The University of Southern California School of Architecture thanks NAAB and the Visiting Team for the Visiting Team Report (VTR) and all their efforts leading up to the final report. We thank in advance the NAAB Board members reviewing this response for their thoughtful efforts. The School acknowledges the value of the accreditation process and the report towards the understanding and improvement of the programs.

This response follows the VTR organization and focuses on the five conditions where the visiting team issued a “not met” or “not demonstrated” outcome:

In general, this document identifies and responds to deficiencies stated in the VTR. This response intends to provide:

1. explanations where it may assist the Board in their understanding of the School and how it addresses conditions
2. updates on progress since the Architectural Program Report was submitted
3. plans for improvement resulting from the VTR comments
4. evidence for some of the above items.

The Response references some material from the VTR accessed via Google Drive links. If access to the links is required, please contact Selwyn Ting at sting@usc.edu.

Each segment is titled per the NAAB condition and provides the VTR comment in blue italic type, with boldface emphasis (ours) on critical comments for which a response is provided.

**SC.6 Building Integration**

**B.Arch**

2023 Team Analysis:

B.Arch.: The program identified and provided coursework and student work from ARCH 500 Comprehensive Architectural Design. The team’s review found that ARCH 500 demonstrated integration of building envelope systems, structural systems, environmental control systems, and life safety system in most work samples. Measurable outcomes of building performance were missing from projects in ARCH 500. ARCH 215 Design of Thermal and Atmospheric Environment provided an assignment covering building performance but did not show the ability to integrate said performance in a design project. Current assessment plans rely on observations and review from school administration and some faculty, assessment plans list metrics such as student work, faculty course evaluations, reports for coordinators, and participation in other events. This assessment plan is forward looking, as this is the program’s first round of assessment under these Conditions. The program has implemented an assessment plan, where learning outcomes are directly related to the criterion, and benchmarks The plan currently lacks specificity for what data is collected and aggregated and would benefit from clearer benchmarks to determine actionable improvements and their implementation are present but vague. These findings were confirmed during the site visit via team room materials.

**Response:**

The VTR noted that comprehensive studio ARCH 500 projects (for which student work evidence for SC.6 was provided), “….demonstrated integration of building envelope systems, structural systems, environmental control systems, and life safety system in most work samples. Measurable outcomes of building performance were missing from projects in ARCH 500...”. While the School agrees with the importance of integrating “measurable outcomes”, it questions the weight of this item toward determining that SC.6 is a condition not met.

In discussions with program directors, coordinators, faculty (of both this studio and other relevant courses), and incorporating feedback from students; a strategy has been set that will provide a greater emphasis on measurable outcomes of building performance, while maintaining the rigorous urban and social agenda. This will be accomplished through the following:
• A reduction in the scale and complexity of the program to allow for additional emphasis on building performance issues.

• Seamless coordination with ARCH 215: Design for the Thermal and Atmospheric Environment, ARCH 313: Design of Building Structures, and ARCH 315: Design for the Luminous and Sonic Environment courses and their instructors to incorporate tools for measuring system performance into the design process.

• Use of performative analysis software tools will be incorporated into studio exercises that will include iterative analysis and modification processes.

• Exercises will provide specific student performance data for assessment, while maintaining faculty, student feedback mechanisms for teaching assessment. This data will measure the ability of students to apply skills and tools from technical courses into the design process. This will also increase assessment in this area of study.

• An emphasis that building performance and sustainable solutions, given our climatic situation, reduction in resources and interest in net-zero solutions, is critical to architectural citizenship.

The draft schedule for Fall 2023 ARCH 500 (see Appendix A, Arch 500 Draft Schedule) demonstrates some of this development

Benchmarks for Assessment
The school invites the NAAB and the Visiting Team to review shared grading rubrics for ARCH 500 and ARCH 605b located at this link, (also see Appendix B, Sample Grading Rubric) The execution of the rubrics on a per-student basis is recorded student grades for each exercise. An assessment report breaks out grades for each student, with grades for each of the exercises, and generating student performance data for Sustainable site and Massing Design, Ordering Systems, Structural Systems, Egress Systems, Accessibility, Sustainable Building Enclosure Systems, Environmental Systems (see Appendix C, Sample Student Assessment Report). These items were available to the Visiting Team as part of the APR submission and team room material. The APR did not cite this material directly and the School’s NAAB Coordinator did not receive requests for this material, so it remained unreported. The School feels it reflects how the programs have established topic-specific student performance metrics for comprehensive studios. As new data is generated for various measures of student performance, benchmarks will be updated accordingly.

M.Arch

2023 Team Analysis:
M.Arch.: The program identified and provided coursework and student work from ARCH 605BL Graduate Architecture Design, Comprehensive. The team’s review found that ARCH 605 demonstrated integration of building envelope systems, structural systems, and life safety systems. Environmental control system and measurable outcomes of building were not sufficiently found in student work. While building performance was found as questions in exams and quizzes, it was not found in student work which is the primary evidence for SC6. Building and environmental controls were found in a small number of projects but lacked consistency across student work samples. Current assessment plans rely on observations and review from school administration and some faculty, assessment plans list metrics such as student work faculty course evaluations, reports for coordinators, and participation in other events This assessment plan is forward looking, as this is the program’s first round of assessment under these Conditions. The program has implemented an assessment plan, where learning outcomes are directly related to the criterion, and benchmarks are present but vague. The plan currently lacks specificity for what data is collected and aggregated and would benefit from clearer benchmarks to determine actionable improvements and their implementation. These findings were confirmed during the site visit via team room materials.

Response:
See ARCH 500 response. Since 2021, B.Arch and M.Arch programs have pooled their resources to refine their comprehensive/integration studios. ARCH 500 and M.Arch’s ARCH 605b studios shared similar syllabi, lectures, and assignments. Now, despite ARCH 500 and ARCH 605b being in different semesters, AY 2023-2024 will continue a shared agenda for these courses. Utilizing faculty and student
feedback, student outcomes, and assignment-specific metrics, Spring 2024 605b intends to incorporate and improve upon the Fall 2023 experience of ARCH 500. It will operate with the same continued application of measurable outcomes of building performance.

In addition, for the year 2023-2024 the coordinators and faculty for the undergraduate and graduate comprehensive design studios have spent this summer working together to increase coordination between the tech courses, to devise measurable assignments and to critically define model assessment tools that we can use each year forward.

Environmental Control Systems in ARCH 605b
Regarding environmental control systems in ARCH 605b: environmental control systems was the topic of a required exercise (see Appendix D, Assignment 7 Environmental Systems), which is the same as required of ARCH 500. The folder linked here, is the full collection of student work for this exercise, demonstrating environmental strategies applied to the design project. While all assignments were available in the team room, there were no specific requests to see the integration of environmental systems, therefore this material may not have been evident to the team. Additionally, this exercise was preceded by an assignment titled, “Sustainable Building Enclosure Systems”, which helped establish specific environmental factors for each student’s project.

Integration of BIM
To further address Building Integration, we are planning to introduce BIM Integration into undergraduate and graduate comprehensive studios. Instruction will integrate a professionally-oriented computational BIM workflow (specifically a Rhino to Revit workflow). Through digital modeling with interoperability in mind, students can easily translate their designs to other software, namely environmental analysis, embodied carbon, and cost estimation software, with a preliminary emphasis on tools used in other required courses. The ability to seamlessly utilize these software packages allows students to produce quantifiable metrics that can inform their designs at all stages. Ultimately, this creates a data-driven design process. Adopting this data-legible, software-agnostic modeling approach enables students to translate data to additional software and allows our comprehensive studios to align more seamlessly with the construction documentation component of our professional practice course sequence. This methodology intends to provide students with a significant advantage when entering practice after graduation. The School plans to first introduce this role in M.Arch’s ARCH 605b, depending on the outcomes, its integration in ARCH 500 will be considered. This coordinator will also work closely with ARCH 526 Professional Practice faculty to prevent overlap and redundancies with BIM instruction. The School intends to integrate this teaching scope into its studio curriculum as soon as possible.

4.3 Evaluation of Preparatory Education

2023 Team Analysis:
Applicants to the USC School of Architecture, at the B.Arch. level must complete the Common Application; and the school reports that aside from the 70-80 freshman students it also enrolls approximately 15 transfer students, using the same common application process and online portfolio submission process. It is possible, in selected instances, that a transfer student from an accredited community college or other university may be eligible for advanced placement at the 2nd-year level if previous work includes a minimum of 32 semester units of acceptable academic credit in a pre-architecture program. The three areas in which transfer students request some form of advanced standing (studio, required professional course work, electives and general education requirements) are evaluated using a system of comparative content/skills evaluation via syllabi and the review of graphic and design artifacts within the portfolio. The APR outlines the means by which evaluations are made for students wishing to transfer with credit/units. With regard to the reliance of preparatory education in the fulfillment of NAAB required accreditation criteria, USC employs numerous means to review and evaluate transfer student materials and coursework. They report that in most instances applicant portfolios, using the slide room platform, are reviewed by a team of foundations-level (years 1-2) design faculty. The APR outlines that of the approximately thirty transfer students who are admitted each year, about one third are required to take the full ten studio sequence, approximately a third of them take a condensed six week ARCH 102AB+ ARCH 105L summer transfer sequence to satisfy NAAB requirements and competencies assigned to ARCH 102ABL. USC requires a letter grade of ‘B’ or better in each summer transfer course to ensure a solid degree of preparation. According to the APR the final third of admits are allowed to transfer credit from their previous institution for ARCH 102ABL + ARCH 105L.
based on evaluation of their portfolio work and transcripts. USC reports that students seeking to transfer must meet the standards established by NAAB.

At both the B.Arch. and M.Arch. level, course waiver petitions are completed by the student and reviewed as part of the student advising process. The goal of the review of individual course waiver petitions is to waive, or remove the requirement of, an otherwise required course for the degree based on a student's prior coursework. Example waivers were shared during the team visit and advising meeting. Syllabi of prior coursework are submitted by students seeking advanced standing and reviewed by the USC program chair to ensure critical alignment and/or coverage of select topics and skills. This assessment is sometimes also cross-checked with course artifacts to ensure consistency and clarity of course work transcription/translation. In certain instances, particular coursework or syllabi are reviewed by instructors directly when skills or content require a certain degree of subject expertise. Students found to have coursework or skill-based shortcomings are directed toward a three-year track vs the more typical two-year track. Students falling into this circumstance are informed of the gaps and associated issues and advised accordingly. This was verified via the visiting team student advising and admissions meetings. Examples of the evaluation forms such as B.Arch. Petition form-215, 214a, 214b, etc. were shared with the visiting team although the team was not able to see any of those in a completed format with notes regarding finite evaluation and equivocations. Documentation of this type would be helpful in gauging the transitions planned toward a clearer internal and external assessment strategy.

Much of the evaluation system is similar at the graduate level however unlike the undergraduate portfolio which is broken into numerous components of evaluation, the graduate review is a singular assessment. In addition to the portfolio the students’ academic performance (GRE and TOEFFL when appropriate). The USC Office of Graduate Admission is the preliminary reviewer of M. Arch applications. This office manages the central online application system and ensures that all necessary documents have been submitted. Credential review is processed through the evaluation of undergraduate degree and institutional accreditation, or for international students, a U.S. bachelor’s degree-equivalency through program and institutional recognition by the country’s Ministry of Education (or equivalent). For international students, this office also verifies credentials for I-20 and DS-2019 forms; financial qualifications; and filters for language scores. GPAs from all applicants, are regularized to a 4.0 GPA scale to allow for better comparison.

In meetings with admissions and advising, the team was able to review the evaluation forms and process used by the School of Architecture. While there is a robust system in place, the record keeping of the review process is missing, causing uncertainty in the consistency of reviews. In addition, the review forms being used reference outdated NAAB Conditions and Procedures, which brings to question how applicants are reviewed and processed. It is critical that review of preparatory education be done in a manner to confirm all students graduating with a NAAB accredited degree meet all 2020 Condition and Procedure requirements.

Response:
The School of Architecture has utilized, maintained, and evolved its current system of evaluation since the previous accreditation period. The system has also maintained consistent administration, as applied to the same set of required courses, with adjustments to evaluations based on the evolution of course content. The School feels that the system is, and has been, effective in evaluating preparatory education. The old SPC system was retained over the 2020 PC and SC system due to its specificity, greater applicability to course content, alignment with how course content was created (with SPC in mind), and a sense that the broader categories of current SC was less suited to our system of checking for specific content. Nevertheless, the School appreciates the comments provided by the visiting team and agrees that the system can benefit from improvement. Work has commenced to improve the system with the following goals:

- Improve specific evaluation metrics based on equivalent course content per courses, referencing 2020 NAAB Criteria. And, apply similar metrics to foundation and elective courses.
- Simplify the submittal process for the students while ensuring the greatest amount of detail and coverage.
- Provide for better data generation and tracking.
- Work with faculty to ensure consistency across courses and coordinating in the sequencing of courses.

The revised waiver petition form (see Appendix E, Sample Revised Waiver Petition Form) is a sample of how course content will be provided to the evaluator by the student. This School aims to migrate these forms to a web-based submittal system that will improve data collection and analysis capabilities.
5.2 Planning and Assessment

2023 Team Analysis:
Evidence identified by the team in the narrative provided within the APR, team room material including the criteria assessment plans and other evidence provided for program and student criteria, and discussions with program administrators, included a number of the components required for this criterion. However, evidence for some important components of the program and criteria-level assessment and planning processes were not identified. These include a description of the multi-year strategic objectives for the programs, a description of the specific data and information sources used to inform the development of student learning objectives, clear benchmarks and performance targets used to guide program-level and criteria-level assessment processes. Current assessment for Program and Student criteria lacks specificity on what data is collected and aggregated, as well as definitive benchmarks. Since benchmarks are missing or vague, they cannot be used to determine actionable improvements.

The APR provides a high-level overview of the administrative and leadership structure within the school. It also provides a description of some strategic objectives under the previous deans. However, the APR mentions an ongoing search to select a new dean, which may result in a change in these strategic objectives. Therefore, the current multi-year strategic objectives of the programs are not clear. Two documents are provided describing the 2020-2021 academic year objectives for the M.Arch. and B.Arch. programs. This information was verified in discussion with the program and school leadership. The APR provides an overview of several foundational goals that apply to both the M.Arch. and B.Arch. With regard to key performance indicators, the APR identifies three primary ones: admission metrics, retention graduation rates, and post-graduation employment. Discussion with program leadership identified those as shared indicators for both the programs and the institution as a whole. The APR provides information regarding improvements in increasing program selectivity while at the same time increasing the diversity of the student population. Data is also provided on current graduation, retention, and graduate placement rates. Yet no historical reference points, benchmarks, or targets were provided, which makes it difficult to assess how the program is progressing towards achieving its goals. The lack of multi-year strategic objectives also made it difficult to assess the progress of the program as required in this sub-criterion. Discussions with program administrators did not identify any additional benchmarks beyond those listed in the APR. The APR describes several challenges relating to recruitment, and funding cuts due to pandemic. Faculty challenges relating to availability of incentive funding, pre and post award support for grants, and teaching releases are also identified. These challenges were confirmed in discussions with program faculty. For students, the need for more financial support to enable diversifying the student body is identified as a challenge. The ongoing search for a new dean was identified as both a challenge and an opportunity. Conversations with the interim dean, and faculty confirmed these challenges and their optimistic outlook. Additional challenges identified in meetings with faculty include limitations of physical resources, IT needs, compensation, and availability of teaching assistants. The APR describes several paths for receiving feedback from the university and from the profession. A description of how this feedback affects curricular and program changes is also provided. The APR provides examples of how qualitative feedback received from faculty and students was used to inform changes in studio hours, zoom protocols, and in-person events. Discussions with representatives of the Architectural Guild confirmed the involvement of alumni and other professionals in the feedback processes. The integration of outside opinions in the assessment documents provided in the team room were unclear.

Response:
The VTR makes multiple points in section 5.2, Planning and Assessment. This response breaks out some of these each followed by our response.

Benchmarks for Program and Student Criteria
Update: through the past few years of collecting curricular and non-curricular assessment data, program leadership realizes that the assessment process can benefit from additional committed support. Directors and NAAB Coordinator are in discussions with the Faculty Council to augment the assessment and improvement plan infrastructure (see Assessment and Infrastructure and Improvement Plan Roles and Responsibilities APR page 107) with a team in the form of a task force, standing committee or ad-hoc committee dedicated to overseeing the conversion of accrued data into benchmarks and improvement plans. We recognize the importance of such oversight and feel that a collective proposal would work best for our school.

Lack of Multi-year Strategic Objectives
In addition to the Long Range Planning Document linked from the APR (APR, pages 6, 7), Annual Year Goal documents (APR, page 100), the Five-Year Budget document (see Appendix F, Excerpt, USC Architecture Five-Year Budget Narrative FY 2023) from March of 2022 identifies challenges for the School and maps out plans and goals for the fiscal years 2023-2028, and identifies metrics and benchmarks for planning. This later document, while available to the visiting team, was not explicitly represented by the APR. It is the result of university mandated processes. Despite the search for a new dean, the School is part of a robust and on-going, university-wide system of planning and assessment.

5.6 Physical Resources

2023 Team Analysis: The School of Architecture has not demonstrated that they have sufficient space to support the program’s pedagogical approach and student and faculty achievement. However, they have provided evidence of the buildings and accommodating spaces and resources and identified their needs and the consequences of not having those needs met. Long Range Planning notes that “Within the next 5-10 years, the school will need to examine, plan and implement more significant tangible facilities improvements and upgrades.” The need for improvements to the School of Architecture physical resources are supported by the APR, long range planning, conversations with students and faculty, and site visit observations. The APR notes that there are separate studios for B.Arch. and M.Arch. students with common labs and digital services. They provide furnishings and pin-up space for every enrolled student in the accredited programs. The furnishings in these spaces are more flexible and conducive to allow for collaboration with peers. Large monitors and common printing and plotting areas are incorporated in the studios. Evidence of access to digital hardware and software is provided on the USC’s website. At the site visit meeting the team confirmed student access to facilities; however, students lack physical space dedicated as a student lounge. The School of Architecture acknowledges a need to fix the continued issues that they have with the quality of temperature control in two of their undergraduate studios. Also, they plan to take advantage of outdoor courtyards for reviews by upgrading the Harris Courtyard with an open-air learning pavilion for meetings and small gatherings.

The School of Architecture appears to have lecture halls, seminar spaces and small group study rooms to meet their non-studio teaching needs. A chart showing the assigned and joint spaces was provided and aligned with the USC facility floor plans. The APR notes that Fabrication facilities including fully equipped wood and metal shops are shared. The space is overseen by a full-time staff member/director and assisted by a full-time faculty member for welding. Also, training opportunities are provided for students at the start of the semester. The school provides laser cutting, 3-D printing, robotics and CNC milling in digital fabrication labs. These labs are in numerous spaces. Evidence of these facilities is located on the USC website and was confirmed at the site visit. The school has identified the need to create a digital output center in the Clipper Lab and to increase technologies within the studios, using large-scale monitors, which was implemented and confirmed during the visit. Four other school operated classrooms need attention—both in terms of new technology and in some cases light control. The Space and Technology Committee has started working on a proposal to upgrade the four primary teaching classrooms. Other identified problems are (1) a decade old noise and dust abatement problem in the Shop. The system is undersized for its extensive use. A system evaluation has been done but work has been delayed due to the high-cost estimate. (2) The desire to increase the level of design-build and overall fabrication at the school cannot be accomplished because the shop area in general has reached its capacity. (3) There is a lack of air-conditioning in the CNC milling lab, prohibiting the use of technology during very hot periods. (4) Currently, spray painting has been banned to promote a healthier work environment, but appropriate locations for the construction of spray booths have not been found.

The APR indicates that offices are provided for full time faculty and part-time faculty that have access to discipline-specific offices. However, at the site visit meetings the team confirmed that only full-time faculty have private offices and offices are shared by part-time faculty. Research is done in several areas including the faculty’s offices, the basement offices, and the offices on the third floor of Watt Hall. Funding is sometimes provided to support some specific faculty related research conducted in off-campus studios. Full time faculty use their own office for mentoring, advising, and office hours. Part-time faculty tend to use the outdoor courtyard tables, the exterior garden spaces, assigned individual students or shared desks within studio, third floor patio spaces, and other exterior locations around the facilities to meet with students. In addition, many faculty now hold office hours by ZOOM. Faculty expressed concerns about a lack of sufficient space due to non-accredited programs occupying spaces that they could use. Identified needs include providing sun control on the 3rd floor of Watt Hall. The faculty offices on this side experience significant heat gain in the afternoon and is detrimentally impacted by the sound from the shop area. The APR notes that some program’s pedagogy such as the semester-long overseas programs do not require physical resources, the Physical and Digital Facilities staff, which serve on the Space and Technology Committee, and emergency preparedness is offered through the Office of Fire Safety and Emergency Planning. The school has a need for more storage facilities within the school, which impacts establishing efficient solutions for storing large materials, such as the end of the year review display systems which they have been rebuilding every year. The lack of onsite storage puts tremendous stress on the shop yard.
Response:
General: Mitigation of deficiencies in physical resources is a top priority for the School. Repairs and upgrades to facilities have received significant attention and additional resources in the current fiscal year, with multiyear plans in place to continue to address critical facilities needs. In addition to the new digital output lab, the expansion of digital technology equipment, the School has addressed the items below mentioned in the VTR. This demonstrates the continued commitment to identifying and responding to physical resources needs.

Wood Shop Dust Mitigation
Update: Phase 1 of the Wood Shop Dust Mitigation Project, which includes design, new equipment layout, and duct placement, continues through the Summer, with initial construction and duct clean out slated for late July. New ducting, lighting, etc. will be ordered in advance so the work may be executed over Winter Break ’23.

Shading Structures and Doors for Fab Lab
Garage Door access to Digital Fabrication Machines
New Shading Structure for outdoor shop yard
New Storage facility surrounding shop yard
New Work tables

New Machines
Vacuum Forming Machine
Vertical Material Cutter
Waterjet Cutting Machines
(14) new Prusa 3D printers for studios

Noise Abatement for Third Floor Watt Hall Offices.
The primary source for noise to the third-floor offices was the old dust abatement system, the new system addresses the noise issue and will mitigate noise impact on this area.

Student Lounge
Update: The student’s desire for a lounge has been recognized, and the feasibility of locations has been studied, with the old shop café location being considered. The School has raised $1M as a planned gift to go towards the development of the student lounge. In the meantime, gallery spaces (often not used outside of studio hours), conference tables, patio and outdoors spaces serve as informal social and study areas. In addition the university has a variety of open student lounges, gathering spaces, study rooms, and social venues, across campus.

Subsequent Phases
As reflected in our annual and 5 year budget planning process and capital expenditure plan, the School is preparing for a second phase of physical resource improvements scheduled to commence the following fiscal year.

5.7 Financial Resources

2023 Team Analysis:
For both the B.Arch. and M.Arch. tracks, the program has demonstrated that it has sufficient institutional support and financial resources to support student learning and achievement, but the visiting team notes this matter as a concern from a long-range planning standpoint. A general review of the school’s income and expense statement from 2021 (which dates from before enrollment numbers stabilized to pre-COVID numbers) indicated a break-even balance between revenue and expenses.
As noted in the school’s “Long Range Planning” document, program enrollment numbers have essentially returned to pre-COVID Pandemic levels, which is crucial as general program financial health remains directly proportional to enrollment numbers and the tuition revenue carried with those numbers. Yet, even the program
notes that "...we see 2-3 years of continued volatility as these programs regain traction in the marketplace." Even with this volatility, the M.Arch. program is seeing a 20-percent increase in external applications to the program, which is starkly contrary to the University’s institution-wide decline in graduate applications. If the program can continue to grow its cohorts in future years, the initial issue is largely addressed. But as the program themselves noted in their APR response to this criterion: "The School has not significantly altered our funding model since the last visit; nor does it plan on any changes to funding models at this time. The program continues to be tuition revenue driven with most revenues coming from undergraduate and graduate tuition. School revenues also include grant and foundation funding, and philanthropic donations."
The Long-Range Planning document provided by the school outlines in broad brush strokes the need for seeking efficiencies in the cadre of faculty members while reducing operational costs in areas such as faculty travel and global studies. Yet based on visiting team observations, little range of austerity exists with which the school can seek additional efficiencies. It is mentioned in the Long-Range Planning document that the school intends to launch a fundraising campaign to "dramatically excite and engage new constituents to financially support the school..." with institutional advancement plans of approximately $30-45 million in donor funding. Little or no specificity is provided as to where this advancement fundraising will be directed over the next eight to ten years, even though interviews and observations noted several deficiencies in spatial needs, equipment needs, and resources are at present undefined. A clearer, more specific School of Architecture financial plan is needed to holistically combine revenue growth plans stemming from enrollment growth with advancement planning in response to the program's range of needs.

Response:
Because the visiting team did not request a meeting with the School’s Senior Business Officer or the Associate Dean of Advancement, the team did not have the opportunity to gain a comprehensive or current understanding of the School’s financial outlook. The following information intends to provide additional details on the school’s financial planning process, and the alignment between fundraising and strategic priorities.

Our financial goals and strategic plans support and align with the School of Architecture’s strategic priorities, including scholarships, faculty, facilities, and research. As the School continues to fulfill its mission and launches new academic programs, the management of resources becomes critical, as does successful fundraising. We project growth in our operating and philanthropic revenue from a combination of tuition revenue increases, student growth, increases in private fundraising and endowment payouts.

Restricted current use and endowment accounts provide consistent financial support for designated priorities and will continue to be utilized to fulfill funding needs. For example, 69 of the 263 endowed or current use funds held by the school are endowed funds for student support. The School’s five-year average of identifying, cultivating, and soliciting new philanthropy yielded 11 new endowed scholarship funds annually.

Spending priorities are reflected in annual budgets, three-year budget narratives and align with fundraising priorities which are shared with the community each year through a variety of written communications directed to internal and external groups. Priorities include, but are not limited to, student financial aid and facilities improvements.
Figure 1: Endowment Market Value Projection

**Tuition Revenue/Student Growth**

As we move into FY24, we expect modest growth in our undergraduate enrollment and anticipate slight increases in the years ahead. This increase is attributed to our new degree program, the Bachelor of Science in Architecture + Inventive Technologies (BSA+IT) which launches in Fall 2023. Each additional new cohort in the program will drive future undergraduate increases.

To counter the university’s broader decline in graduate numbers, the School has been working aggressively toward increasing our graduate numbers across all programs. We are also continuing to grow our new MAARS graduate program concentrations – City Design and Housing and Performative Technologies and are dedicating additional scholarship dollars to attract the best and brightest to these programs. Based on our current admission certifications, we are reporting a significant increase in graduate enrollment, and anticipate double digit growth in Fall ’23.

Figure 2: FY 23 Actual and 3-Year Tuition Revenue Projections
Advancement Planning
With the 2023 FY closing June 30th, the School posted its second-best fundraising year since 2017 at $2.75M, with prior year 2020 setting an all-time record of philanthropic attainment at $4.873M. Future fundraising efforts will remain anchored to growth goals – focusing on student scholarships, global studies, faculty investments and facilities improvements.

Additionally all fundraising targets and quarterly goals are established annually in consultation with the University’s advancement leadership, the school’s Dean and aligned with the school’s alumni base, staffing ratios, voluntary leadership and donor cultivation, and qualified prospects. Targets are designed to support school priorities and growth initiatives while aligned with peer benchmarked schools nationally.

Table 1: Fundraising by Fiscal Year

Table 2: Cash by Fiscal Year

Our fundraising targets for FY24 for FY25 have been set at $3M, with a development team of three FTE, which includes two frontline fundraisers and one alumni and constituent relations program officer responsible for cultivating corporate, foundation and individual support. Fundraising priorities for the coming year include undergraduate and graduate student scholarships, global studies program support, faculty endowed chairs and research funds, facilities improvements and additions in studios, classrooms, social and learning spaces, digital fabrication and maker spaces.

The visiting team did not meet with the Associate Dean of Advancement, and as a result did not have the opportunity to review and discuss our fundraising priorities document, so we have attached it for your review (see Appendix G, Priorities 2022).

Development communications are essential to making the case for support as well as informing the community of priority needs. The department has produced several case documents that outline
funding goals while articulating a clear and compelling reason to support, e.g., school wide case; A-Lab High School Architecture Development Program; the Paul Revere Williams Archive Initiative. A Case Statement for the Digital Fabrication Facilities is in final production. Additionally scholarship - undergraduate and graduate – along with Presidential Initiatives have case materials created by the university that unites use with donor prospects. The Paul Revere Williams Archive Initiative and the A-LAB Case Document are provided as examples of strategic fundraising documents that present the School’s priorities (see Appendix H, Paul Revere Williams Archive Initiative and Appendix J, A-LAB Case Document).

Planning Cycle
As is customary at the University, the School operates on a 5-year strategic planning cycle (with budget planning operating on a three year cycle). Given the School’s substantial amount of endowment and directed funding, there are endowed funds that support our programs in perpetuity. We are projected to have $2M in endowment funds across 263 different funds that create a steady stream of income to the USC School of Architecture, thereby providing annual support that is aligned with our strategic priorities. In fact, more than 60 endowment accounts support scholarships at the undergrad and graduate levels. There can be no doubt that student and academic programmatic support will continue to grow via our endowments and dedicated fundraising. Year-over-year performance has seen student scholarship gifts grow from $160K in FY18 to $1.2M in FY23, while current use scholarship funds have grown from $27K in FY18 to $587K in FY23, a 2,000% increase.

Capital Planning
Where we have experienced a financial gap is in capital expenditures. While this year, it did become a fundraising priority, it had not previously been specified as such. However, as detailed in our 5-year capital plan, we have a series of improvements expected in the next five years.

Based upon the USC School of Architecture’s 2023 Feasibility Study, the following strategic investments have commenced or are planned in order to upgrade the School’s facilities in several critical areas:

- Commencing this summer, the courtyard spaces will be refurbished and refreshed to support community activities, teaching and experiential education. This work will be funded by the Provost’s office.
- Phase 1 of the Wood Shop Dust Mitigation Project, continues through the Summer, with initial construction and duct clean out slated for late July. Orders for new ducting, lighting, and other materials will proceed to enable construction continuity over Winter Break ’23. This project will resolve the wood shop’s dust abatement capacity and noise issues.
- Progress on the Student Services Lounge which includes design, new equipment layout, and duct placement, Will continue through the Summer.
- In FY26, we plan a $1M Student Services Lounge project for which we have raised a seven-figure planned gift, but of course, as with all estate gifts, the timing is currently unclear.

It is important to note that discretionary funds, while limited, can be used at the dean’s discretion and will be applied to facilities needs.
Appendix

Appendix A, Draft Schedule for ARCH 500, Fall 2023 2A
Appendix B, Sample Grading Rubric 5A
Appendix C, Sample Student Assessment Report 7A
Appendix D, Assignment 7 Environmental Systems 8A
Appendix E, Sample Revised Waiver Petition Form 12A
Appendix F, USC Architecture Five-Year Budget Narrative FY 2023 13A
Appendix G, Priorities 2022 19A
Appendix H, Paul Revere Williams Archive Initiative 27A
Appendix J, A-LAB Case Document 38A
Appendix A, Draft Schedule for ARCH 500, Fall 2023

ARCH 500aL ARCH 605bL | Spring 2022 USC Architecture
Venice Swim Club, Los Angeles, California
DRAFT SCHEDULE

ARCH 500a Schedule
Aug 2, 2023 DRAFT

FACULTY:
Arch500a - Yo-ichiro Hakomori (coordinator), Mario Cipresso, Alejandra Lillo, Selwyn Ting.

SCHEDULE: (Subject to modification)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignment / Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M 8/21</td>
<td>Studio Introduction and Overview</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Assignment 1</strong>: Sustainable Site Design, Massing, and Program Analysis</td>
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<tr>
<td></td>
<td></td>
<td>Start Site Analysis using Climate Consultant – Sun Studies, Wind Rose Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Climate Consultant tutorial - <a href="https://www.youtube.com/watch?v=7pxpnZot2hM">https://www.youtube.com/watch?v=7pxpnZot2hM</a></td>
</tr>
<tr>
<td></td>
<td>W 8/23</td>
<td>Lecture 1 – Sustainable Site and Program Analysis, Systems Infrastructure Programming – TBD</td>
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<tr>
<td></td>
<td>F 8/25</td>
<td><strong>Assignment 2</strong>: Sun Infiltration and Analysis - Covetool - <a href="https://cove.tools/">https://cove.tools/</a></td>
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<tr>
<td></td>
<td></td>
<td>Lecture 2: Sun Infiltration and Analysis - Covetool Tutorial</td>
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<tr>
<td></td>
<td></td>
<td>Site Analysis Discussion – In Class Presentation/working session</td>
</tr>
<tr>
<td>2</td>
<td>M 8/28</td>
<td>Site Analysis, Performance-based Massing Iterations – Covetool Discussion – In Class Presentation/working session</td>
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<tr>
<td></td>
<td>W 8/30</td>
<td><strong>Assignment 2</strong>: Sun Infiltration and Analysis - Covetool – Desk Review</td>
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<td>Site Analysis, Performance-based Massing Iterations – Covetool Discussion – In Class Presentation/working session</td>
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<td></td>
<td>F 9/01</td>
<td><strong>Assignment 2</strong>: Sun Infiltration and Analysis - Covetool – Desk Review</td>
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<td>3</td>
<td>M 9/04</td>
<td>Labor Day Holiday</td>
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<tr>
<td></td>
<td>W 9/06</td>
<td>Lecture 3: Accessibility, Circulation, and Life Safety – Selwyn Ting</td>
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<tr>
<td></td>
<td>F 9/08</td>
<td><strong>Assignment 1, 2, and 3</strong>: Performative Site Strategies Integration. In-class Desk Review</td>
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<tr>
<td>4</td>
<td>M 9/11</td>
<td><strong>Assignment 1, 2 and 3</strong>: Performative Site Strategies Integration In-class Desk Review</td>
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<tr>
<td></td>
<td>W 9/13</td>
<td><strong>Assignment 1</strong>: Sustainable Site Design, Massing and Program Analysis and Assignment 3:</td>
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<tr>
<td></td>
<td></td>
<td>Accessibility, Circulation, and Life Safety – Final Turn-in</td>
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<td></td>
<td>F 9/15</td>
<td><strong>Assignment 4</strong>: Mass Timber Structure, Shear Walls, Stair and Elevator Cores</td>
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<td></td>
<td>Lecture 4: Mass Timber Structure, Shear Walls, Stair and Elevator Cores, System integration Considerations</td>
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<td><strong>Assignment 2</strong>: Sun Infiltration and Analysis - Covetool – Final Turn-in</td>
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<td></td>
<td></td>
<td><strong>Assignment 3</strong>: Mass Timber Structure, Shear Walls, Stair and Elevator Cores – Desk Review</td>
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</table>
Appendix A, Draft Schedule for ARCH 500, Fall 2023 (continued)

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Assignment 3: Mass Timber Structure, Shear Walls, Stair and Elevator Cores – Desk Review</th>
</tr>
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<tbody>
<tr>
<td>5</td>
<td>M 9/18</td>
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<tr>
<td></td>
<td>F 9/22</td>
<td>Assignment 4: Sustainable Systems – Water and Waste Management – Calculation of Water</td>
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<tr>
<td></td>
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<td>Retention Gray Water Usage, Onsite Sewage Treatment</td>
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<tr>
<td></td>
<td>W 9/27</td>
<td>Lecture 5: Performative Skin and Tectonics - Facades and Envelopes, Sophie Pennetier Enclose,</td>
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<td></td>
<td></td>
<td>System integration Considerations</td>
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<td>F 9/29</td>
<td>Assignment 5: Performative Skin and Tectonics, Solar Panels - In Class Desk Review</td>
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<tr>
<td>7</td>
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<td>Assignment 5: Performative Skin and Tectonics, Solar Panels – In Class Desk Review</td>
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<td>W 10/4</td>
<td>Lecture 6: Heating Ventilating and Air Conditioning – TBD</td>
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<tr>
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<td>F 10/6</td>
<td>Assignment 6: Heating Ventilating and Air Cooling Strategies, System integration</td>
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<tr>
<td>8</td>
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<td>Columbus Day, No Class</td>
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<tr>
<td></td>
<td>W 10/11</td>
<td>Assignment 5 &amp; 6: Performative Skin and Tectonics &amp; Heating Ventilating and Air</td>
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<tr>
<td></td>
<td></td>
<td>Conditioning – Desk Review</td>
</tr>
<tr>
<td></td>
<td>Th 10/12</td>
<td>Fall Recess</td>
</tr>
<tr>
<td></td>
<td>F 10/13</td>
<td>Fall Recess</td>
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<tr>
<td>9</td>
<td>M 10/16</td>
<td>Assignment 5 &amp; 6: Performative Skin and Tectonics &amp; Heating Ventilating and Air</td>
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<td></td>
<td></td>
<td>Conditioning – Desk Review</td>
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<tr>
<td></td>
<td>W 10/18</td>
<td>Performative Skin Option and Analysis – Covetool and PVWatts</td>
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<tr>
<td></td>
<td>F 10/20</td>
<td>Performative Skin Options and Analysis – Covetool and PVWatts</td>
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<tr>
<td>10</td>
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<td>In-class Desk Review – Preparation for Mid-Reviews</td>
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<td>Urban Plan, Site Plan, Plans, Building Sections and Elevations, Façade Systems</td>
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<tr>
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<td>W 10/25</td>
<td>In-class Desk Review – Preparation for Mid-Reviews</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Urban Plan, Site Plan, Plans, Building Sections and Elevations, Façade Systems</td>
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<tr>
<td></td>
<td>F 10/27</td>
<td>Mid Project Review 1 – Schematic Design</td>
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<td>Urban Plan, Site Plan, Plans, Building Sections and Elevations, Façade Systems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Performative Skin Analysis, HVAC Options</td>
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</table>
### Appendix A, Draft Schedule for ARCH 500, Fall 2023 (Continued)

**ARCH 500aL ARCH 605bL | Spring 2022 USC Architecture**  
Venice Swim Club, Los Angeles, California  
**DRAFT SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>11</td>
<td>Assignment 5 &amp; 6: Final Turn-in</td>
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<tr>
<td>11/30</td>
<td>Assignment 7 Due</td>
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<td>W 11/01</td>
<td>Lecture 8: Tectonics of the Threshold, Enlarged Wall Sections, Chunk Model</td>
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<td>11/01</td>
<td>Assignment 8: Tectonics of the Threshold, Enlarged Wall Sections, Chunk Model Building Assemblies and System Integration</td>
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<td>In-class Desk Review – Tectonics of the Threshold, Enlarged Wall Sections, Chunk Model Building Assemblies - Prep for Mid-Project Review</td>
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<td>In-class Desk Review – Tectonics of the Threshold, Enlarged Wall Sections, Chunk Model Building Assemblies - Prep for Mid-Project Review</td>
</tr>
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<td>M 11/06</td>
<td>In-class Desk Review – Overall Project Review for Mid-Project Review 2</td>
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<tr>
<td>W 11/08</td>
<td>In-class Desk Review – Overall Project Review for Mid-Project Review 2</td>
</tr>
<tr>
<td>F 11/10</td>
<td>Veteran’s Day Holiday</td>
</tr>
<tr>
<td>13</td>
<td>In-class Desk Review – Overall Project Review for Mid-Project Review 2</td>
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<tr>
<td>M 11/13</td>
<td>In-class Desk Review – Overall Project Review for Mid-Project Review 2</td>
</tr>
<tr>
<td>W 11/15</td>
<td>In-class Desk Review – Overall Project Review for Mid-Project Review 2</td>
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<tr>
<td>F 11/17</td>
<td>Mid-Project Review 2 – Design Development</td>
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<td>Urban Plan, Site Plan, Plans, Sections, Elevations, Façade Systems, Enlarged Wall Sections, Enlarged Partial Wall Details, Chunk Model – Arch500 Reviews</td>
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<td>Assignment 8 Due</td>
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<td>Mid-Project Review 2 – Design Development</td>
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<td>Final Comprehensive Documentation Prep – Desk Review</td>
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<td>Final Comprehensive Documentation Prep – Desk Review</td>
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<td>F 11/16</td>
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<td>W 11/21</td>
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<td>Th 11/23</td>
<td>Thanksgiving Holiday Starts</td>
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<td>F 11/24</td>
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<td>Su 11/26</td>
<td>Thanksgiving Holiday Ends</td>
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<td>M 11/27</td>
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<td>W 11/28</td>
<td>Final Comprehensive Documentation Prep – Desk Review</td>
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<td>F 11/30</td>
<td>Classes End</td>
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<td>Final Comprehensive Documentation Due</td>
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## Appendix B, Sample Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Achievement</th>
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<tbody>
<tr>
<td>Building Systems Documentation</td>
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<tr>
<td>Name</td>
<td>Description</td>
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<tr>
<td>______</td>
<td>______</td>
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<tr>
<td>Graphic Design and Drawing Quality</td>
<td>Weight 10.00%</td>
</tr>
<tr>
<td>0.00 %</td>
<td>Substandard quality</td>
</tr>
<tr>
<td>75.00 %</td>
<td>Good quality</td>
</tr>
<tr>
<td>85.00 %</td>
<td>Very good quality</td>
</tr>
<tr>
<td>100.00 %</td>
<td>Exceptional quality</td>
</tr>
<tr>
<td>Substandard</td>
<td>control of line work and colors.</td>
</tr>
<tr>
<td>Good control of line work and colors.</td>
<td></td>
</tr>
<tr>
<td>Very good control of line work and colors.</td>
<td></td>
</tr>
<tr>
<td>Exceptional control of line work and colors.</td>
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</tr>
<tr>
<td>Systems Diagram</td>
<td>Weight 50.00%</td>
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<tr>
<td>0.00 %</td>
<td>Missing or substandard axonometric drawing, showing HVAC systems.</td>
</tr>
<tr>
<td>75.00 %</td>
<td>Good axonometric drawing, showing HVAC systems.</td>
</tr>
<tr>
<td>85.00 %</td>
<td>Very good axonometric drawing, showing HVAC systems.</td>
</tr>
<tr>
<td>100.00 %</td>
<td>Exceptional axonometric drawing, showing HVAC systems.</td>
</tr>
<tr>
<td>Indicates and labeled the major system components: eg cooling towers, air handling units, chillers, boilers, main trunk ducts.</td>
<td></td>
</tr>
<tr>
<td>Indicates and labeled the major system components: eg cooling towers, air handling units, chillers, boilers, main trunk ducts.</td>
<td></td>
</tr>
<tr>
<td>Illustrates passive heating and cooling strategies and any proposed energy-generating components.</td>
<td></td>
</tr>
<tr>
<td>Illustrates passive heating and cooling strategies and any proposed energy-generating components.</td>
<td></td>
</tr>
<tr>
<td>Indicates shading devices, cross ventilation, stack effects, wind turbines, air manifolds, solar panels, water catchment basins, geothermal, and any other proposed building systems.</td>
<td></td>
</tr>
<tr>
<td>Indicates shading devices, cross ventilation, stack effects, wind turbines, air manifolds, solar panels, water catchment basins, geothermal, and any other proposed building systems.</td>
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### Appendix B, Sample Grading Rubric (continued)

<table>
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<th>Proposed Building Systems</th>
<th>Systems</th>
<th>Systems</th>
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<tr>
<td><strong>Daylighting + Artificial Illumination</strong></td>
<td><strong>Weight 20.00%</strong></td>
<td><strong>0.00 %</strong></td>
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<tr>
<td>Missing or substandard diagram illustrating daylighting strategies and the incorporation of specific design elements</td>
<td><strong>75.00 %</strong></td>
<td><strong>85.00 %</strong></td>
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<tr>
<td><strong>100.00 %</strong></td>
<td><strong>Exceptional diagram illustrating daylighting strategies and the incorporation of specific design elements</strong></td>
<td><strong>100.00 %</strong></td>
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<table>
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<tr>
<th>Acoustics Drawing 1</th>
<th><strong>Weight 10.00%</strong></th>
<th><strong>0.00 %</strong></th>
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<tbody>
<tr>
<td>Missing or substandard diagram analyzing a typical floor plan and site plan to locate potentially undesirable conditions that will affect the acoustic performance of an occupied space.</td>
<td><strong>75.00 %</strong></td>
<td><strong>85.00 %</strong></td>
</tr>
<tr>
<td><strong>100.00 %</strong></td>
<td><strong>Exceptional diagram analyzing a typical floor plan and site plan to locate potentially undesirable conditions that will affect the acoustic performance of an occupied space.</strong></td>
<td><strong>100.00 %</strong></td>
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<table>
<thead>
<tr>
<th>Acoustics Drawing 2</th>
<th><strong>Weight 10.00%</strong></th>
<th><strong>0.00 %</strong></th>
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<tbody>
<tr>
<td>Missing or substandard large-scale wall section, floor plan, and/or site plan, indicating architectural elements/design features or and non-architectural elements/strategies</td>
<td><strong>75.00 %</strong></td>
<td><strong>85.00 %</strong></td>
</tr>
<tr>
<td><strong>100.00 %</strong></td>
<td><strong>Exceptional large-scale wall section, floor plan, and/or site plan, indicating architectural elements/design features or and non-architectural elements/strategies</strong></td>
<td><strong>100.00 %</strong></td>
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</tbody>
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*acoustic performance of the building, performance of the building, performance of the building.*
# Appendix C, Sample Student Assessment Report

**605 Final Assessment Report for USC School of Architecture**

## Grade Information

<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
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<td>Total</td>
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<tr>
<td>Lecture 1: Heavy Timber introduction Quick Quiz</td>
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<tr>
<td>Lecture 3: Structural and Ordering Systems Quick Quiz</td>
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<tr>
<td>Lecture 4: Circulation and Live Safety Quick Quiz</td>
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<td>Lecture 5: Accessibility Quick Quiz</td>
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<tr>
<td>Lecture 6: Facades and Envelopes Quick Quiz</td>
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<tr>
<td>Lecture 7: Environmental Systems Quick Quiz</td>
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<td>Upload Comprehensive Documentation 1: Wood Joint</td>
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<td>Upload Comprehensive Documentation 2: Sustainable Site Design</td>
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<td>Upload Comprehensive Documentation 3a: Ordering Systems</td>
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<td>Upload Comprehensive Documentation 3b: Structural Systems</td>
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<td>Upload Comprehensive Documentation 4: Circulation and Life Safety</td>
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<td>Upload Comprehensive Documentation 5: Accessibility</td>
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<td>Upload Comprehensive Documentation 7: Environmental Systems</td>
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<tr>
<td>Final Review and Documentation (Portfolio)</td>
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Appendix D, Assignment 7 Environmental Systems

COMPREHENSIVE STUDIO DOCUMENTATION 7:
ENVIRONMENTAL SYSTEMS

ENVIRONMENTAL SYSTEMS - A COMMENTARY

There is some debate about the definition of Sustainability. The scope is wide, but the metrics are difficult. Perhaps the best starting point is still Gro Brundtland’s insertion in the Report of the World Commission on Environment and Development. http://www.un.org/documents/ga/res/42/arec/42-187.htm
“....meeting the needs of the present without compromising the ability of future generations to meet their own needs.”

But the question immediately follows: How do we focus and apply that? As individuals, there are a thousand decisions we make which have an impact on the future. But professionally, there are very few people who will have a greater impact than architects. You will be architects. The buildings you design will have an impact on the environment for generations.

To put that in perspective, Ed Mazria has documented in Architecture 2030 that buildings produce an enormous carbon footprint. The building sector uses nearly half of the energy consumed in the country. It uses nearly 75% of the electricity generated, which is currently a primary source of carbon from coal. Thus it is architects, more than any other group, which determine the course of the future in terms of resource consumption and environmental degradation. Do not point the finger at someone else. http://architecture2030.org/the_problem/buildings_problem_why

Every decision you make has permanent consequences. The following exercises help you to apply the things you know in order to change those permanent consequences.

Research into historical precedents shows that historic and vernacular buildings often responded to its place in society, in history and in the flow of architecture. But also responded to the climate in which these were built. Early buildings did not have the access to energy that society subsequently developed. As such, many of the precedents were necessarily climate responsive. They provided shelter without the use of energy. If you were paying attention, you learned a great deal about how to design a building that uses little energy in its environment.

In the Site Design documentation, you addressed the broader issues of sustainability. You determined Sustainable Performance Goals, Project Data + Climatic Types for your project. You described your sustainable goals. You created sun path diagrams, wind roses which allowed you to consider orientation and massing that would reduce energy loads and create comfort and even delight in your building. This is the exclusive domain of the architect. If you do not do this correctly, the building will remain a damaging presence for the rest of its existence.

The next topic of documentation makes the transition from the relatively passive responses to site, climate and orientation to the active systems which control the environment of the building and perhaps regenerate some of the resources consumed.

The biggest impact on the environment remains the energy flow. Water and other resources should also to be considered.
Appendix D, Assignment 7 Environmental Systems (continued)

ENVIRONMENTAL SYSTEMS - SYSTEMS SELECTION + COOLING LOAD SIZING: This documentation is designed to assess your understanding of the basic principles of environmental systems design. Successful responses will illustrate an awareness of the following concepts and their effect on a building’s occupants: embodied energy, active and passive systems, solar orientation, daylighting and artificial illumination, and acoustics.

From the standpoint of human comfort, architects design buildings to moderate the effects of climate. When passive strategies cannot provide adequate comfort, additional active means may be necessary. Selecting the appropriate HVAC system for a building depends on a number of interrelated variables, including climatic zones, economics, control requirements, integration, and building scale, among others. This exercise is designed to assist you in making the appropriate selection for your design project, and to understand how to size it.

SYSTEMS SELECTION: Utilizing the analysis generated in the Sustainable Building Enclosure Systems, propose active and/or passive heating and cooling strategies for your building. Consider the following as you make your selection: embodied energy, solar orientation, the particular context of the project site (i.e. climatic zone), user group(s), flexibility required, and cost. Provide a minimum of (3) specific reasons why the proposed strategies would be appropriate for your building. Also list potential drawbacks of the proposed system(s). Use the following chart to assist you in developing your selections:

<table>
<thead>
<tr>
<th>Energy Source:</th>
<th>Natural Gas</th>
<th>Oil</th>
<th>Electric</th>
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<th>Natural Energy</th>
<th>Other</th>
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<tbody>
<tr>
<td>All Air Systems:</td>
<td>VAV</td>
<td>High Velocity Dual Duct</td>
<td>Constant Vol./Reheat</td>
<td>Multi zone</td>
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<td></td>
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<tr>
<td>All Water System:</td>
<td>Four Pipe, VRF</td>
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</tr>
<tr>
<td>Air-Water System:</td>
<td>Air-Water Induction</td>
<td>Fan Coil w/ Supplementary Air</td>
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</table>

COOLING LOAD SIZE, EQUIPMENT SIZING + LOCATION: Typically, the size of an HVAC system involves specific calculations which determine the required capacity of the heating and cooling equipment. The required capacity of a building is affected by both external and internal factors including air temperature, sunlight, and heat gain generated by lighting, people and equipment. However, in the next section, you will approximate the required capacity using rules of thumb and will produce diagrams that illustrate an understanding of your proposed system.
Appendix D, Assignment 7 Environmental Systems (continued)

continued from previous page

RULES OF THUMB FOR SYSTEM SIZING:

Cooling Load Sizing
- Commercial/Public: 1 ton - 350 Sq.Ft
- Residential: 1 ton - 500 Sq.Ft.

Mechanical Rooms
- All-air/Air-water systems: 3% - 9% of gross building area;
- All water systems: 1% - 3% of gross building area;
- 12’ min. ceiling heights.

Equipment rooms should be sized to allow for maintenance of HVAC equipment (boilers, chillers), typically 2X length of equipment.

DRAWING: Systems Diagram: In an axonometric drawing, show the HVAC system you plan to use in your building. Indicate and label the major system components: cooling towers, air handling units, chillers, boilers, main trunk ducts, etc. Also illustrate your passive heating and cooling strategies and any proposed energy-generating components. Indicate shading devices, cross ventilation, stack effects, wind turbines, air manifolds, solar panels, water catchment basins, geothermal, and any other proposed building systems. Use colors to differentiate types of systems. Revisit your Sustainability - Fundamentals exercise as necessary during the development of this drawing.
Appendix D, Assignment 7 Environmental Systems (continued)

continued from previous page

Daylighting + Artificial Illumination  Electric lighting (and the associated heat gain required to cool it) has a tremendous impact on the total energy use of a building. The integration of daylighting principles as part of the design process provides energy savings and increases occupant satisfaction. The most successful daylighting strategies are coordinated with artificial lighting control and mechanical systems design of the building. Variables to consider include solar orientation, time of day, obstructions, area of glazing and the reflectance of both interior and exterior surfaces.

Daylighting Drawing  Create an overlay on your systems diagram that illustrates your daylighting strategies and how the incorporation of specific design elements (shading devices, facade systems, light shelves, window height/shape, etc.) can reduce the need for artificial illumination. Consider drawing an additional 2D section and/or cutaway axonometric through your building at critical locations - through important ‘public’ spaces - that shows how you are admitting natural light.

Acoustics  Noise and sound transmission can have a dramatic impact on the quality of occupied spaces. The purpose of this exercise is to create an awareness of potentially undesirable acoustic conditions and discuss strategies for how they might be mitigated. The assessment of the design project should consider a variety of factors including the proximity of the project to particular site conditions, room adjacencies, occupant loads/uses, and material properties.

Acoustics Drawing 1  Analysis Diagram. Analyze your current floor plan and site plan to locate potentially undesirable conditions that will affect the acoustic performance of an occupied space. Consider the following as your make your assessment: site context (adjacent roadways, industry, etc.), occupancy/use (retail environment vs concert hall, recording studio vs amphitheater, classroom vs restaurant, etc.), room adjacencies, and material performance (sound transmission, absorption, reflection, diffusion, etc.).

Acoustics Drawing 2  As part of your large-scale wall section, floor plan, and/or site plan, indicate architectural elements/design features (glazing, insulation, room geometry, room adjacencies etc.) and/or non-architectural elements/strategies (landscape, site design, etc.) that will improve the acoustic performance of your building.
### Appendix E, Sample Revised Waiver Petition Form

**USC School of Architecture**

**PETITION TO WAIVE MASTER OF ARCHITECTURE BASIC STUDY COURSE**

**Course ARCH 523a, 523b: Structural Design and Analysis** 3 units

#### Student Information:
- **NAME:** [Student’s Name]
- **MARCH TRACK (2 OR 3):** [Student’s Track]
- **TERM/YEAR OF ENTRY (EG, FALL 2023):** [Term/Year]

#### ARCH 523a and 523b Structural Design and Analysis Required Curricular Content

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<tr>
<th>Course</th>
<th>Required Curricular Topics Addressed</th>
<th>NAAB Criteria</th>
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<tbody>
<tr>
<td>1</td>
<td>Analytical Structural Mechanics, Stresses</td>
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<td>2</td>
<td>Behavior, Forces, Stresses, Material properties</td>
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<td>3</td>
<td>Structural Components: Axial, Bending, Combined, Elasticity</td>
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<td>10</td>
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#### Equivalent Courses

Fill out the table below for each course that contributes to waiver. It is important to note what topics are addressed by each course (put them in from above 6 columns labeled ‘Topics addressed: 12, 13, 17’). Submit materials for each course with a “Last Name C1 Stud Waiver PDF” (for course C1), use “C2” for course C2, etc. Identifying items in this table through markings is encouraged to expedite review. If more than one file is available for each course, please combine them into one submission. Each curricular topic item needs only be addressed identified once.

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Appendix F, Excerpt USC Architecture Five-Year Budget Narrative FY 2023

USC ARCHITECTURE FIVE-YEAR BUDGET NARRATIVE FY 2023

REVISION: MARCH 25, 2022 (ACCOMPANYING BUDGET SUBMITTED MARCH 25, 2022)

1. CURRENT STATUS / 5-YEAR OUTLOOK
   1.1 SCOPE, SCALE AND METRICS OF PROGRAMMATIC EXCELLENCE
   1.2 FIVE-YEAR OUTLOOK: FUTURE OF THE PROFESSIONS

2. ENHANCING STUDENT SUCCES
   2.1 STUDENT DIVERSITY
   2.2 STUDENT SUCCESS: ACADEMIC CULTURE, EQUITY AND INCLUSION
   2.3 STUDENT RETENTION, GRADUATION & EMPLOYMENT RATES
   2.4 STUDENT DEBT RATIOS

3. FINANCIAL PERSPECTIVES
   3.1 BUDGET FORECAST: REVENUE AND EXPENSE PROJECTIONS
   3.2 MARKET ENVIRONMENT / RISK ASSESSMENTS
   3.3 SPACE AND TECHNOLOGY NEEDS
   3.4 ADVANCEMENT AND FUNDRAISING

4. NEW ACADEMIC PROGRAMS
   4.1. CURRICULAR INITIATIVES FOCUSED ON DIVERSITY, SUSTAINABILITY
   4.2 NEW UNDERGRADUATE AND PRE-COLLEGE PROGRAMS
   4.3 NEW GRADUATE PROGRAMS
   4.4 NEW ONLINE PROGRAMS / COLLABORATIONS ACROSS SCHOOLS

5. RESEARCH, SCHOLARSHIP AND CREATIVE WORK ACTIVITIES
   5.1. CURRENT ACTIVITIES
   5.2. METRICS OF SUCCESS
   5.3 AREAS OF INVESTMENT / FUTURE GROWTH

6. FACULTY AND STAFF HIRING
   6.1 SUMMARY OF CURRENT FACULTY AND STAFF COMPOSITION
   6.2 FACULTY HIRING PLANS
   6.3 STAFF HIRING PLANS
1. CURRENT STATUS / 5-YEAR OUTLOOK

1.1 SCOPE, SCALE AND METRICS OF PROGRAMMATIC EXCELLENCE

USC School of Architecture is a premiere global design school, a 21st century platform for excellence in instruction, research and creative production on global cities and ecologies, processes of urbanization and cultural heritage; technologies, theories and histories about the built and natural environment. The School is comprised of over 100 faculty and over 670 students. Our academic programs span pre-college programs (A-Lab High School Program, Summer Explorations in Architecture) to professional degrees in architecture and landscape architecture at the undergraduate and graduate levels (Bachelor of Architecture, Master of Architecture professional, Master in Landscape Architecture + Urbanism professional), to post-professional research-based masters degrees (Master of Heritage Conservation, Master of Building Science, Master of Advanced Architecture Studies: City Design and Housing, Performative Design and Technologies). The School also has a constellation of certificates and dual degrees with the Viterbi School of Engineering, Price School of Public Policy, and Dornsife College.

The undergraduate BArch professional degree (nationally accredited) is the School's most selective and highest ranked. The School's Master of Architecture (MArch) (nationally accredited) and Master of Landscape Architecture + Urbanism (MLA+U) (nationally accredited) professional degrees are highly regarded due to well-respected faculty associated with these programs as well as well-regarded students, student work and graduates. The School's post-professional degrees (MBS-Master of Building Science; MHC-Master of Heritage Conservation, and newly launched MAARS-Masters of Advanced Architectural Research Studies) vary in their level of excellence. The MBS degree is widely respected for the rigor of training of students who focus on curtain wall and facade systems. The MHC degree, one of only a few offered in the West, possesses highly-regarded faculty but is not known nationally.

The mission of USC Architecture is to advance academic and design excellence, and advance bold social impacts - through research and creative work. Over the past 5 years, under my leadership and in partnership and collaboration with our constituencies, the School has achieved the following qualitative benchmarks:

1. We have cemented our legacy as a School that is sophisticated about the business of innovating how architecture is taught, how it is practiced and who it is for. We are profession-focused and socially engaged.

2. We are becoming a more comprehensive Architecture School with a wide constellation of impactful academic programs: robust pre-college programs developed for high school students; undergraduate and graduate professional degree programs; post-professional masters degree programs; and post-graduate fellowships.

3. We are expanding our intellectual, civic and cultural footprint locally, regionally and globally - with university partners, museums, cultural institutions, corporations and non-profits - to amplify the bold social impact of our faculty's research and creative work; and to connect our student leaders with an extensive network of engaged professionals from a variety of disciplines.

1.2 5-YEAR OUTLOOK: FUTURE OF THE PROFESSIONS

Over a 5-year period (2022-2027), the goals of our senior leadership is to make USC Architecture one of the top 7 schools of architecture in the nation (peers include: Harvard Graduate School of Design, Columbia Graduate School of Architecture, Preservation and Planning, Cornell University Department of Architecture, University of Pennsylvania Stuart Weitzman School of Design; University of Michigan Taubman College, and University of California at Berkeley College of Environmental Design) - a premiere 21st century global design school that 1) redefines academic excellence through a diverse student body and an integrated pedagogy that blends disciplinary knowledge with expertise in social justice and outreach experiences beyond the campus; 2) constructs an intellectual and social community that supports respectful debate and dialogue - amongst staff, students, faculty and supporters; and 3) develops a financial plan and facilities improvements that are competitive with Ivy-league peer institutions.
Collectively, over the past 10 years our peer and elite peer institutions have invested significant resources in all areas of their operations. For USC Architecture, we must continue to keep pace with these competitive investments and amplify and accentuate those things that make our School unique – such as our location, our student diversity, interdisciplinary initiatives, and forward-looking pedagogy. In academic and research excellence, we face challenges in providing balance between incentive funding, infrastructure (pre-award/post-award grant support), and teaching releases when appropriate. In culture/diversity - we face challenges in diversifying our graduate student body and making sure that our collective environment is truly inclusive and welcoming. In our administration, budget and finance activities – we face challenges in absorbing multi-year reductions in our net revenues as we invest in faculty, staff and new programs. In advancement and communications, we face challenges in keeping up with the necessary marketing and public-facing communications initiatives that fully expose our constituents to the impactful work of our faculty and students; and mounting the kind of ambitious fundraising campaigns that will captivate the donor and alumni communities.

As we scope peer competitors as well as major issues, topics and themes that the professions and disciplines represented at the School will face, the following summarize some of these findings:

1. **Diversity**
   - Visit underrepresentation of Black, Latinox Architects and Design professionals;
   - Visit underrepresentation of People of Color and Women in leadership positions within the professions and disciplines of architecture and design.

2. **Equity**
   - Inequality in and inequity in the built environment – caused by the distribution of resources (public, private, philanthropic) and the lack of commonly held definitions of "public goods" – has made delivering a built environment that is equitable for all extremely challenging.

3. **Sustainability: Climate, Materials, Technologies**
   - The planetary warming experienced globally, leading to more catastrophic environmental events, weather events, and pressures on the habitable built environment, are exceeding our policy solutions, leading to a scarcity of living conditions just as the majority of the planet’s human population are concentrating in cities and mega-urban environments. The built environment will need to innovate around new materials, new technologies, and more sustainable building practices.

4. **Cities, Urbanization, Health and Wellness**
   - With most of the global population now residing in cities and mega-urban regions, humans are re-evaluating their relationship with cities – as large cities lack the necessary infrastructure to support the populations that reside in them. Housing, mobility and transportation, location of work, and the capacity to be healthy are all factors leading to this crisis.

5. **Implications of Remote Work**
   - The recent global pandemic has elevated the discussion of the value, purpose, meaning and location of work. In addition, through advanced technology, many orders no longer need to be situated in commercial office space and can execute their work from virtually anywhere. This has led and is leading to dislocation of workspace from home space, and disruptions in human and social connection as well as the urban environment and its associated amenities for those who work in the urban core.

**GOALS & PLANS FOR FY 2023-28**

1) **21st Century Learning: Citizen Architects - Profession-Focused + Socially Engaged**
   a) Maintaining a world-class diverse and excellent faculty;
   b) Maintaining and building a diverse, excellent and selective undergraduate and graduate student body;
   c) Maintaining competitive academic programs and research opportunities;
   d) Maintaining global study abroad opportunities for students and faculty;
   e) Maintaining contemporary facilities and technology assets to support faculty and students.
Appendix F, Excerpt USC Architecture Five-Year Budget Narrative FY 2023 (continued)

2) Future of Cities: Democratizing Culture, Work and Housing in the Urban Future
   a) Supporting new academic programs in city design & housing, technology, and social practice;
   b) Supporting innovative research through new research centers and institutes;
   c) Developing research and creative cultural partnerships with LA-based institutions.

2. ENHANCING STUDENT SUCCESS

2.1 STUDENT DIVERSITY

UNDERGRADUATE STUDENT DIVERSITY
The School has been recognized as having a high-quality undergraduate professional degree in architecture for some time. More recently, the program has been highly ranked and has strong reputational regard amongst peer institutions and faculty across the country and world. The program attracts high aptitude students domestically, and enjoys strong brand presence amongst parents in China and Asia widely. Over these past 5 years, our BArch program has become more selective and is now one of, if not the most, diverse program in the nation. Our undergraduate program now has an admittance rate of 17% (vs. 32% five years ago). We have doubled our enrollment of Black American students from 4.2% 5 years ago to 8% and achieved 25% Latina, 24% Asian, 19% white, 22% international; and 65% women; First Gen 24% this year – we have done this by taking into account our applicants’ accomplishments both within and outside of the classroom.

2021 B. Arch Program Statistics:

- Number of Applicants: 1,065
- Admit Rate: 17%
- Net Yield: 49%
- Freshman Applicants - Asian: 17.8%
- Freshman Applicants - Black: 3.3%
- Freshman Applicants - Hispanic: 18.9%
- Freshman Applicants - White: 17.9%

2017 B. Arch Program Statistics:

- Number of Applicants: 674
- Admit Rate: 33%
- Net Yield: 41%
- Freshman Applicants - Asian: 20.6%
- Freshman Applicants - Black: 5.3%
- Freshman Applicants - Hispanic: 15.3%
- Freshman Applicants - White: 20.8%

As the Program Statistics from 2017 and 2021 above indicate, the School has taken definitive steps at addressing the lack of racial and ethnic diversity in its student body; and has also addresses socioeconomic diversity as the statistics on First Gen and Pell Grant recipients indicates. These goals were achieved using our holistic review process - taking into account overall and weighted GPA, recommendations, student essays, architecture and design portfolio, and standardized test scores if submitted. The admissions committee are sympathetic with our Diversity Liaison and undergo appropriate training available on campus to alleviate bias.

GRADUATE STUDENT DIVERSITY

Graduate student diversity efforts have not achieved steady success as of this year. The School has had an historically skewed applicant pool - across all graduate degree programs - towards foreign students, predominantly from Hong Kong and Mainland China. The School has seen recent recruitment efforts begin to be successful in increasing the numbers of domestic students in the entering classes of AY 2021-22, yet the continuing impacts of the pandemic are dampening international applications and placing stress on overall domestic demand for masters degrees in architecture.
Appendix F, Excerpt USC Architecture Five-Year Budget Narrative FY 2023 (continued)

2.2 STUDENT SUCCESS: ACADEMIC CULTURE, EQUITY AND INCLUSION

In 2017-18, the School began implementation of its 5-Year Diversity and Inclusion Plan addressing each population at our school: students, faculty, staff, alumni and external supporters (both on campus and in the region). We created the new Diversity, Inclusion and Admissions Committee (DIA Committee), which oversees both our 5-year plan and on-going admissions responsibilities each year. The Diversity Liaison is now a member of the Dean’s Cabinet and the chair of the DIA Committee. The Diversity Liaison and the DIA Committee wrote the comprehensive 5 year plan — which connected the DIA Committee with the 4 other standing committees to ensure each committee includes in its own agenda diversity, equity and inclusion work. Student composition for undergraduate students at the school is improving - particularly amongst first generation students, Black and Latinx students. Graduate student composition remains skewed towards international and Chinese students.

DIVERSITY / INCLUSION - PROGRESS FOR STUDENTS AY 2020-2022

- Reduced student class expenses due to digital platforms (positive impacts to low income students);
- Added Global Studies / Career Services staff position to Student Services;
- Anti-Aggressions and Bias workshop executed - March 2021;
- Held 4 Student Town Halls to discuss topics related to structural racism, democracy and space;
- Developed Anti-Discrimination reporting procedures to assist students;
- Increased Summer Scholarships for minority youth in the LA area to enroll in our Summer Exploration programs, by partnering with 5 local non-profit arts programs and local LAUSD high school;
- Hired first inaugural Citizen Architect Fellow to teach in A-LAB high school program and B.Arch program, and pursue research;
- USC Architecture graduate and undergraduate students received an Arts in Action grant to work directly with local high school students utilizing Architecture to explore ‘safe spaces’;
- USC Architecture Guild mentoring program providing mentoring to over 150 students;
- Developed targeted and curated outreach and information sessions in high-performing high schools with high URM populations, and conducted outreach to schools in Latin and South America;
- Instituted an admissions review - with emphasis on creative potential, including potential to increase diversity in the School; with increased emphasis on leadership, aptitude, curiosity and resilience. These processes resulted in more qualified URM applicants recommended for admission.
- Collaborating on workshops and initiatives with 5 other USC Art Schools (Dance, Theater, Art/Design, Cinema and Music) to conduct Arts Equity workshops;
- Developing revised Studio Culture and School Culture document to integrate the principles of Citizen Architects into our community foundations.

INCLUSIVE CULTURE: STUDIO AND CLASSROOM CULTURE POLICY (MANDATED BY ACCREDITING BOARD)

The School's Diversity Liaison is working with the faculty on a classroom and studio culture policy document. The national accrediting board for architecture schools mandates a “Studio Culture Policy” conceived by students. The School is working on integrating this with additional items that would include anti-bias, antiracism and professional comportment by faculty. We expect this to be completed within AY 2021-22.

INCLUSIVE CULTURE: ANTI-BIAS/ANTIRACISM TRAINING AND FORUMS

The School’s Diversity Liaison is working with the university, students and faculty on a required set of anti-bias and antiracism training to ensure that everyone at the School has foundational knowledge about the expectations for ethical professional conduct and advocacy for advancing a forward-focused strategy for achieving a more inclusive intellectual and social community. In Summer and Fall of 2020, the School held a Student Forum on Racial and Social Equity, and a Faculty, Staff and Student Forum on Racial and Social Equity. The conversations continued thru Spring 2020. The Diversity Liaison is actively revising the School’s 5-year DEI Strategic Plan to include and institutionalize various activities – this revision will be completed by Fall 2021.
PROFESSIONAL DEVELOPMENT: UNDERGRADUATE MENTORSHIP / NETWORKING
Aimed at expanding and diversifying what the USC Architecture student experience means, we have developed a set of peer mentorship programs aimed at increasing the representation and success rates for all students, and professional mentoring aimed at preparing our students for successful entry into the profession.

UNDERGRADUATE SCHOLARSHIPS
More than 25% of USC Architecture's incoming undergraduates represent the first generation in their families to go to college and/or are Pell Grant recipients (from families with household incomes below $60,000 a year). Each year, our students have over $400,000 in unmet needs related to the cost of books, materials, and supplies. Much of this is tied to academic programs that require expensive printing and model-making material and equipment. To allow for full and equitable access and opportunity for these and other students, USC Architecture will invest in and expand scholarships for tuition, room and board, materials, and supplies.

EXPOSURE: GLOBAL FELLOWSHIPS
The Global Studies Program provides opportunities that help students develop an understanding of the relationship between the built environment and culture. Undergraduate students study in Asia, Europe, Latin America and the Americas for an entire semester. Over 75% of students participate currently. An experience of one semester abroad or off-camps is now a requirement of our BArch program – the School will need to continue to provide the necessary resources to support students in financial need.

2.3 STUDENT RETENTION, GRADUATION & EMPLOYMENT RATES
The School maintains a high graduation rate - 92% (US Dept. of Education College Scorecard) - as is typical in professional degree-anchored programs in architecture. Retention rates are 97% (US Dept. of Education College Scorecard) - students returning after 1st year. Our students continue to perform well with job placement after graduation - 91% of our alumni were able to find employment within their first 6 months following graduation; 78% found employment within the first 3 months following their graduation. 67% of our students have summer internships while at USC; 48% of our students found their full-time jobs through USC Trojan Networks.

2.4 STUDENT DEBT RATIOS
Median Total Debt (BArch): $32,368
Salary after completing field of study (BArch): $49,437
(US Dept. of Education College Scorecard)
There are 74 graduates out of 91 on the Scorecard for B.Arch

USC Financial Aid reviewed 474 records of those who were eligible for need based aid (domestic and permanent resident students) who graduated between Fall 2016 and Spring 2021. The Office of Institutional Research confirmed that the College Scorecard information displays data for the last few years.

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Page 6, USC Architecture Five-Year Budget Narrative FY 2023
USC Architecture is a forward-looking platform that guides and inspires the next generation of students, designers and scholars to be Citizen Architects whose work is informed and inspired by the public discourse. In today’s ever-changing, complex world, it is more important than ever to provide our students with the education and resources they need to be confident within and beyond their discipline and to rise to the most difficult challenges. At USC Architecture, not only do we equip our students with the latest technical skills, but we also offer a unique learning experience that enables them to think more critically and creatively, to become better problem-solvers, and to have a keen understanding of the built environment within cultural, environmental, and geopolitical contexts. A multidimensional education is imperative to succeed and make a true impact in the 21st century.

For 100 years, USC Architecture faculty and graduates have pushed beyond the traditional boundaries of the field to pioneer many paradigm-shifting new practices of architecture. From innovative post-war housing programs and the advent of California Modernism to some of the 20th and 21st centuries’ most influential works, this vibrant tradition of ambitious and creative thinking is the driving force that propels USC Architecture, encouraging students and faculty to defy constraints and reimagine the possibilities of the field. Trailblazing graduates have also ventured into architecture adjacent fields such as industrial design, film and media, public policy, real estate development, construction management, and urban design — these too represent the limitless possibilities of a USC Architecture education.

From a foundation of rigorous research and inspired design, USC architects and scholars move fluidly from theory into practice. Embedded in one of the nation’s most respected research universities, the school nurtures an environment in which students and faculty collaborate across disciplines. By engaging the praxis of architecture in conversation with peers in the arts, humanities, STEM (science, technology, engineering, and math), and other disciplines, USC Architecture sparks connections that reveal new and previously unimagined solutions.
We believe that great architecture finds its most powerful expression through its impact on the lives lived within it, now and into the future.
CREATING UNMATCHED STUDENT OPPORTUNITIES

OUR VISION:
Recruit the most talented students across a spectrum of socioeconomic and ethnic diversity, ensure access and affordability, and deliver an education that is world-class, forward-looking, and ethical.

USC Architecture is leading to define academic excellence for a 21st century education — one that is committed to social equity as a core intellectual component of all its academic and research programs — and now the most diverse architectural program in the country.

PRE-COLLEGE ARCHITECTURE ENRICHMENT PROGRAMS
To increase our student applicant pool, including underrepresented students, into our Bachelor of Architecture and Bachelor of Science in Architecture programs, we are jumpstarting the student experience well before their arrival by expanding two signature programs:

USC A-LAB Architecture Development Program partners with Los Angeles Unified School District high schools to provide semester-long immersive instruction in architecture and design to rising juniors from underrepresented groups, exposing students to academics and practitioners who will guide them in developing design projects focused on social movements and city design. Participating students will receive year-long college readiness mentoring and assistance in assembling their design portfolios.

USC Exploration of Architecture is an intensive series of two-week and four-week summer programs that engage high school students from all over the world with architecture thinking and studio-based instruction. The design training is geared toward potential applicants to professional undergraduate degree programs in architecture and design.

UNDERGRADUATE SCHOLARSHIPS
More than 23% of USC Architecture’s incoming undergraduates represent the first generation in their families to go to college and/or are Pell Grant recipients (from families with household incomes below $60,000 a year).

Each year, our students have more than $400,000 in unmet needs related to the cost of books, materials, and supplies. Much of this is tied to academic programs that require expensive printing and model making material and equipment.

To allow for full and equitable access and opportunity for these and other students, USC Architecture will invest in and expand scholarships for tuition, room and board, materials, and supplies. Today USC Architecture students benefit from more than 75 endowed funds established by donors to support their academic careers through annual scholarship awards.

GLOBAL FELLOWSHIPS
The Global Studies Program provides opportunities that help students develop an understanding of the relationship between the built environment and culture. Undergraduate students currently study in Asia and Europe, with new programs in Mexico City opening up Latin America and the Americas for an entire semester. More than 70% of students participate currently, with a goal of 100% full participation. As the school works to make semester-long study abroad a core part of a USC Architecture education, the school will need resources to support students who require financial assistance in housing and travel costs.

UNDERGRADUATE MENTORSHIP AND PROFESSIONAL DEVELOPMENT PROGRAMS
Aimed at expanding and diversifying what the student experience means, we will develop a comprehensive set of mentorship programs aimed at increasing the representation and success rates for all students, particularly Black, Latinx, Indigenous, first-generation, and low-income students. We also will create a targeted undergraduate and graduate fellowship program aimed at expanding the number of underrepresented students who pursue post-professional master’s degrees and Ph.D. degrees in architecture and related subjects.

USC Architecture can both offer the profession a deep pool of talented graduates, but also empower student graduates to become leading
entrepreneurs. To increase opportunities and build a bigger pipeline between students and the profession, we will invest in more professional staff, create internship and externship programs, and subsidize student conference fees and professional organization memberships.

**POST-PROFESSIONAL AND MASTER’S DEGREE PROGRAMS**

Our suite of advanced post-professional master’s degree programs — MAARS (Master of Advanced Architectural Research Studies) and MAAS (Master of Advanced Architectural Studies) — enables the school to offer diverse degree concentrations that leverage expertise in city design and housing, performative design and technology, and social practice. Each degree concentration moves between real-world issues and innovative architecture thinking to explore ideas for radically rethinking the ways in which we design, inhabit, and build.

These degree concentrations position the school to deeply examine architecture’s role in remaking cities and social housing; developing technologies and applications that empower communities; and developing work at the intersection of art, architecture and social practice in cities and natural landscapes.

Through these diverse degree concentrations, the school will leverage its relationships with other USC schools, research centers, and institutes; non-profits and connections to the city’s vast cultural arts institutions. This initiative will support the MAAS and MAARS program and architects in the field to further their education and impact on cities and communities.

These new degree programs will complement an existing offering of flagship master’s degree programs, each highly sought, uniquely focused, and nationally ranked, in Master of Building Science Technologies; Master of Landscape Architecture + Urbanism; and Master of Heritage Conservation.

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**RECRUITING & RETAINING WORLD-CLASS FACULTY**

**OUR VISION:**

To recruit the best and most extraordinary faculty — a diverse group of scholars, theorists, practicing architects, urban designers and landscape architects, scientists and technologists, conservationists, and multi-disciplinary thinkers.

**CLUSTER HIRE INITIATIVE**

The Cluster Hires — a group of junior and mid-career tenured and tenure-track faculty whose research and teaching may cut across multiple disciplines — will provide the school with unique expertise in deepening connections between academia and the public, and engage issues of social justice. Their through-line of connection will be an unflinching aspiration to align the design disciplines to issues such as the right to the city, the right to housing, and remedies for entrenched inequity inscribed in the discipline.

**ENDOWED FACULTY PROFESSORSHIPS**

We will recruit diverse mid-career, accomplished faculty who contribute to USC Architecture’s groundbreaking research and inspire students with exceptional teaching. We will hire faculty in some or all these areas: design (architecture, landscape architecture), conservation/social practice, Latin American architecture history and theory, urbanism and technology, to keep pace with contemporary issues and students’ interests.

**POST-GRADUATE FELLOWSHIPS**

The next generation of world-class faculty begins with recent graduates of architecture degree programs. USC Architecture Fellowships — a new class of diverse scholars/designers who embody the school’s multidisciplinary approach and who aspire to be full-time academics — will provide fresh perspectives. The program will provide fellows with peer mentorship, access to university resources and research funding, and opportunities to teach a range of students.
RISING TO A NEW LEVEL OF ACADEMIC EXCELLENCE: RESEARCH CENTERS

OUR VISION:
To develop new research centers, provide vital research funding for faculty, and apply a collective voice to expand USC Architecture’s influence through academic and public programming. We will elevate academic excellence and lead in breakthrough research and innovation.

USC ARCHITECTURE: RIGOROUS RESEARCH + INSPIRED DESIGN
The USC School of Architecture is a dynamic platform for educating and inspiring citizen architects to analyze problems and create design solutions that both respond to the challenges of our time and embrace the promise of a better built environment. For 100 years, USC Architecture faculty and graduates have pushed beyond the traditional boundaries of the field to pioneer many paradigm shifting new practices of architecture. Deeply rooted in the city of Los Angeles and intensely connected to global concerns, USC citizen architects and scholars work shoulder to shoulder with our surrounding communities to develop, empower, and leverage local insight that enables them to become intelligent and intrepid practitioners, and forge creative solutions.

From a foundation of rigorous research and inspired design, USC citizen architects and scholars move fluidly from theory into practice. Embedded in one of the nation’s most respected research universities, the school nurtures an environment in which students and faculty collaborate across disciplines. The result of this multidisciplinary approach to practice is USC Architecture graduates are uniquely equipped to tackle the complexities of the built environment and bring new meaning to a tradition of great design. Over the last year, USC Architecture has strengthened its research culture by expanding opportunities for faculty and students, such as internal faculty and student grant programs, research seminars and symposiums, and improved communications. USC Architecture is launching two new research centers to further deepen and advance its research efforts.

CENTER FOR WELLNESS IN THE BUILT ENVIRONMENT
The Center for Wellness in the Built Environment (CWBE) will be based at the school of architecture, where designers and scholars with experience in construction, indoor environmental quality, building physics, architectural engineering, environmental design, and occupant activities are teaching and conducting research and creative work. The CWBE goals are to build a creative, interdisciplinary culture in promoting work in environmental sustainability, with a focus on human health, work productivity, comfort, and environmental resiliency. This goal will be accomplished through developing broad research questions to bring together a diverse group of experts for research projects, creating a platform for applied research, such as commissioned studies, collaborations with community organizations to carry out grant-funded projects, and self-initiated building technology-oriented projects, and by providing a platform for affiliated faculty and partners to network, collaborate, and initiate innovative projects.

USC SCHOOL OF ARCHITECTURE: PRIORITIES

24A
CONSERVATION, CULTURAL HERITAGE, AND SOCIAL PRACTICE INITIATIVES

OUR VISION:

USC Architecture will continue its focus on conservation of cultural heritage by exploring issues of urbanization, adaptive reuse, gentrification and dislocation of communities, and up-zoning through the school’s Master of Heritage Conservation (MHC) program, the only degree of its kind in California. Social practice will become increasingly important at USC Architecture, with renewed interest in how architects and designers navigate cultural infrastructure and art and civic discourse. USC Architecture will widen its gaze towards social practice — the intersection of architecture, infrastructure, and installation art, by partnering with some of LA's most impactful cultural arts institutions and supporting research and academic curricula that engage students and faculty.

In June 2020 USC and Getty acquired the 35,000-piece archive of trailblazing African American architect Paul Revere Williams (1894-1980) enabling the six-decade, comprehensive chronicle of a prolific designer and community activist. The archive is currently under collection management and being prepared for digitization by the Getty Research and Conservation Institute staff. The multiyear initiative will showcase scholarship, public education programs, exhibition and publications, inspiring new generations of architects, designers, urban planners, and builders.

ARCHITECTURE ENGAGED: PUBLICATIONS, EXHIBITIONS, SYMPOSIA, LECTURES

We will amplify USC Architecture’s voice and expand its influence by reaching a variety of constituencies and audiences through publication series, lectures, conversations and symposia series, exhibitions and installations, and public programming.

21ST CENTURY FACILITIES

Harris Hall, the original and core facility for USC Architecture's academic programs, has seen little change since it was built and housed about 80 students. Today, along with the adjacent Watt Hall, it supports more than 700 students and approximately 100 faculty.

The school completed a comprehensive feasibility study in 2018, and concluded that the contemporary demands of an architecture school for the 21st century — innovative classroom and studio space, robust digital fabrication and maker spaces, social space, and convening and exhibition spaces — must be met for the school to compete favorably and recruit aggressively with peer institutions and academic programs.

With a major transformative gift and/or substantive major gifts, the school can make physical learning transformations to its entire campus and build for the next 100 years of the school’s aspirations. Additionally, the school seeks select space off-campus to situate its global study programs. Investment in these spaces will allow the school to have a branded presence.

TRANSFORMATIVE OPPORTUNITIES

With a transformative gift for endowment and renovation of its major spaces, the university will offer up naming of the school in a donor’s honor.
BECOMING INVOLVED IN OUR MISSION

FOR MORE INFORMATION ABOUT SUPPORTING THE SCHOOL'S PRIORITIES AND STRUCTURING YOUR GIFT OPTIONS, please contact Kirsten Peterson Johansen, Assistant Dean of Advancement, at Kirstepj@usc.edu at 213-821-5402.
Appendix H, Paul Revere Williams Archive Initiative

THE PAUL R. WILLIAMS ARCHIVE INITIATIVE

A TRANSFORMATIVE ACQUISITION

AN INFLUENTIAL NEW CENTER

INSPIRING FUTURE GENERATIONS

USC School of Architecture
Appendix H, Paul Revere Williams Archive Initiative (continued)

OVERVIEW

The USC School of Architecture, led by Dean Milton S. F. Curry, has been carefully preparing to establish a groundbreaking new center with global impact—the USC Center for Architecture + City Design. This will be the first research/outreach center established at the school, and it will be central to the school's continued prominence and impact. Global cities are growing and urbanizing at a fast pace, while simultaneously facing intense pressures on many fronts including rampant inequality, homelessness and refuge crises, and environmental challenges. The USC Center for Architecture + City Design will link scholars and designers with communities and municipalities to pursue rigorous academic scholarship and critical creative work that provides new thinking on intractable problems. Such vital and important work will be appreciably strengthened through an association with one of the school's most important graduates—the trailblazing architect Paul Revere Williams.
Appendix H, Paul Revere Williams Archive Initiative (continued)

A TRANSFORMATIVE ACQUISITION

The USC School of Architecture is honored to become the primary steward of the professional and cultural work of architect Paul R. Williams. The Paul R. Williams Archive will be a central feature of the new USC Center for Architecture + City Design. As custodian and curator of this prestigious archive, USC Architecture will provide an invaluable permanent resource for scholars, researchers, and educators to study his essential architectural work as well as the social progress he championed. Our goal is to advance Paul Williams's legacy and share it with new and diverse audiences through scholarly discourse, research, major exhibitions, academic publications, and other activities.

USC Architecture is actively seeking founding partners in support of this landmark acquisition and related programming. The school aims to raise $13.5 million over the next 5 years to establish the USC Center for Architecture + City Design, to preserve and care for the Paul R. Williams Archive, and to recruit faculty and staff who will build academic and research programs to advance the center’s mission. This important initiative will have a lasting, transformative impact on USC students and faculty as well as scholars from all over the world, and will solidify the school’s role as an academic cultural institution for generations to come. An initial gift of $2 million will cover the costs of migrating the Paul R. Williams Archive to USC and ensure its preservation and legacy.

ABOUT PAUL REVERE WILLIAMS

Born in downtown Los Angeles in 1894, Paul Revere Williams made an indelible impact on LA’s diverse landscape. An eclectic architect, his unique architectural language evolved over his career, ranging from Spanish colonial to European modernist influences, and he helped lead a movement to integrate architecture into its environment—considering local climate, geography, and the quality of light. With a career spanning nearly six decades and more than 3,000 structures, Paul Williams was involved in the design and transformation of iconic Los Angeles landmarks such as the LAX Theme Building, the Los Angeles County Courthouse on Bunker Hill, the Shrine Auditorium, the Beverly Hills Hotel, and the First African Methodist Episcopal Church, to name just a few. In 1923 he became the...
first African-American member of the American Institute of Architects, and in 1939 he won the AIA Award of Merit. In 1957, he was the first African-American elected to the AIA’s College of Fellows. By the time of his retirement in 1973, Paul Williams’s buildings had been erected around the country and abroad. He had worked on projects for Hollywood celebrities such as Lon Chaney and Barbara Stanwyck, and had served on commissions for several U.S. presidents—all of which helped to cement his legacy as a groundbreaking architect who achieved what had previously been impossible for African-Americans.

Beyond Williams’s achievements as an architect, he is viewed as a pioneer for the African-American community—a man who broke racial barriers, sought to improve and foster his own community, and believed it was important to give back to the African-American people of Los Angeles and elsewhere by staying involved and engaged. Williams served on the boards of several historically black universities and designed buildings, churches, youth centers, and more for his own neighborhoods, not just those of his white clients. His legacy as an active member of the African-American community is well-recognized. He held honorary degrees from Howard University and Lincoln University, and in 1953 the NAACP awarded Williams the Spingarn Medal for his outstanding contributions as an architect and pillar of the community.

THE PAUL R. WILLIAMS ARCHIVE

The Paul R. Williams Archive is of considerable size and depth. With a total volume of approximately 241 cubic feet, the archive material is thorough and most complete—containing plans for approximately 524 different projects and in excess of 10,000 drawings spanning the entirety of Williams’s career. The types of material—which include original sketches; presentation drawings; project plans, including elevation drawings and hand-colored sketches; photography; billing and office records; correspondence and historical documents; print media/online publications; handwritten notes and sketches; and personal items—also vary greatly, giving depth to the contents of the archive.

A significant aspect of the Paul R. Williams Archive is that a majority of what is included is unique. Williams was active during a time in which his firm and his clients relied on drawings and small reproductions that were created solely for internal use through the duration of a project and were not widely distributed. Consequently, these plans, drawings, and sketches cannot be found elsewhere. Another important characteristic of the archive is its high ratio of research value. Based on the appraisers’ inspection of the subject property and their experience with architectural material, it is clear that a vast majority of the Paul R. Williams Archive
Appendix H, Paul Revere Williams Archive Initiative (continued)

contents offer a great deal of information that will be of significant use, value, and importance to students, scholars, historians, curators, and critics engaged in the study of architecture, African-American history, and the growth of Southern California from the 1920s through the 1980s.

The subject and content of the Paul R. Williams Archive is multifaceted and inspiring. Williams is distinguished from an architectural point of view, having worked for a wide clientele and mastered a large number of architectural styles with a perfectionist's attitude. This fact is well documented through the sheer number of plans and drawings available in the archive.

In addition to the extensive archive material pertaining to Williams's long architectural career, a great deal of the Paul R. Williams Archive consists of material highlighting his significance as a public figure in Los Angeles and his role in the African-American community, including correspondence with government leaders, clients, and other African-American leaders of his time. This material sheds light on Williams's personal strife growing up in a segregated America, witnessing the Civil Rights Movement and the continued racial biases he faced as a professional and as a civilian, while also highlighting the African-American experience from the 1920s to the 1980s. This dual attribute is an exceptional and important characteristic of the Paul R. Williams Archive, and clear proof of his eminence as both an architect and a pioneering member of the African-American community.

It is important to note that a vast majority of the office records and client files belonging to Paul Williams's firm were reportedly destroyed in a fire during a period of civil unrest in the early 1990s and are consequently not
Appendix H, Paul Revere Williams Archive Initiative (continued)

...a part of the archive. Thus, while the archive may be strictly considered to be technically "incomplete," the remaining documents are all the more valuable.

**GOALS OF THE PAUL R. WILLIAMS ARCHIVE INITIATIVE**

As the permanent home of the Paul R. Williams Archive, the USC School of Architecture aims to achieve the following overarching goals: 1) allow scholars and the public appropriate access to the archives for viewing and for the production of new scholarship on Paul R. Williams; 2) ensure that the archive is safeguarded in perpetuity through appropriate best practices and standards for storage, digitizing, and cataloguing, and 3) catalyze innovative scholarly appraisal and reflection on the archive through select publications, exhibitions, convenings and other activities.

**EDUCATIONAL + PUBLIC PROGRAMMING**

USC Architecture aims to utilize the archive to increase public awareness of the singular work of Paul Revere Williams, inspiring a deeper appreciation of his contributions to Los Angeles and beyond and celebrating his legacy as a USC Architecture alumnus. To that end, the school, together with institutional partners, intends to produce several public programs—including a major exhibition, an academic-level scholarly book and exhibition catalogue, and a robust symposium on the life and work of Paul Williams.

**CONSERVATION + PRESERVATION**

The USC School of Architecture, university, and select strategic partners will ensure the application of specialized techniques to examine, document, and treat all archival materials following professional standards and best practices. We will also digitize the Paul R. Williams Archive to extend the life of the physical holdings and make the materials easily accessible to scholars and researchers worldwide. The school is exploring partnerships with a number of institutions as it relates to the conservation, preservation, and accessibility of the Paul R. Williams Archive.

USC Architecture is also exploring partnerships with cultural institutions as part of a long-term strategic plan to expand and amplify the legacy of Paul R. Williams through ongoing public programming. These initiatives will also align with Dean Curry’s overall vision for USC Architecture to expand its role as an academic cultural institution.
Appendix H, Paul Revere Williams Archive Initiative (continued)

USC Architecture aims to utilize the archive to increase public awareness of the singular work of Paul Revere Williams, inspiring a deeper appreciation of his contributions to Los Angeles & beyond.
Ensuring that the Paul R. Williams Archive quickly becomes a globally prominent research center for American architecture will require sufficient and dedicated financial resources. Our five-year, $13.5 million fundraising goal for the Paul R. Williams Archive Initiative includes archive acquisition, evaluation, cataloguing, and digitization; leadership and administration; public exhibitions and symposia; fellowship awards and scholarships; and publications/marketing.

**ABOUT THE USC CENTER FOR ARCHITECTURE + CITY DESIGN**

Seventy percent of the world’s populations now live in cities. It is more important than ever, then, to ask “What is a smart city, a resilient city? What do democracy, equity and justice mean for those who live in cities? How are these concepts experienced and how are they spatialized? What is the role and impact of cities in the future of sustainability and energy, human health, economic and fiscal policy, and education?”

We believe fundamentally that architecture will play a key role in analyzing these problems and others and in providing new perspectives and solutions.

Global cities are growing and urbanizing at a fast pace, while simultaneously facing intense pressures on many fronts including rampant inequality, homelessness and refugee crises, and environmental challenges. The USC Center for Architecture + City Design will link scholars and designers with communities and municipalities to pursue rigorous academic scholarship and critical creative work that provides new thinking on intractable problems. The new USC Center for Architecture + City Design will strengthen the USC School of Architecture’s leadership role in this emerging field.

By providing tools and resources to support critical faculty research, as well as educational and research opportunities for students, the center will help the school to instigate some of the field's most paradigm-shifting changes. The new ideas and knowledge produced by the center will provide intellectual support for a non-traditional vision of the urban environment and produce actionable proposals for urban development.

**KEY ACTIVITIES INCLUDE:**

- **Faculty Recruitment:** A prestigious center will help the school to recruit this discipline’s most prominent faculty leaders and most promising junior faculty.
- **Graduate Fellowship Program:** The center will help design and administer a graduate fellowship program to recruit and support a new breed of architects who can draw upon multiple fields as they conduct groundbreaking research. Endowed research fellowships for exceptional graduate students and postdoctoral fellows will help the school to attract collaborative individuals, who will be selected on the basis of their academic achievement and the promise of their scientific research.
- **Academic Program Development:** The center will help provide the intellectual underpinnings to create a new master’s degree program with an emphasis on city design and urbanism, with tracks focusing on the Americas, Asia, & Africa.
- **Exhibitions and Symposia:** USC Architecture will present the first major exhibition of Paul R. Williams’s work to draw attention not only to his work, but to the new center.
Appendix H, Paul Revere Williams Archive Initiative (continued)

The USC Center for Architecture + City Design will, in turn, help fuel a period of experimentation, growth, and leadership at the school and in the profession of architecture. This period, not unlike the postwar period that produced out-of-the-box thinking, will be marked by innovative teaching, transformational faculty, students who possess intellectual curiosity and potential for leadership, and expansive engagement across the school’s constituencies and supporters.

THE WIDNEY SOCIETY

The University of Southern California will be delighted to celebrate your generosity by inducting you into its prestigious Widney Society, which celebrates benefactors who donate $1 million or more in gifts or pledges to USC during their lifetimes. Named after Judge Robert Maclay Widney, USC founder and benefactor, the Widney Society recognizes the extraordinary generosity and foresight of these donors, who have enabled some of USC’s most significant accomplishments and helped accelerate the university’s academic ascent. Membership in the Widney Society has many benefits, including invitations to annual galas and other exclusive events, and inclusion in an international network of USC supporters.

We invite you to join us as we leverage the power of architecture to shape our world and its citizens.

ABOUT USC

The University of Southern California is one of the world’s leading private research universities. An anchor institution in Los Angeles and a global center for the arts, technology, and international business, USC’s diverse curricular offerings provide extensive opportunities for interdisciplinary study and collaboration with leading researchers in highly advanced learning environments.


USC’s distinguished faculty of 4,000 innovative scholars, researchers, teachers, and mentors includes five Nobel laureates and dozens of recipients of prestigious national honors including the MacArthur “Genius” Award, Guggenheim Award, National Medal of the Arts, National Humanities Medal, National Medal of Science, National Medal of Technology and Innovation, and the Pulitzer Prize.
AN INVITATION

USC School of Architecture respectfully requests your consideration for a leadership gift to support the Paul R. Williams Archive Initiative as well as important educational and public programming related to this collection. A gift may be structured over a maximum period of five years and payable in cash or securities. Bequests and/or other appropriate estate gifts may be designated, at the time of maturity, for future needs but may not be used to initially fund this acquisition.

OPPORTUNITIES FOR SUPPORT

| USC Center for Architecture + City Design | $5,000,000 |
| Paul R. Williams Archive Acquisition      | $2,000,000 |
| USC Center for Architecture + City Design Directorship | $2,000,000 |
| USC Center for Architecture + City Design Fellowship | $1,000,000 |
| Faculty Research Awards                     | $250,000 & above |
| Scholarship Awards                          | $100,000 & above |
| Exhibition Sponsorship                      | $100,000 & above |
| Publications Sponsorship                    | $50,000 & above |

In appreciation of your philanthropic commitment to this landmark acquisition of the Paul R. Williams Archive, there are a number of ways that we may recognize your support in university and school materials, whether in print, online, or onsite.
Appendix H, Paul Revere Williams Archive Initiative (continued)

For more information, please contact:
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Assistant Dean of Advancement
USC Architecture
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213-821-5402
Appendix J, A-LAB Case Document

Most recent A-LAB cohort, Spring 2023 – field trip to Art + Practice
Appendix J, A-LAB Case Document (continued)

A-LAB ARCHITECTURE DEVELOPMENT PROGRAM
A-LAB DASHBOARD

2021
A-LAB Program launches in partnership with LAUSD

4 + 20
Students earn 4 units of USC credit
Students earn 20 units of HS credit

56
Total students over 4 semesters
FA21 & FA22 Foshay (28 students)
SP22 & SP23 Wash Prep (28 students)

1
Newly renovated, high tech, collaborative studio on campus at the USC School of Architecture

4
Student cohorts
70% Latina / 30% Black
60% female / 40% male

3 / 5 / 80 / 100
3hrs per day, 5 days per week, 80 days fall semester or 100 days spring semester

1 million +
In gifts and pledges from individuals, firms, and foundations

Grants
Generous support from USC Good Neighbors and California Department of Education via LAUSD

Awards
Winner of a 2020 Diversity Achievement Award from the Assoc. of Collegiate Schools of Architecture

30+
Guest faculty and external speakers

0
Cost to student

A-LAB ARCHITECTURE DEVELOPMENT PROGRAM
LOGISTICAL OVERVIEW

Launched Fall 2021
Program Length: One semester, 140 days

60-120 students

30 hours/week, 3 days/week, embedded into the individual's daily class schedule

Location: On-campus at the USC School of Architecture, studio space outfitted with tech

Students:
Type: Underrepresented youth from select local LAUSD high schools, Partnership embedded with Foshay Learning Center, Washington Prep High School

AY 2021-22 enrollment:
Fall 14 students
Spring 14 students

AY 2022-23 enrollment:
Fall 15 students
Spring 15 students

Eligibility:
Min. 2.0 GPA, 9th attendance record, completed geometry

Credit:
4 units of USC credit (ARCH 101b) - 26 units of required high school credit, completion of VTA architecture 2201 (Engineering Drawing)

Instruction:
1. Design Director Faculty + 1200m Architect Fellow + 1 USC undergraduate student
2. Teaching Assistants + 1 LAUSD Staff, Faculty to student ratio is approx. 1:10

Funding:
The program is funded as a local district initiative. It is designed to generate support and leverage of USC Architecture, and grants from the school district and others

Similar programs:

Contact:
Student outcomes:
1. Developing design projects grounded in social issues and designers for local sites: Students can engage with real-world projects that align with their interests
2. Professional development: exposes students to real-world work, office visits, etc.
3. Urban Design studies: prepares students for successful admission to college, as well as portfolios in design, visual arts, and more

UAB Chief Academic Officer, Alison Towery, proudly views A-LAB student work

LAUSD Chief Academic Officer, Alison Towery, proudly views A-LAB student work
Appendix J, A-LAB Case Document (continued)

春 2022 A-LAB 学生向美国各地的教授展示作品，作为年度 ACSA 会议的一部分

METRICS OF SUCCESS

INCREASED COLLEGE ACCEPTANCES

INTERNSHIPS

CTE PATHWAY COMPLETION, COLLEGE CREDIT, AWARDS

IMPROVED GPA

RE-ENGAGEMENT IN EDUCATION

TRANSFORMATIVE PERSONAL GROWTH
Appendix J, A-LAB Case Document (continued)

METRICS OF SUCCESS
Excerpts from the article ‘Building A Brighter Future’, written by Katherine Reynolds Lewis, published on Jan 27, 2023 in KQED (National Hispanic Journalists Association)

Foshay Student, 1st cohort

ACCEPTED FOR ADMISSION TO:
BERKELEY, UCSB, UCD, UCSC, 4 CAL STATES

“Before joining the architecture prep program at the University of Southern California in her junior year of high school, Elide Mejia Ellis planned to study health and become a doctor. She didn’t know what being an architect entailed and her only experience in design was rearranging the furniture in her room. Then she went through USC’s A-Lab program, and everything changed.

‘A-Lab influenced me until this day. It opened my mind to see there’s more of what I could study, I could have an opportunity in the field.’”

Wash Prep Student, 2nd cohort

ACCEPTED FOR ADMISSION TO:
USC, LMU, UCI, UCR, 4 CAL STATES

“Another Los Angeles high schooler, Ashley Neparecrena, planned to attend a two-year community college program before applying to a four-year university. Like Mejia Ellis, she’d be her family’s first in college. But after the exposure to USC through A-Lab and support from its faculty, she applied to three private universities and several University of California campuses. The change in college plans grew from Matchison and her team’s information and coaching about applications, scholarships, and financial aid.

Neparecrena said she was encouraged by learning that private universities accept students for a variety of reasons — some of which may be idiosyncratic or beyond her control. ‘It doesn’t mean that you’re not worthy of them,’ if you don’t get in, she says. ‘I’m more strongly decided to go (straight) to a four-year university and like, knock it all down.’”

STUDENT TESTIMONIALS

Sam, Washington Prep, member of 2nd A-LAB cohort, admitted to USC Class of 2027, studying Architecture

“I wanted to take a moment to express my sincere gratitude for the support and guidance you have provided me throughout my academic journey. It was through your A-Lab that I discovered my passion for Art and Architecture. Your guidance and encouragement helped me hone my skills and develop a deep appreciation for the field.

I truly appreciate the time and effort you have invested in me. Your dedication and commitment to your students have made a significant impact on my life, and I will always be grateful for your mentorship. Thank you once again for everything you have done for me. Your support has been invaluable.”

John, Foshay Learning Center, member of 1st A-LAB cohort, admitted to USC Class of 2027, studying Computer Games

“I will always be appreciative of how you consistently expressed your confidence in me. I definitely needed to hear that at that particular moment! I also want to thank you for allowing me to participate in the A-Lab program. I was happy to be there because it allowed me to discover a lot about myself! I believe the A-Lab program and you were the reason I was accepted to USC.”

Sam, recipient of inaugural John Labbs + Frank Ebyhrner Student Achievement Award and Scholarship

41A
STUDENT GROWTH MEASURED THROUGH EXIT INTERVIEWS

Did you experience personal growth during A-LAB? 100% responded ‘Definitely, Yes’

Do you feel more connected to your classmates in A-LAB than you usually do with classmates in a typical high school class? 100% responded ‘Definitely, Yes’

Has A-LAB changed how you see the built world around you? 100% responded ‘Definitely, Yes’

As a result of A-LAB, will you consider studying architecture in college? 67% responded ‘Definitely, Yes’ and 22% responded ‘Yes’ and 11% responded ‘Might or Might Not’

Did A-LAB positively change your attitude about college? 88% responded ‘Definitely, Yes’ and 12% responded ‘Yes’

A-LAB has helped me understand the steps I need to take in order to apply to college. 100% responded ‘Strongly Agree’

GENEROUS SUPPORTERS

Billie Tsien + Tod Williams Architects
CO Architects
David and Mary Martin, MADWorkshop Foundation
Frederick Fisher & Partners, Inc.
Ford Foundation
Jim House / House & Robertson
John Labib, Labib+Funk Structural Engineers
Gary Handel, Handel Architects
Los Angeles Unified School District
LPA Architects, Jon Mills
NBCUniversal Comcast
Ralph M. Parsons Foundation
SHoP Architects
Simon K. Chiu
SVA Architects, Socorro and Ernesto Vasquez
USC Architectural Guild
USC Good Neighbors Program
Victor MacFarlane; MacFarlane Partners