a building that divides the east campus in half and greatly diminishes any visual or pedestrian connections between the Schieffer School of Communication at the north edge of the east campus and the TCU Bookstore at the south. This vehicular street, while closed at its connection to University Drive, is on axis with another major campus axis centered on the Student Commons of the west campus.

The library is surrounded by the Brite Divinity School and Anthropology and Sociology at the north, and the Pastoral Care Center at the northwest, the Business School—Smith Entrepreneurs Hall and Tandy/Rogers Hall—at the east, the Tucker Technology Center at the southeast, and Sid Richardson and Winton Scott complex of Science Buildings. The library building is oriented east west and is located at a central location bridging two main campus grids.

The site, while centrally located, has a number of limitations regarding library expansion opportunities. On either side of University Drive the building facades had a fixed dimension to the edge of the street, therefore expansion to the west would break this rigor in the campus planning. Expanding to the north, over utilities running along Lowden Street would be prohibitive and more importantly truncate the 'student commons' axis. Careful consideration maintains that it seems prudent to hold clear of the major circulation and visual axis to the north and south. The most likely area for expansion, therefore, is to the east, into the existing parking lot between the library and the business school. Expansion in this direction would allow for improved access from the north side of the campus as well as provide potential for improvements to the open areas.



# THE LIBRARY TODAY

THE LIBRARY SITE AND EXISTING FACILITIES

GRANDMARC  
&  
WESTBERRY PLACE

The library sits at the heart of the east campus surrounded by major pedestrian and vehicular paths

## THE SITE



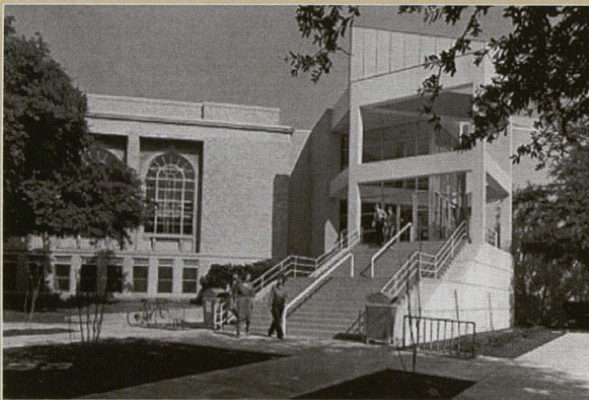
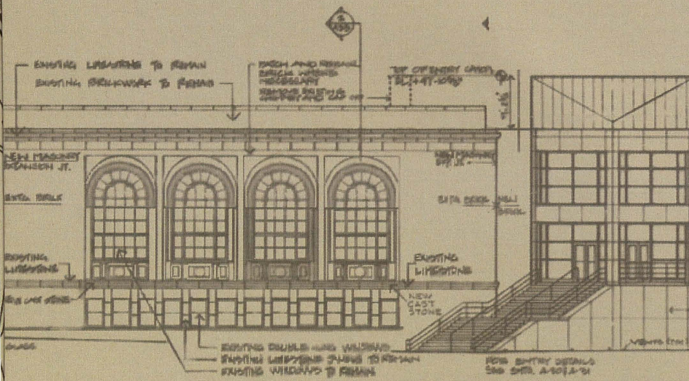
*Aerial image of the existing site (Photo obtained from Google Earth)*

The library sits at the heart of the east campus, oriented towards a major pedestrian walkway that leads from the Administration Building across University Drive. As the first building on the east side of University Drive, the library is truly at the heart of the academic with academic buildings to the north, east and south. While the library sits within close proximity to many academic buildings, it has no entry other than the only entry located on its south façade and provides access through external steps that require those with disabilities to utilize a separate entry. The library however turns its back on Lowden Street to the north. By not addressing the buildings at the north in any significant manner the current library essentially results in the library being a building that divides the east campus in half and greatly diminishes any visual or pedestrian connections between the Schieffer School of Communication at the north edge of the east campus and the TCU Bookstore at the south. This vehicular street, while closed at its connection to University Drive, is on axis with another major campus axis centered on the Student Commons of the west campus.

The library is surrounded by the Brite Divinity School and Anthropology and Sociology at the north, and the Pastoral Care Center at the northwest, the Business School—Smith Entrepreneurs Hall and Tandy/Rogers Hall—at the east, the Tucker Technology Center at the southeast, and Sid Richardson and Winton Scott complex of Science Buildings. The library building is oriented east west and is located at a central location bridging two main campus grids.

The site, while centrally located, has a number of limitations regarding library expansion opportunities. On either side of University Drive the building facades hold a fixed dimension to the edge of the street, therefore expansion to the west would break this rigor in the campus planning. Expanding to the north, over utilities running along Lowden Street would be prohibitive and more importantly truncate the 'student commons' axis. Careful consideration maintains that it seems prudent to hold clear of the major circulation and visual axis to the north and south. The most likely area for expansion, therefore, is to the east, into the existing parking lot between the library and the business school. Expansion in this direction would allow for improved access from the north side of the campus as well as provide potential for improvements to the open areas.

## EXISTING BUILDING



Existing main entry  
(Historical photos from the TCU Library Special Collections)

The original Mary Couts Burnett library was designed by W.G. Clarkson and Company Architects of Fort Worth and dedicated in 1925. The original library, designed to hold up to 60,000 volumes was the first building on the east campus. It contained a large reading room one level above grade and housed the majority of its collections on the floor at grade. The exterior elevation along University Drive, a pediment covered porch fronting a building clad in 'TCU' brick was architecturally compatible with the other buildings on campus.

In 1957 an addition to the west, with a louvered front was built to house up to 800,000 volumes and in 1959 the original structure was renovated to meet the growing demands of the University. This first addition was made to the west of the original library and maintained the main entry of the library at University Drive. This addition, designed by Pelich, Hedrick and Stanley and Preston M. Geron Associated Architects both of Fort Worth approximately doubled the area of the library and while it completely encapsulated the pediment and front porch of the original library the Palladian windows at the south wall of the reading room remained intact. The addition originally included vertical louvers that moved with the sun but since that time the louvers have been removed and what remains is a series of ribbon windows. Slight modifications were made to the surrounds of the Palladian windows in order to make them more sympathetic to the character of the modernist 'box'.

By 1965 holdings were almost half a million volumes and emerging technologies in the 1970's led to new demands for infrastructure and space to accommodate developing library services. In 1972 the university, recognizing the growing inadequacies of the library, established a committee to plan the expansion of the library. This last addition dedicated in 1983 was designed by Skidmore, Owings and Merrill of Chicago, Illinois and again doubled the size of the library and included a small portion of building below grade (currently the sub-basement). At this time the main entry of the library was relocated to the south and though highly visible from a major pedestrian pathway at the south it is via an awkward and imposing set of steps that does not provide for equivalent disabled access. Significantly increasing library stack space and special collections holdings, the addition provided adequate space for the 1990's inclusion of technology and the 1993 introduction of the World Wide Web by providing an information commons for student computers, and more recently the past decade, the collaborative study areas (Frog Pods) and an improved walk up reference area.

Today, the historic original 1923 library is sandwiched between additions 1956 and 1983, and while the Gearhart Reading Room of the original Library continues to be an inspiring space, the exterior of the building does not have singular distinction on campus, particularly as it faces University Drive.

## Entrances

The primary and only public entrance to the Library is at the south one level above grade - currently referred to as the first floor. This entry, while readily visible from the central quadrant of the east campus, the main parking lot to the east and the east-west pedestrian circulation on axis with the main administration building on the west campus, is cranked off axis and is via a rather imposing and steep run of stairs. The only other entry to the building is on the north via the loading dock at the lower level.

## Circulation

Upon entering the library on the first floor there is a rectangular two story lobby with the options to proceed past the circulation desk to the Multimedia Center/Information Commons to the right; a free-standing stairway straight ahead leads to the Brite Reading room and Special collections on a second level balcony overlooking the information commons. To the left through a brick wall that may have been the east elevation of the original library is a doorway past Government Documents into the Gearhart reading room and collections beyond. There is no 'destination' at the end of this circulation pathway other than stacks at both the lower and main levels of the library. Neither the organization of this main floor or the floors above and below is apparent from the entry point. As a user moves through the library, each floor has a slightly different organization of structure resulting in a confusing circulation system. On the upper level circulation between the 1983 and the 1955 additions occurs along a nondescript corridor at the north, while at the

entrance and lower levels circulation is mostly along the center of the building but is not characterized by any particular hierarchy of destination. To further exacerbate the challenge of circulation through the building many stairways connect only two levels at a time and are not organized along any formal circulation paths.

## Existing Program

The existing Library occupies an estimated floor area of 144,880 gross square feet. Based on the analysis of existing floor plans, the resulting net assignable area is estimated to be 121,442 square feet. The net assignable area includes area for interior partitions and circulation within a department. Conversely, 23,438 square feet is attributed to un-assignable space. This typically consists of floor space occupied for public circulation, as public lobbies, as mechanical and electrical space and exterior wall thickness. The existing building contains the following divisions as identified in the detailed program found in the Appendix document.

### Existing Library Program Summary

#### Collections – 1.1 million volumes

Total net assignable square feet: 77,647

Percentage of program area: 64%

#### Seating/User Spaces

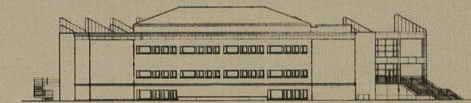
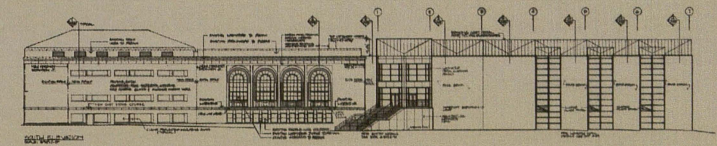
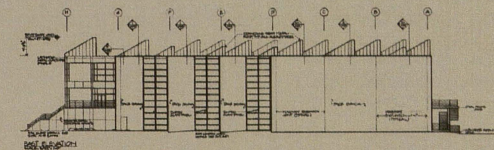
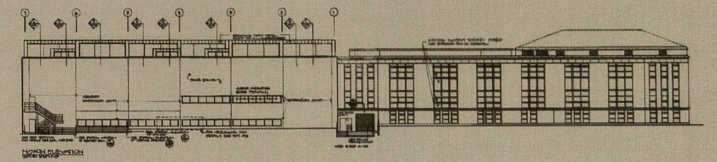
Total net assignable square feet: 33,455

Percentage of program area: 27%

#### Staff and Support Areas

Total net assignable square feet: 10,340

Percentage of program area: 9%



Existing building elevations – North, East, South and West

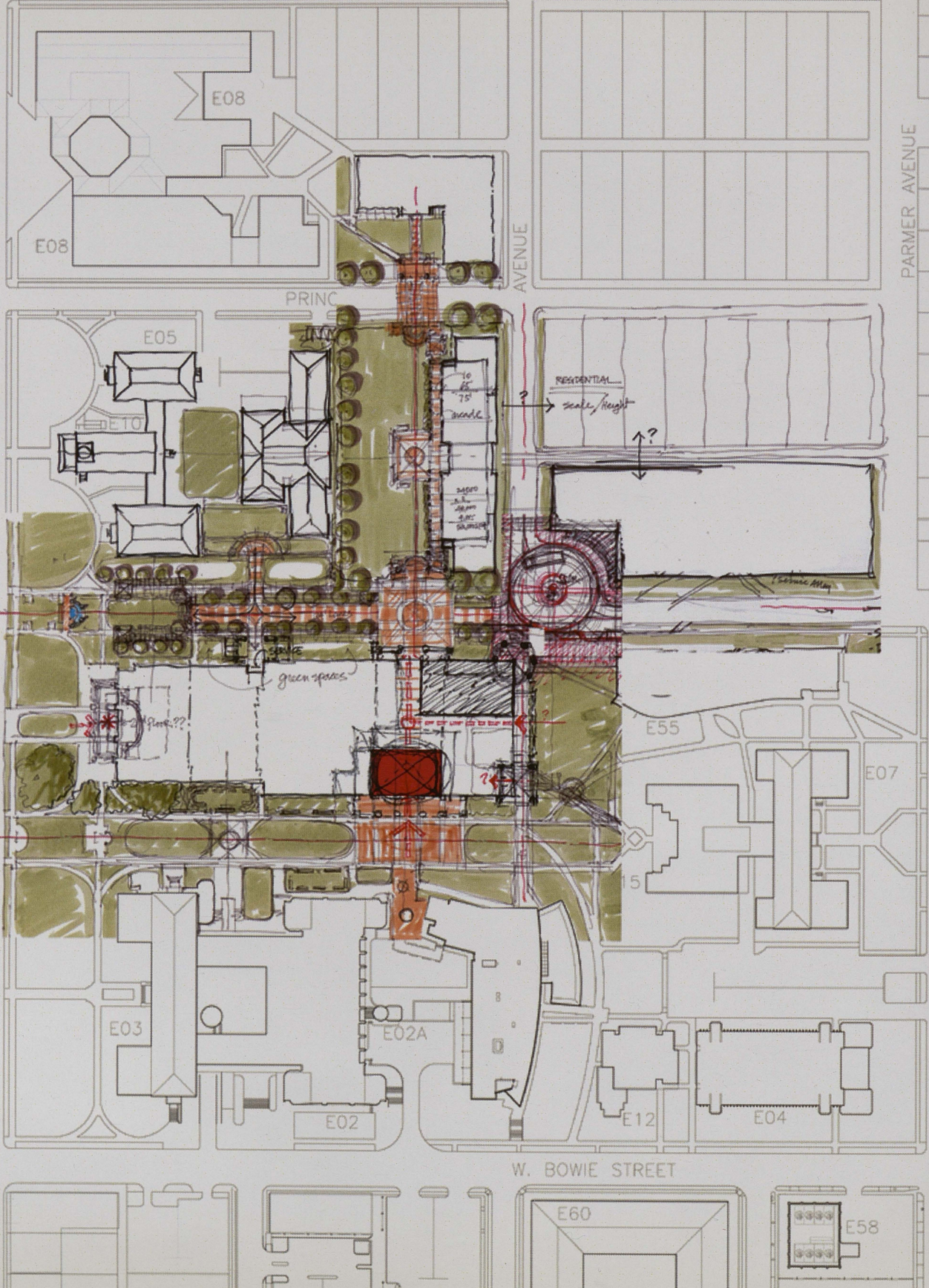
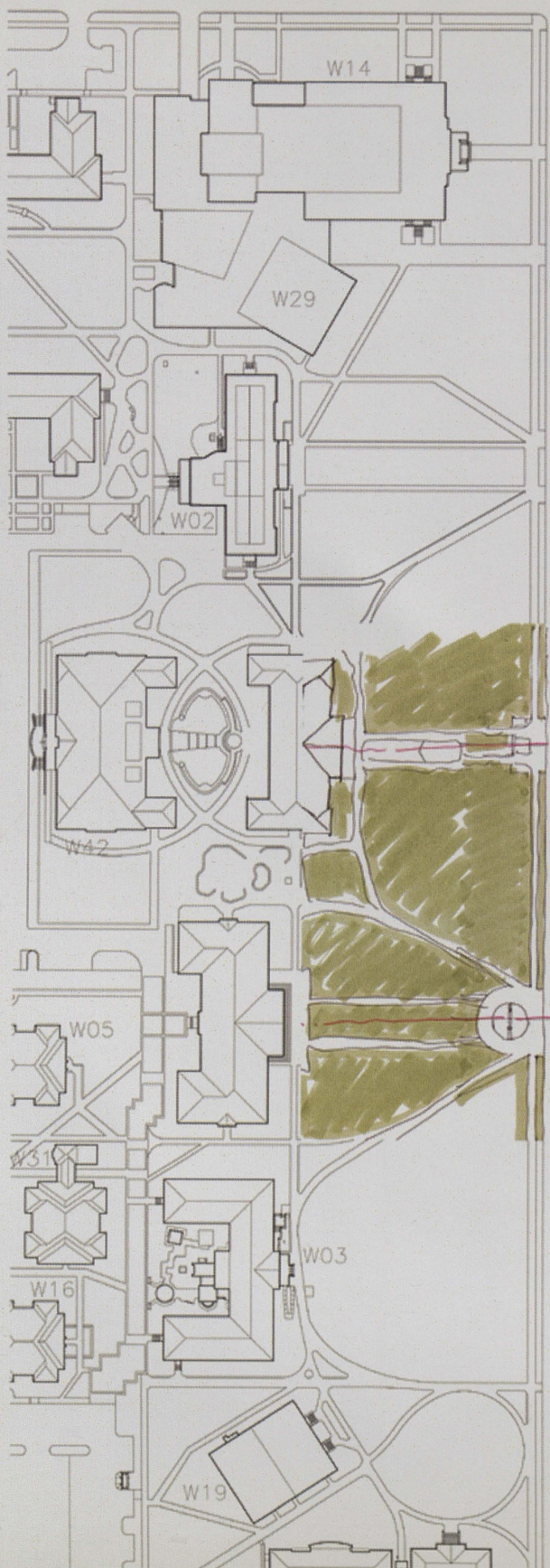
W. ANTEY STREET


PARMER AVENUE

PRINC AVENUE

W. BOWIE STREET

LUBBOCK AVENUE





LIBRARY FOR THE FUTURE

While the library will continue to embrace the collections it has developed over the past 85 years, the implementation of this major capital project will shift the focus to student-centered learning spaces that foster the collaborative learning found throughout higher education today.

## THE MASTER PLAN

THE BUILDING AND LOCATION WITHIN THE CAMPUS

When completed, the library will serve as a major hub for a community of learners and their materials, a haven for commuting and residential students, and a scholarly and academic environment for faculty, staff, and members of the greater TCU community. The new and expanded library will embrace the current and future needs of students today and in the future with a multi-tasking facility that celebrates a range of diverse learning methodologies, in flexible spaces that provide inspiration for teaching, learning, acquiring and ultimately creating knowledge. The library of today is a place of social exchanges and "intellectual collisions" that enable reflection, dialogue, and cross-disciplinary thinking. As it was when the original building was constructed, the Mary Gouts Burnell Library will convey the prominent role library services and intellectual exchange has in the life of students at Texas Christian University.

W. WINEY STREET

E08

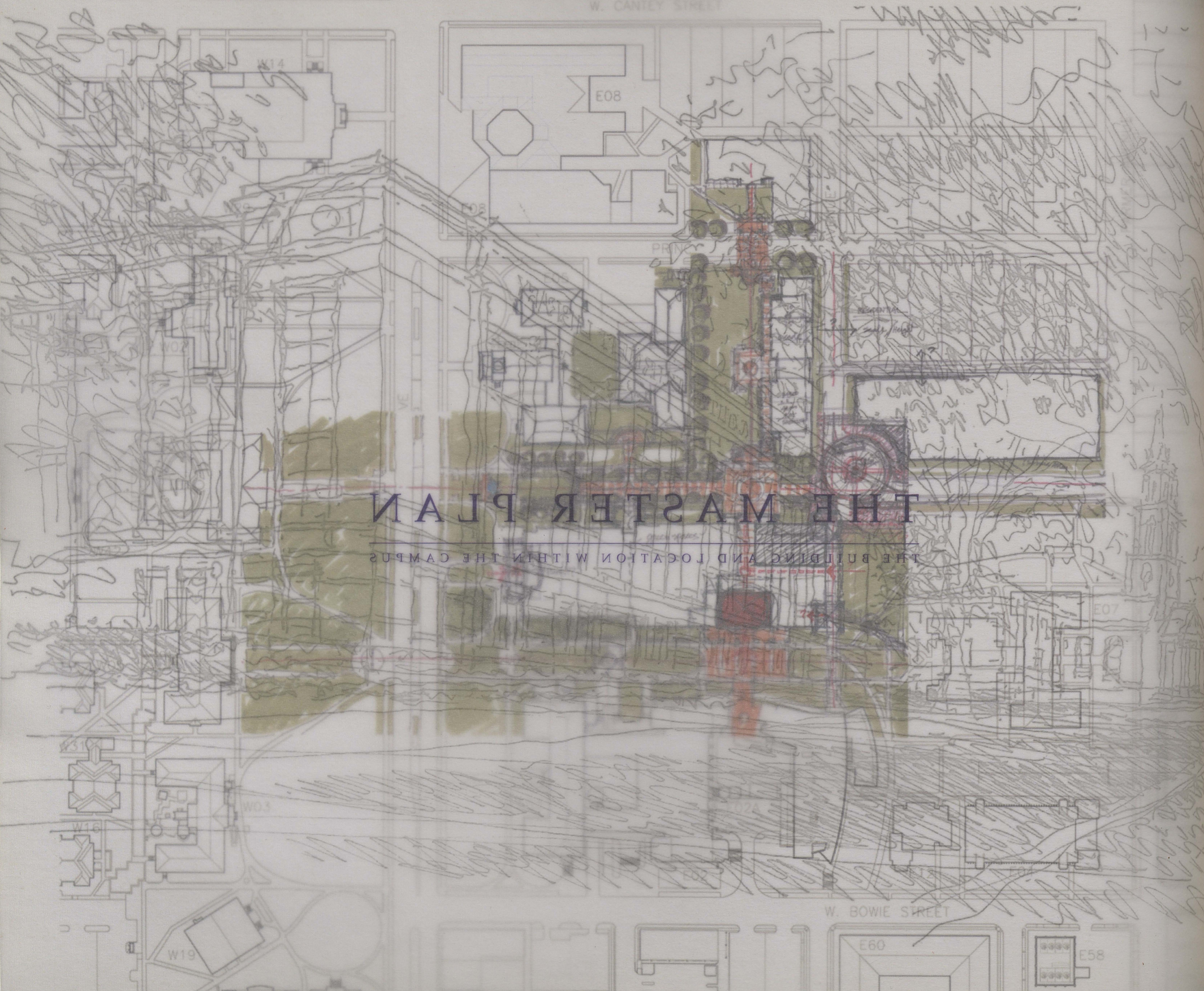
# THE MASTER PLAN

THE BUILDING AND LOCATION WITHIN THE CAMPUS

W. BOWIE STREET

E60

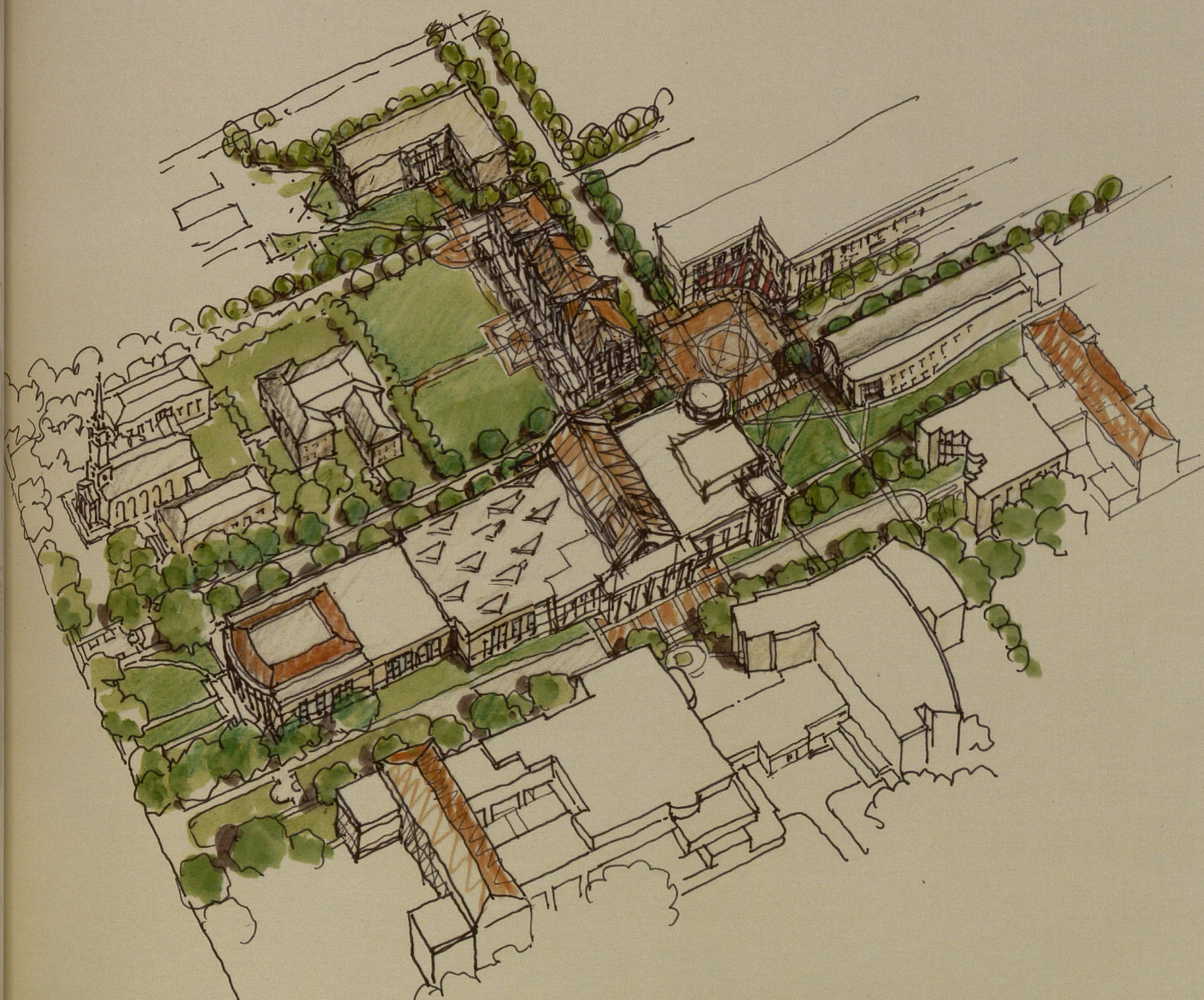
E58



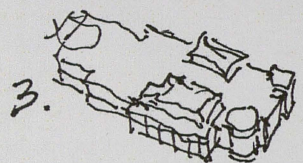
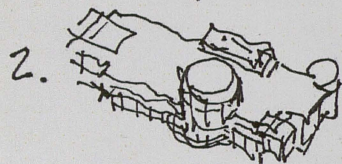
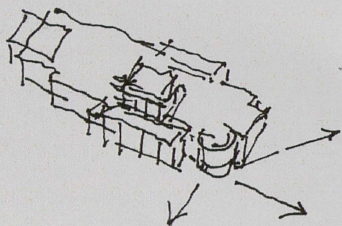
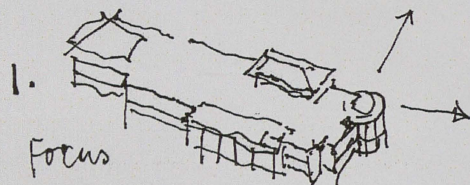
## A LIBRARY FOR THE FUTURE

While the library will continue to embrace the collections it has developed over the past 85 years, the implementation of this major capital project will shift the focus to student centered learning spaces that foster the collaborative learning found throughout higher education today.

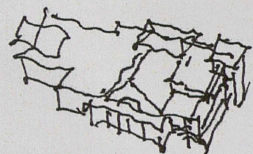
When completed, the library will serve as a home for a community of learners and their materials, a haven for commuting and residential students, and a collaborative and scholarly environment for faculty, staff, and members of the greater TCU community. The renovated and expanded library will embrace the multi-tasking needs of students today and in the future with a multi-tasking facility that celebrates a range of diverse learning methodologies, in flexible spaces that provide inspiration for teaching, learning, acquiring and ultimately creating knowledge. The library of today is a place for social exchanges and “intellectual collisions” that enable reflection, dialogue, and cross-disciplinary thinking. As it was when the original building was constructed, the Mary Coats Burnett Library will convey the prominent role library services and intellectual exchange has in the life of students at Texas Christian University.



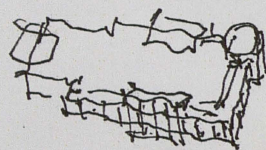
lower profile



ASRS - moved south



Roofscape  
4th fl



arcade  
Arcade Layered  
(2 story)

Massing studies



### *Architecture that Contributes to the Campus Character*

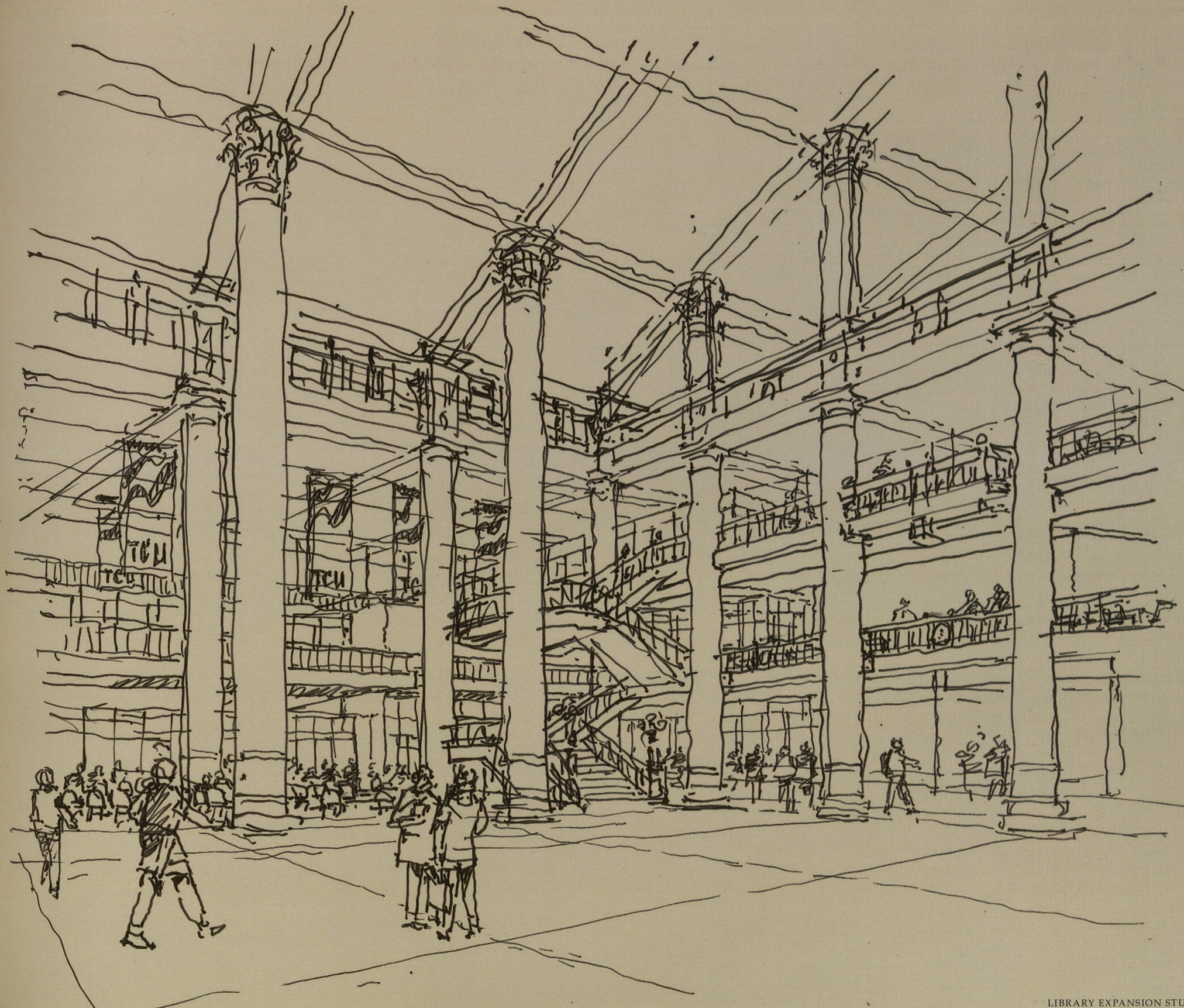
The vision for the library is to re-establish its central campus role with a building that is expanded and renovated with a common architectural language that contributes to the character of the TCU campus. The 1983 library addition will be encapsulated in the building's expansion, providing an opportunity to create a new architectural image from which the building will develop a strong new identity. Prominent new entrances at the south and north will be designed to be significant additions to the campus and also reflect the library's importance.

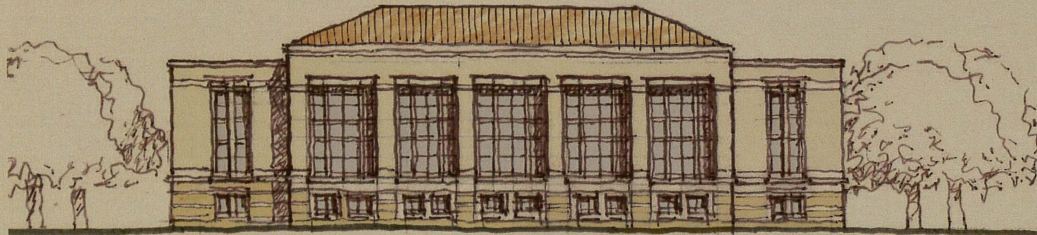
The new addition will incorporate multi-story arcades along the north and east facades to enhance pedestrian circulation around and through the building, and link the interior spaces of the library with the surrounding public spaces.

The existing addition facing University Drive will also be totally renovated on the exterior, incorporating new fenestration in keeping with the original building. A new west façade incorporating a gabled roofline and columns will bring the library into the family of significant buildings along University Drive, and new windows will allow for views into the new two-story reading room created within the existing building.

### *Interior Planning – Integration of Activities*

The first floor of the library, accessed from south, north, and east entrances, will house a variety of 'retail' functions outside of the book security zone; café, related academic programs and the 200-seat flexible Literary Event Space. All of these are accessed from the 24/7 multi-story lobby, along with a new East Reading Room on the second floor that is also outside the book security zone.

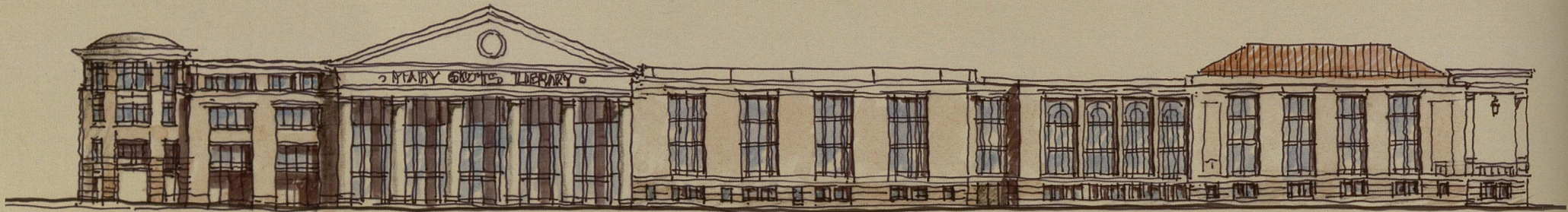




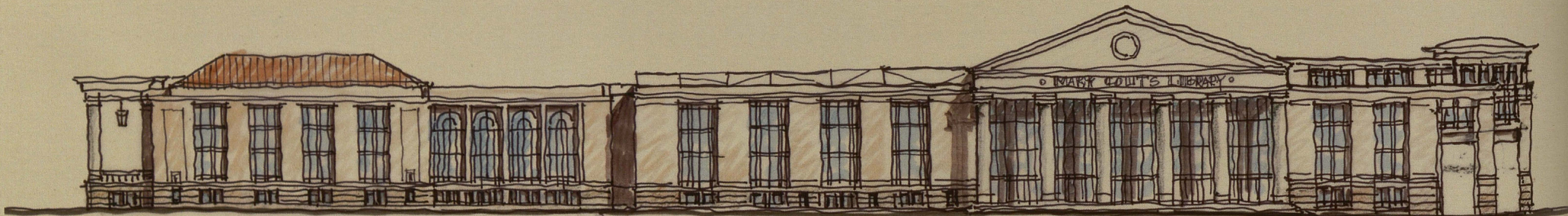
West Elevation



East Elevation



North Elevation



South Elevation

An open monumental stairway and elevators bring users to the second floor, where they will pass into the book-secure zone of the library and find new immediately visible circulation and reference desks. Circulation services, the reference desk and an expanded information commons supported by a variety of seating configurations and multimedia study rooms occupy the majority of the second floor addition. A series of special rooms, a renovated Gearhart Reading Room, an Ideas Bistro for graduate students and the Brite Library Reading Room are envisioned along an enhanced main 'street' running east west through the building. This pathway leads to a new West Reading Room facing University Drive, a special reading room, that offers views of the historic buildings of the west campus as well views north and south along University Drive. This room will serve as the catalyst for re-branding the Library along University Drive as a significant building worthy of its symbolic role on the campus.

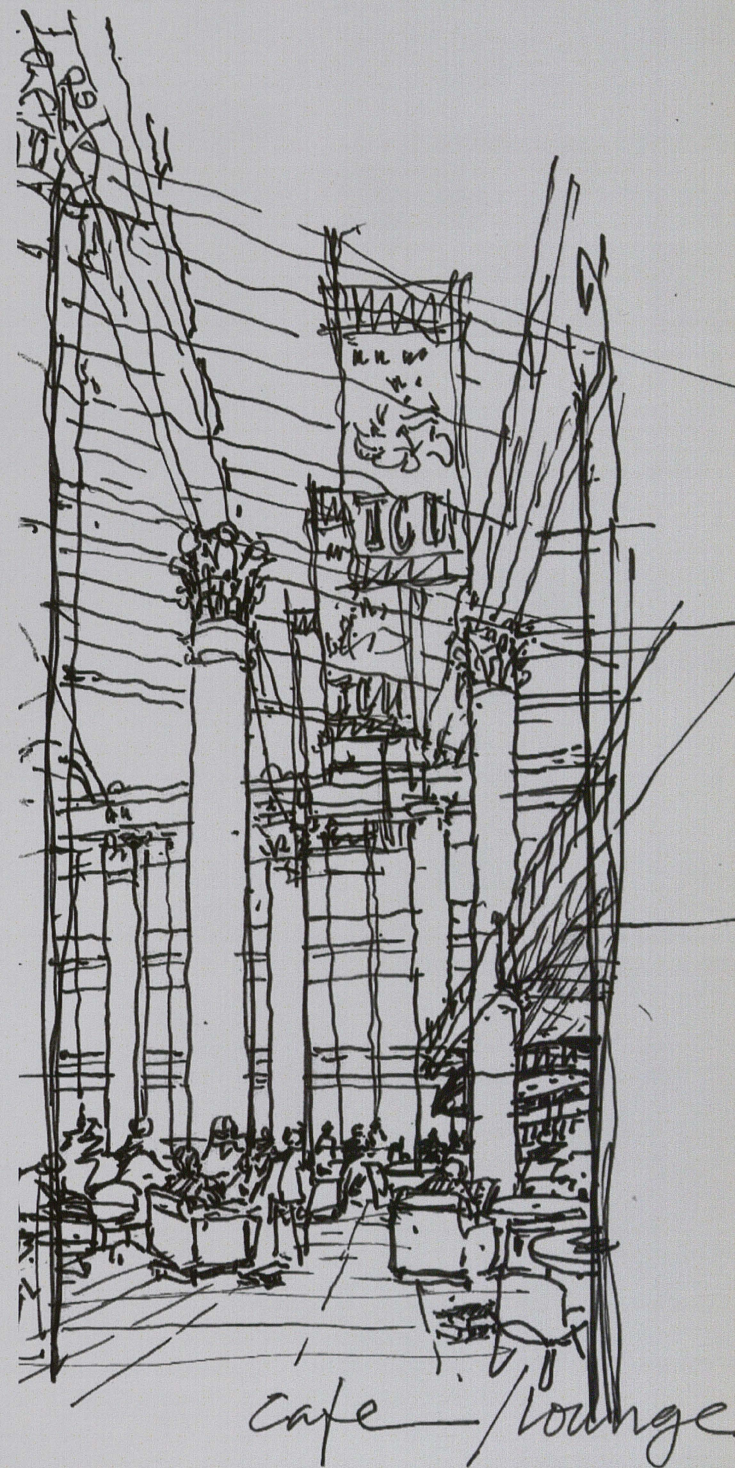
Visible from the new multi-story lobby space is a stair connecting the second through fourth levels as well as a new bank of elevators. The monumental staircase will anchor a "walkable" building, encouraging better flow between the floors while at the same time providing a sense of orientation. The orientation of the stacks and the location and configuration of walk ways and seating areas creates an implied pathway from the east to the west of the building, along which are interspersed diverse seating arrangements and various types of learning environments.

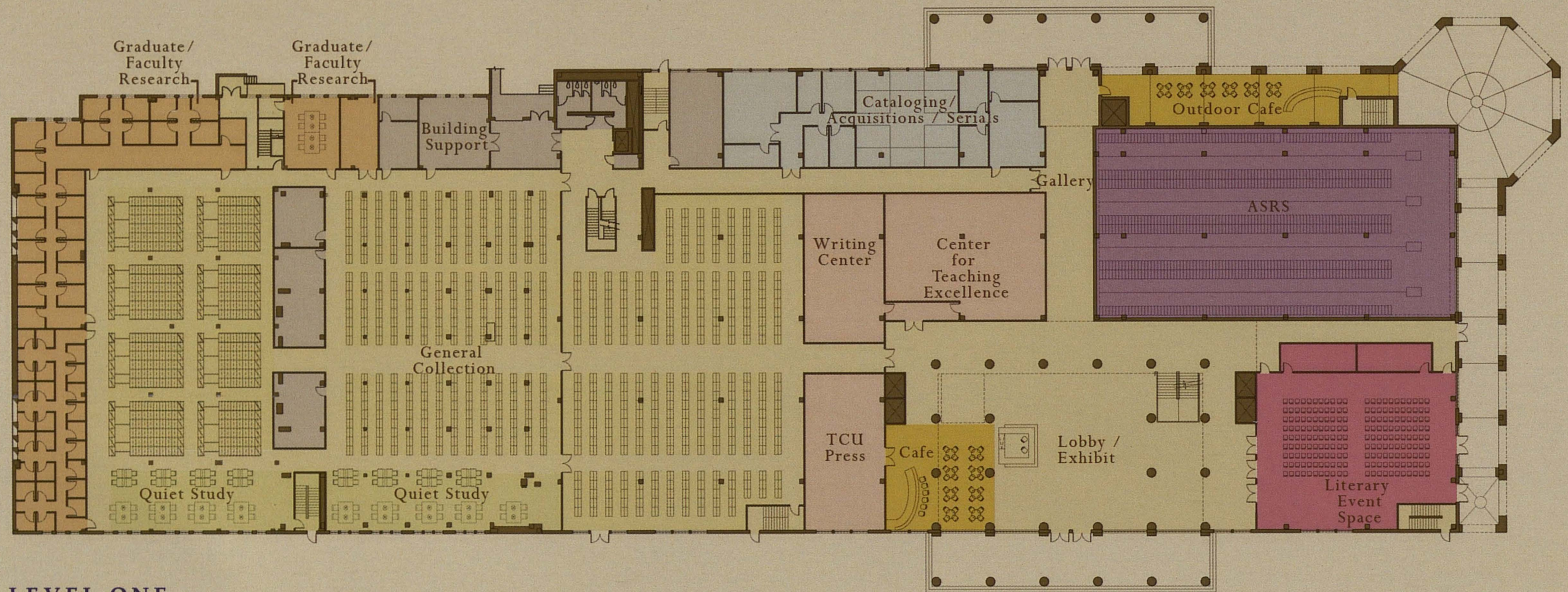
Users of the third floor will find the music library, as well as multi-media conference rooms and additional rooms for group study. It is also on the third level that a suite for the library administration and technology resources will be located.

Special Collections have been placed in a distinctive location on a new fourth floor overlooking the lobby entry atrium. In addition, a new roundtable reading room on the top floor of the corner tower overlooks the academic commons.

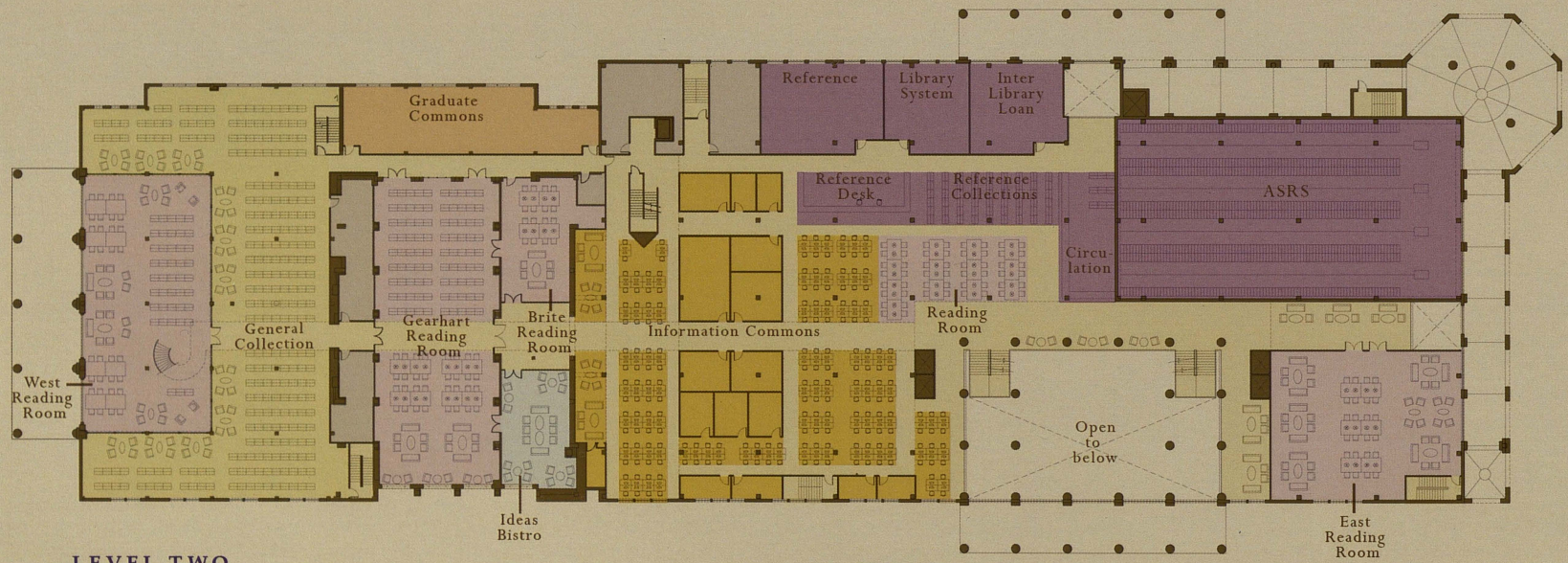
Inside the book-security zone, the first floor will house the majority of the general collection, a portion in compact shelving. Graduate and faculty study rooms are at the far west and can be accessible directly from Lowden Street. Acquisitions, collection management and cataloguing are housed on the first floor, in close proximity to the loading dock. On the second and third floor, a portion of the general collection wraps the new West Reading Room with open shelving.

New furniture, equipment, lighting and carpeting throughout the library will totally transform the look and feel of the building. A significant portion of user seating has been oriented toward the building's exterior walls, allowing for natural light and views to the surrounding campus.

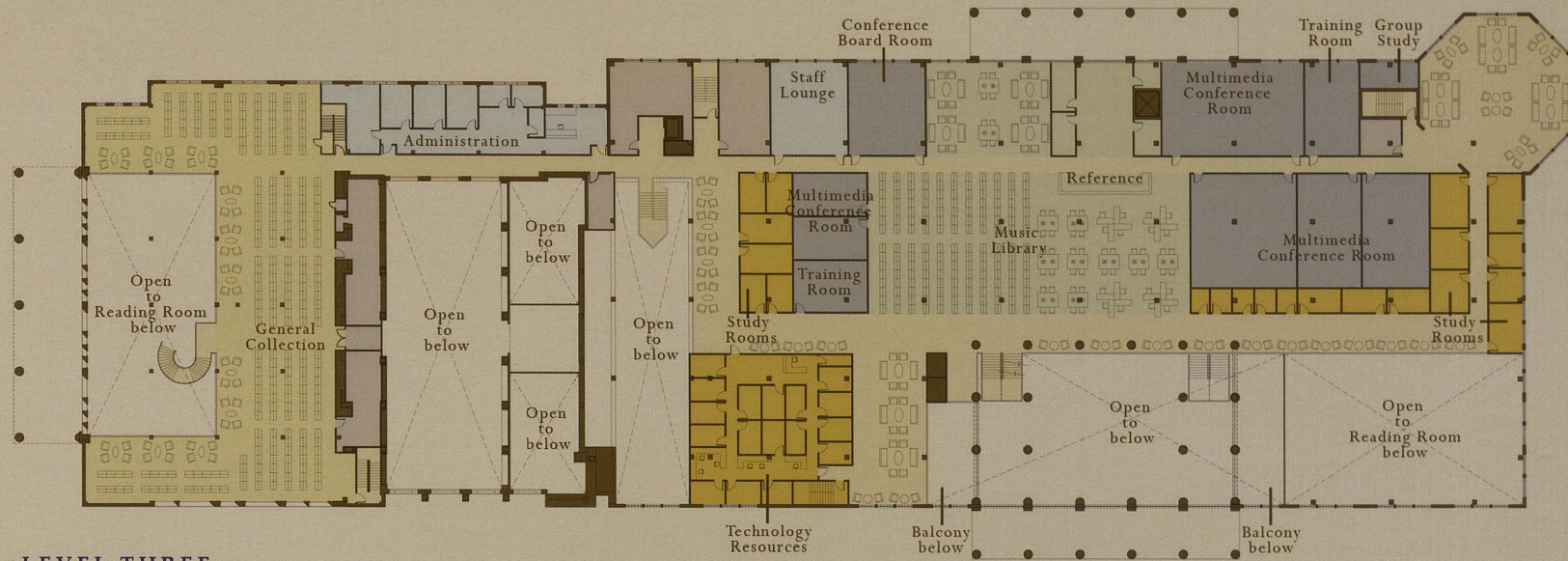




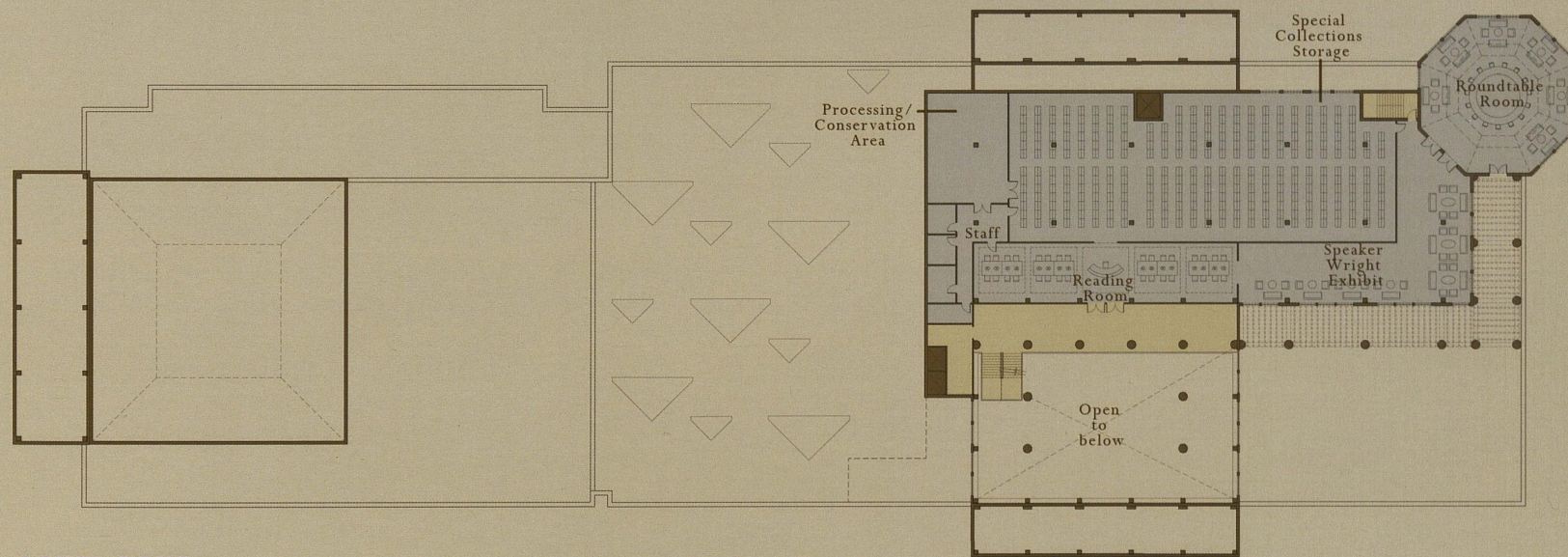
LEVEL ONE



LEVEL TWO

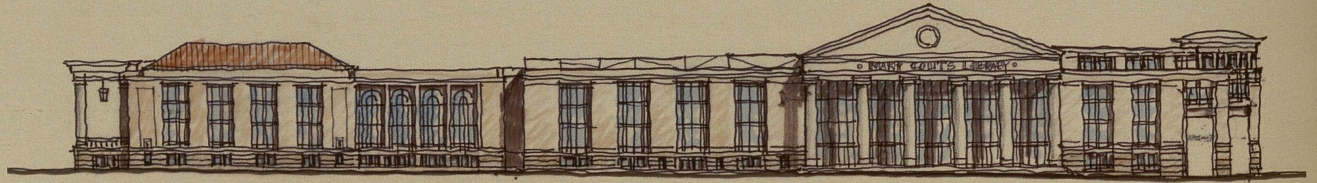
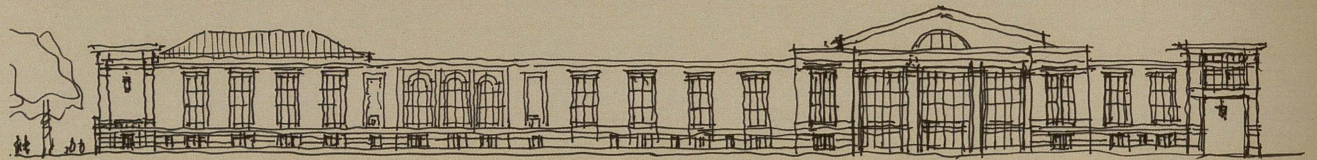
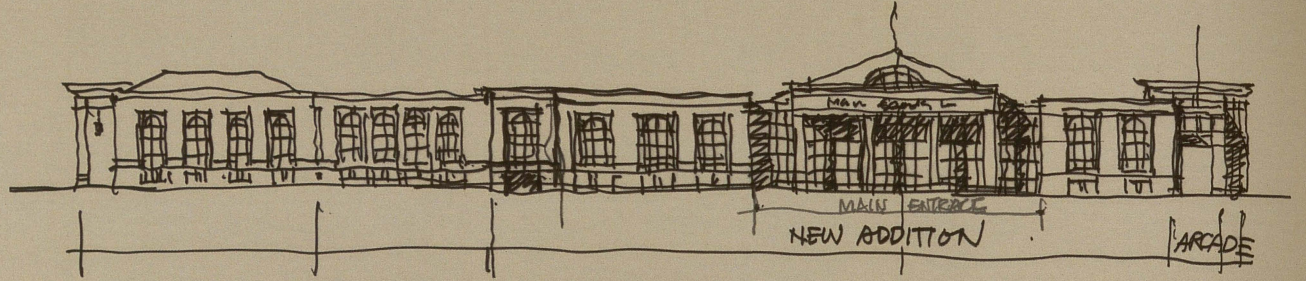
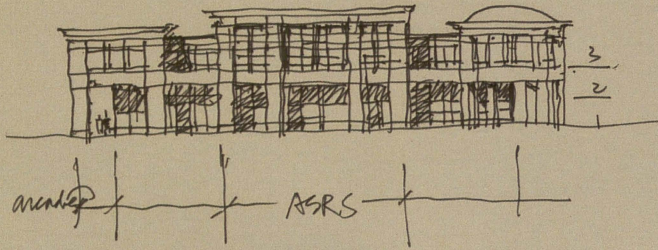
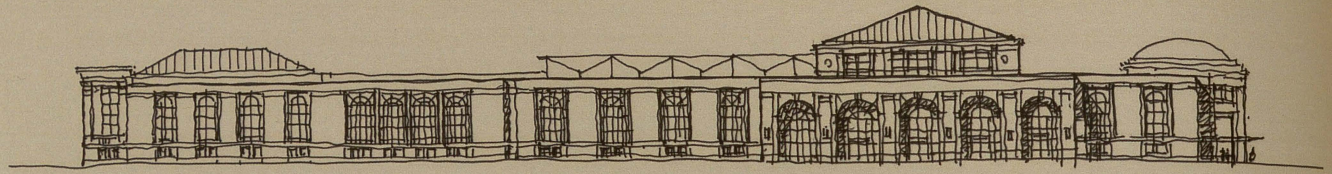


LEVEL THREE



LEVEL FOUR

# ELEVATION STUDIES



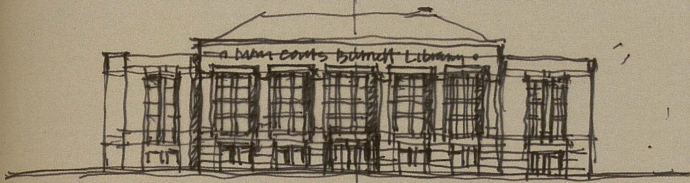
East Studies

Elevation Studies - South

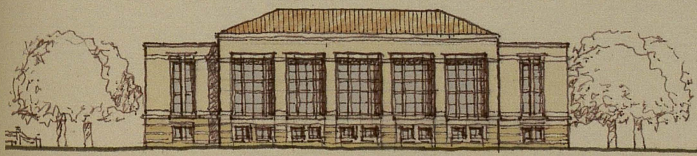
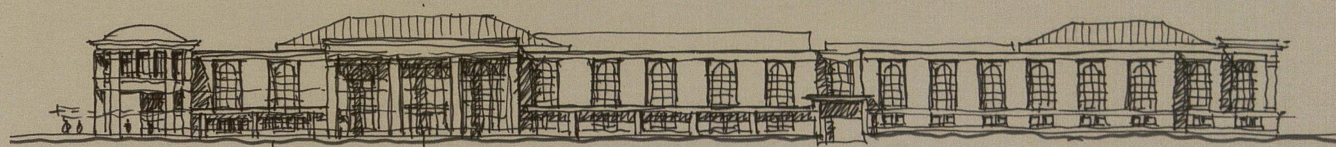
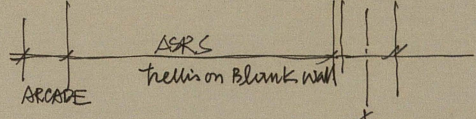
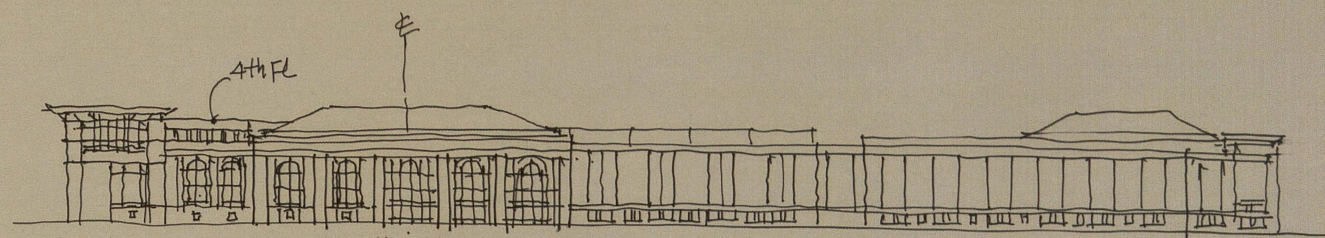
*Elevation studies explore proportion, scale and massing that will unify the existing building and addition*

*with a prominent new architectural identity.*

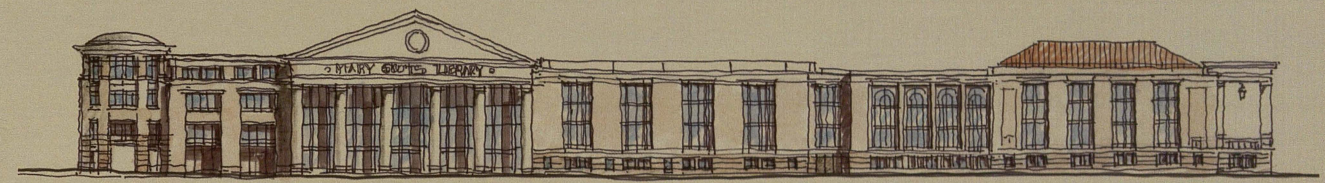
5 bays @ 18' oc  
columnnade



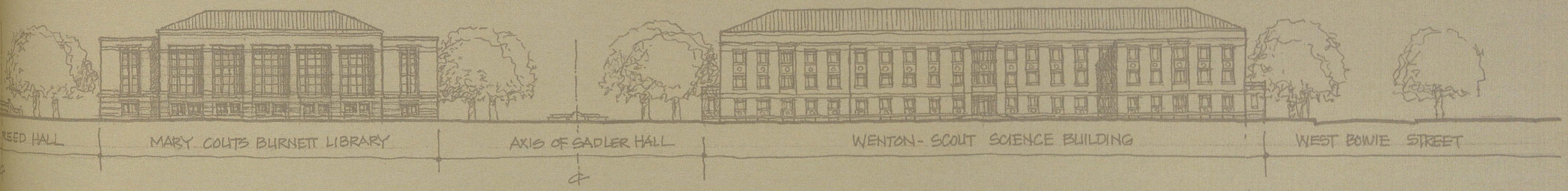
3 Bay pediment



West Studies



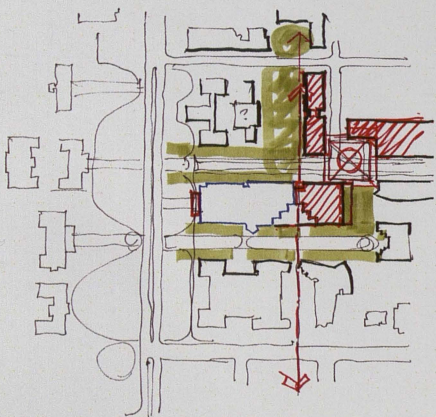
North Studies



## HEART OF THE ACADEMIC COMMONS — THE CAMPUS

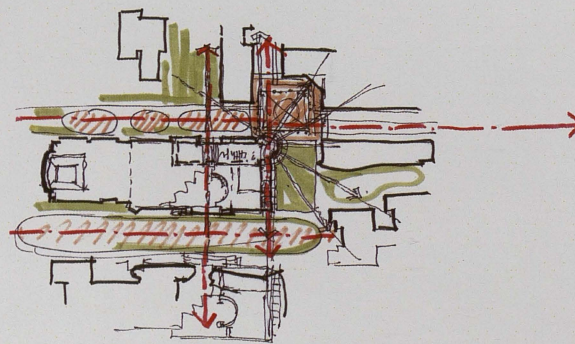
Finally, the Library is planned as the centerpiece of the east campus and The Heart of the Academic Commons. The new south entrance aligns with the axis from the south and integrates the library with the recently constructed buildings to the east and south. The new north entrance makes the library the focal point of the new academic green to the north, comprised of the addition to the Brite Divinity School, a new trans-disciplinary classroom building, and related academic expansion. As the entry level of the library is intended as a 24/7 zone, the new entrances and lobby serve to knit the north and south parts of the east campus into a unified whole.

The development of the expansion to the east also integrates the master plan's proposed new parking structure, and creates a dynamic entry point to the east campus at the northeast corner of the library with an open arcade and curved architectural form. The Literary Event Space and its lobby open out to the east arcade and the adjacent open green, activating these important campus spaces.

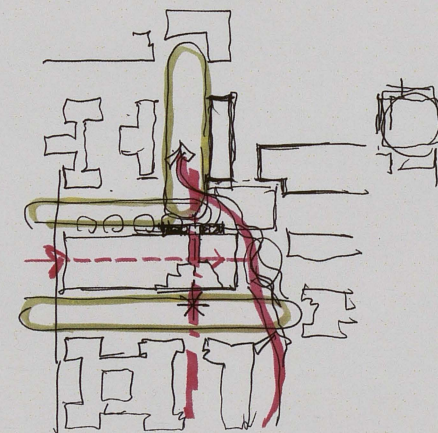


*Proposed buildings to the north and east, create a new courtyard to the north*

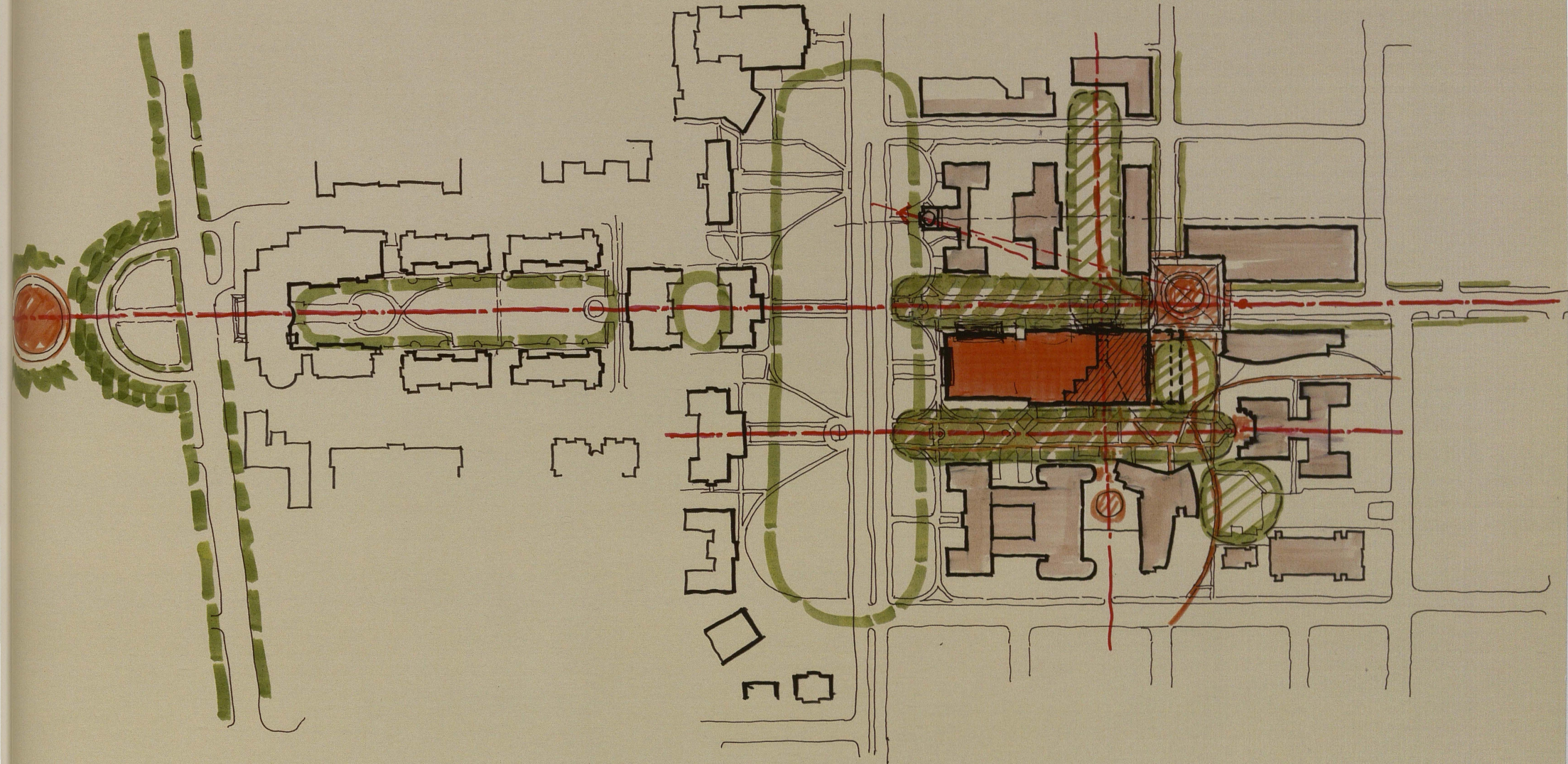
*Academic commons studies*



*The expanded library will serve as a catalyst for reviving the pedestrian experience on Lowden Street*



*Circulation around and through the new addition activates the eastern edge*



## IMPLEMENTATION

### *Phasing*

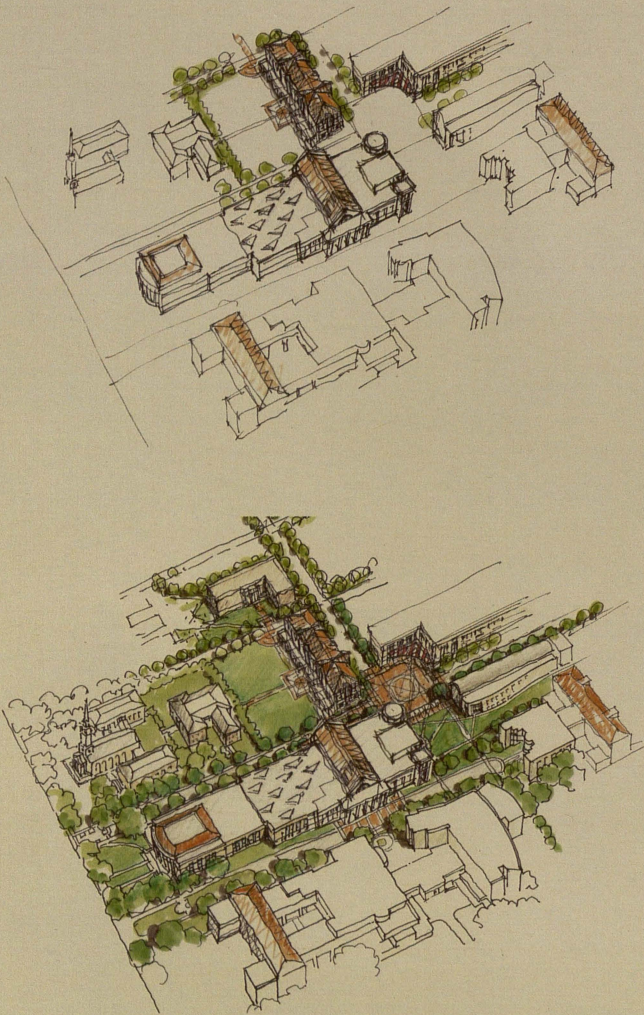
A key factor in implementing the project is maintaining library operations and access to collections during construction, with minimal disruption to its users. This will require careful consideration of phasing and construction staging, including the integration of replacement mechanical and electrical systems in the facility. An equally important consideration is the sequencing of funding for the project and the need to identify distinct phasing packages that can be built within the resources available at each stage. To accomplish this, a two phased approach has been developed as described below, along with an estimate of the total project costs to complete that phase.

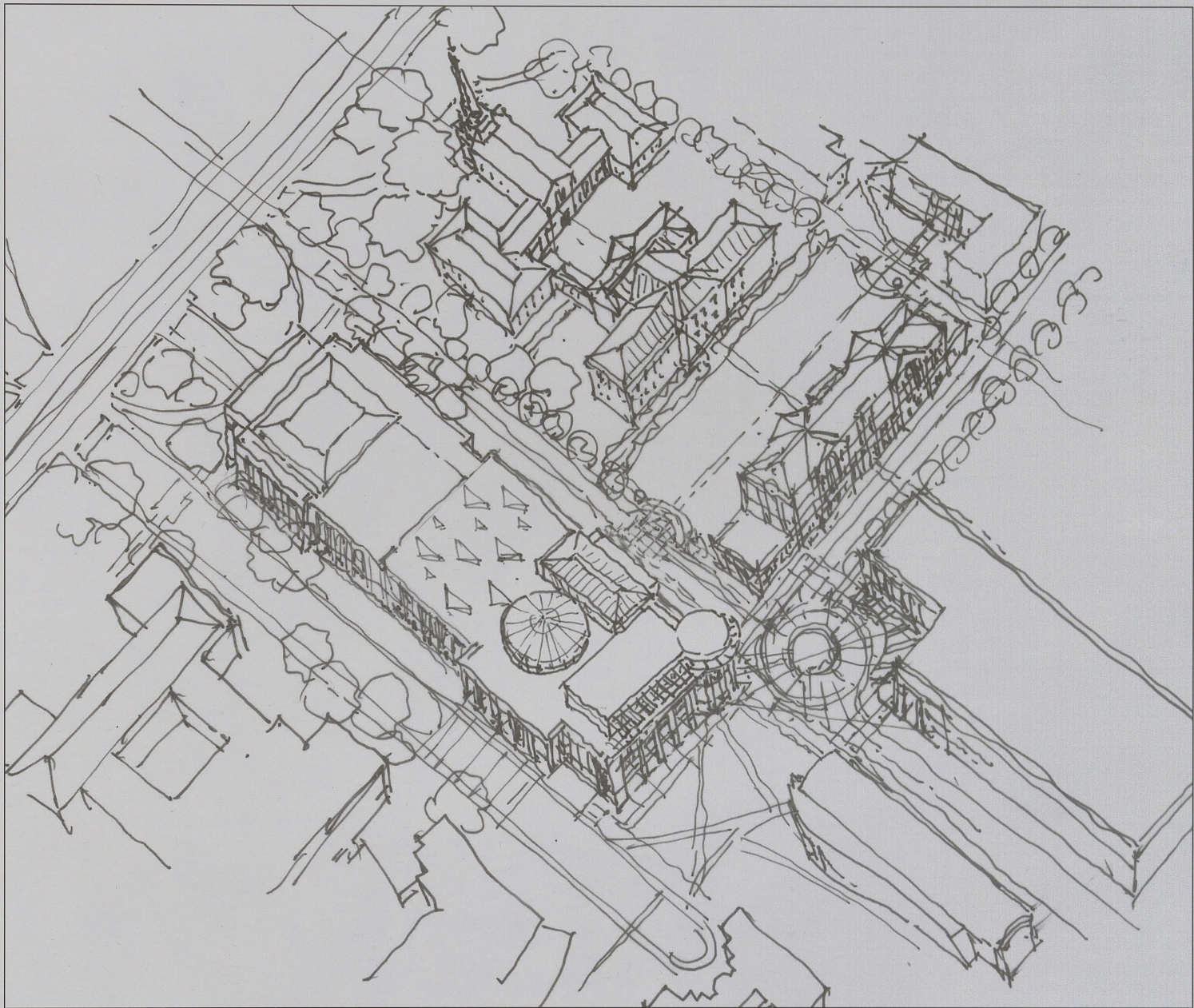
The recommended approach to minimize disruption and maximize the integration of new systems is to develop the project in two phases, with the first phase including construction of the addition with the new automatic storage retrieval system (ASRS). This will allow the library's collection to be moved into the ASRS in its entirety, as well as house reader seating and staff in interim locations, while the majority of existing building renovations are implemented in the second phase. At the conclusion of both phases, spaces in the addition will be converted to their final programmed uses.

### *Project Cost*

The total project cost is estimated to be \$74,633,000, which includes significant modifications to the exterior of the existing building in order to unify the architectural character of the building. In addition, the costs reflect renovation of the interior for the creation of significant new spaces for users, including technology enhancements, life safety improvements, and overall building systems upgrades. Phase I includes the construction of the ASRS.

	<i>PHASE I</i>	<i>PHASE II</i>
<i>Construction Costs:</i>	\$27,885,000	\$26,888,000
<i>Soft Costs:</i>	\$10,527,000	\$9,333,000
	<hr/>	<hr/>
	\$38,412,000	\$36,221,000
<i>Total Project Cost</i>		\$74,633,000





CANNON DESIGN

 **Hahnfeld  
Hoffer  
Stanford** architects  
planners  
interiors

  
Purdy-McGuire, Inc.

  
L.A. FUESS PARTNERS, INC.

*“It has been said  
again and again  
that the heart of a university  
is its library.”*