



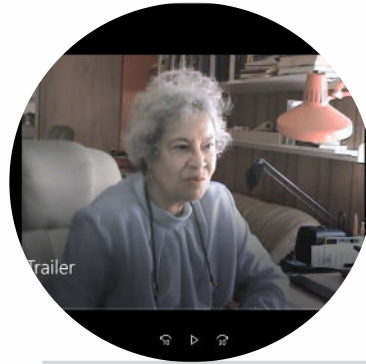
CONTENTS

PROFESSIONAL TIMELINE	2
RESEARCH ON ARCHITECTURE EDUCATION	3
UNVEILING ARCHITECTURE EDUCATION	4- 6
CULTURALLY RELEVANT TEACHING	7 - 12
SCHOLARSHIP	13- 14
GRANTS AND FUNDED RESEARCH	15
CREATIVE WORKS	16
NATIONAL RECOGNITIONS	17- 18
LEADERSHIP AND SERVICE	19- 20

PROFESSIONAL TIMELINE



2



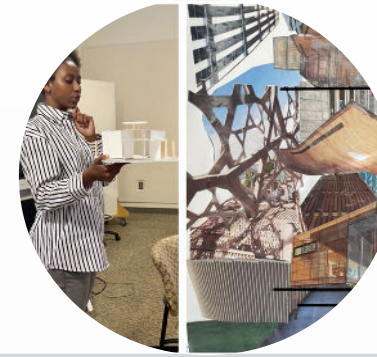
**TUSKEGEE UNIVERSITY,
ARCHITECTURE
INSTRUCTOR / ASST.
PROFESSOR (FALL '93
– FALL '06)
ASST. SCHOOL HEAD
(FALL '05)**

13 years



**AUBURN UNIVERSITY,
DIRECTOR OF
MULTICULTURAL
AFFAIRS AND FACULTY
MEMBER IN
ARCHITECTURE AND
THE MASTER OF
COMMUNITY
PLANNING,
CADC, SPR. '06 –
SPR. '16**

10 years



**TUSKEGEE UNIVERSITY,
DEAN, ROBERT TAYLOR
SCHOOL OF
ARCHITECTURE AND
CONSTRUCTION
SCIENCE (TSACS),
SPR. '16-'23;
CURRENT PROFESSOR,
ARCHITECTURE AND
DESIGN SPR. '16 –
PRESENT**

8 years

**EXECUTIVE ASSOCIATE
DEAN, THE GRADUATE
SCHOOL, JUNE 1, 2025
– PRESENT**



**Tuskegee Opportunities:
Visualizing the Future
[Click here](#)**

**TUSKEGEE UNIVERSITY,
INTERIM PROVOST AND
VP FOR ACADEMIC
AFFAIRS, SPR. '20 –
FALL '20**

1 year

ARCHITECTURE EDUCATION RESEARCH

- *The Educational Debate on the “Edumacated” Black Architect* (2009), published in the *Journal of History and Culture*, examines Booker T. Washington’s apprenticeship model established in the late 1800s. (Photos 1, 2, and 3)
- The analysis explores how this model contributed to the historical exclusion of African American/Black women from architecture education and professional practice and argues that this legacy of exclusion continues within many Predominantly White Institutions.
- The research emphasized the urgent need for more inclusive and culturally responsive approaches to architecture education.
- The scholarship revealed that architecture education in the United States has often failed to address the invisible cultural dimensions embedded within its pedagogical traditions.
- Along with other architecture scholars, the article asserts that the discipline must intentionally develop culturally grounded approaches to teaching and learning.
- These approaches aim to support all students—particularly African American/Black women—in cultivating their skills while embracing diverse design perspectives, methodologies, and attitudes.
- The findings directly informed the edited book, *Space Unveiled: Invisible Cultures in the Design Studio* (2014).
- *Space Unveiled* was developed through collaborative research on architecture education with Akel I. Kahera, Executive Director of the *Journal of Architectural Education: History and Culture*, Don Armstrong, former associate professor at Tuskegee University, and other scholars featured in this portfolio. This collaboration informed and shaped Bell’s scholarship on architecture education produced between 1993 and 2015.

THE EDUCATIONAL DEBATE...

On the “Edumacated” Black Architect

CARLA JACKSON BELL, Ph.D.

Abstract

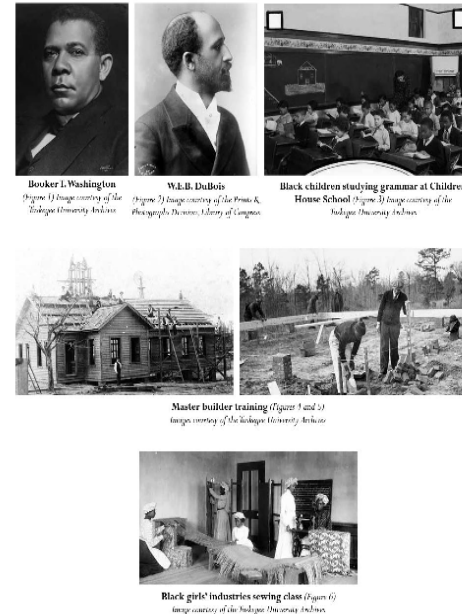
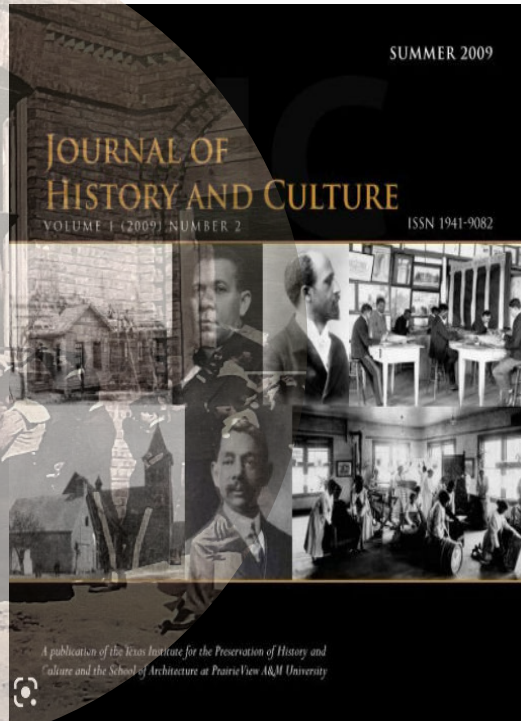
The educational debate between Washington and Du Bois is a historical perspective which highlights the disagreement in America on the philosophy and purpose of education for Blacks, particularly women, in early 19th century America. It places a liberal arts education versus an industrial education, a polarization that had and still has broad implications for professional programs. In this article, the debate is reflected in a subsequent architectural apprenticeship approach (i.e., master builder training) and its omission in modern architecture education which has resulted in the “edumaction” of Black architects. The scholarly literature argues that Washington’s master builder training made entry into the field of architecture difficult for women. Today, Black women continue to remain underrepresented in the ranks of licensed architects, and the most renowned White schools of architecture have a low percentage of Black students. This article is particularly directed toward minorities and women, especially Black women, in architecture, planning, and construction programs who may experience special hardships such as isolation, marginalization, stereotyping, and discrimination. It is also directed to the teachers who train these students to contextualize the current problems their minority and Black women students face.

Introduction

History reveals that prior to the 19th century, most Blacks were not educated in colleges and universities, and Blacks were barred for the most part from higher education. A series of normal schools were created to produce Black teachers to teach the untaught. Systematically, these schools were intended to provide Blacks with an “edumaction” “ed you macation” or just simply the means to “educate yourself.”

An “edumaction” has and is still taking place amongst America’s disfranchised populace (i.e., Black students), especially in public elementary and high schools. Based on the history, I question if Black students in these schools have a fair chance at an equitable and gainful education instead of remaining in schools that don’t necessarily work for them?

Black students still suffer from an educational set of assumptions created in the 19th century about what was appropriate for their education. Understanding this evolution is best done by looking at the educational debate



UNVEILING ARCHITECTURE EDUCATION: A MODEL FOR CULTURAL CHANGE

Book: Editor, *Space Unveiled: Invisible Cultures in the Design Studio*. Routledge Research in Architecture Series. London and New York: Routledge, 2014.

Forward and Chapter Eleven: Reality-Based Learning in Design Studio Education by Dr. Sharon E. Sutton

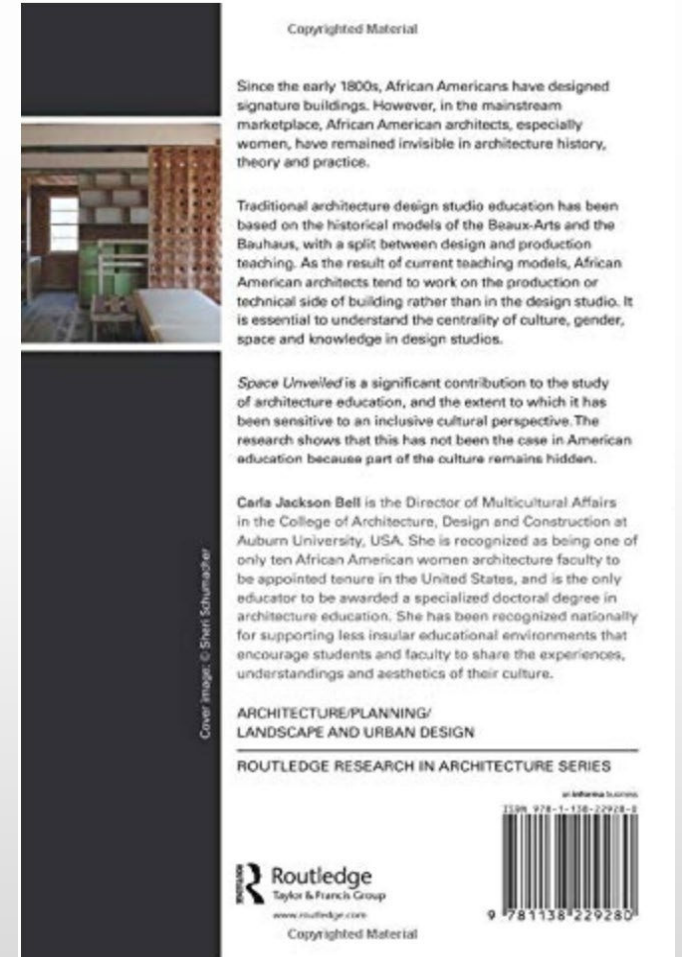
- As the first book of its kind in the field, *Space Unveiled* confronts structural inequities in architectural education by **unveiling** hidden systems of exclusion and power.
- *Space Unveiled* documents and **unveils** culturally relevant teaching practices in architecture and design education, highlighting effective pedagogical strategies for students of color, particularly African American women.
- The edited book builds upon and **unveils new interpretations** of the Washington–DuBois educational debate within the context of design education.
- The book is informed by academic leadership experiences at Tuskegee University and Auburn University, **unveiling institutional practices** that shape curriculum and culture.
- Bell contributed five chapters in collaboration with 26 educators and scholars across architecture and related disciplines, collectively **unveiling diverse perspectives and teaching methodologies**.
- The book advances an inclusive, equity-driven curriculum by **unveiling and challenging** traditional academic paradigms.
- This work makes a significant scholarly contribution by **unveiling critical connections** between equity, culture, and design pedagogy.



SPACE UNVEILED

Invisible cultures in the design studio

EDITED BY
CARLA JACKSON BELL



Copyrighted Material

Since the early 1800s, African Americans have designed signature buildings. However, in the mainstream marketplace, African American architects, especially women, have remained invisible in architecture history, theory and practice.

Traditional architecture design studio education has been based on the historical models of the Beaux-Arts and the Bauhaus, with a split between design and production teaching. As the result of current teaching models, African American architects tend to work on the production or technical side of building rather than in the design studio. It is essential to understand the centrality of culture, gender, space and knowledge in design studios.

Space Unveiled is a significant contribution to the study of architecture education, and the extent to which it has been sensitive to an inclusive cultural perspective. The research shows that this has not been the case in American education because part of the culture remains hidden.

Carla Jackson Bell is the Director of Multicultural Affairs in the College of Architecture, Design and Construction at Auburn University, USA. She is recognized as being one of only ten African American women architecture faculty to be appointed tenure in the United States, and is the only educator to be awarded a specialized doctoral degree in architecture education. She has been recognized nationally for supporting less insular educational environments that encourage students and faculty to share the experiences, understandings and aesthetics of their culture.

ARCHITECTURE/PLANNING/
LANDSCAPE AND URBAN DESIGN

ROUTLEDGE RESEARCH IN ARCHITECTURE SERIES

or ISBN 978-1-138-22928-3



Routledge
Taylor & Francis Group
www.routledge.com
Copyrighted Material

UNVEILING ARCHITECTURE EDUCATION, CONTINUED

- Established a pioneering visiting scholar and guest lecture program beginning at Auburn University in 2010.
- The program launched with the late Phillip Freelon, FAIA, and created professional and research opportunities for students. It included support for student participation in the MIT Summer Research Program. (Photo 1)
- The program expanded in 2016 into a co-taught model. This model engaged HBCU faculty, scholars from Predominantly White Institutions, and leaders from large architecture firms. It was funded by the Alabama Board of Architects (BOA).
- Notable contributors included Nick Seierup, FAIA, of Perkins & Will for two-weeks to lecture on the pre-design process for the 4th and 5th year studios. (Photo 2)
- Bill Bates, AIA President, was a guest lecturer in fall 2021. (Photo 3)
- Jack Travis, FAIA, adjunct professor at Pratt Institute and the New York School of Design, the third guest lecturer, applied his *10 Principles for Black Cultural Design* in Amma Asamoah's (assistant professor) third-year design studio for two-weeks in 2019.
- Travis emphasized student interest in race, culture, hip-hop style, and Black expression.

Testimonial from Former Students and Mentees

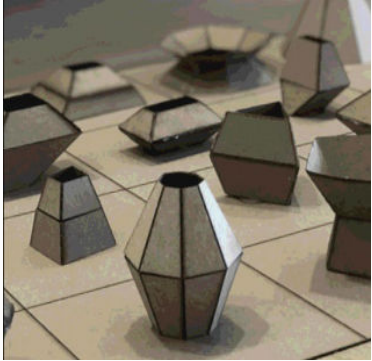
Joshua C. Williams, Auburn University '18 and '20
Senior Associate, Program Management at
Meadows, LLC

"I would not be where I am today without the Summer Enrichment (SEE) Program you implemented at Auburn University before my freshman year in 2014. You saw my potential and took a chance on me. Your belief in me changed my path, and I am forever grateful. I will continue to lift as I climb, just as you taught me."

- Co-developed and taught Auburn University's first course, CPLN 5080/6080: *Housing and Neighborhood Conservation / Ethnic Americans and the Built Environment*, with Rebecca Retzlaff (professor of Community Planning), following the publication of *Space Unveiled*. Offered in Fall 2015, the course focused on culturally relevant practices in architecture and community planning and was taught within the School of Architecture and the Master of Community Planning program.
- As Dean of TSACS and as a professor in 2016, Bell implemented culturally relevant pedagogy grounded in Gloria Ladson-Billings' critical race theory (1995, 1998), emphasizing student learning and success, cultural competence, identity development, and scholarship that fosters students' critical consciousness.



UNVEILING ARCHITECTURE EDUCATION, CONTINUED



BA in Design (DES), 136 credit hours

- Using the principles articulated in *Space Unveiled*, expanded the Bachelor of Architecture curriculum.
- Co-developed the first Bachelor of Arts in Design (DES) degree with Mostafa Alani (associate professor) in 2020.
- The degree was created in collaboration with the Visual Arts program in the College of Liberal Arts and Sciences.
- This interdisciplinary program includes newly developed and redeveloped courses and seminars.
- Architecture courses include Special Problems: Advanced Computing, ARCH Thesis Seminar, and Ethnic Americans and the Built Environment.
- The curriculum emphasizes Booker T. Washington's "Learning by Doing" educational principles.
- The program's development and implementation are documented in Photos 1, 2, and the Background image.

Minor in Historic Preservation

- Secured multiple grants between 2017 and 2019 to advance historic preservation initiatives.
- The program was first funded by the National Trust for Historic Preservation and the Alabama Historical Commission, which supported hands-on workshops and program expansion.
- Co-developed an 18-credit-hour Minor in Historic Preservation in 2019, funded by the Andrew Mellon Fund in collaboration with Kwesi Daniels (associate professor).
- Created in partnership with the University of Pennsylvania's Graduate Program in Historic Preservation.
- Curriculum emphasizes social activism, preservation trades and practices, and international awareness.
- The minor is led by Kwesi Daniels. (Photo 3)

Minor in African American History in Architecture

- Principal Investigator in collaboration with the Department of History.
- Co-developed with co-PI Lisa Bratton (associate professor) and funded by the National Endowment for the Humanities.
- Launched in fall 2019 as an 18-credit-hour interdisciplinary minor—the first of its kind at Tuskegee University.
- Integrates architecture, visual arts, philosophy, and the humanities to examine African American experiences in the built environment.
- Resulted from the NEH-funded project *Lifting the Veil: Seeing the Built Environment through the Lens of the Humanities*.
- Produced three new courses: Humanities in Architecture, Cultural Relevance in Architecture, and Legacy of Booker T. Washington.
- Minor was launched in December 2019 and led by Bell and Bratton. (Photo 4)

First to pilot cross-listed courses

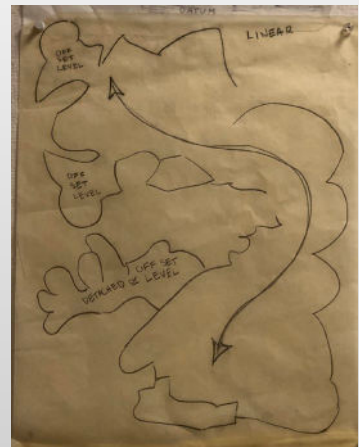
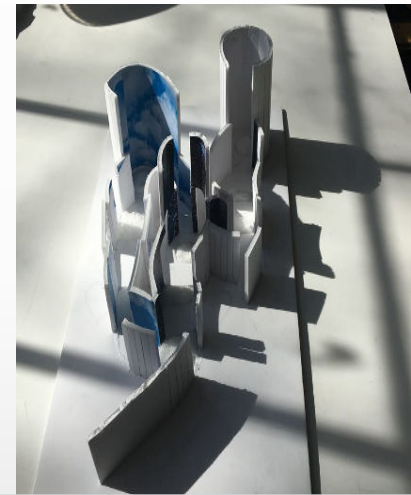
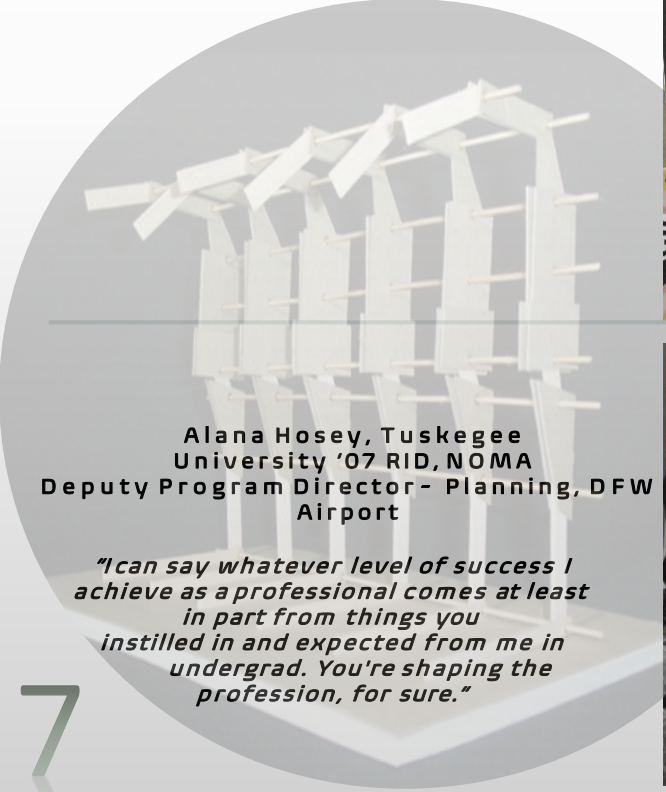
- Integrates professional scholars and mentors into the classroom by collaborating across HBCUs and Predominantly White Institutions (PWIs).
- Partners with organizations such as Dark Matter University and ACSA to co-teach courses emphasizing culturally relevant architectural pedagogy, practice, and critical consciousness.
- Collaborated with Roderick Fluker (associate professor) and Justin Garrett Moore (adjunct, Columbia University) in 2020 to develop an institutional, cross-listed seminar connecting students from multiple institutions, implementing Gloria Ladson-Billings' critical race theory practices.
- Faculty at Dark Matter University noted that Tuskegee University's Department of Architecture was the first to pilot cross-listed courses: ARCH 100: Careers in Architecture, Design & Construction, and ARCH 368: Cultural Relevance in Architecture
- Collaborative teaching practices with Dark Matter University and ACSA faculty integrate design-focused learning and diverse cultural experiences.
- The course emphasized architectural knowledge through narratives such as parables, stories, counter-stories, poetry, fiction, and revisionist histories.

CULTURALLY RELEVANT TEACHING

Project Title: ARCH 101: Part A: Architectural Collage and Part B: (Re) Constructing Art
 Month/Year Completed: 12/2018
 Role of Nominee: Lead Professor

Month/Year Completed: 12/2000
 Role of Nominee: Co-Professor (Background Model)

- Redesigned the freshman architecture studio 101 curriculum in fall 2016.
- The redesign was developed in collaboration with Brittany Rasdall, former adjunct faculty.
- The curriculum emphasized essential elements of architecture: space, form, line, color, and texture.
- Students created photo collages featuring 20 different primary elements.
- **Part A**
 - Students superimposed a collection of nine abstract two-dimensional compositions.
 - The compositions were drawn from artists influenced by specific styles or movements in art history.
- **Part B**
 - Students identified physical characteristics of building materials.
 - They examined different types of art and architecture.
 - Students used these analyses to evoke personal meaning and self-reflection within a museum space.



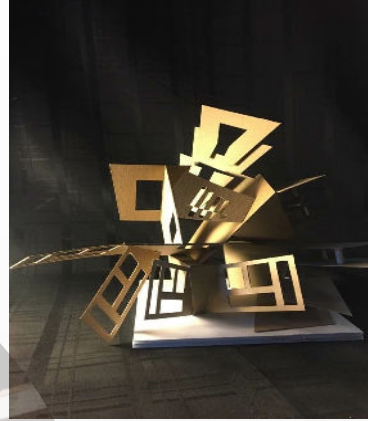
Alana Hosey, Tuskegee University '07 RID, NOMA Deputy Program Director - Planning, DFW Airport

"I can say whatever level of success I achieve as a professional comes at least in part from things you instilled in and expected from me in undergrad. You're shaping the profession, for sure."

CULTURALLY RELEVANT TEACHING, CONTINUED

Project Title: ARCH 102: Part A: Architectural Collage
and Part B: (Re) Constructing Art Month/Year Completed: 12/2018
Role of Nominee: Lead Professor

Month/Year Completed: 12/2000
Role of Nominee: Co-Professor (Background Model)



Collage and model inspired by Frank Gehry,
Deconstructivist Architecture

- Reintroduced students to the pre-architecture design process through the *Dream House: A Place for Contemplation* final project.
- Created photo collages from 20 different primary elements.
- Students based their projects on their favorite architect or architectural style and they designed a contemplative space for a client.
- Design process emphasized research, material analysis, and personal reflection.
- Applied the architect's material, form, and surface characteristics to inform their own design choices.



Model by Fernandez Hunter inspired by Phillip Freelon,
African American Storytelling



Model by Kayla Heard, inspired by Diébédo Francis Kéré,
Afrocentric Architecture



Model by Nino Chambers, inspired by Frank Lloyd
Wright, Falling Water, Prairie School Movement



Model by Preshae' Smith, inspired by Zaha Hadid,
Elements of
Light

Jasmine Xena Stryker, Tuskegee
University '08 The Female "Hype
Williams" of
Architecture

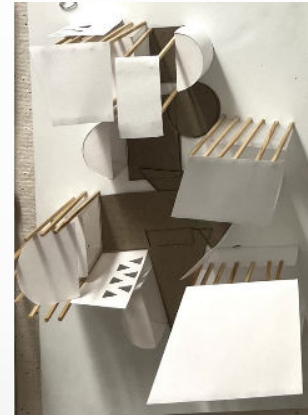
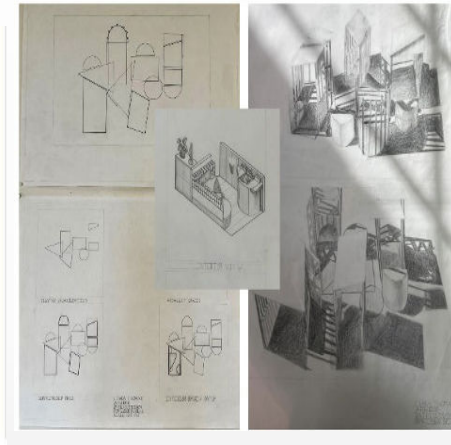
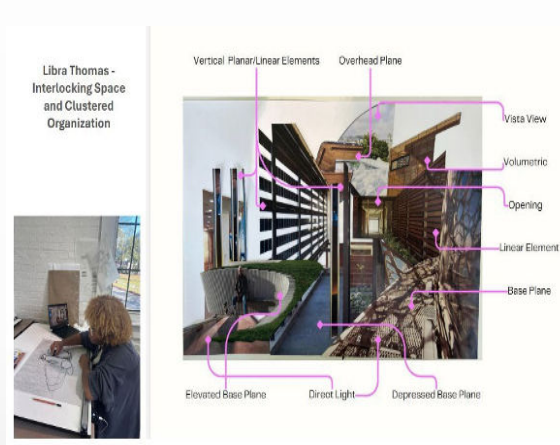
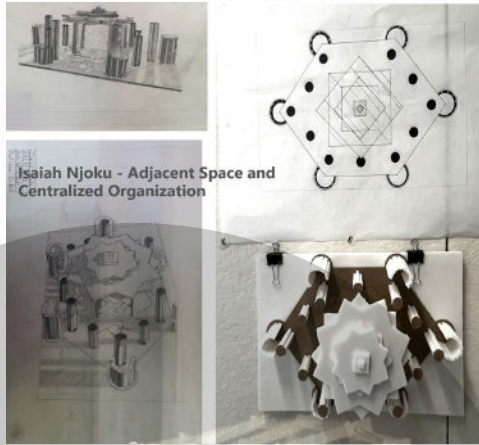
"Dr. Bell, I remember you giving two of my high school students full scholarships to your summer program at Auburn! You were an awesome professor and mentored me during my freshman year at Tuskegee and even guided my Hispanic high school students when I was a high school teacher."

CULTURALLY RELEVANT TEACHING, CONTINUED

Project Title: ARCH 101: Part A: Architectural Collage and Part B: (Re) Superimposed Spaces (revised)
 Month/Year Completed: 12/2024
 Role of Nominee: Professor

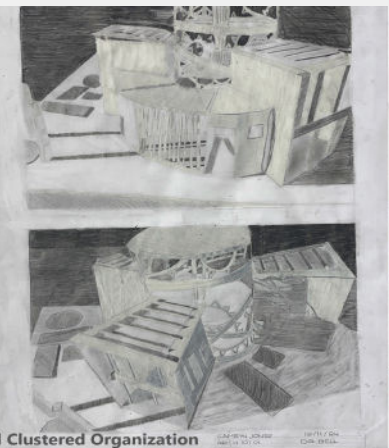
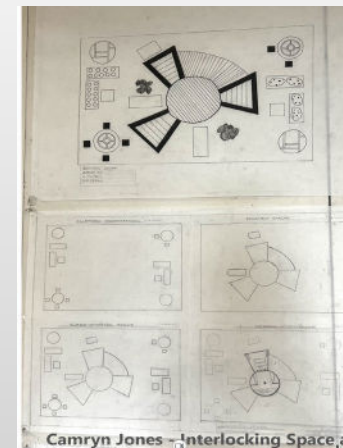
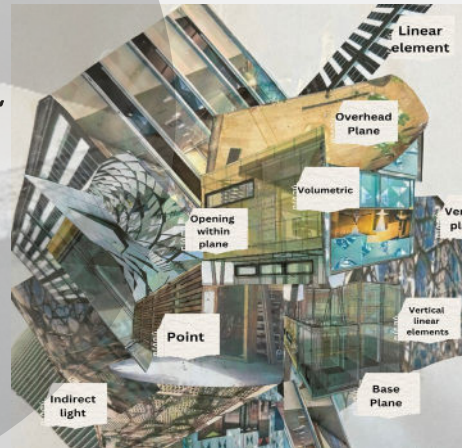
Month/Year Completed: 12/2000
 Role of Nominee: Co-Professor (Background Model)

- This project focused on designing a tranquil sanctuary on the campus of Tuskegee University.
- Emphasized mindfulness, self-reflection, personal well-being, and healing through architectural design.
- Students created photo collages featuring 20 different primary elements.
- Program supported activities such as meditation, reading, and quiet contemplation.
- Design priorities included clear spatial organization, privacy and simplicity, sensory experience, integration with nature, and purpose-driven design.
- Students explored these concepts through architectural collage and spatial superimposition.
- The project responded to the 2024 campus shooting, using design as a tool to make spatial relationships that foster reflection, resilience, and healing.



Andrea Meji, Tuskegee University, '24 PH&J Architects, Inc.

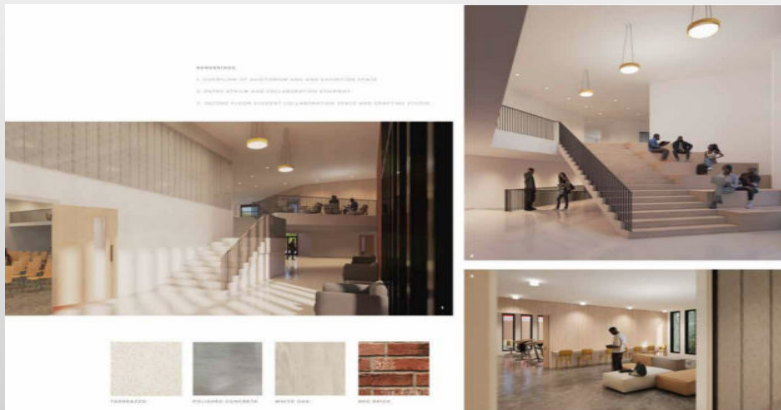
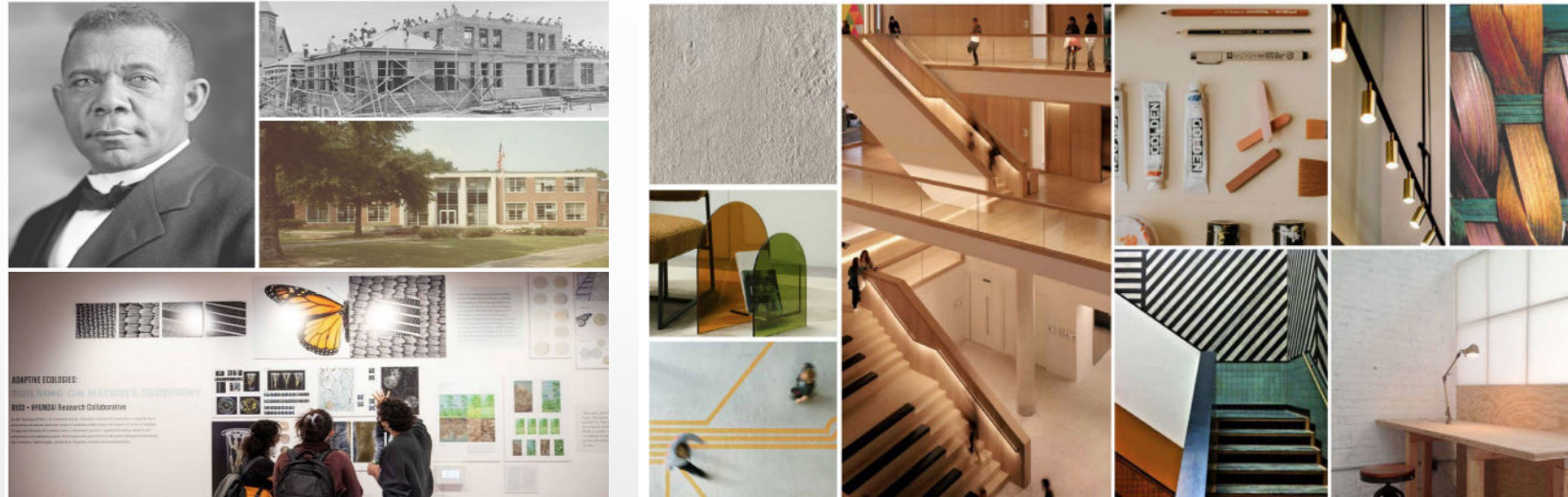
"Dr. Bell, as dean and my thesis professor, you upheld high academic standards while genuinely supporting students. You pushed us to reach our full potential, maintained an open-door policy, and ensured we felt heard and valued. Your innovative programs strengthened the curriculum and provided real-world learning opportunities, and under your leadership, TSACS thrived."



CULTURALLY RELEVANT TEACHING, CONTINUED

ARCH 503: Thesis Capstone Title: **Art and Culture Through Architectural Experiences**
 Month/Year Completed: 12/2021
 Role of Nominee: Professor
 Thesis Capstone by Alex Jones, TU '21
 Current Job: HKS, Inc.

- Redesigned the fifth-year Thesis Capstone Seminar in 2016 to strengthen and innovate the architecture curriculum.
- Equips students with research tools and strategies to define, refine, and write a capstone thesis.
- Students select a capstone project, either assigned or self-proposed, that combines a research agenda with a design experiment grounded in a conceptual framework.
- Alex emphasized architectural theoretical research and rigorous inquiry.
- Alex conducted capstone research, project development, and core thesis components.
- Highlights the role of theory in pre-design and builds skills in research, writing, oral presentation, and evidence-based argumentation.
- Alex completed collaborative, research-driven design projects integrating conceptual frameworks with design experiments.



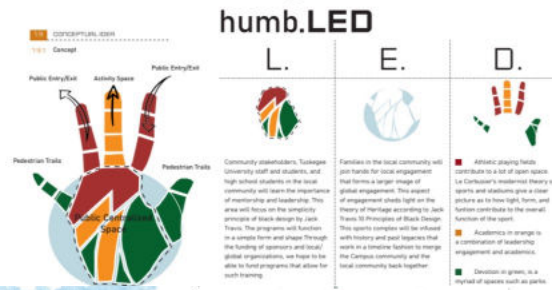
Conceptual Framework

Alex combines key document components and architectural theory in pre-design, with emphasis on Functionalism and Black Space Design as guiding theoretical frameworks.

- *Final design completed in ARCH 502 Professor Roderick Fluker, AIA*

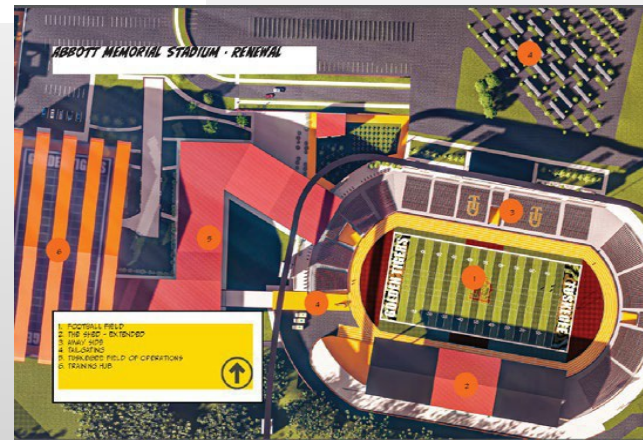
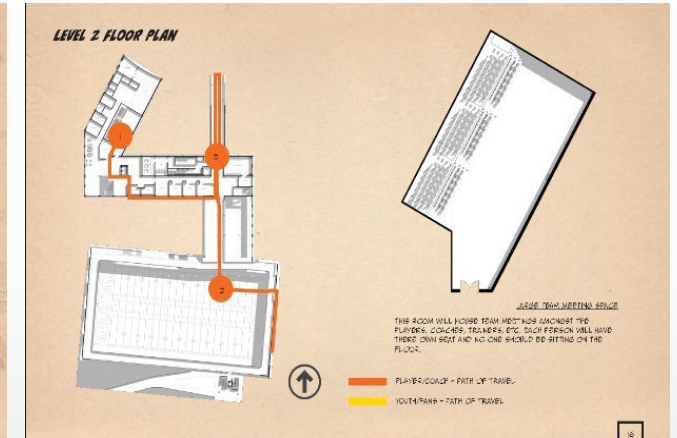
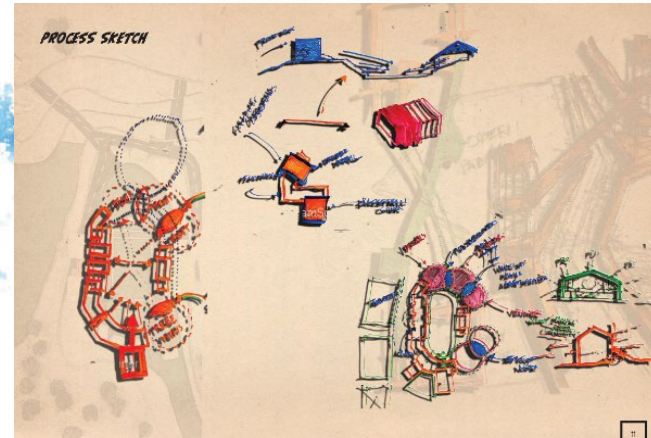
CULTURALLY RELEVANT TEACHING, CONTINUED

ARCH 503: Thesis Capstone Title: **HUMB.LED**
 Month/ Year Completed: 12/2022
 Role of Nominee: Professor
 Thesis Capstone by: Trenton Scott, TU '23,
 Current Job: Populous Dallas



Conceptual Framework

- Trenton incorporated principles of cultural sensitivity, vernacular architecture, and adaptive reuse in designing the new stadium at Tuskegee University.
- The design created inclusive spaces that honor diverse cultural identities.
- Used local materials and construction techniques while repurposing existing structures to preserve heritage and support sustainability.
- Trent drew on architectural theoretical research methods, including Jack Travis's *Ten Principles of Black Space Design*.
- Demonstrated inclusive, theory-informed design approaches.
- Mentioned in the Places Journal article, *Repairing Architecture Schools: Redefining Architecture Education: Embracing Repair, Preservation, and Sustainability, 2024 edition*, for contributions to repair, preservation, sustainability, and innovation in architectural education and practice.



- Final design completed in ARCH 502 Professor Roderick Fluker, AIA

CULTURALLY RELEVANT TEACHING, CONTINUED

ARCH 503: Thesis Capstone Title: **Neuro-Centric Design: Nursing Neurodivergent Mental Health Through Spatial Innovation**

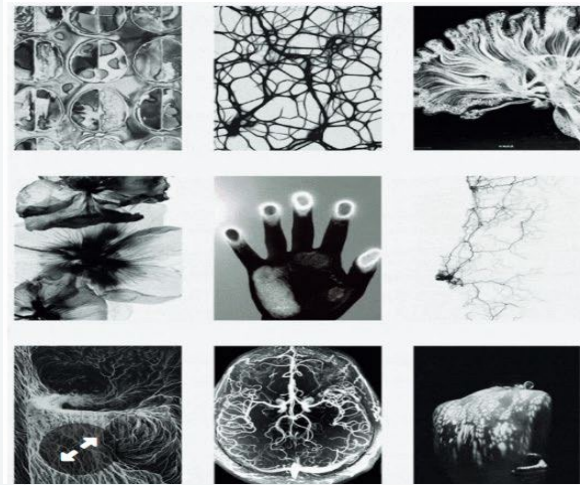
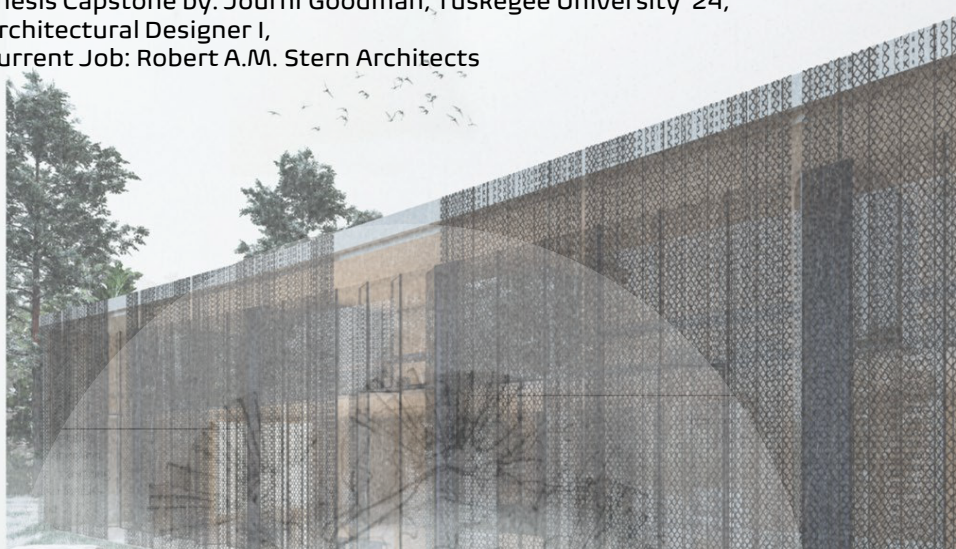
Month/Year Completed: 12/2023

Role of Nominee: Professor

Thesis Capstone by: Journi Goodman, Tuskegee University '24, Architectural Designer I,

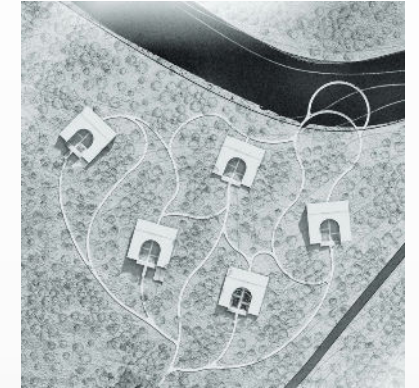
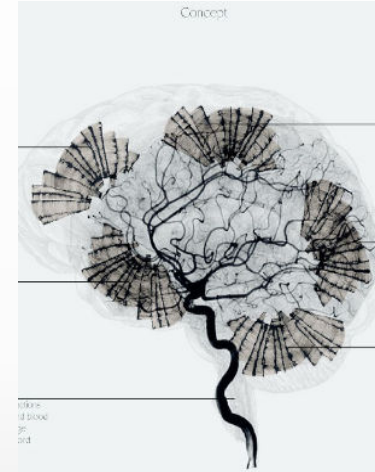
Current Job: Robert A.M. Stern Architects

- Journi applied research and design experiments within a conceptual framework.
- Utilized theoretical approaches: Neuroarchitecture, Human-centered and sensory design and Biophilic design
- Investigated how the built environment affects mental and experiential outcomes.



Nurtu

Conceptual Framework



Journi designed the conceptual framework for each zone to address the neurological and psychological functions of specific brain lobes. For example, the frontal lobe—associated with higher cognitive functions and emotional regulation—provides targeted interventions to support critical thinking and emotional well-being. Journi's project is also published in the Places Journal article (2024)

Final design completed in ARCH 502 Professor Roderick Fluker, AIA

SCHOLARSHIP

Peer- Reviewed Journal Article Jackson Bell, C. "Opinion: Critical Race Theory as Architectural Pedagogy." *Journal of Architectural Education*. Pedagogies for a Broken World: Reflections. 75:2 (October 12, 2022): 206 – 209

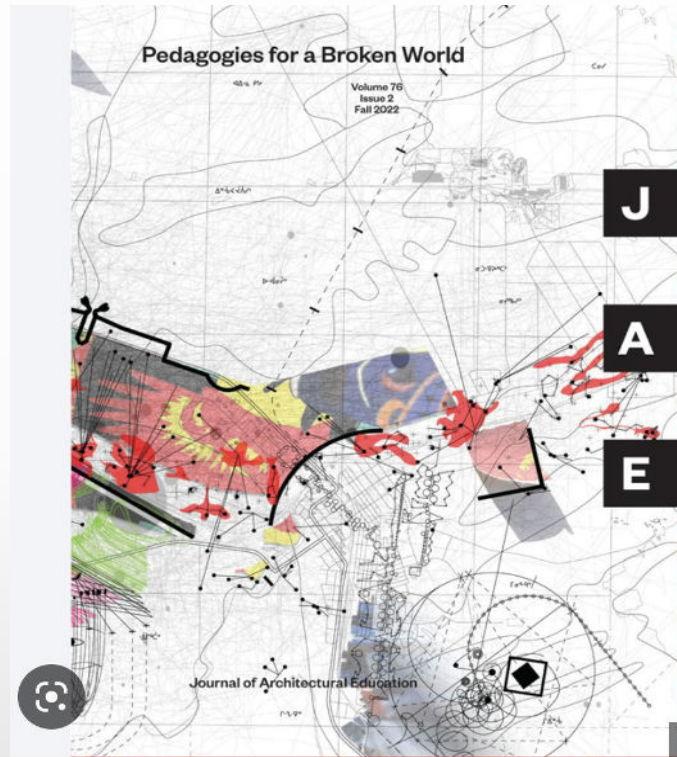
"The scarcity of non-white architects within architectural practice has been a source of concern for at least five decades, going back to Whitney M. Young, Jr's rebuke of the profession at the 1968 annual convention of the American Institute of Architects. While Young's speech centered on the need to diversify the profession, architectural pedagogy has similarly suffered from a lack of diversity in architecture schools. A 'mechanistic' pedagogical model pervades whereby the variety of learning exercises, assignments, and modules are treated as 'disconnected

components' within a curriculum. Teaching within architecture programs is often engaged without a specific architectural pedagogy method, with professors commonly creating singular pedagogical muddles, often based on their past experiences as architecture students. Thus architecture schools reproduce modes of teaching and learning that not only reflect disjointed pedagogies but also often reflect the cultural viewpoint of faculties lacking in diversity. This traditional approach to teaching is full of ambiguity and lacks the exhibition of

teaching practices that could engage all students equitably."

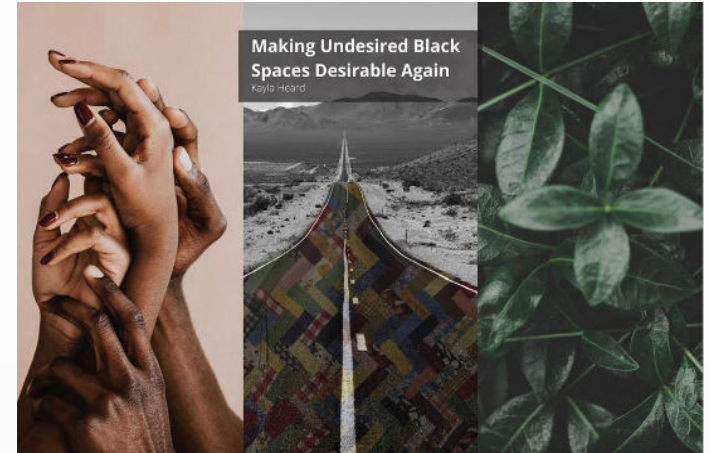
Excerpt from JAE 76.2 "Critical Race Theory as Architectural Pedagogy" by Carla Jackson Bell

- Expanded research through scholarly publications, integrating work from Mostafa Alani's *Special Problems: Advanced Computing* seminar (Fall 2020).
- Highlighted in the article, *Critical Race Theory in Architectural Pedagogy*.
- Example in the article was Kayla Heard's project, *The Interaction of Racism and the Transportation Infrastructure* (May 2021).
- Kayla, a fifth-year Tuskegee student (Class of 2023), used the quilt as a symbol of sustainability, functionality, and resiliency.
- Employed digital design technologies to create unique cloth patterns, a practice rooted in the seminar.



Journal of Architectural Education:
Vol 76, No 2

Visit



Making Undesired Black Spaces Desirable Again

Kayla Heard



This is an architectural drawing of a series of colorful, quilted structures. The drawing is a top-down view of a path that winds through a series of colorful, quilted structures. The path is red and leads to a series of colorful, quilted structures. The drawing is a top-down view of a path that winds through a series of colorful, quilted structures.

This drawing represents a series of red arches that are placed over a path. The arches are made of a material that is similar to the quilted pattern seen in the other images. The arches are placed over a path that leads to a series of colorful, quilted structures.

SCHOLARSHIP, CONTINUED

Peer-Reviewed Journal Articles “**Field Notes: Repairing Architecture Schools: Redefining Architecture Education: Embracing Repair, Preservation, and Sustainability.**” *Places Journal*, November 2024 (Photo 1)

With Emanuel Admassu, Janette Kim, Danielle Rivera, Neeraj Bhatia, Ana María León, Brent Sturlaugson, Lilian Chee, Marc Neveu, Sharon Haar, “**Field Notes on Design Activism: 6, A Sense of Urgency.**” *Places Journal*, November 2022 (Photos 2 and 4)

Redefining Education: Embracing Repair, Preservation, and Sustainability

Given that the challenges of climate change, social justice, and sustainability are at the forefront of global concerns, architectural education must evolve. It is no longer sufficient to focus solely on new constructions; the field must embrace the principles of repair, preservation, and sustainability. How can architectural education ensure that future architects are not only technically proficient, but also deeply aware of the historical, environmental, and socio-cultural contexts of their work?

I believe that repair is inherently interdisciplinary, and for many years have championed diversity, equity, and inclusion initiatives, and introduced culturally relevant pedagogy and culturally responsive teaching into departments of architecture, design, and construction science. Inspired by the work of pedagogical theorist Gloria Ladson-Billings, I reformed curricula to emphasize student success, cultural competence, and critical consciousness. Despite the passage of recent legislative restrictions in Alabama, these efforts have successfully shaped pedagogy at Tuskegee University and Auburn University.

At Tuskegee, I redesigned several required courses and architecture studios, particularly the Architecture Thesis Seminar, to equip students with essential tools for research and design experiments, focusing on theory, history, culture, and sustainability. The seminar aims to improve writing and presentation skills and ensures that students meet NAAB Criteria standard PC.5 – Research and Innovation. The syllabus incorporates practices that reflect diverse perspectives, traditions, and values. Design studios, which are linked to the seminar, include community-centered projects, such as the 2019 Tiny House initiative, which promotes social responsibility and sustainability. Hands-on experience in designing net-zero energy buildings further emphasizes sustainable design principles.

“**Architectural education must evolve. It is no longer sufficient to focus solely on new constructions.**”

A Sense of Urgency

The impact of Covid-19 has not affected my ability to discuss the academic and legal frameworks that perpetuate systemic inequalities in design education; the pandemic has only heightened the urgent need for a free flow of discourse. It’s time to rethink teaching approaches that have been siloed, and turn to models that will stimulate fluent, transparent exchange and move us away from conversations centered on *Whiteness*. Both at Tuskegee and in my own work, the use of diverse narrative structures including “parables, chronicles, storytelling, counter stories, poetry, fiction, and revisionist histories” have been integral to this process. Such narratives, which relate personal experiences to broader social conditions, function as a form of “psychic self-preservation” for me, while also bridging diverse cultural experiences. (The quoted terms derive from a 1998 essay by Gloria Ladson-Billings titled “Just what is critical race theory and what’s it doing in a nice field like education?”)

My edited volume from 2016, *Space Unveiled: Invisible Cultures in the Design Studio*, also advocates for development of inclusive cultural perspectives and culturally relevant teaching – a distinct, yet related CRT – and is intended as a primary reference for conversations about using such material in classrooms and studios. For instance, my chapter “Blackness: An Architectural Discourse,” co-authored with Melvin L. Mitchell, cites designer and inventor Darell Wayne Fields and the studios and seminars he taught at the Harvard Graduate School of Design in 1995, which were among the first to bring awareness to the importance of *race*, *gender inequalities*, and *Blackness* in architectural discourse. The contributions by Kathryn H. Anthony, Akel Ismail Kahera, Sharon Egretta Sutton, and Craig L. Wilkins likewise assume that race and Blackness are central in design pedagogy and practice.

- Surveyed 432 architecture and design faculty in 2021 across the country to corroborate on redefining culturally relevant architectural pedagogy and teaching cultural topics.
- Goal was to promote non-traditional teaching philosophies that appeal to a wider demographic, especially women.



“**Design faculty at PWIs are uncomfortable confronting Whiteness; HBCU faculty, in contrast, are developing courses that explore race and cultural biases.**”

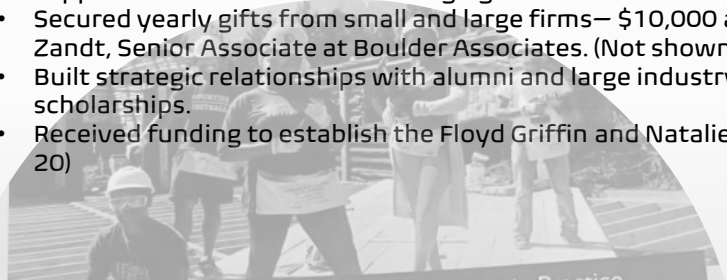
GRANTS AND FUNDED RESEARCH

Grants and Funded Research

- Nationally recognized, funded research began with a Graham Foundation grant in 2005.
- Secured over \$1.59 million as PI or Co-PI since 2006 to support Grants and scholarships, student travel, faculty and curriculum development, equipment, and building restoration.
- Most recent support included the National Science Foundation grant titled, *Planning: GRANTED: A Consortium-Based, Stacked Mentorship Model for Building Inter-Institutional Research Capacity, Access, and Collaboration* in 2024, collaborating with seven other HBCUs and PWIs.
- Sustained funding has expanded the diversity of perspectives and lived experiences in architectural education and advanced high-quality, reflective research emphasizing audience awareness and culturally enriched learning environments.

Gifts and Contributions

- Secured \$200,000+ in philanthropic support from an anonymous donor to fund career pathways and professional development opportunities for faculty and students.
- Cultivated relationships with more than 30 industry partners, generating approximately \$50,000 in in-kind support for student travel and lodging.
- Secured yearly gifts from small and large firms— \$10,000 annual contribution (2019–2023) from Erika Va, Zandt, Senior Associate at Boulder Associates. (Not shown)
- Built strategic relationships with alumni and large industry partners to support annual student travel scholarships.
- Received funding to establish the Floyd Griffin and Natalie Griffin Endowment Fund (\$25,000). (Photo 4, page 20)



TOUCHING HISTORY: Preservation in Practice

TURKOGEE UNIVERSITY STUDENTS FROM LEFT TYLER LITTLE, TRISTON SCOTT, DOMINIQUE BLES, KARLA HEARD, AND TYKONN SUPPERVILLE WORK AT THE BAR BC RANCH IN JACKSONVILLE, FLORIDA. COURTESY NPS

TOUCHING HISTORY PRESERVATION IN PRACTICE "Touching History: Preservation in Practice" is a program developed by the Advisory Council on Historic Preservation (ACHP), the National Park Service (NPS), and the National Trust for Historic Preservation's HOPE Crew, which connects historic preservation and conservation through a joint project with Historically Black Colleges and Universities (HBCUs). The project brings African American young professionals into historic preservation and related career paths, such as architecture, history, conservation, city and regional planning, construction, and engineering and raises awareness of the rich cultural legacy of HBCUs.

Education and outreach are core components of these organizations' missions. In order to raise awareness about the importance of historic preservation and conservation, the program engages young people in historic preservation. According to the National Architectural Accrediting Board, the organization that accredits architectural education programs, there is little growth in the proportion of African American and Latino students in architecture since 2009. Only 0.3 percent of licensed architects are African American and 1.1 percent are Latino. Patrick Sison on the left.

PROJECT GOALS:

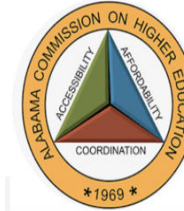
- ▶ Bring African American young professionals into preservation-related careers
- ▶ Raise awareness of the rich cultural legacy of HBCUs
- ▶ Explore ways of improving the relationship between federal government and HBCUs
- ▶ Train students in historic preservation theory and practice
- ▶ Increase the number of HBCUs that offer historic preservation and related fields
- ▶ Expand the number of African American and Latino students in historic preservation and related fields

Six architecture students were sponsored (\$6,000 per student) by the Preservation in Practice and the HOPE Crew in 2019. This project was managed by Susan Glimcher, Director of CEO at ACHP.

Institutional Leader (TU), NSF, Planning: GRANTED: A Consortium-Based, Stacked Mentorship Model, 2024 - 2025, \$8,900



PI, Alabama Commission on Higher Education, TU, spring 2022, \$5,000



Co-PI, Andrew W. Mellon Foundation, TU, Historic Preservation Program, 2021 - 2024, A collaboration with UPENN, \$750,000



PI, Booker T. Washington Leadership Institute Mini Grant Award. (BTWLI), The Chemico Group, LLC., Faculty and Student Development, \$25,000



PI, Turner Construction Company, Tuition Assistance and Grant Program, 2020 - 2021, \$75,000



PI, The Daniel Breeden Grant, Implementing Environmental Education, AU, Norma Sklarek, Sharon E. Sutton, & Allison Williams (Trailer), spring 2012, \$6,000



PI, National Trust for Historic Preservation, African American Cultural Heritage Action Grant, Wilcox E Building Restoration, 2018 - 2019, \$150,000



PI, Scholarships to Support Diversity and Increase the Number of African American Architects, Cooper Carry, spring 2020 - 2023, 100,000



PI, National Endowment for the Humanities (NEH), African American History in Architecture minor, 2017 - 2018, \$100,000



PI, AL Historical Commission (AHC) Enhancements Grant Program, Window Restoration, TU, fall 2017, \$5,000



PI, Graham Foundation Grant, TU, Norma Sklarek Interview, fall 2005, \$10,000

ACSA Distinguished Professor Portfolio 2026
Carla Jackson Bell

CREATIVE WORKS: DIVA DOCUMENTARY FILM AND CO PARTNERSHIP

Jackson Bell, C., Principal Investigator, Co PIs: Kathryn H. Anthony, UIC., and Roberta Washington, FAIA. Title: " Documenting Invisible Voices in Architecture (DIVA)." (Interviewed Norma Sklarek, Sharon E. Sutton, and Allison Williams), Graham Foundation Grant, \$10,000, fall 2005 and developed a six-minute trailer funded by the Daniel Breedon Grant, AU. \$4,000. Photos 1,2, 3, and 4.

Excerpts from the interviews are published in the book, *Norma Merrick Sklarek: Redefining Public* Edited by Mónica Ponce de León Publisher: Princeton School of Architecture, Women in Design and Architecture Publication Series, 2024 Distributor: Princeton University Press, 2024, ISBN: 978-0-9642641-9-9

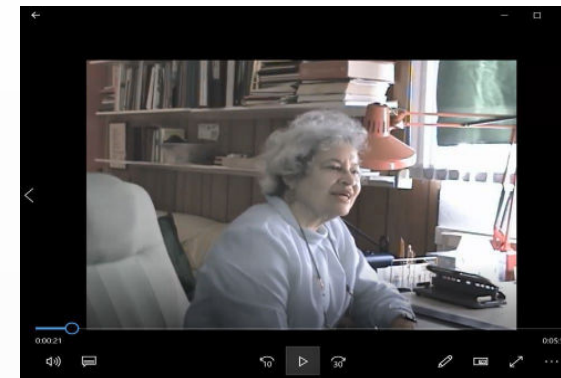
Jackson Bell, C., Co-Developer and Partner, Tuskegee Opportunities: Visualizing the Future Plan, Utilities Board of Tuskegee, the City of Tuskegee, Tuskegee University, Place Makers, LLC, March 20, 2023. Photos 5, 6, and 7)

Descriptions. This project used a 3-tiered, 90-minute format ranging from 75 minutes to 4 hours.



Dysha Holmes, Kennesaw State University '19 RA, NOMA, Fitwel Ambassador, Architect| Urban Designer

"Dr. Bell, you gave me a scholarship to the architecture camp at Auburn University. That experience really sealed the deal for me that I wanted to study architecture. Now I'm a licensed architect in the state of Georgia. Just wanted to say thank you. We never truly know the impact we have on others' lives. I pray you continue to have a great impact."



This action plan seeks to put into place the structures required to provide more local and regional opportunities for entrepreneurship and job creation for students and new graduates, not just in one industry, but in a diversified portfolio: tech ag, farm to fork, clean beauty, architecture, land development, construction, and veterinary medicine, to name a few possibilities. While we stand on the shoulders of many historical figures, we have evolved.



NATIONAL RECOGNITIONS

- Nationally recognized for work in teaching practices in architecture education.
- Co-delivered a featured presentation at the symposium *Shifting the Landscape: Black Architects and Planners, 1968 to Now—Building a Legacy of Educational Change*, alongside Gabrielle Bullock, FAIA (Perkins&Will), Richard Dozier (deceased), and Curtis Moody, FAIA (deceased).
- The symposium was held at the National Museum of African American History and Culture in 2018 and was developed and directed by Michelle Joan Wilkinson. (Photos 3, 4, and 5)

- Revived Booker T. Washington’s mission at Tuskegee University and Auburn University by
- Promoting architecture as a tool for social justice,
- Contributing to architecture education and social justice, with a focus on culturally relevant teaching that nurtures the whole person—the hand, the heart, and the head,
- Highlighting systemic inequalities experienced by ethnic minorities in the built environment,
- Developed the course *Ethnic Americans and the Built Environment* in 2014, noted in Cynthia Mwenja’s 2021 article *Anti-Racism in Architecture at Tuskegee University*. (Photo 1)
- The article noted that the course, first taught at Auburn University, operated at the intersection of architecture, race, and education, promoting anti-racist design through learning-by-doing and culturally responsive pedagogy. Course centered on underrepresented groups, particularly students of color and women. (Photo 2)



Professor Spotlight, Mwenja, Cynthia (author), “Anti-racism in Architecture at Tuskegee University,” Private University News. February 2021



FALL 2014 | ARCH 3600 | 3 CREDIT HOURS | T TH 2:00 – 3:15

ETHNIC AMERICANS AND THE BUILT ENVIRONMENT

INSTRUCTOR: DR. CARLA JACKSON BELL

	INDIGENOUS GROUPS AND BUILDING STRATEGIES VERNACULAR		
MULTICULTURAL COMPETENCE NON-WESTERN AESTHETIC			CULTURAL DIVERSITY HIP HOP STYLE JAZZ AGE
		"BLACKNESS" OTHERNESS WHITENESS	

WHO: All AU undergraduate students

COURSE DESCRIPTION: A historical and philosophical investigation of the development of African American education and how this group and other Ethnic Americans influence the built environment. This elective seminar is interdisciplinary in nature, and introduces students to contemporary roles of women and Ethnic American – specifically African American – architects, planners/landscape architects, builders and designers of color as consumers, critics, and creators of the environment.

register now!

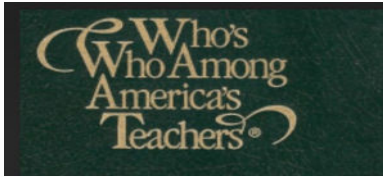
- Recognized with the Janet and John Stone Lectureship Award for Multicultural Understanding, Equality, and Justice in 2015, following her development and teaching of Auburn University’s first seminar, *Ethnic Americans and the Built Environment*, in 2014.



National Museum of African American History & Culture, Washington, DC. September 27 – 29, 2018

NATIONAL RECOGNITIONS, CONTINUED

- This body of work serves as a national model for culturally responsive and inclusive design education for many national organizations.



Who's Who Among America's Teachers, Nominated, 2001 – 2004

Nominee



The Journal of History and Culture, A publication for the Preservation of History and Culture and the School of Arch Prairie View A&M University, 2009 - 2014

Advisory Board Member



Higher Education Task Force, NOMA, 2014 - 2016

Committee Chair



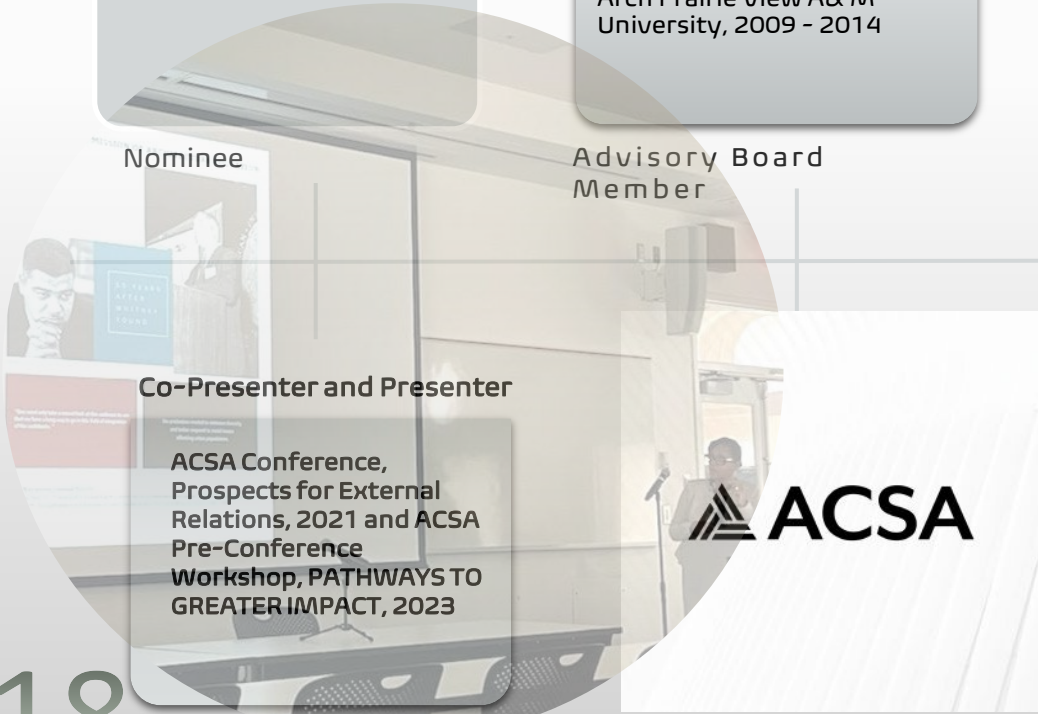
Board of Directors, Places Journal, Tuskegee University (Academic Partner), 2023 – 2025

Board Member and Editorial Advisor



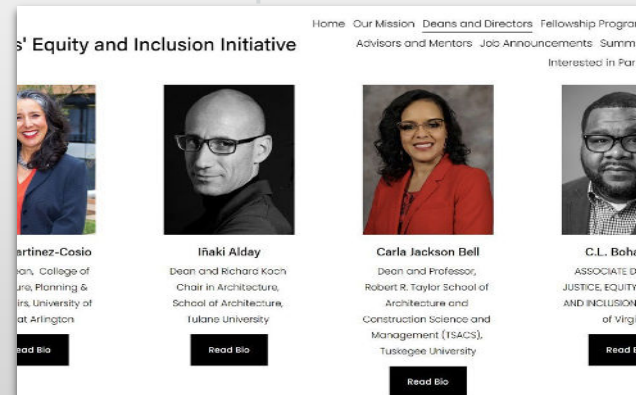
AIA Large Firm Roundtable Dean's Forum, Co-Chair and Panelist, New York, NY, Hosts: BIG, FXCollaborative, SOM, Perkins Eastman. 2024

Committee Chair



Co-Presenter and Presenter

ACSA Conference, Prospects for External Relations, 2021 and ACSA Pre-Conference Workshop, PATHWAYS TO GREATER IMPACT, 2023



Founding Dean

Dean's Equity and Inclusion Initiative, Building Diversity in the Pipeline, fall 2022 – 2025

LEADERSHIP AND SERVICE



Service

- Founding Dean of the Deans' Equity and Inclusion Initiative (DEII) and was the invited speaker at the DEII Summer Institute (Cohort #2) in July 2023 at Dumbarton Oaks, Washington, DC.
- Presented a lecture titled "Diversity, Equity, and Inclusion: A Pathway to Leadership and Belonging" to over 30 emerging leaders in architecture and related fields across the country.
- Sponsored Amma Asamoah, assistant professor at TU for the Faculty Fellows Program (Cohort #3) in 2023. (Photos below)



Service

- Co-led the preparation, development, and submission of the NAAB Architecture Report with Roderick Fluker, AIA, and faculty, and led the architecture team through the 2017 accreditation visit, resulting in the Department of Architecture receiving its first-ever eight-year reaccreditation. (Photo 1)
- Provided financial support through the Office of the Dean for the faculty-led student travel to national competitions, resulting in multiple recognitions, including NAHB Student Chapter first-place wins in 2022 and 2023, Rookie Chapter of the Year in 2020 (Led by Charner Rodgers, former associate professor), and NOMA Student Competition awards, including second place in 2020 and first place in 2022 (Led by Amma Asamoah. (Photos 2 and 3).



- Raised over \$278,996 over ten years ago through small grants, corporate partners, Royrickers Cook, Vice President of Outreach at AU, alumni, and friends of Auburn University to support gateways into Career Paths. (Background photo of Building Construction Camp)



LEADERSHIP AND SERVICE, CONTINUED

Leadership

- Co-developed the Booker T. Washington Leadership Institute in 2019 with Dr. Roberta Troy (former Interim Provost) to advance professional development and leadership cultivation. The first speaker was President David Wilson, Morgan State University. (Photo 1)
- Relaunched the Career D+CM Expo to connect TSACS students with industry through career fairs, seminars, and workshops. Engaged over 30+ companies yearly. (Photo 2)
- Founded the *ULead Project* and organized a two-day HBCU school-wide architecture forum. Four departments of architecture participated. The project featured Mostafa Alani's Special Problems in Advanced Computing seminar. (Photo 3)



- As director of Multicultural Affairs, led diversity-focused workshops and served as faculty advisor to the Auburn University NOMA student chapter, guiding the team to three first-place wins at the NOMA Student Competition in 2011, 2012, and 2013 under the student leadership of Kevin Moore. (Photos 5 and 6)

**Kyle Johnson, Auburn University,
'13 (pictured in Photo 5)
Solutions Consultant**

"I was fortunate enough to have a few options when choosing where to go to school, but Dr. Bell, you were the reason I chose Auburn."

