Examples of research or publications exemplifying diversity infusion.

***All of my scholarship includes a discourse on race, diversity and social justice. I can forward copies of articles. I have included a sample listing below.*

(2010). Engaging African American males for educational success. *Gifted Child Today*, *33*(2). 55-60

Although there is some research addressing gifted African American children who attend K–12 schools (Ford, 2006; Moore et al., 2006), few studies address high-achieving and gifted African American male college students. Moreover, the vast majority of research highlighting the schooling of African American students focuses on their negative educational outcomes instead of their educational successes (Bonner, 2001, 2003, 2005, Bonner & Jennings, 2007; Fries-Britt, 1997, 1998, 2004; Fries-Britt & Turner, 2002; Harper, 2004, 2008). With this focus, educational stakeholders, and the students themselves, often begin thinking about within-student deficits, which, in turn, leads to expectations of failure (Hughes & Bonner, 2006; Steele, 1997). Researchers and educational institutions should highlight the successful educational characteristics of high-achieving African American male students and promote success for all students. These types of research and programs might not only encourage others to think more intentionally about pushing African American students toward educational success, but more importantly, it also would encourage stakeholders to think differently about African American students and their families. This article, therefore, describes my observations of the components of a program for African American males that focuses on improving their educational success at the university level.

(2009) CRiT Walking Race, Place, and Space in the Academy *International Journal of Qualitative Studies in Education*, *22*(6), 687-696

This article is a social commentary on several issues relevant to critical race theory (CRT), education, and race related discourse. Public and private discourses on race and racism in American society are moving targets. Just when you or we (individually and/or collaboratively) think, "Aha, now I understand the complexities of race in America," it slickly slides to the liberal left, or safely scurries to the conservative right (yes, we mean mainstream political left and right). It might drop down to gut bucket non-sense (e.g., what we see on most television news-talk shows), or float up into the whimsical idealism of colorblindness only to gently drift back down to earth landing on the left or right side of the politically correct political spectrum. Alas, "it" is always on the move, the slippery bastard.

In this article, we hope to contribute to the dialogue on race and education, and raise a few thought provoking questions regarding ways of seeing and thinking about critical race theory as both a theoretical and practical tool when focused on issues of race, structural racism, and education. We understand that as scholars, educators, and public intellectuals what we say, what we do, and how we do it has political implications. As socially conscious citizens, critical race theorists, social constructivists, CRiT walkers, and progressive Black scholars, we work within settings that offer both opportunities to serve as change agents and restrictions that compel adherence to a system that does not always work for people who look like us. We seek to exercise our voices to complement, critique, compare and contrast, and converse on the conditions that shape our experiences.

(2010). CRiT Walking in Higher Education: Activating Critical Race Theory in the Academy, *Journal of Race, Ethnicity and Education, 13*(1), 41-57.

In this article, the authors introduce the epistemological concept of CRiT walking based on critical race theory. Using performance methodology, an operational extension of critical race theory is introduced as a CRiT walk through academic neighborhoods. The authors recommend openly questioning the structural inequities deeply embedded within the academy. In so doing, they take a metaphoric walk through several 'gated communities' of higher education. The authors employ inter-story dialogue, humor, healthy skepticism, and critical reflexivity to highlight typical struggles that many faculty of color confront in the academy. Lastly, the article interrogates assumptions of the higher education enterprise and argues for faculty agency in pursuing their authentic voices despite the pressures of hegemonic policies and practices.

(2009). Evaluating Difference: Paradigmatic Shift Lag: Teachers College Press. *http://www.tcrecord.org/Content.asp?ContentID=15630*.

While the tenure process is a part of the normal tradition of the academy, it may sometimes be wrought with evaluation criteria that need to undergo considerable change to reflect not only a changing demography, but also diversity of thought—and scholarly approaches. In this piece, I explore how some elements of the tenure process might be compared, on a smaller scale, to how the nation evaluates political figures—in this case President Barack Obama. This piece not only asks the reader to become more reflective and more thoughtful about academic, societal and political discourse , but it also begs that we become more engaged in conversations that may be centered about diverse discourse and paradigms as well as discussions centered on race. This reflective commentary describes a theoretical and conceptual construct, "paradigmatic shift lag" and asks that we begin to consider shifting paradigms as a way to engage in diverse and difficult discourse.

(2006). Leaving Black males behind: Debunking the myths of meritocratic education. *The Journal of Race and Policy*, *2*(1), 76-90 also appears in *Academically Gifted African American Male College Students*, (Bonner, 2010,).

This piece addressed disparities in Black male participation in higher education by exploring several pervasive myths that have been used as rationales for low enrollment in college. A CRT framework is used to challenge assumptions and offer new insights regarding low collegiate enrollment as an outcome of various structural inequities—that is, teacher propensity to pathologize Black males in their early school experiences, and "educational tracking" that locks Black males into substandard classes and ineffective classroom learning environments. In this piece we ask individuals both within and outside of educational context to do several things. First, pay attention to the research— because certainly this work is not new. Second, we ask that those who teach Black youth, or any youth, be cognizant that all students, have unique needs and the the notion of "colorblindness" makes little sense in a world that claims to appreciate difference and unique cultural, racial and ethnic assets. Third, we are adamant that Black males are not pathological. However, 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. In this article we argue that a concerted and dedicated effort to address each of the myths has to become the goal of those committed to improving educational opportunities for 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.,*

(2009). Two degrees of separation: The Good Old Professor's Network: Ivory tower tales. In D. Cleveland (Ed.), *When "Minorities are Encouraged to Apply": Diversity and affirmative action in higher education"* (pp. 135-147

Many faculty of color on HWI's are charged with teaching courses on race, diversity and social justice ce. Moreover, because of their own socialization and experiences with racism many want to teach courses to raise awareness. However, minority faculty are not prepared for the level of resistance they will fact when teaching these courses to white students. In this piece I share personal experiences in a narrative describing my own job interview and hostile relationships.

(2010).Critical borders: Student development theoretical perspectives applied to culture centers . In L. Patton (Ed.), *Cultural centers in higher education. Perspectives on identity, theory, and practice* (pp. 250-268). Sterling, VA: Stylus.

This chapter appears in Part II of Lori Patton's Cultural Centers in Higher Education.... Part II offers theoretical perspectives that frame the role of culture centers from the point of view of critical race theory, student development theory, and a social justice framework.

Sample OP-Ed pieces appearing online in Diverse Issues

1. Hughes, R. L. (2010, April). Tennis anyone? Race and class matter in sports. *Diverse Issues in Higher Education. The academy Speaks. Current Affairs in Academe*

2. Hughes, R. L. (2010, February). Are You in This for the Love of Sports and Winning? The New Academy …… Sport Academies. *Diverse Issues in Higher Education.* The *academy Speaks. Current Affairs in Academe.* http://diverseeducation.com/blogpost/221/1.php

3. Hughes, R. L. (2010, February).Princess and the frog, Tiger and the cablinasian, tier one and the good journal: Of fairy tales, meta-narratives and affirmation. *Diverse Issues in Higher Education. The Academy Speaks: Current Affairs in Academe. http://diverseeducation.com/blogpost/194/1.php*

4. Hughes, R. L. (2009). Clare's couch: Keeping it real mentoring. *Diverse Issues in Higher Education. The Academy Speaks: Current Affairs in Academe. http://diverseeducation.com/blogpost/171/1.php*

5. Hughes, R. L. (2009). Ain't I a professor? The academy speaks. *Diverse Issues in Higher Education. The Academy Speaks: Current Affairs in Academe. http://diverseeducation.com/blogpost/114/1.php*

6. Hughes, R. L. (2009). Slam dunking sports participation myths: Thoughts from a dumb jock professor. *Diverse Issues in Higher Education*. *The Academy Speaks: Current Affairs in Academe. http://diverseeducation.com/blogpost/115/1.php*

7. Hughes, R. L., (2009). Diary of a mad Black professor: A critical race therapeutic moment. *Diverse Issues in Higher Education. The Academy Speaks: Current Affairs in Academe. http://diverseeducation.com/blogpost/168/1.php*

8. Hughes, R. L. (2009). Predicting academic success using shoe size: Affirming the action in college admissions. *Diverse Issues in Higher Education. The Academy Speaks: Current Affairs in Academe.* *http://diverseeducation.com/blogpost/111/1.php*