

## **Bakersfield College Art Department**

### Recommended future actions from NACCC racial climate survey results

The Bakersfield College Art Department stands committed to taking steps to improve the racial climate of our department and campus. The bullet points below include efforts that have been in practice for years in some cases, but also include steps we intend to add and/or expand in our department and individual classrooms. As a department we see the campus racial climate survey data as evidence that we need to grow and learn and we will remain committed to providing arts education that embraces the diversity of our student population and recognize this means we need to hear our students and raise their voices.

- Diversity and Equity meetings/discussions as a department.
- Support affinity groups.
- Participate in diversity and equity professional development.
- Integrate discussions about race in curriculum.
  - Commit to incorporating artists of all races into our classroom examples.
  - Discontinue only showing examples of European or Euro-American artists.
  - Representation in the class-include diverse artists.
- Examine class policies that may hinder equity.
  - accepting late work
  - adjusting tardy and absent policies
  - Using OER
  - Liquid syllabus
- Acknowledge that we all have room to learn and improve regarding racism and bias in society at large, and at our institution and department specifically.
- Make efforts to hire faculty of color and women for the Art Department in alignment with BC core goals of diversity.
- Commit to learn about anti-racism and incorporate those principles in our classrooms.
- Commit to being an anti-racist art instructor: <https://sites.google.com/view/antiracistartteachers/home>
- Encourage students to use reference images, stories, and experiences, from their unique cultures in the creation of their artwork.
  - Example: Some of the most profound images I have ever gotten have been from an assignment in Digital Illustration when I ask students to think back about a memory. They explain the memory and the circumstance to the class, create rough sketches, and then begin to create an image based on that memory. The memories are not always pleasant, but they are chosen because of the significance to the artist. It shows other students a wide range of circumstances and family dynamics.

- Recognize that we won't always get it right, and there may be some discomfort along the way.

Use our subject matter areas to encourage dialog on racism.

Examples:

Photography: <https://www.nytimes.com/2019/04/25/lens/sarah-lewis-racial-bias-photography.html>

Graphic design: <https://medium.com/future-of-design-in-higher-education/dismantling-white-supremacy-in-design-classrooms-my-conversation-with-design-guru-cheryl-d-miller-5dc9c48b15e4>

Media arts: <https://www.unlv.edu/news/article/unpacking-how-media-influences-our-views-racism>

Art History: <https://www.bbc.com/culture/article/20141023-i-show-black-is-beautiful>

Ceramics: <https://arts.ufl.edu/in-the-loop/news/challenging-social-injustice-through-ceramics/>

Drawing: <https://www.annekearneyartist.com/drawing-connections/a-small-experiment-in-drawing-racism-and-changing-my-perception>

Painting: <https://www.bbc.com/culture/article/20180312-the-racist-message-hidden-in-a-masterpiece>

Sculpture: <https://www.cnn.com/2020/06/16/us/racist-statues-controversial-monuments-in-america-robert-lee-columbus/index.html>

General discussions:

<https://www.artnews.com/artnews/news/black-bodies-white-cubes-the-problem-with-contemporary-arts-appropriation-of-race-6648/>

<https://artsandculture.google.com/story/race-modern-art-oxford/3gWhnKyOsJ-GKg?hl=en>

<https://www.theartnewspaper.com/2020/06/01/the-us-has-a-big-racism-problem-and-the-art-world-is-not-helping>