the intersections of creative access: the impact of race, ethnicity & gender on career development in the visual arts and design

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What is creative access?

A lens for describing the interwebs of sociological and cultural indicators that may impact the ways in which one is able to access professional and/or everyday creative opportunities.
the impact of race, ethnicity & gender on careers in art and design
Existing research continues to suggest that race, ethnicity, and gender impacts the career development of arts alumni.


Research Study

To identify SNAAP data from undergraduate students within the visual arts, design, and applied arts disciplines to illustrate the ways in which race, gender and ethnicity influenced student educational experiences, career-specific marketable skills, access to resources, opportunities for internships and related work experience, and professional connections within the field.
Research Questions

• In what specific ways, are the educational experiences of art students of color and women impacted by the intersections of institutional racism and sexism within the visual arts and design academic institutions?
• In what ways are the career trajectories of art students of color and women impacted by the intersections of institutional racism and sexism within the visual arts and design fields?
• What professional access points and/or influences tend to increase the chances of career opportunities and success for art students of color and women?
Methodology

Apply a regression analysis to survey data in order to determine the relationships between how race, ethnicity, and gender identifications responded to independent variables in the data that describe educational experiences and opportunities in art and design.
Analysis

Using SNAAP Data 2015-2017

• Identified two groups of undergraduate students in the data who had earned a BA/BFA in art and design, and was either working or not-working in an art or design related job
• disaggregate data between identity variables identified in survey such as, gender, race, and ethnicity.
• determining relationships between marketable skills acquired at their institution (i.e., artistic, technological, networking, etc) and its importance for their specific job
• pinpointing student satisfaction with access to opportunities and resources provided during educational experience (i.e., advising about careers and further education, exhibitions, internships, etc)
• distinguishing opportunities students actually participated in such as study abroad, internships, and portfolio development in relationship to employment.
BA/BFA working
Career Outcomes

- Arts Administration
- Design
- Editorial
- Education
- Fine Arts
- Multiple Jobs
- Other Art
Results
• More likely to have selected a gender identity as male or female when compared to the overall and the non-working group

• More likely to have identified a race/ethnicity when compared to the overall and the non-working group
  • More likely to be white when compared to the overall and the non-working group

• More likely to have a BFA versus a BA when compared to the overall and the non-working group
Women 51.5%
Men 29.5%
Other/Unknown Gender Category 19%
RACE, ETHNICITY & GENDER

BA/BFA degree

People of Color: 13%
Men of Color: 5%
Women of Color: 8%
Women: 59.9%
Men: 37.6%
Other/Unknown Gender Category: 2.5%
People of Color: 15%
Men of Color: 6%
Women of Color: 9%
Career Implications

• 51% of the working BA/BFA holders indicated a current job within graphic design and fine art
• 54% of all working indicated holding multiple current jobs
  • Percentages varied across identity groups, higher for men
BA/BFA Non-Working Group

- Non-working less likely to identify a gender identity or race/ethnicity
- Non-working group more likely to have a BA versus a BFA when compared to the overall and the working group
- Less likely to be white when compared to the overall and the working group
Women 42.8%
Other/Unknown Gender Category 37.1%
Men 20.1%

BA/BFA degree non-working
RACE, ETHNICITY & GENDER
BA/BFA non-working group

People of Color: 10%
Men of Color: 4%
Women of Color: 6%
Marketable Skills

• Non-working group was less satisfied with the ways in which their institutional prepared them in:
  ◦ Improved work based on feedback from others
  ◦ Creative thinking and problem solving
  ◦ Artistic technique
  ◦ Teaching skills

• Non-working group rated the following skills as less important for their job:
  ◦ Technological skills
  ◦ Artistic technique

• Rates of internship and portfolio experiences are significantly lower for the non-working group than the working group:
  ◦ Varying magnitude of differences between the identity groups
Indicators from Student Educational Experiences

• While the BA/BFA non-working group appeared to indicate an overall increased satisfaction with opportunities to exhibit, present work, or work with artistic disciplines other than their own, the POC and WOC populations in both the working and non-working groups indicated somewhat satisfaction; however in the non-working group were slightly less satisfied than their peers.

• Most notable finding was that POC and WOC student populations in the non-working group indicated a higher level of dissatisfaction with their experiences of being advised on career or further education, in comparison with other Non-POC groups in both the working and non-working groups.
Professional Access Points

The critical professional access points between the BA/BFA working and non-working groups appear to be the rates in which students in the BA/BFA working group have done internships and completed portfolios to document their work.
Internships

39% BA/BFA working group

31% BA/BFA non-working group
BA/BFA working group
Internships

- Non-POC: 38%
- POC: 46%
- WOC: 49%

Note: Slightly higher percentage of internships for BFAs vs BA degree students
BA/BFA non-working group

Internships

31% Non-POC
35% POC
38% WOC
Portfolios

70% BA/BFA working group

53% BA/BFA non-working group
BA/BFA working group
Portfolios

- Non-POC: 69%
- POC: 73%
- WOC: 72%
BA/BFA non-working group

Portfolios

- Non-POC: 52%
- POC: 57%
- WOC: 57%
Further Research

Variables to be explored further

• Length of time to first job and most important resources indicated
• Students who pursue self-employment or are full-time artists/designers or choose not to work full-time/part-time
• Implications for student retention based on data indicating students without a BA/BFA
• Implications for Men of Color; lower numbers within the data.
• Implications for BA/BFA groups who pursued graduate studies
• Better understand the noticeable percentage of non-identified participants based on gender and race/ethnicity in the Non-Working group vs. the working group who did not fill out the identification questions.
Applications for Institutions

• Use Institutional SNAAP Data to better look at student responses to institutional experiences, if open ended responses are available that would be helpful.
• 2022 SNAAP Questionnaire to ask more specific questions about identity and cultural related experiences at institutions.
• Conduct your own institutional research, student focus groups, interviews, and surveys to better understands the ways in which different cultural needs are impacting student learning and access to marketable skills.
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