

When Will Black Lives Matter? Addressing The Absence of Black Culture in White Dominant Spaces

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Abstract.

This article features research from two independent studies (mixed methods and qualitative), conjointly positioned to provide an in-depth analysis regarding the following issues: disproportionate rates of out-of-school suspensions (OOSS) and juvenile offender referrals (JOR) issued to Black students versus White students across American Public Schools (APS) and differential treatment received by Black education major recruits at the collegiate levels.

The mixed methods study utilized a triangulation analysis to examine the national rates of OOSS, JOR, high school graduation rates (HSGR), and the racial makeup of APS. The qualitative study examined the racialized and academic experiences for African American college students' while completing the teacher preparation program at their respective universities. This study was carried out at three predominantly White institutions (PWIs) of varying sizes in rural, urban, and suburban cities in the state of Illinois.

The examination and analysis of both studies presented within this article indicated the following:

- the need for APSs to shift towards an inclusive organizational framework where Black beliefs, values, cultures, experiences, social norms, backgrounds, and customs can exist and thrive.
- the need for implementation of recruitment and retention programming headed by the degree-awarding college to support African American pre-service teachers through degree conferral and state licensure attainment.

Keywords: Organizational Culture, Equity, Black, Teacher Preparation, Illinois