

**My Brother's Keeper: A Scoping Review of Holistic Wellness for Black Male Social Work
Faculty**

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Abstract

When public health challenges with amongst Black men are considered, those challenges can be exacerbated. Black men have the shortest lifespans of all groups in the United States. Using a scoping review, this study answers the following questions: How is social work literature contributing to the support of Black male social work faculty members? To what extent is the health of Black male social work faculty considered in this knowledge base? An analysis of the literature revealed that Black male social work faculty deal a with lack of mentorship, a lack of faculty guidance, feel they can be perceived as threats, are tasked with extra labor disguised as service projects, are invalidated, and deal with other challenges that hinder their performance in the academy that impact when or if they get tenured. If Black male social work faculty are not getting supported, this presents itself as a grand challenge in social work. Implications for the study lent themselves to a push for better support of Black male social work faculty.

Keywords: Black men, African American men, social work, tenure, Black male social work faculty, wellness, holistic health

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I appreciate the ancestors whose bloods runs through my veins. From Africa to the American South. Your resistance, educational pursuits, and persistence is the reason why I am here.

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To my maternal grandmother, you saw things in me nobody else ever will.

“I do this for the kids that starved and ate nothing and had to rock off brand just ‘cause they fathers ain’t hustling.” Benny the Butcher

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Introduction

Black Men and Health in America

Black male health in the United States, with factors like incarceration, health disparities, and COVID-19 impede lifespans of Black men. Griffith et al. (2021) finds Black men in the United States live the shortest lives of all races, sexes, and ethnicities. According to Griffith et al. (2021) the Black male lifespan went from 71.3 years prior to COVID to 68.2 years after the pandemic which has not been so low since the year 2000. In fact, Griffith et al. reports that Black men in the United States are dying more frequently of COVID-19 because of gendered anti-Black oppression that they faced prior to the pandemic. Griffith et al. (2021) also stated that the pre-existing health conditions like heart disease and diabetes increased the risk of catching COVID. These health concerns are not to be overlooked as they are dire. The physical and mental health risk factors are high and impacted by historical practices. The protective factors made for Black men pales in comparison to other groups.

The Impact of Holistic Wellness on Black Men

Holistic wellness can include a multitude of practices and experiences. Holistic wellness impacts emotions about setting boundaries, sharing feelings, or having space to be vulnerable. It can also be religious pertaining to attending faith-based activities, prayer, and fasting. A spiritual lens pertaining to holistic wellness can be staying connected to a higher power. The mental aspect of holistic wellness can be going to therapy visits, taking mental health days off from work and even meditation. The physical aspect can be attending yearly physical exams, going to optometrist and dentist visits, getting enough sleep, and eating in a balanced manner. The last part of the holistic phase can pertain to being connected to family, partaking in fraternity activities, attending community service events, and having group chats. It is clear that holistic

wellness and the practice of it can and should be done in several settings. A gap in the understanding of what wellness includes for Black men as Social Work faculty still exists, however.

The purpose of the scoping review will be to review the literature on Black male social work faculty, examine stressors related to Black male social work faculty, discover, and observe the current knowledge deficits. Using a scoping review, this study answers the following questions: How is social work literature contributing to the support of Black male social work faculty members? To what extent is the health of Black male social work faculty considered in this knowledge base? There will also be summaries based on what research is found, an identification of where the National Association of Social Work Code of Ethics fits within the literature, discussing the Grand Challenges of social work related to Black male social work faculty, finding what methodological approach was taken, reviewing of the literature, unpacking how many articles were found, and ending off on implications. The scoping review will help to locate holistic wellness available to support Black male social work faculty. These two entities are thought of to guide social work practice considerations.

Navigating Higher Education as a Faculty Member

The stressors to navigating higher education as a faculty member are well documented. Eagan and Harvey (2015) wanted to survey what it was like to maneuver stressors in academia. The benchmarks for success are often instilled by oppressive practices and expectations that are not sensitive to the person, but beneficial to the institutions. The tenure process and recent legislation limits discussion of race, diversity, equity, inclusion, and underpayment in places like Florida and Texas. Eagan and Harvey (2015) delved into the stressors of being a faculty member coupled with living with oppression, and family responsibilities. Eagan and Harvey (2015)

discussed how class instruction, scholarship, and service projects impact the health of faculty members.

Black Men in Faculty in Academia

Within higher education, there is a dearth of Black male collegiate faculty. Williams (2022) finds of the National Center for Education Stats that in 2018, there were 1.5 million faculty members in the United States. Williams (2022) also finds that only 3% or 45,000 of such faculty identified as Black men.

Social Work and Higher Education

According to the Grand Challenges for Social Work (2023), it is important to eliminate racism, decrease remoteness, and increase health outcomes. Such factors would come in handy for supporting Black male social work faculty. “Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people” (National Association of Social Workers (NASW), 2021). The Grand Challenges for Social Work, CSWE, and NASW guide social work education and all three do not mention how to support Black men in social work, let alone Black male social work faculty.

Methodology

This scoping review utilized the Haddaway et al. (2022) encapsulation as the leading metric. Haddaway et al. (2022) use the PRISMA flow diagram as an evidence-based tool to help find data used in scoping and systematic reviews. Haddaway et al. (2022) use of this type of diagram helps to chart information to be included and excluded from databases. Haddaway et al. (2022) was utilized to find information on Black male social work faculty since there is not enough literature on such a demographic.

Positionality

I identify as a cis gender heterosexual Black American male. I am the descendant of enslaved Africans in the American South. As someone who is cis-het, there are obviously places I have growth areas in. I mention such things to denote the importance of Critical Race Theory in a time where mention of such historical dynamics is being shunned and dismissed.

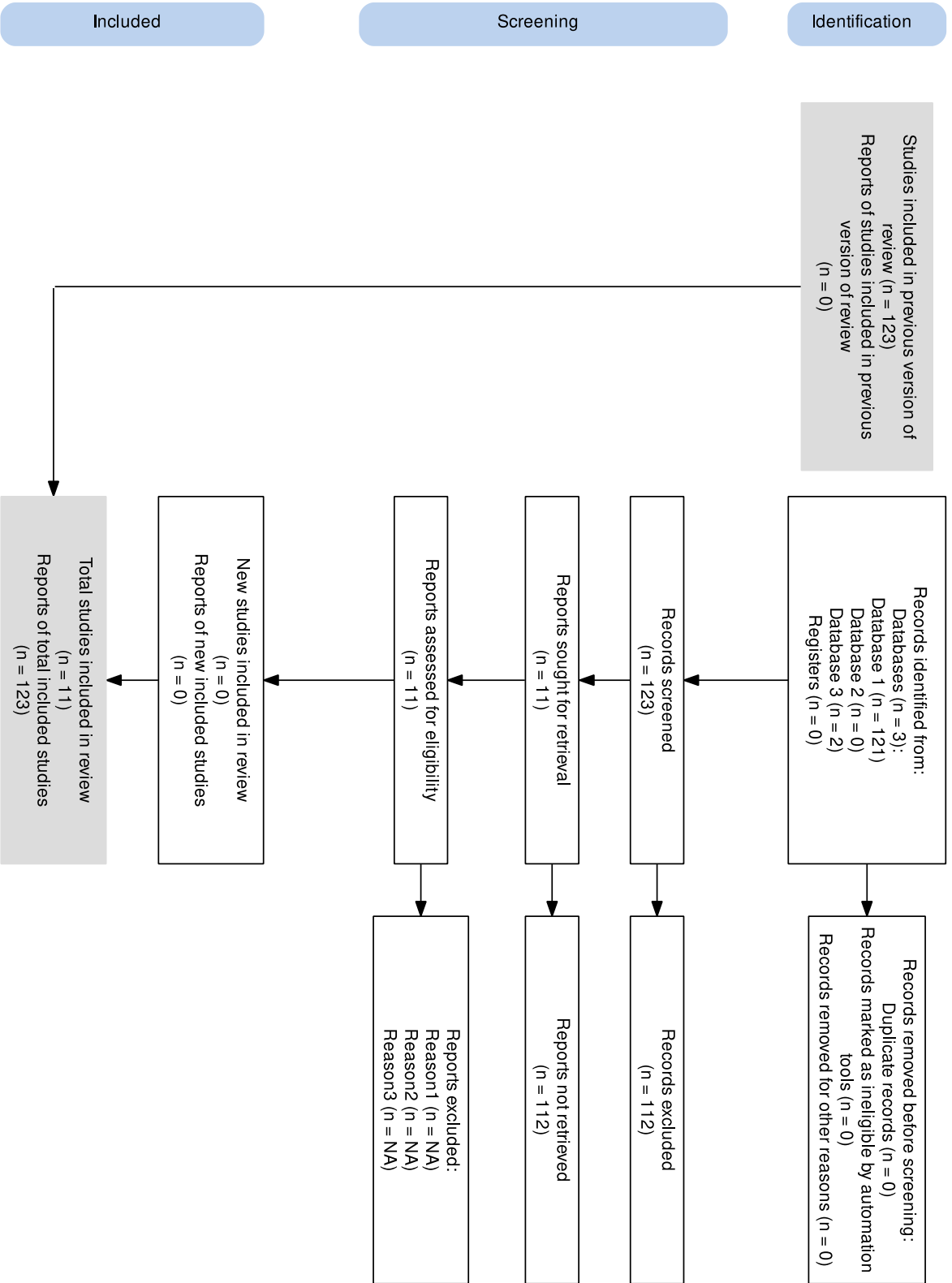
Inclusion and Exclusion

The literature that was used in this scoping review revolved around Black male faculty. There were also social work education articles used as well. Not every social work article had mention of Black male social work faculty. There were articles and reviews used in this scoping review. There were only two articles with specific mention of Black male social work faculty. What was included was information on “Black faculty”, “Black male faculty”, and “Black male social work students” since there was not a lot of “Black male social work faculty” literature. What was excluded was “faculty of color”, “Male social work faculty of color”, and “male social work faculty” due to such factors being broad and needing specificity related to Black men as social work faculty.

Search Strategies

A University of Alabama librarian was used to guide how to lead the research. The database known as Scopus yielded the most results. The focal point was to find information pertaining to the health and wellness of Black male social work faculty. The time period searched was from 2013 to the present. The publication types searched were for reviews to see what reviews pertained to Black male social work faculty. The search terms used were: (Black male + social work), (Black male + social work + retention) and (Black male + social work + faculty).

The latter search term yielded 121 items found. The author used the University of Alabama's Libraries website to conduct research regarding all such searches.



Previous studies

Identification of new studies via databases and registers

Findings

The findings are a compilation of academic literature on an attempt to find information on Black male social work faculty. In fact, there was limited information on Black male social work faculty. The findings delved into Black faculty more than Black male social work faculty. There were many findings on Black women in academia, in social work and other professions. There were findings that did discuss Black male faculty unrelated to social work.

A recurring theme in the findings is related to social connection. There is a sense for a need for community and belonging for Black faculty members. The subtheme within social connection is impactful mentoring. The ivory tower of academia is place where guidance is needed for Black faculty members that lack academic seniority.

Another recurring theme revolves around the Black male identity. There are Black male faculty, however not as many as Black women and femmes as faculty members. Black male faculty dealt with the realization of knowing and perceiving how they are viewed by White faculty and White students in higher education. They dealt with anxiety as they traversed in spaces where many had little to no experiences with Black men, especially in authority positions.

The last theme in the findings is about productivity and success. This had a lot to do with promotion and tenure in academic spaces as Black male faculty. There was also a subtheme of achieving success for Black male faculty. There was also a theme about Black faculty and utilizing differences to promote action. This is in relation to stress and anti-Black racism Black faculty dealt with in institutions of higher learning,

Social Connection

Moore et al. (2020) discussed the importance of how “Senior Black faculty serve many vital functions for Black junior faculty and doctoral students” (p.146). It was important for such

Black faculty and Black doctoral students to have community and professional guidance. When such a marginalized group has community, this underscores the necessity of being in a helping profession supporting future helping professional educators, namely Black male social work faculty.

“The authors of this research discuss the outcomes of a project consisting of two panel seminars that were provided to junior Black faculty and doctoral students at a Research I urban university” (Moore et al., 2020, p. 146). Moore et al. (2020) discussed things ranging from the environment of academic departments to the process of getting published to what type of research would be done. Moore et al. (2020) reported of the “Minority Seminar Project: The University of Louisville” with the establishment of the “Black Faculty and Staff Association (BFSA). This association strives to address faculty and staff issues and advocate for Black employees of the University in order to help with faculty and staff retention” (p.150). Moore et al. (2020) reported in their 2012 sample of “4 graduate students, 3 assistant professors and 1 not identified... They represented disciplines including Pan-African studies/fine arts, education, social work, and Pan-African studies/sociology, and communications” (p.152). “The seminar project in this preliminary descriptive study was undertaken at two points in time” (Moore et al., 2020, p. 150).

Once the seminar took place there were five themes understood as the paramount tangible takeaways; the themes were “research and publication” “tenure and promotion” “faculty roles” “job market” and “career trajectory” (Moore et al., 2020, p. 153). There were at least two tangible takeaways from each theme. Moore et al. (2020) recorded the most findings related to “research and publication” and “tenure and promotion” (p.153).

According to Moore et al. (2020), regarding “research and publication” it was reported from attendees in their responses that “finding a focus and area of expertise; anything you write can be used for publication” (p153). Moore et al. (2020) recorded from respondents that it was imperative to get published and do every publication possible. Moore et al. (2020) informed respondents of the importance of knowing what it is they want to research. Moore et al. (2020) reported the last takeaway respondents learned was to know what methods were needed to research for the dissertation.

According to Moore et al. (2020), regarding “tenure and promotion” the tangible takeaways were “to look at tenure and promotion requirements before getting hired...the urgency of understanding the expectations of tenure and promotion...the importance of time, particularly with tenure process...reinforcing the importance of planning and tenure promotion” (p.153). According to Moore et al. (2020), another lesson learned was there are politics related to tenure. Moore et al. (2020) also recorded from attendees realizing it is imperative to have outside reviewers. Moore et al. (2020) lastly recorded from respondents that having an organized portfolio to be reviewed for tenure was important.

According to Moore et al. (2020) regarding “faculty roles” it was learned from the seminar that it was needed to keep in mind “...the big picture, which is useful for me as I tend to focus and get caught in the details” (p.153). Another thing understood from the seminar was the “importance of good citizenship role” (Moore et al., 2020, p. 153). According to Moore et al. (2020) regarding “job market” junior faculty and doctoral students learned how important the art of negotiation is. And lastly, Moore et al. (2020) discovered from the respondents regarding “career trajectory” to “seek mentors from everywhere” (p.153). Moore et al. (2020) implied that the seminar for junior Black faculty and Black doctoral students needed for these groups to be

better prepared for academic careers. Moore et al. (2020) also implied that this seminar can be repeated to support Black junior faculty and doctoral students.

Conner et al. (2023) sought out to examine the experiences of Black social work faculty with Black social work administrators. Conner et al. (2023) find, “In social work education, there are many strategies that are used for upward mobility, such as coaching, networking, role-modeling, and a provision of skills” (p.372). A dearth of such a need in social work could expand the knowledge base for Black male social work faculty. Conner et al. (2023) find “There has been some discussion about the differences in social work education in preparing faculty for leadership roles, with gender and race being key determinants of how successful is mentoring” (p.372). Conner et al. (2023) stated that 7% of higher institutions of learning administrators were Black. “With underrepresentation of Black faculty and staff in higher education, and the even smaller number of Black administrators, little is known about the experiences of Black faculty when they are supervised by Black administrators” (Conner et al., 2023, p.372). Conner et al. (2023) stated that there is a boom in social work education in the United States with many experienced social work administrators retiring and a “need to ensure well-prepared, social justice-oriented, and equity minded leaders that are equipped to lead programs” (p.372). Conner et al. (2023) stated the Council on Social Work Education is supposed to develop knowledgeable and proficient social work professionals and innovators.

Conner et al. (2023) wanted to know how Black social work professionals fit into the equation to be guided and supported to be knowledgeable and proficient social workers. “For Black administrators within social work education, there is also a need for mentoring, support, and streamlined goal setting to encourage competent leadership development among this community of academicians” (Conner et al., 2023, p.373). According to Conner et al. (2023),

“...the need for recruitment and training of Black faculty who transition into leadership roles within social work education while also staying true to their cultural grounding and rooted in their commitment to social justice” (p.373). According to Conner et al. (2023), “Therefore, Black administrators served two main purposes: to manage Black students and provide a buffer for white faculty and administrators” (p.373). Conner et al. (2023) reported of the importance of keeping Black administrators in mind to support Black faculty due to the academic ivory tower being oppressively anti-Black to Black faculty and staff. “The challenges experienced by Black faculty in higher education are closely connected to social justice and human rights issues” (Conner et al., 2023, p.375).

According to Conner et al. (2023), there were two perspectives to keep in mind for this study related to “Explore the experiences of Black social work faculty in relation to having Black administrators” and to “Describe Black social work faculty and staff’s perceptions of administrators, positive experiences, negative experiences, and different types of support received” (p.375). Conner et al. (2023) performed a mixed methods examination to understand the two perspectives. Due to the dearth of knowledge about Black social work faculty, to Conner et al. (2023), wanted to provide scholarship due to Black social work faculty literature needing to be expanded. “Given the nature of social work as a profession that values diversity and inclusion and challenges social injustice, it would be of great benefit to understand the experience of Black educators and scholars in the field of social work” (Conner et al., 2023, p.375). Conner et al. (2023) wanted to find out, “What are the experiences for Black faculty and staff in academic institutions who have had Black administrators? Researchers have found that Black faculty face persistent challenges under Eurocentric hegemony and merit-based assessments in higher education” (p.375).

Conner et al. (2023) used a mixed methods approach to study the Black social work faculty. Conner et al. (2023) stated, “The qualitative section of this study used a phenomenological approach to investigate the experiences of Black social work faculty and staff who are or were supervised by Black administrators using survey methodology. (p.375). Conner et al. (2023) also stated, “The quantitative section used an anonymous survey comprising 29 total items: 13 demographic questions and 16 questions about the conditions of the department and institution and current and past perceptions of their administrator” (p.375). “Quantitative data were analyzed using univariate statistics. Qualitative data were analyzed using both open and closed coding methodologies and triangulation.” (Conner et al., 2023, p.375-376). Conner et al. (2023) used for the sample those who were aged at least 18, self-identified within the Black/African diaspora, and who had current positions in social work higher education “e.g., lecturers, clinical faculty, research faculty, assistant professor, associate professor, professor; and had or currently has and administrator who identifies as Black or of African descent. A total of 55 participants were included in the study” (p.376). Conner et al. (2023) reported of 11 Black male social work faculty.

According to Conner et al. (2023) of the findings, “Themes across three open-ended questions related to experience (i.e., positive, types of supports, frustrating or negative) linked to Black faculty/staff’s perceptions of treatment and resources in higher education” (p.384). According to Conner et al. (2023) a progressive theme was, “For this reason, grounding interpretation of the results in the context of an Afrocentric paradigm is helpful, as it allows us to bring attention to the different experiences of Black faculty and their interactions with Black administrators” (p.384).

“Across the themes, there were several individuals who reported that they did not have positive experiences, that there were very little supports, and that the lack of supports made the experience frustrating or negative” (Conner et al., 2023, p.384). Conner et al. (2023) stated that, “One could argue that Black faculty assess relationships or their positive experiences with relationships as a marker of satisfaction or collective consciousness. Therefore, positive experiences are rooted in intrinsic transactions that are created by sharing and cooperating.” (p.384) “Relationships and respect are highly valued and needed because humans are predisposed to attachment... These favorable experiences can also serve as pipelines that contribute to mentoring the next generation of Black leaders in social work education” (p.384). Conner et al. (2023) reported that respondents received visible informal direct support which included use of university resource support from Black social work administrators or visible informal support in the form of being provided emotional space.

Conner et al. (2023) stated there were some disgruntled participants disappointed that some Black social work administrators had whitewashed mindsets over African-centered mindsets. Conner et al. (2023) stated the need for Black social work faculty to be culturally yoked with Black social work administrators. One could even argue how cultural factors due to the diversity of the Black diaspora could be at play.

Griffin and Reddick (2011) concluded that Black professors use a lot of time doing excessive mentoring and service projects. Griffin and Reddick (2011) wanted to conduct a study to see how there are gender differences in relation to mentoring student and service projects. Griffin and Reddick (2011) stated that, “Research reveals that race certainly has a significant role in shaping the experiences of Black faculty members at PWIs; however, it is important not to forget the influence of gender roles and stereotypes that pervade the academy...” (p.1036).

Griffin and Reddick (2011) performed a qualitative study of 37 Black faculty at three predominantly white institutions and did two studies. There were Black male professors that were surveyed in the study and no mention of social work; therefore, no Black male social work faculty mentions.

Griffin and Reddick (2011) conducted two studies. Griffin and Reddick (2011) stated, “Study 1 focused on the motivations and methods employed by full-time, tenure-track Black faculty members at a selective PWI engaged in mentoring relationships with Black undergraduates...” (p.1037). Griffin and Reddick (2011) in their interview questions asked about how faculty members became professors, how they take care of their academic roles, and service project commitments. Griffin and Reddick (2011) stated, “Study 2 explored the experiences of Black professors at predominantly white research universities, focusing on their mentoring relationship with students” (p.1041). Regarding Study 2, Griffin and Reddick (2011) make distinctions of different bonds amongst faculty members and student identities.

Griffin and Reddick (201) both stated their identities as a Black woman (Griffin) and a Black man (Reddick) finding that their dialogues and gender identities were pluses and deltas in getting research feedback. Griffin and Reddick (2011) stated that, “Professors across both studies shared a similar perception: They and their minority colleagues more often formed developmental relationships than their white colleagues” (p.1044). Griffin and Reddick (2011) found that Black professors of both sexes had a passion to mentor and support the Black diaspora. Griffin and Reddick (2011) summarized from their study that “Most Black female participants emphasized their closeness with students, demonstrated through attentive-ness to their personal lives. Women appeared more open to discussion about family, finances, and the struggles their students faced outside of the classroom” (p.1045). On the other hand, Griffin and

Reddick (2011) stated that, “Black men across both studies describe relating to their mentees in a more formal, distant manner...Black male professor mainly approached their relationships with prudence and boundaries” (p.1049). Griffin and Reddick (2011) stated, “Relationships with women students were inherently risky, because of the potential for misunderstanding and a perception that Black men have less credibility should an accusation of impropriety arise” (p.1049). Griffin and Reddick (2011) quoted a participant stating, ““It’s especially tricky for Black men in university situations, because if someone leaves the door, and tells a story, it’s more likely to be believed-because our authority is already compromised by the fact we’re young Black males”” (p.1049). It is important to keep in mind to note such distinctions for Black professors, but not play the oppression Olympics. At the end of the day, white supremacy is a factor that equitably impacts all Black people, and the profession of social work needs to consider supporting Black male social work faculty.

The Black Male Identity

According to Turner and Grauerholz (2017), there is a dearth of Black males as professionals in higher education. “The lack of black men in professional positions has serious implications for students of color experiencing marginalization in the curriculum, isolation from both campus and home communities, feelings of impostorship, and racism” (Turner & Grauerholz, 2017, p. 212). Turner and Grauerholz (2017) believe “Research about the experiences of the Black men who are charged with mentoring students, particularly Black male students, is sparse” (p.213). Turner and Grauerholz (2017) conducted qualitative interviews that involved Black male faculty members at a university in the southern United States to find out how they dealt with anti-Black oppression in the university. Turner and Grauerholz (2017) conducted the study due to being “...interested in understanding whether and how postsecondary

educational institutions in the United States facilitate and perpetuate the discriminatory ideals and practices of the broader society and whether they empower or disempower professional Black men working in these institutions” (p. 213).

“This qualitative study employed intensive interviews to examine the race-based experiences in the professional lives of Black men working in postsecondary education” (Turner & Grauerholz, 2017, p.215-216). Turner and Grauerholz (2017) performed the study at a university with almost 2000 faculty and more than 9000 staff; 89 of such were either faculty or staff. Turner and Grauerholz (2017) surveyed 10 Black men working at this university with two being faculty members; the ages ranged from 20s to 70s. There was no mention of Black male social work faculty as participants. “Given the sensitive nature of the subject, the 40–90-minute interviews were conducted in private, off-campus locations” (Turner & Grauerholz, 2017, p. 216). “Interview questions focused on interactions that made participants feel insignificant, inferior, or invisible; how these interactions defined their power in their professional positions; and how they redefined their power within those experiences” (Turner & Grauerholz, 2017, p. 216). Turner and Grauerholz (2017) did find that this university was not overtly anti-Black to the participants but were covertly anti-Black to them by not supporting them to get ready for tenure and keeping them preoccupied whereas they cannot get ready for career advancement and tenure.

The themes consisted of “disparate treatment”, “initiative and preparation questioned”, “the cost of respect”, “self-expression”, and “mixed institutional messages” (p.217-219). Turner and Grauerholz (2017) reported, “Participants discuss disparate treatment in workloads, in expectations regarding how they express themselves, and in the need to establish their position as a part of the team” (p.217). Turner and Grauerholz (2017) mentioned a respondent feeling he is perceived by others as not being able to be approached and not compromising. Turner and

Grauerholz (2017) mentioned that the respondents felt as though they are not being taken seriously as professionals and "...are penalized for taking the initiative that all student affairs professionals are encouraged to develop. One participant believes that white male supervisors may want their Black male staff member to demonstrate professional incompetence or dependence" (p.218). "Participants' explanations indicate that they believe others view them as subpar or deficient in terms of knowledge, skills, and abilities, a direct contrast to who they are and the credentials they hold" (Turner & Grauerholz, 2017, p.218). So, it seems as though the participants felt as though they were aware of others not believing in their skills and felt their professional credibility was in question at this university. Turner and Grauerholz (2017) described from the participants as not feeling respected at this university by their peers. Turner and Grauerholz (2017) revealed of the respondents that they felt like they had to do extra to prove their professional knowledge as well. "Many participants acknowledge that they do more than their counterparts to earn a respect they remain unconvinced will materialize" (Turner & Grauerholz, 2017, p.219). Turner and Grauerholz (2017) mentioned of one participant feeling he could not be himself as an introvert and had to come out of his comfort zone to get the respect he felt he earned.

Many institutions are not equipped to support and understand Black male identity in an academic space. These instances cannot be healthy for Black male faculty. Turner and Grauerholz (2017) reported "Participants realize they must be especially careful about how they practice advocacy, agency, and inclusivity on behalf of underrepresented populations" (p.219). Turner and Grauerholz (2017) stated of a participant that they felt under a microscope by how they verbally expressed themselves and was not allowed to express themselves the way his white male colleagues do. "Turner and Grauerholz (2017) recorded from a respondent juxtaposed to a

white male co-worker to discussing being self-conscious of themselves in academic spaces. To be so overly aware of one's actions can be stressful and emotionally taxing. Turner and Grauerholz (2017) mentioned from the participants they received conflicting institutional communication regarding diversity, equity, and inclusion. "Our respondents hear the de jure diversity and inclusion statements but see the de facto racial discrimination and inequity on campus" (Turner & Grauerholz, 2017, p.219). Turner and Grauerholz (2017) stated the participants are asked to discuss and lead discussions on diversity and speak on behalf of marginalized populations. "It is interesting to note that the legal protections and policies that encourage diversity and inclusion contribute to the cultural taxation and tokenization of these men" (Turner & Grauerholz, 2017, p.220). Social work education should consider that Turner and Grauerholz (2017) reported that regarding Black males at this institution feel isolated and cannot find other Black male professionals for support and that diversity is lacking. Turner and Grauerholz (2017) stated Black male professionals at this university are not professionally invested to be professionally ascended to be experienced faculty members or administrators; "This inability to recruit, retain, and promote black male professionals into senior-level faculty or administrator positions creates a space in which search committees can promote egalitarian concepts of diversity and inclusion while intentionally or innocently perpetuating aversive racism" (Turner & Grauerholz, 2017, p.221).

Parker and Neville (2019) wanted to unpack how Black faculty were perceived by their white pupils. Parker and Neville (2019) reported that the most whites live within proximity of one another and are predominantly taught by one another, with small interactions with Black educators. Parker and Neville (2019) stated, "Unfortunately, many higher education institutions are ill-prepared to facilitate effective cross-racial interactions, due in part to White students' lack

of preparedness for such interactions. (p.880). Parker and Neville (2019) reported that 84% of full-time faculty are white, that Black faculty are poorly represented, and that students do not interface with Black authority figures. Parker and Neville (2019) reported, “When these students face Black faculty in the college classroom, therefore, they often exhibit negative attitudes and inappropriate behavior” (p.880). Parker and Neville (2019) developed a study to find how white college students from various backgrounds “...described and perceived African American professors” (p.880). Parker and Neville (2019) stated for most of the students in their study it was the first time they had a Black educator asking the question, “How do white students perceived African American professors and how does their racial identity influence their perceptions?” (p. 880). There were no findings about Black male social work professors.

Parker and Neville (2019) used an “interpretive phenomenology as the methodology for this study as it allowed us to examine the meanings embedded in students’ experiences and their perceptions of African American faculty while also permitting us to reflect on our own roles as researchers” (p.885). Parker and Neville (2019) both disclosed they were raised in white neighborhoods, and that Parker is a Black professor and Neville is a white college administrator who also serves in a faculty role. Parker and Neville (2019) both discussed how contemplative they were about how they have dealt with racism and how they perceive others. Parker and Neville (2019) reported they used “interpretive phenomenology” to better understand student perspectives. Parker and Neville (2019) wanted to use such a perspective to analyze how students think about Black professors.

Parker and Neville (2019) used student respondents in the study from a predominantly white institution in the northeastern United States, utilizing students from five classes taught by three Black professors. Parker and Neville (2019) used fictitious names for students and faculty

members. Parker and Neville (2019) sampled from two Black women professors and one Black male professor. Parker and Neville stated (2019) that both Black women professors taught in the “Department of Human Development” and sole Black male professor taught in the “Department of Professional Studies” (p.886). Parker and Neville (2019) used 22 college students between the ages of 18-24, with 16 students being white, with all respondents living in a 25-mile radius of the university.

When it comes to data analysis, Parker and Neville (2019) used a NVivo which helps to understand and unpacks qualitative data; the software looks at themes that come up in interviews. “Two phases of data analysis occurred in order to 1) assess the phase of racial identity of each participant and 2) understand how this identity influenced the students’ perspective and attitudes toward African American faculty” (Neville and Parker, 2019, p.887). Neville and Parker (2019) made sure to take note of “...terms of the expressions and language students used to describe themselves and their faculty as well as anything that would give us a sense of familial, educational, and residential context from which they came to college” (p.887). Neville and Parker (2019) made sure to read transcripts and make sure to observe students’ responses for repetitive factors or inconsistencies in their responses. “Using our conceptual framework as a guide, this process allowed us to group students according to both their phase of White identity development as well as their level of racial consciousness” (Neville and Parker, 2019, p. 887). Parker and Neville (2019) reported, “Here, we used CRT to understand the influence of whiteness and the extent to which students’ expressions were indicative of a colorblind ideology” (p.887).

A theme Parker and Neville (2019) found from the 16 students was “To me everyone is human” (p.888). Parker and Neville (2019) discovered students “...failed to acknowledge race as

a personal and distinctive characteristic of the faculty in efforts to not appear racist” (p888).

Parker and Neville (2019) reported that 13/16 white students had a “colorblind” mindset to “treat everyone the same” (p.888). Parker and Neville (2019) unpacked that the white respondents had uninformed mindsets to recognize how race played a part for them in acknowledging how race is a differentiating factor for Black faculty.

The theme of the Black male identity is noted when “There was one participant, however that openly used racist stereotypes of African Americans when describing and evaluating one faculty member” (Parker and Neville, 2019, p.890). This was a white woman student evaluating the sole Black male faculty member. For Black male social work faculty in a predominantly white woman run profession, such factors need to be more considered. Parker and Neville (2019) stated of this student when they saw they were scheduled in one of the Black professors in the study’s class, “I’m not racist or anything, but when I see a Black person it’s like baggy jeans, not very educated...I was even debating on switching classes” (p.890). Parker and Neville (2019) stated of this white woman student as her opinions changed of this Black male faculty member, she felt this professor was not fully Black due to her assumptions of him. In the end, Parker and Neville (2019) stated this white woman student’s perception of this Black male faculty member change attributing his upstanding teaching qualities to “being white”, “like being a ‘good professor’” (p.891). The Black male identity of the sole Black male faculty member from this white woman student is questioned and she cannot fathom someone of his expertise as an educational authority figure, due to her racist notions.

Parker and Neville (2019) made different suggestions after doing this study. One of such suggestions related to colleges and universities must improve and daring rather than enabling “whiteness, racism, and colorblindness” (p.897). Parker and Neville (2019) reported that Donald

Trump ran for election in 2016 in a racially polarizing way with 48% of votes coming from whites with educational privilege” (p.898). “Further, through racial identity development, we can begin to understand the influence and implications of whiteness; that colorblindness is harmful as CRT contends and colorblindness is racism” (Parker and Neville, 2019, p.898). Parker and Neville (2019) also suggested that “Racial consciousness can be increased when institutional leadership takes intentional actions to crack the ‘walls of whiteness” (p.898). “These actions will require human and fiscal resources as well as explicit intention to increase and improve cross-racial interaction at all levels of the university” (Parker and Neville, 2019, p.898). “Institutional leaders must take on the responsibility to provide training and education to current administrators, faculty, and staff in order to directly address systematic racism” (Parker and Neville, 2019, p.898). “Leadership must also actively demonstrate a commitment to the hiring and retention of faculty of color so the entire community is aware of the value placed on a diverse professoriate” (Parker and Neville, 2019, p.898). The last suggestion Parker and Neville (2019) is that colleges and universities must be more cognizant of how “colorblindness and affirmed whiteness plays in the retention of African American faculty and other faculty of color” (p.898). Parker and Neville (2019) proposed department chairs must better support African American faculty when students are not being respectful to their instruction. Parker and Neville (2019) discussed how a professor was looked at as “too Black” by a student and how this professor was harshly evaluated in course evaluations (p. 898). Parker and Neville (2019) lastly stated white students “had negative and stereotypical views of Black faculty even before they stepped into the classroom” (p.898). Parker and Neville (2019) proposed how such negative mindsets need to be considered by institutions when Black professors receive course evaluations. Parker and Neville (2019) suggested that institutions must do their due diligence in being

prepared to discuss race and racism by helping Black professors when many students have limited interactions with Blacks.

Productivity and Success

Warde (2009) wanted to find “What factors and/or experiences do you believe contributed to you successfully advancing in the professoriate and earning tenure” (p. 498).

Warde (2009) also wanted to find “What advice would you give to current and future African American male tenure-track professors about how best to successfully advance in the professorate and earn tenure” (p. 499). Warde (2009) conducted a study of 12 participants ranging in age from 47 to 65. Warde (2009) also conducted the study on full-time teaching faculty ranging from seven to 35. Warde (2009) had two social work professors included in the study. Warde (2009) founds five themes related to ways to best support these African American male tenured professors ranging from mentorship, organizational support, culture/background, collegiality, and networking; there were also implications for higher education provided.

Analysis of the interviews revealed that the structure of this experience was comprised of five interrelated themes: (1) mentorship; (2) organizational support; (3) culture/background; (4) collegiality; (5) networking. Each of these five themes are defined and illustrated by quotations taken from the participants. The secondary purpose was to have these men offer advice they believe would be helpful in preparing current and future African American male tenure-track professors for success in the professoriate. This advice is illustrated in bullet form and shared in the recommendations section. (p. 499)

Warde (2009) finds of mentorship related to a participant as, “Mentorship was very important to my success.... They showed me the ropes and shared ideas about teaching, as well as let me know what I needed to do to get tenure” (p. 500). This was a response given by a

participant in the study. This participant lays out how the tenure blueprint was given to them so that they could succeed. According to Warde (2009) pertaining to mentorship, nurturance from senior faculty members was important because “it socialized them to norms of their department, as well as alerted them to the requirements for tenure” (p.500).

Warde (2009) was able to encapsulate an organizational support response from “Dale” which is the fictitious name given to a social work professor stating, “The great thing about coming here was scholarship. At Clapham (fictitious name) which was way too prescriptive for me. dean) embraced and welcomed my scholarship, which enabled me to soar (Dale)” (p. 501). This is one of the few responses from a Black social work faculty member in the study. Dale was able to get what he needed from the school to succeed. Dale needed explicit direction to move up the tenure ladder. It was as simple as verbalization for him.

Warde (2009) also had a Black male social work faculty member recorded for response pertaining to culture/background with the fictitious name of Winston. Warde (2009) stated of Winston not knowing specifically if something was anti-Black from white co-workers, but felt their tones were patronizing of him. According to Warde (2009) of Winston, “For example, one of my colleagues came in and proceeded to tell me that such and such is the way ...I knew what I wanted to achieve, and I was going to do that regardless of others. (p. 501-502)

There were no findings about collegiality when it comes to the social work faculty members. According to Warde (2009) of a participant, “The theme of collegiality refers to participants' relationships with their colleagues and its by all participants, collegiality was critical because it demonstrated to their colleague that they were a team player (p. 502). According to Warde (2009) of another response related to collegiality stating there is a culture to stick to the

status quo and if not, others will not let you know what you need to do to succeed. It is safe to say not sticking to the script would not be in a professor's favor.

There was a social work faculty member response pertaining to the theme of networking by Winston with Warde (2009) finding of the importance of networking for a faculty member. Warde (2009) stated of networking for Winston to be an investment to bolstering their career. When it comes to tenure, networking is an important factor in achieving success. This is a helpful tool for this Black male social work faculty.

There is emphasis on what must be done by and for Black male social work faculty to gain tenure. Social work should take heed of such suggestions. Warde (2009) unpacks how colleges and universities can improve issues for Black male faculty. "First if institutions of higher education are to help reverse current trends as regard to the paucity of tenured African American male professor, they must create an institutional environment in which African American male tenure-track professor can succeed (Warde, 2009, p. 505). "Second, if not already racially and ethnically diverse, institutions of higher education must work toward diversifying their student body" (Warde, 2009, p. 505). Institutions need to listen to Black male faculty to even begin to improve. Black male faculty success is contingent upon there not being a majority of homogenous students, faculty, and staff. Warde (2009) provided a summary of recommendations from the participants for Black male tenure-track faculty stating: look for a mentor that is experienced, curate a portfolio that is formidable, make collegial bonds with co-workers, stay neutral in department tension(s), write in peer-reviewed journals that are relevant to your profession, engage in networking opportunities outside of your school, serve on committees for service opportunities, and be intentional with your time so you can be focused on your publishing and committees.

Simmons (2019) described there not being a lot of research about Black men receiving undergraduate social work education. Such an argument is a lot of what this scoping review has stated regarding needing more academic literature about Black men in social work overall.

Simmons (2019) stated in general, Black males faced educational barriers attaining education, let alone Black men attaining baccalaureate social work degrees. Simmons (2019) performed a qualitative study involving four Black males and what they needed to matriculate. The main factors needed for matriculation involved from the study pertained to having loved ones and family, being connected to community, and having Black male faculty.

Simmons (2019) discussed how pivotal it was for these four Black BSW students felt about having a Black male social work faculty member. Simmons (2019) felt at ease with this Black male social work faculty member after dealing with an anti-Black white male social work faculty member. Simmons (2019) found the specific student saying, “as a Black man...to see another Black man with the title ‘Doctor’ made me proud” (p. 300). Simmons (2019) also mentioned of this specific student stating he was motivated by this Black male social work faculty member and that this professor helped to give him belief in himself.

Simmons (2019) stated Black male social work faculty was imperative due to their presence impacting the persistence of Black male students. Simmons (2019) stated, “They can serve as mentors, role models and gatekeepers for helping Black males negotiate their social work experience” (p.302). Simmons (2019) also stated undergraduate social work programs need to passionately recruit and hire a more inclusive social work faculty from a demographic standpoint. Simmons (2019) finds Black male social work representation can be a determining factor in Black males getting degreed in social work. This conclusion can be used to widen the social work educational base for the health of Black male social work faculty. As a Black male

DSW student, I agree with all such sentiments as I have Black male social work faculty as my DSW chairs. As a group we are not monolithic, and representation and shared experiences motivate me in my doctoral education.

Williams and Williams (2006) stated that non-white professors have less of a likelihood to maintain tenure-track jobs than white professors. Williams and Williams (2006) also stated that “African Americans possess the lowest percentages of full professorships (17.5%), but they maintain the highest percentage of full professorships (32.8%)” (p.288). Williams and Williams (2006) wanted to find out in their study, “the perceptions of African American male junior faculty on promotion and tenure” (p.288). Williams and Williams (2006) also wanted to know, “What types of support systems should be in place at the university, college, and departmental level to assist African American male faculty through the promotion and tenure process” (p.288). There were no mentions of social work, hence no findings on Black male social work faculty. Williams and Williams (2006) used a qualitative method to ask descriptive questions regarding what challenges African American male faculty faced during advancement and tenure procedure, descriptively detailing how institutions of higher learning can support African American male professors through tenure, and other details to keep in mind in supporting African American male faculty. Williams and Williams (2006) surveyed 33 African American male junior professors.

Williams and Williams (2006) found results that had three main themes regarding these faculty members. Williams and Williams (2006) stated these faculty members faced obstacles in their advancement and tenure journeys. Williams and Williams (2006) also found these faculty members needed more help from their institutions to bolster their tenure quest. Williams and Williams (2006) lastly mentioned that were similar issues impacting the professional investment for these faculty as well.

Williams and Williams (2006) reported these faculty members needed the guidance of other Black male senior faculty, in which there is a dearth of such support. Williams and Williams (2006) found that the respondents in their study stated there was a “Lack of knowledge of and preparation for the informal rules of promotion and tenure emerged... This was most evident in the responses related to the institutional ambiguity associated with what is required for promotion and tenure” (p.298). It is a concerning factor that not knowing what is expected to continue to enable white supremacy in academia. Not to mention, Williams and Williams (2006) stated service provided by respondents was overlooked regarding guiding non-white students. This is an example of the Black Tax that requires Blacks to go above and beyond, when others are not asked to give as much. This is another example of white supremacy in academia. Williams and Williams (2006) also found stereotypes and negative perceptions of African American men stemming from slavery hampered how their institutions treated them as well, in which such challenges inhibit their tenure journeys.

Eagan and Garvey (2015) wanted to begin a study of “in organizational psychology to examine how different types of stress correlate with faculty productivity across measures of research, teaching, and service” (p. 925). Eagan and Garvey (2015) due to being “particularly interested in understanding how faculty's racial/ethnic and gender identities moderate the association between productivity and two types of stress: stress due to subtle discrimination and family-related stress” (p.925). Eagan and Garvey (2015) wanted to “examine the salience of stress due to subtle discrimination and family obligations on faculty's ability to demonstrate excellence in student-centered teaching, research publications, and civic-minded practices” (p. 924). This article was able to unpack what life circumstances, stressors, and oppression felt by non-white faculty. There was no survey of Black male faculty surveyed, let alone any mention of

Black male social work faculty. Eagan and Garvey (2015) discussed themes related to “linking stress and job performance”, “stress due to subtle discrimination” “family obligations” and “gender, race, and productivity” (p. 924, 925, 927).

Eagan and Garvey (2015) sampled 23,824 full-time undergraduate faculty at 417 institutions of higher learning. Eagan and Garvey (2015) only used data that filled in completed demographics and ended up with 21, 840 full-time faculty from 411 institutions of higher learning. Eagan and Garvey (2015) find, “Women comprised 41% of the sample, and faculty who identified as White made up 83% of respondents. The average age of faculty in the sample was just over 50 years old” (p. 936). Eagan and Garvey (2015) mention regarding “gender, race, and productivity” regarding Black faculty members that “research productivity is roughly one-third standard deviation below that of their white colleagues” (p. 936). “Whereas the research productivity among White men and women appears to increase slightly as self-reported stress due to subtle discrimination increases, we find that the reverse is true for men and women faculty of color” (Eagan & Garvey 2015, p. 941). “As faculty of color report greater stress due to subtle discrimination, their overall research productivity significantly declines, exposing a larger gap between faculty of color and their White colleagues” (Eagan & Garvey 2015, p. 941).

One can deduct based upon the literature that White faculty are more productive due to having less oppressive factors than Black faculty. A perspective from the theme in the literature was utilizing differences to promote action. If attention to the marginalizing circumstances is paid attention to between White faculty members and non-white, then changes can be made. This could come in handy in seeing what could work to support Black male social work faculty and alleviate stressors to make progress towards expanding the social work education’s knowledge base.

Jackson et al. (2022) discussed how important Black women academics in social work to the profession of social work. The literature unpacked was about Black women in social work with no mention of Black men in social work. Jackson et al. (2022) used a methodology “The Black Feminist Polyethnography, to provide an affirming and communal space for us to dialogically reflect on our collective experiences of gendered anti-Blackness in predominantly white schools of social work” (p. 565). Jackson et al. (2022) used a qualitative method to focus on six Black femmes in social work academia and how they experience misogynoir.

Jackson et al. (2022) regarding findings were focused on taking back stories, using their Black bodies as a form of opposition to white supremacy, having discernment in what battles to have, being cognizant of misogynoir in the academy, being trailblazers, and not losing hope. Jackson et al. (2022) also recognized their privileges as Black cis het women in which their stories did not include other Black femmes and Black gender nonconforming individuals; in fact, they also stated there needs to be more research in social work education for Black LGBTQIA+ social workers and Black gender nonconforming individuals. It was notable and amazing Jackson et al. (2022) paid homage to Black women in social work naming many, especially the late great former NASW President Dr. Mildred Joyner. Jackson et al. (2022) stated that there should be more research on misogynoir in social work from the institutional side to the general profession. There also needs to be more research and evidence-based literature about Black male social work students at white schools of social work and Black male social work professionals in white social work schools.

Hofstra et al. (2022) wanted to find meaning in providing guidance to doctoral students that was rooted in “social and intellectual reproduction” (p.1). Hofstra et al. (2022) stated, “The persistence of racial and gender disparities in the professoriate, with distinct and intersecting,

causes, captures an academic tragedy” (p.1). Hofstra et al. (2022) mentioned, “The consequence is the social-intellectual reproduction of white men scientists and science that render women’s and nonwhites’ pursuits less represented” (p.1). Hofstra et al. (2022) also found that marginalized groups are not as represented in academia and such communities deal with obstacles in getting to and maintaining being portrayed in professor roles. There was only emphasis on those in the article for those with PhDs. Hofstra et al. (2022) finds that whites and men have advantages in obtaining PhDs that women and non-white groups do not. Hofstra et al. (2022) did a qualitative study that lasted for 35 years on those who attained PhDs and shadowed their careers. There were no mentions of social work in the text, let alone anything on Black male social work faculty.

Hofstra et al. (2022) found that professors from marginalized groups who had mentorship from someone of similar representation fared better in academic journeys. Hofstra et al. (2022) also found that “What helps women and nonwhites enter influential systems seems different from what dominant groups gain a foothold” (p.17). It can be implied that legacy and lack of structural barriers could help the dominant groups gain their way into such spaces as well. Hofstra et al. (2022) stated, “Finally the benefits of same-race and same-gender advisors for underrepresented groups may be due to various factors we do not measure directly” (p.18). It would be interesting to have such a quote in mind for how Black male social work faculty could benefit from other Black male social work faculty regarding mentorship as well to enhance their health outcomes.

Grant (2023) identifies as a Black woman educator in academia. Grant (2023) discovered that not only her, but other non-white faculty led a teaching practice called “learner-centered” teaching pedagogy (p.100512). Grant (2023) stated such a teaching pedagogy has faculty using a fusion of emphasis on the learner coupled with “Learner-centered instructors leverage their

understanding of the scholarship on teaching and learning, as well as their knowledge about students' interests, backgrounds, goals, and skills, in order to enact practices that support all learners" (p.100512). Grant (2023) defined "learner-centered" as "A host of practices ranging from activity-based group work to computer-based individual instruction" (p.100512). The four themes Grant (2023) discusses related to this style of teaching are, "emphasis on the learner, not the instructor, shared responsibility, power, and expertise among learners and instructor, learning as an iterative process, and vulnerability & lack of fear" (p100512). There was no mention of Black male faculty or Black male social work faculty in the text.

Grant (2023) also revealed a high majority of her students were white. Grant (2023) questioned would her reception from the students be different if she were different? "Would my students have been so quick to dismiss my teaching practices if I were for example, an older, white, male-identified, tenure-line faculty member?" (Grant, 2023, p.100512). The aforementioned question needs to be more examined to support Black male social work faculty; the more this is unpacked the better the health conditions can be for Black male social work faculty.

Grant (2023) stated "This study focuses on two research questions: (1) What are the key tenets and practices of learner-centered teaching as described in the literature" (p.100512). Grant (2023) also stated "(2) To what extent do these tenets align with, reflect, or support, the experiences of faculty of color?" (p.100512). Grant (2023) finds, "In this paper I synthesize the key features of learner-centered classrooms...consider the ways the experiences of faculty of color's experiences might differ from that of their white peers" (p.100512).

Grant (2023) stated, "I find that the literature on learner-centered classrooms, though robust, often does not consider racial and ethnic identity" (p.100512). Grant (2023) stated,

“Rather, within the scholarship on learner-centered classrooms, instructors of color are omitted *epistemologically*, or as sources of knowledge about learner centered classrooms, and *experientially*, as practitioners seeking to enact learner-centered strategies” (p.100512). Grant (2023) lastly stated, “In fact, many of the recommendations in the scholarship on learner-centered teaching directly contradict research on the experiences of faculty of color in higher education” (p.100512).

Grant (2023) stated that “graduate students rarely receive instruction on how to teach” (p.100512). Grant (2023) proposed it is needed for institutions give guidance to non-white graduate students in how to instruct teaching practices. “Learner-centered pedagogy is not divorced from identity; therefore, faculty development programs that support graduate students’ pedagogical skills should consider providing targeted training to students of color who intend to pursue faculty careers” (Grant, 2023, p.100512). Grant (2023) also discussed the professional development needed for instruction could be basic perspectives like constructive criticism on how to teach and “discipline-specific pedagogical skills as well as practices specific to instructors of color” (p.100512).

Grant (2023) proposed that non-white faculty get specific support to help hire and keep such faculty. Grant (2023) stated that faculty of color’s experiences are tied to their racialized teaching involvement which correlates to if they stay in an institution, if they get their careers advancement, and if they are content with their jobs. Grant (2023) discussed faculty of color needing to prove themselves knowing they will be compared to their white counterparts. Grant (2023) also advocated for spaces on campus where faculty of color can have space with those that match their identities to have community.

Grant (2023) stated institutions should “conduct research on faculty of color’s learner-centered teaching practices” (p.100512). “To what extent do faculty of color adhere to the traditional learner-centered practices found in the literature, and to what extent do these instructors necessarily design new strategies?” (Grant, 2023, p.100512). “How, if at all, do these instructors establish authority and expertise while also ceding traditional markers of institutional authority?” Grant, 2023, p.100512). Grant (2023) stated, “Learner-centered teaching is often presented as a zero-sum game: instructors should focus on student needs, not their own. Yet, is it possible, as these authors suggest, to create classrooms that both liberate students and empower faculty?” (p.100512). Grant (2023) asked, “Do such spaces require seemingly old-fashioned, traditional, or ‘authoritative’ teaching techniques? And is the very notion of authoritative a coded way to race, gender, and ultimately marginalize practices that might empower minoritized faculty?” ((p.100512). Grant (2023) stated, “Additional research into what faculty of color mean by “learner-centered” _could provide insight into new approaches to learner-centered teaching” (p.100512).

Lastly, Grant (2023) stated in relation to colleges and universities, “Place the onus on institutional and pedagogical change on institutions, white faculty, students, and administrators, not on faculty of color” (p.100512) Grant (2023) found that systemic factors can dampen the teaching styles of non-white faculty. “While it is important to understand how individual faculty members adjust their teaching practices when facing racism, there is a danger in focusing only on individual solutions” (Grant, 2023, p.100512). “Colleges and universities should therefore consider broader changes to make university climates and processes more supportive of faculty of color” (Grant, 2023, p.100512). “Beyond student evaluations of teaching, institutions might

also examine the ways in which white male, cis, tenured faculty are the norm for teaching, scholarship, and service within the institution” (Grant, 2023, p.100512).

Discussion

There were two salient questions regarding the health of Black male social work faculty. The first one was how is social work contributing to support Black male social work faculty members? The second one was to what extent is the health of Black male social work faculty considered in this knowledge base? When it comes to both questions, the profession of social work needs to improve upon both. There is not enough research on both regarding the health of Black male social work faculty. Provided the physical health outcomes Black men deal on top of the challenges in academia of being insulated in academia can make health matters worse. The faculty journey is a stressful one, but how could such research be geared to better support Black men in academia?

A new focus can be related to risk and community as a protective factor. Upon further review of the scant literature, anti-Black racism regarding Black male social work faculty is a risk. The ivory tower does not consider the racism and stressors Black male social work faculty must deal with from social work departments and even non-Black social work students. The profession of social work does not have a Critical Race Theory lens pertaining to the foundational oppression that Black male social work faculty deal with from being doctoral students to getting tenure. There are Black male social work students who want to see themselves reflected in faculty positions as well.

A protective factor can be community for Black male social work faculty. Black male social work faculty need guidance in their academic journeys. This can help them to get better

acquainted with their social work departments so that they can get tenure. There is a dearth of Black male social work faculty so being supported by senior faculty can be a plus.

Limitations

I am a Black cis-het which is to be considered for not incorporating different types of Black masculine experiences. There were no findings in general that discussed Black masculine representations for those that identify as LGBTQIA+. There were also the terms like “African American male” or “Black male” that were used interchangeably. African American is a catchall term at times, but not every Black person in America is African American. There are Black Caribbeans, Black Biracial/Multiracial, Afro Indigenous, Afro Latinx, and Blacks with direct and known lineages from Africa. In general, there were scant findings on Black male social work faculty, but there were findings on Black male social work faculty. Black men come from different learned experiences and are also not a monolith. Black men like other marginalized groups, can share such experiences to increase learning outcomes and add to the richness of academia.

Implications

Policy

It is important to keep in mind that as a helping profession, social work must be part of the solution to help Black male social work faculty. There can be a holistic wellness component to this. This can range from emotional, religious, professional, spiritual, mental, physical, and social factors. There is the Commission on the Status of Black Men and Boys Act which was made to find solutions related to issues related to Black men and boys. The Congressional Black Caucus (CBC) Chair was selected to be on the commission along with other CBC staff to be on

committees that pertain to education, justice, healthcare, and labor employment. These committees are important for Black male social work faculty holistic wellness.

Practice

To improve holistic wellness for Black male social work faculty, there must be improvements. When 2020 came in the wake of the murder of George Floyd, there were many that were not Black that made verbal commitments to use their privilege to support those in the Black diaspora. Academic environments must provide equitable support Black male social work faculty. It is not enough just to hire such faculty and burden them with service and mentoring. Black male social work faculty deserve to be mentored through the process of employment to earning tenure, and beyond. This could consist of deans and faculty administrators providing weekly check-ins, personal GroupMe chats between mentors and mentees, and engagement activities between mentors and mentees. Institutions of higher learning could even provide and invest in Black male social work faculty lounge. This could be available to Black men and masculine persons from across the Black diaspora. This investment could include places on university campuses for Black men and masculine presenting persons to fellowship over food to decrease isolation at the university's expense. If there are not enough Black men on a campus for such a thing, the National Association of Social Workers and the Council on Social Work Education could invest in starting a joint annual conference to invest in the improvement of conditions for Black male social work faculty. This conference can be a way to improve evidence-based practices and add to the lacking academic literature of Black male social work faculty. These measures could support the emotional, professional, mental, and social wellness of Black male social work faculty.

Profession

A social work faculty for Black male equity taskforce could also be created to improve the conditions for Black male social work faculty. This taskforce could be used to lighten the service and mentoring loads for Black male social work faculty. For instance, they could step up and be obligated to do more service projects and mentoring that Black male social work faculty usually do. There could also be a higher amount of service projects and students each white faculty member would have to do, since there is a dearth of Black male social work faculty. This would leave Black male social work faculty with less stress and improve their emotional and mental wellness.

Another suggestion could be for Black male social work faculty to have a different professional development, benefits, and personal time off (PTO) package. This in essence could support Black male social work faculty with their professional, physical, emotional, and mental health. This would consist of having more money for flexible spending accounts once they are hired. This could help with preventative health spending, gym memberships, mental health therapy sessions, and even nutritious meal plans. Black male social work faculty could even be able to have more PTO days as well. Not to mention, Black male social work faculty would have more days allotted for professional development and more money allotted for professional development for trainings, networking, CEUs, license renewal, and so on.

According to the Grand Challenges for Social Work (2023), such challenges as advancing long and productive lives, closing the health gap, building healthy relationships that end violence, eradicating social isolation, eliminating racism, and achieving equal opportunity justice are solutions to supporting Black male social work faculty. These challenges must be worked on for Black male social work faculty to have holistic wellness. If there are more supported Black

male social work faculty, there are improved outcomes for social work students and communities in need. If these challenges are addressed, there could an increase over time of Black male social work faculty, not to mention longer and healthier lives for Black men in general. In the name of late greats, Dr. Charles Banks Jr, Whitney M. Young Jr., MSW, and Ronald Dellums, MSW we have some work to do!

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