Abbreviated Statement
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My scholarly work closely mirrors the themes outlined throughout my teaching and service. Much of my research involves the study of cross-cultural relationships, faculty, students, staff, and administration that are framed within a intersectional discourse situated around social justice, equity and race. The primary focus of my research and scholarship has been to investigate and explore the roles that race plays in educational settings (Giles and Hughes, 2009; Hughes and Giles, 2010). While many of such works appear in scholarly journals, I found that my work had to be more closely connected and available to communities and members throughout the state and country in order to truly effect change in school, educational spaces and social spaces. Similar to other public scholars, such as, Jonathon Kozol, bell hooks, Robin Kelley, Cornel West, Michael Eric Dyson, and Lamont Hill, I too 'live' best in a shared public intellectual discourse. Therefore, I decided to open the gate from the ivory tower to the house next door where the ultimate goal is to support surrounding communities. My inquiry includes the exploration of recruitment and retention of people of color in post-secondary educational institutions, their development and change, and the critical role that issues of race, equity and social justice play throughout the educational continuum --including the professorate (Hughes, 2007; Hughes and Giles 2009; Hughes and Giles, 2010).

SCHOLARSHIP: For instance, in my 2009 TCR piece titled, *Evaluating Difference: Paradigmatic Shift Lag*, I describe a theoretical and conceptual construct, "paradigmatic shift lag". **S**hift lag occurs when one enters a particular space or paradigm in which there is assumed to be only one viewpoint, one way of understanding the world—one that is rarely if ever challenged. There is a simple cure for shift lag. It begins with the simple task of considering or shifting paradigms as a way to engage in diverse dialogue and understanding.

CRiT Walking in higher education: Activating critical race theory in the academy introduces the epistemological concept of CRiT walking based on critical race theory. We use performance methodology, an operational extension of critical race theory as a way to foreshadow a CRiT walk through academic neighborhoods. Through this intellectual and metaphorical 'walk,' we ask readers to view the daily world through a framework that is not so comfortable, and not so traditional. While the piece is typically well received, we interrogate institutions and systems of higher education—the very places in which each of us lives.

Leaving Black males behind: Debunking the myths of meritocratic education, is an important teaching and research piece, because it challenges students to think more critically about what role they may play in myth making in their own schools. Fred Bonner and I address disparities in Black male participation in higher education by exploring several pervasive myths that have been used as rationales for low enrollment in college. We strongly suggest that much of the current discourse regarding Black males and their schooling, educative abilities, sociological and mental developments often provides the fodder to pathologize Black males. Simply stating that education is meritocratic is not enough when the reality of the social, political and racialized condition for certain populations and their access to social and cultural capital is often severely constrained. While this piece was published in the journal of Race and Policy in 2006, it has been included in a new publication, *Academically Gifted African American Male College Students,* (Bonner, 2010,). In another recent piece, *Engaging African American Males for Educational Success*, I explore how successful educational spaces are purposefully created for African American males who attend institutions of higher education. In this piece, I document the experiences of African American male undergraduates who participate in programs aimed to retain African American males in college. Much like the k-12 literature, the findings illustrate that African American males who were held to high expectations believed that they were capable of academic success and achievement. Another central focus of my research is that of race and sports. Specifically, I examine the images and cultural stereotypes of African American males, and why they are often depicted as super-human, or less than human, "Studs-Bucks" or "Thugs" who possess special brutish powers to support their athletic prowess (Hughes, Giles and Satterfield, **2**007). One such piece, *Slam-dunking sports myths: Thoughts from a "dumb jock" professor* (2008) appears as an Op-Ed for the national newspaper distributed in the Dallas Fort Worth Metroplex. While the op-ed piece appears later, I actually wrote it earlier in my academic career. I revisited the piece which provided the necessary fodder for Satterfield, Giles and I to write and publish, *"Athletisizing high profile athletes: The role of peer perceptions in the construction of the Black student athlete*. This piece is particularly critical to the understanding of how athletes specifically and uniquely experience college.. In this piece we describe a sociology of space—where race does not matter or is dependent upon special context. It might be interesting to note that this article is listed on the Morehouse University Initiative Website as critical scholarship about African American males. Morehouse University is the only predominantly African American male institution of higher education in the country.

I have also completed a book/screen play, *Flagrant Fouls: Jim Crow Sports and Education* about sports participation and outcomes for students who played during the segregated, Jim Crow era in Fort Worth Texas. While I started research with historical document and artifact analysis, I found that I had collected so many artifacts, that I might contact a museum curator to see whether the items may be of interest. I contacted Gene Smith, the curator at the nationally recognized Fort Worth Children's Museum. He is preparing a piece for Fall 2010 about I. M. Terrell High School (the school that I researched for the last 5 years). They will be using the artifacts and the story that I have written about the school. In addition, I, along with two HESA students are preparing a showing for the Campus Center, Cultural Arts Gallery. Further, I will deliver a lecture as a Scholar at Lunchtime Lecturer (SALT) in the Spring 2011 about the exhibit.

This historical piece chronicles how Black students, teachers, and a coach combated racism, segregation while actively participating in sports during Jim Crow in the state of Texas. The readers are introduced to both the idiocy and normalcy of segregation in education and sporting activities. It describes how the school community was able to effect change in the city through sports participation. Despite segregation, Jim Crow, and racism, those athletes who attended I.M. Terrell were able to graduate from college and become successful, productive community members. This piece shows how the I. M. Terrell team was not only instrumental in changing basketball and how it was played, but how the game of basketball became a way to parlay social, racial justice agenda into the game, the school, and a larger community context.

SERVICE: My service contributions are closely connected to my commitments in research and teaching. I serve on the Diversity Planning Committee in Indianapolis and the Diversity Committee for the core campus School of Education. Of course, I, like many or most faculty of color, serve as mentor and advisor to numerous undergraduate and graduate students of color across campus and across academic disciplines. I also have maintained a strong commitment to serving on committees and engaging with activities in surrounding communities. While a major complaint from communities surrounding universities is that faculty spend much of their time in the ivory tower, this is rarely the case for most faculty of color. However, many take seriously the commitment to "service," to whom much is given, much is expected (JFK, 1961 as cited in Luke, 12:48). The expectation for faculty of color at a university implies that our service to the communities that connect to our research and teaching efforts is significant. In fact, the demands and expectations of community of color from scholars of color is tremendous. Service to communities of color are a necessary part of community uplift and an anticipated rite of passage.. It often means taking on multiple community projects. This sort of kinship mentoring (Hughes, 2009) is part of the necessary and normal paradigm for people of color. I am also involved with numerous campus related organizations. In particular, I have worked closely with the Student African American Brotherhood (SAAB). I have also served as an executive member of the Black Faculty and Staff Council and was one of the ten selected members of Black Faculty Caucus which was created to serve as an umbrella organization to assist the University in carrying out its commitments to diversity and equity.

My service includes a variety of activities that are focused on mostly urban communities and people of color. As such, I have provided research support to community based organizations. Over the years, I have worked closely with government agencies and state organizations across Indiana. For example, I have worked directly with the Indianapolis Commission for African American Males (ICAAM) and the Indiana Commission for the Social Status of African American Males (ICSSAAM) on grant funded projects where I collected data which helped to show how African American males performed in K-16 educational institutions throughout in the state. I have also provided on-going research assistance to the Indiana Black Caucus and to the National Council for the Education of Black Children (NCEBC). Of course, this collaborative research means that outside funding plays a critical role.

In 2006 I was awarded a small venture grant, 30,000.00, through the Lilly Foundation. I worked closely with community members who were concerned about Black males' educational achievement and success across the state. I am presently working closely with several scholars and the Director of NCEBC on a recently-funded, 650,000.00, Lumina Foundation, research grant where the impetus is to find and describe institutions in the state of Indiana where African American males excel (educational, faith-based, community and others). This information will not only serve as a resource to state agencies but will also serve as a national blueprint for educational excellence for other state agencies, schools, and spaces that provide services to African American males. Lastly, because of my concerns about conducting cross-cultural research as an African American researcher, I have worked for three years with Professor Russ Skiba (Indiana University, Bloomington), an expert on school suspension and disproportionality (we were awarded 200000.00 from WT Grant). That grant allowed us to study

disproportionality and the suspension and expulsion of African American males in Indiana . We were recently awarded another significant grant from the W. T. Grant Foundation to continue looking more closely at race, culture and institutional climate, disposition, behavior and its impact on the disproportionate suspension and expulsion of African American males. Through this inquiry, we found our own different racial and cultural backgrounds to be important to the process of both data collection and interpretation. For instance, while we know that the extent research suggests that the ways in which we interpret data may be influenced by how we are situated in the world, we often find ourselves reflecting about and sharing our own interpretations of the *same* data. We are also Co-Pi's on another W. T. Grant project. This service-research commitment has also provided me with an institutional positionality, which enables me to work collaboratively on two campuses within the School of Education

The service professional activities and services in which I have been engaged all have a very focused commitment to African /American students education, schooling, racial identities and experiences, and how racial politics and the social constructions around race in America may play a role in schooling, community uplift and engagement. Secondly, these activities include assisting in providing data, professional service, and expertise to support needed policy changes at the local, state and national levels. As a result, in 2009 I was asked to present data about the current state of Indiana African American children and schooling at the Statewide Black Caucus Meeting. I have continued to serve as a resource to state legislators Bill Crawford and Greg Porter. As a members of the African American Male Equity Project, I have also provided testimony (research evidence and actual testimonials) to legislatures and legislative sessions in order to support the passage of multiple educational bills (see two pager in Service appendix). I have served as an evaluator for the Student African American Brotherhood (SAAB) through the Center for Multicultural and Urban Education,(CUME). However, My interest in and support for the success of students from underrepresented groups goes much deeper than that of a "detached" researcher (like other colleagues). Accordingly, I have made national connections to support the efforts of Dr. Tyrone Bledsoe, director and founder of SAAB. I served as a plenary speaker at a national SAAB conference to present the first research evidence that programs like SAAB "work" to support the educational success for males from underrepresented groups. It is interesting to note that Dr. Bledsoe was awarded a significant Lumina grant to be used to create and implement an instrument that would assist in measuring success on campuses throughout the US. Dr. Josh Smith and I provided the bibliography for the creation of the instrument.

For the past few years, I have worked closely with the National Council for the Education of Black Children (NCEBC). Ms. Diana Daniels, the former president and current Executive Director, requested that I support the organization as part of the research team to assist with much of the local and national work. Most recently, I analyzed data from 16 local NCEBC city members who collected data for "Community Black Male Action Plans." Ms. Daniels also created an educational circle that serves as a statewide support system made up of various organizations focused on sustaining the educational, health, and well being of African American children. Specifically, the work that I do has become a part of the organization's first level of support (there is a five-tiered system)—research and policy. The Plan has led to quarterly meetings with the Indiana school superintendent Tony Bennett to discuss work that is needed to support students of color.

My work with communities of color has lead to invitations to present to the Indiana Black Philanthropist Association. This group comprises representatives from all of the major non-profit funding agencies throughout Indiana. In March 2010, I attended a three day workshop in Washington, DC, (Russ Skiba made the arrangements), where I was able to establish a solid rapport with the President and Vice President of the W.T. Grant Foundation. Russ, who had already established a long term relationship with the foundation, and I were awarded a substantial grant in July of 2010. This grant is particularly significant in that we will now be able to include the necessary ethnographic work that looks more closely at how disciplinary procedures play out in schools and classrooms through Indiana.

FUTURE WORK: I plan to work more intentionally on my creative work (museum, books and film). I will to continue to work collaboratively with faculty members from across campuses, institutions and discipline. I will also continue my work with the African American Male Equity Project and the National Council for the Education of Black Children. In addition, I will continue to work on other recent collaborative projects, The Equity Institute, with David Suzuki, School of Medicine, Maria Sapon-Lopez, School of Law, Gina Gibeaux, School of Liberal Arts, and others. We have started to think more seriously about how we, as scholars of color, should be engaging in meaningful work that deeply impacts communities of color by taking a multidisciplinary and a multiple theoretical approach.