# Black Student Experiences at a Rural Branch Campus

Bahar Gholinejad 2023

## Black Student Experiences at a Rural Branch Campus

While walking around the campus, Shane an African-American student gets attacked by four white men.

The police don't see it necessary to follow the case. The coordinator of Resident Life does not like the idea but can't disagree with the whole team.

Students hear about the attack. They feel unheard and not included in the campus community.

Shane interviews some local channels and Black Student Union leads a protest.

## Who is involved?

| Shane | Jamal White | Angela Booker | Edward Williams | Alan Jennings | Drummond |
|---|---|---|---|---|---|
| student, attacked off-campus | Coordinator for resident life | New Vice President of Student Affairs | Director of Residence Life | Police officer | Police Chief |
| African American | African American | White | White | White | White |

## Key contexts

Attack on a Black student on a rural branch campus

Being the whole police force White

Feeling neglected for being Black

## Key Issues

There's confusion about the hierarchy of campus leaders.

Shane's safety was endangered.

## Theoretical Perspectives

1. Critical Race Theory (1989)

2. Leadership Theory, Four Frames Model, Political (Bolman & Deal, 2013)

## Issue: Student Safety

Critical race theory (CRT) is a perspective that emphasizes the centrality of race and racism and challenges White supremacy in the law, education, politics, and other social systems. (Patton, Renn, Guido, & Quaye, 2016).

Shane got attacked by White men, and the White police force and Campus leaders dropped the case.

## Issue: Black Students Feeling Unseen

The political frame of the Bolman & Deal emphasizes the importance of addressing conflicts between individuals or differing interest groups. The characteristics of an organization viewed through this lens include scarcity, power, allies, and deal-brokering.

Both the police and campus authorities decided to ignore the case, instead of addressing it.

## Short-term Solutions

Creating an organizational chart to clarify the status, rank, and power that leaders have (Hill & French, 1967).

Offering a diversity and inclusion listening session for all administrators on campus and inviting the police to the session (Martinez-Acosta & Favero, 2018).

## Long-term Solutions

Adding more lights around the campus (Wilcox, et al., 2007).

Encouraging Black students to have an organization (Guiffrida, 2003).