

Thinking Forward Business, Management, Commerce and Claiming Different Futures at American Historically Black Colleges & Universities

Joseph Martin Stevenson
Miles College and Union Institute University
USA

Metrics, Matrices, Measures & More

This forward-thinking essay for the *International Journal for Business, Management and Commerce* (IJBMC) is organized from covering several core and central areas about thinking forward and claiming different futures in American higher education by (a) an initial discussion about guiding definitions; (b) suggestions of reading for clarity and applying backward design; (c) recognizing the business value; (d) discussing engaged curriculum and empowered students; (e) exploring future careers and skills; (f) examining futuring methods and means, (g) discussing the now, the new and the next; (h) discussing more about futuring methods, leadership, curriculum, infrastructural planning for the future, and highlighting of useful website sources for future research; (i) defining new future-driven campus culture and climate; (j) culminating thoughts about futuring methods and other observations concerning American higher education.

a. Definitions for Readers and Finding Way

Modern-day metrics, matrices and measures are a part of gauging an institution or organization for future positioning, secured sustainability, and future foundation. Other institutional or organized systems, sectors, and societies outside higher education have applied futurism for centuries. Since the beginning of time, humans have been preoccupied with projections, forecasts, and trajectories of future civilizations. This is particularly relevant, relational and applicable to institutions that are grounded in history – particularly for purposes of this essay for the *IJBMC* – American history and the institutions that have made America great in the past and can be positioned to do so again with a future foundation. The term neoteric is meant to defined as modern contemporary, avant-garde or state-of-the-art futures studies. Business analytics is defined as strategies, methods, or techniques that are applied within the institution or the organization to measure productivity, performance or sustainability. *Techopedia* (2019) suggests, “business analytics are performed in order to identify weaknesses in existing processes and highlight meaningful data that will help an organization prepare for future growth and challenges” (<https://www.techopedia.com/definition/344/business-analytics-ba>). Business “informatics”, another form of data gathering for organizations or institutions, is defined as a discipline combining principles of economics, business and technology traced back to the 1950s (Nelson and Staggers, 2018), when ironically, many Historically Black Colleges and Universities (HBCUs) were doing quite well and positioning for future growth in American higher education commerce. *Techopedia* suggests, “informatics is the study of the behavior and structure of any systems that generates, stores, processes and then presents information; it is basically the science of information” (<https://www.techopedia.com/defintion/30332>). In many cases, analytics study “patterns” and “informatics” examine processes, but in all cases with these modern-day terms there is connection to future studies relative to environmental scanning, trend analysis, scenarios, polling, brainstorming, modeling, gaming, historical analysis, and visioning. In America today in 2019, HBCUs (further defined in *American Treasures and below in section on HBCU Business Value*) must maintain their breadth and depth of history in American society while elevating toward a new reality. This reality should be embedded within and embraced by a newfound foundation in futurism to sustain institutional existence, maintain mission momentum, and securing everlasting legacy.

This reality includes existing within American society’s fiercely competitive marketplace where market share positioning of HBCUs will become increasingly disruptive, challenging, compromising, jeopardizing, and vulnerable despite their historical contributions amid the emergence of racial divisiveness in America – thus, reinforcing the value of forward-thinking and the importance of future-anchoring mission for all campus stakeholders at today and tomorrow’s HBCUs. This author recommends for HBCU leadership to send teams to learn more about the utility of futures studies at the *Futures School* (2015). This school provides helpful instruction on many areas, such as, challenge assumptions, future thinking analysis, ladder influence, mental models, causal layered analysis, common values index, external scanning and trend analysis, sensemaking and synthesizing skills, driving wheels, pattern recognition, and scenario fields, ethnography, strategy, and implications, and action design planning.

Like other American institutions of higher learning, HBCUs are established around organizational and institutional “matrices” of academic, financial, and socially interactive relationships. These relationships could be freed from the forces of political, partial and personal fabrics that can thread clear-eyed future thinking on the campus. Indeed, bold openings and renewed opportunities can be found by studying, anticipating, projecting, and forecasting the future. Future studies, especially within the context of *analytics* (patterns) and *informatics* (processes) can be useful for leading HBCUs in today’s market. To this end, this essay for the *IJBMC* provides some insight for its readers and for leaders who aspire to consider some principles of *business* -- defined as the practice of engaging in commerce; *management* -- defined as the practice of dealing with people and controlling the processes they engage and *commerce* – defined as the marketplace where there is activity of managing and marketing a product. In the case of HBCUs, a degree that is rigorous, relevant, and responsive in and to the market. This essay is fundamentally and centrally about positioning for the future and is primarily written for concerned stakeholders, committed stewards, and cultivated argonauts in the academic communities of American HBCUs -- and others in the international academy -- who are interested in anchoring, maintaining and sustaining the existence of modern institutions of higher learning by focusing on future-forward thinking concerning what students learn, how faculty teach, and how the campus embraces futurism based on historical foundations of the institution. Those readers with ignited interests and sparked speculations about future business management, human resource management, strategic management, e-business, services, information technology, operations management, financial management and managerial economics, and entrepreneurship development may find the essay interesting, innovative and intriguing.



Futurism and future studies apply to all of these disciplines and subject matters. The essay’s title encompasses a profound simple statement of “*claiming a different future*” by attorney, activist, and historian, Bryan Stevenson in the enlightening American HBO series, “*True Justice*”. “Metrics” in this essay are defined as methods, strategies or techniques of measuring something within the organization or institution or outside the organization or institution. All HBCUs have offices of institutional research and metrics developed at these very important offices for futuring can also define metrics of applied quantitative assessment for comparisons, measurements or monitoring performance. Could metrics be used to make comparisons or determine variations between historical foundations and future analytics or informatics? This author thinks so. While it is recognized that focusing on future analytics and informatics does not necessarily result in predicted or desired outcomes, it is believed that exploring futuring methods can mitigate the odds of vulnerabilities with individuals and institutions, like HBCUs.

To this end, it is believed creative that futuring methods, innovations, strategies, designs, and techniques can empower individuals at HBCUs as institutions of higher learning by exploring inside possibilities, gauging outside probabilities and clarifying preferences between historical foundations and “preferred futures”. For more information about the history of HBCUs, our readers should read, *American Treasures* (2015) by Shults and Stevenson, also published by Academica Press. The essay’s reference to “futuring finds” is based on two defining literary inspirations – the earlier 2004 groundbreaking book about HBCUs, “*I’ll Find My Way or Make One*” by Williams and Ashley and the motto of Clark Atlanta University, an institution formed as the result of two merged historically Black institutions of higher learning. Clark Atlanta was established in 1988 by the consolidation of Atlanta University (1865), the nation’s first graduate school for African Americans, and Clark College (1869), the nation’s first four-year liberal arts institution to serve a predominantly African American undergraduate student population. For Atlanta University the motto was “*I’ll Find a Way or Make One*” and for Clark College, it was “*Culture for Service*”. Today, in 2019, Clark Atlanta University (CAU) is one of the nation’s foremost research institutions, offering students from around the United States and several foreign countries the opportunity to engage in 38 exciting areas of study at the bachelor’s, masters and doctoral levels. Located in the historic heart of Atlanta, one of the world’s great international cities with the biggest and busiest airport in the world – positioning CAU to be a global intellectual centerpiece for academic discourse, debate, and deliberation about emerging futures in the HBCU sector and space. Especially with regard to private universities serving a public good, the exploration of futurism and the advocacy of intellectual diversity in the context of social-scientific research, Clark Atlanta, Tuskegee, Hampton and Howard Universities are institutionally positioned (private status, enrollment profile and research mission) to be at the forefront of futurism among HBCUs in America. Too often, HBCUs are not included, and resultantly not engaged, in national conversations and research about diversity probably as the result of institutional identity associated with predominately African American enrollment and employment. This misleading, myopic and short-sighted perception underestimates the breadth, depth and bestowal of America’s HBCUs: the too often overlooked intellectual, experiential and ideological diversity of individuals and institutions within today’s HBCU communities.

b. Reading this Essay and Backward Design

In terms of organizing of mindful thought processes for reading this essay, it is recommended that a sequence for relational-ability, relevance and readability. First, read through the entire essay to get acquainted with the reasoning and rationale for using the above definitions associated with futurism, futuring, futurology, and future studies. Second, identify how futurism, futurology and future studies can be institutionalized at the reader’s institution to build on its history and empower students with creating futuring histories. Third, identify how teaching students about their futures, and engaging faculty with methods, strategies, and techniques, can be developed for lifelong student learning outcomes – fundamental to accreditation standards. Fourth, generate a conceptual framework from strategies, methods and techniques developed by the other recommended readings and book authors of Alexander and Serfass, Cornish, and Lippitt. Fifth, adapt, modify and refine a framework based on the specific needs, demands, forces, counterforces, culture, climate and ethos at the reader’s institution. Sixth, identify how futurism, complementing history, can be institutionalized in the reader’s campus culture, environment, climate, and ecology. Note, that academic literature treats the narrative terms -- futurism, futuring, futurology, and future studies – similarly, yet differently. In the HBCU sector and space within American higher education, students who attend HBCUs have exposure to quality academic programs that study the embodiment the heritage from varying disciplines and *historical* perspectives based on the institutional mission to enhance the cognitive capacity for future critical thinking among students and for future capacity-building of the HBCU in an accelerating competitive market place and space. One HBCU embraces a motto where “*history meets the future*” but provides no real definition on what this means and how to measure “meeting”. How can we measurably empower students to create their own history by studying futures while they are on the HBCU campus? Does our current curriculum do this? Are faculty really teaching about the preferred futures based on the profound histories at HBCUs? At Jackson State University, students are offered a class in “African American Futures” to demonstrably exemplify this point. Does the current curriculum and instructional delivery at HBCUs frame historical and futuristic dichotomies toward the advancement of critical thinking for the market? Can future history be imaged, captured and realized if dichotomy is *defined as a division or contrast between two things that are or are represented as being opposed or entirely different* (bing.com). In the case of HBCUs, should not there be in-class, onsite and online instructional deliveries to create new future histories based on their already anchored HBCU mission that contributed to making America great?

It is believe that the basis of this can be accomplished, achieved and manifested with, by and from optimal futures strategy for the HBCU as an institution, and the student as an individual, by following the principles of backward design and/or backward induction as the new *modus operandi* based on the constant, consistent and sustained study of futurism. Backward design is defined as “a method of *designing* educational curriculum by setting goals before choosing instructional methods and forms of assessment. **Backward design** of curriculum typically involves three stages. The stages can be engaging and empowering for planning curriculum and designing instructional delivery at HBCUs. According to Wiggins and McTighe (2005) those stages (or phases) are described as the following and they fit within the scope of defined business management and commerce:

1. **Identify Desired Results Established Goals:** What relevant goals will this design address? What Essential questions will be considered? What questions will foster inquiry, understanding, and transfer of learning? What understandings are desired? What are the big ideas? What specific understandings about these big ideas is are desired? What misunderstandings are predictable? What key knowledge and skills will students acquire as a result? What should they be able to do as a result of the acquired knowledge and skills? To what extent does the design focus student attention on the big ideas of the targeted content? Is the targeted understanding a core idea of the discipline? Do your questions frame your target so that they provide meaningful connections, provoke inquiry, or encourage transfer? Can you identify appropriate goals connected to the core idea(s) Can you identify valid, relevant knowledge and skills
2. **Determine Acceptable Evidence:** What evidence will show that students understand? What other evidence needs to be collected considering stage 1 desired results? Student self-assessment and reflection: To what extent do assessments provide fair, valid, reliable, and sufficient measures of desired results? Are students able to exhibit their understanding through authentic performance tasks? Is evaluation based on criteria that are directly aligned with the content being assessed? Are assessment formats sufficiently varied to provide additional evidence of learning? Can the assessments be used as feedback for students and instructors, as well as evaluation? Are students encouraged to self-assess?
3. **Plan the learning experiences:** What sequence of teaching and learning experiences will equip the students to engage with, develop, and demonstrate the desired understandings? Sequence of key teaching and learning activities: To what extent is the learning plan effective and engaging? Do the students understand the learning goal, why the material is important, and what is required of them? Does the material engage the students through inquiry, research, problem-solving and/or experimentation? Does instruction adequately equip students to explore the big ideas? Do students have adequate opportunities to explore the big ideas presented? Do students have the opportunity to rethink, rehearse, revise, and refine their work based upon timely feedback? Do students have the opportunity to evaluate their own work, reflect on their learning, and set goals?

Similarly, **backward design or theory** is defined as he “process of reasoning backwards in time, from the end of a problem or situation, to determine a sequence of optimal actions. It proceeds by first considering the last time a decision might be made and choosing what to do in any situation at that time” (Wikipedia). How can HBCUs leverage their future with these two theoretical constructs, while maintaining their historical foundations and deepen their American heritage? This publication is aimed at engaging, enabling, and empowering students as modern argonauts of their future with the forward-thinking wisdom, strategies, methods and techniques for getting there. Future subjects of student-stakeholder inquiry, research and investigation should conventionally include topics the arts, the sciences and the professions but the tools highlighted in this essay can help them “**find their way**” and mindfully “**make**” their **pathways** to future positioning in the global workplace.

Using the definition of metrics as methods, strategies or techniques of measuring inside the organization or institution or outside the organization or institution, how could HBCUs frame analytics and informatics within future studies?



It is believed that future disciplines should be thematically threaded with future-framed analytics and informatics described above. In fact, as the reader reviews the below list of future skills and careers related to modern business and management, there is the apparent undergirding of future-driven data driven decision-making. A good source for futures education is the 2014 September-October Issue of *The Futurist: Forecasts, Trends, and Ideas about the Future* (www.wfs.org).

As mentioned, we recommend the following three books to readers as accompanying resources to this publication: *Futuring The Exploration of the Future* by Cornish; *Futuring Tools for Strategic Quality Planning in Education* by Alexander and Serfass; and *Preferred Futuring: Envision the Future You Want and Unleash the Energy to Get There* by Lippitt. All these books are informative, enlightening and resourceful for HBCUs, whether the institution is planning for academic or administrative renewal for the future. This essay is framed for future-thinking higher educators at HBCUs who advocate proactive and anticipatory leadership for uncertain futures, and who are proponents of futurism for HBCUs for next critical decades as HBCUs face increasingly accelerated and intense competition: (a) for the enrollment of students who seek gainful employment or graduate study after graduation and (b) employment of faculty who seek innovative, creative and engaging ways to teach students about their future. Readers should identify those methodologies that can be refined, fine-tuned, and best-fit their mission-to-market means toward strategic outcomes and ultimate educational ends.

c. *Business Value, History and Future “Rising” of HBCUs*

American HBCUs have built intellectual insights for previous generations and continue to break through boundaries for future generations to come concerning purposeful dimensions that includes, but is not limited to, the following:

- *access from post slavery;*
 - *exits from poverty;*
 - *foundations for social justice and human rights;*
- *empowerment in the arts, sciences, the professions, and spirituality;*
- *voice for the voiceless, marginalized, underutilized, and devalued;*
- *access to many first generation, higher risk, lower income, Pell grantee, students of color, many of whom are African American women (Source: See Shults and Stevenson in American Treasures, Academica Press)*

Without question, American HBCUs have served as the primary pipeline and foundational lifeline for accessing higher education to newly freed slaves by the birthing of many institutions for higher learning during a period when America historically became great. To this end, the new HBCU must maintain its commitment, dedication, and focus on those who want, deserve and need higher education the most -- the under-served, the under-represented, the under-utilized, the impoverished, and the marginalized – but within a new context that bridges futurism across disciplines in an era of increased competition, accelerated change, diversified constituency, emerging cyber-technologies and digital divides, dividing ethnic and economic disparity, expanding racial and religious intensity, and growing intense globalization.



The American HBCU institutions have provided precedented access during a post-slavery era and also anchored the institutions' spiritual mission, which provided the genesis for the campuses to serve as the freedom venues of the incubating civil rights movement and for the institutionalization of social justice. In “*5 Factors the Influence of HBCUs*” (2018), Matthew Lynch commented in a short very informative synthesis that:

“When HBCUs (or historically black colleges and universities) first began popping up in America, they were a necessity to higher educational paths for African American young people. Benefactors like John Rockefeller founded Spelman College in Atlanta (named after his wife, by the way) in order to give black students a shot in a nation still very much in the throes of Jim Crow laws. Most of the 105 HBCUs were founded in former slave areas that still presented steep challenges for African Americans that aspired to higher education but faced discrimination in predominantly white college settings. HBCUs fulfilled their original intent. Some of the nation’s brightest and most influential minds came out of HBCUs. Langston Hughes was a Lincoln University graduate. Martin Luther King Jr. earned his degree from Morehouse College. Talk show queen Oprah Winfrey, education expert Marva Collins and Brown University President Ruth J. Simmons all earned degrees from HBCUs (from Tennessee State University, Clark Atlanta University and Dillard University, respectively). These powerful pillars of the African American community were able to achieve optimal success in life because of the education they received from HBCUs. What about now? Do ambitious African American students really need a HBCU to achieve success? Perhaps a more poignant question is this: does it help or hinder the African American community when its members attend a HBCU today? With various HBCUs closing their doors for good, the question is more pertinent than ever. Saint Paul’s College was forced to close its doors in 2013 after an unsuccessful merger attempt and unsustainably low enrollment figures. Atlanta’s Morris Brown College filed for federal bankruptcy protection after finding itself \$35 million over its head. Source : <https://www.theedadvocate.org/5-factors-that-influence-the-future-of-hbcus/>”

The Thurgood Marshall Fund recently reported that “an advocacy group comprised primarily of graduates of Black higher education institutions, convened on the U.S. Capitol for a national day of action and visited representatives’ offices to talk about the importance of increased federal support for the colleges and universities they represent” (Source : <https://www.tmcf.org/community-news/hbcu-advocates-lobby-u-s-congress-for-more-support/11839>)

The United Negro College Fund (UNCF) recently reported on the economic value of America’s “treasured” (Shults and Stevenson, 2015) HBCUs and the national returns on investment from HBCUs. In both cases, this includes following:

- *HBCUs are valuable economic engines in their communities, generating substantial economic returns year after year...HBCUs make clear, the benefits also flow to the local and regional economies that are connected to HBCUs.*
- *The presence of an HBCU means a boost to economic activity, on and off—and even well beyond—campus. Stronger growth. Stronger communities. More jobs. And a more talented workforce. The study’s key findings (based on 2014 data) make a persuasive case: Total Economic Impact: \$14.8 Billion*

- *HBCUs generate \$14.8 billion in total economic impact for their local and regional economies. This estimate includes direct spending by HBCUs on faculty, employees, academic programs and operations and by students attending the institutions, as well as the follow-on effects of that spending.*
- *Every dollar spent by an HBCU and its students produces positive economic benefits, generating \$1.44 in initial and subsequent spending for its local and regional economies. Communities and regions hoping to foster a more robust and diversified economic climate find HBCU-connected spending a critical component of that effort. Total Employment Impact: 134,090 Jobs*
- *HBCUs generate 134,090 jobs for their local and regional economies. Of this total, 57,868 are on-campus jobs, and 76,222 are off-campus jobs. For each job created on campus, another 1.3 public- and private-sector jobs are created off campus because of HBCU-related spending. Looked at a different way: Each \$1 million initially spent by HBCUs and their students creates 13 jobs. Total Lifetime Earnings for Graduates: \$130 Billion*
- *HBCUs play a major role in the economic success of their graduates by enhancing their education, training and leadership skills. A college degree opens the door to economic prosperity through greater employment and earnings potential. In fact, the 50,037 HBCU graduates in 2014 can expect total earnings of \$130 billion over their lifetimes—that’s 56 percent more than they could expect to earn without their college credentials.*
- *Or viewed on an individual basis, an HBCU graduate working full time throughout his or her working life can expect to earn \$927,000 in additional income due to a college credential.¹¹This estimate reflects incremental earnings averaged across degree and certificate (Source: #HBCUStrong or UNCF.org/HBCUsMakeAmericaStrong)*

America’s Cable Network News (CNN’s) W. Kamau Bell (2018) similarly recently remarked:

“HBCUs are really only connected by one thing, the black struggle to greatly improve our circumstances in this country ... We need to recognize publicly and financially the importance of these places to our history and our future” (6-1-18). He synthesized a very brief synopsis on HBCUs by surmising that “Lincoln University [in Pennsylvania] is considered a foundation-setting HBCU, because it holds a claim to being the first HBCU to award college degrees to its students. Cheyney University of Pennsylvania (conveniently only 35 minutes from Lincoln, surrounded by the same rural countryside) is the nation's oldest HBCU, which was founded before Lincoln but didn't give away academic degrees before Lincoln and Wilberforce University in Ohio is the first HBCU founded by and financed by African Americans, according to Bell. There are over 100 HBCUs in the United States, and they seek holistic development among its students that leads to intellectual, ethical, spiritual, and service-oriented lives with course offerings that are catalytical for continued growth in the students served at this institution of higher learning. (Source:

<https://www.cnn.com/2018/05/31/opinions/...bell-hbcu...black-colleges.../index.html>)

Lynch (2018) highlighted in *The Advocate* the following compelling and impactful realities that will affect the future of HBCUs:

- ***HBCUs are STEM powerhouses.*** *HBCUs are important hubs for developing the greatest STEM minds in the nation, with 65 percent of all Black physicians and half of all Black engineers graduating from HBCUs.*
- ***Government-mandated policy changes may damage HBCUs.*** *In October of 2011, the U.S. Department of Education adjusted its lending policies for these popular, and in many cases necessary, loans to align more closely with what a traditional bank would require in the way of income and credit worthiness.*
- ***HBCUs are still havens for disadvantaged students.*** *The achievement gap in K-12 learning may be narrowing, but it still exists. Even minority students who end up graduating from high school drop out of college at higher rates than their white peers.*
- ***With other affordable and flexible options such as online schools, fewer people may be drawn to HBCUs.*** *Perhaps the largest factor crippling HBCUs today is the prevalence of online college programs.*
- ***Infrastructural problems may hinder progress.*** *HBCUs were not well-prepared for the changes in loan policies. Source : (<https://www.theedadvocate.org/5-factors-that-influence-the-future-of-hbcus/>)*

d. Intellectually Engaged Curriculum; Mindfully Empowered Students

The traditional HBCU curriculum usually spreads across pedagogical frameworks for African American foundational heritage and historical embodiment; however, futuristic thinking from historical foundations *without* the knowledge and acquisition to the interdependent cerebral bridges often falls short for understanding the imperatives, the implications, and the impacts on the future. This can be incomplete and, perhaps, misleading without bridging history with future. Society now needs these HBCUs, and others, to emerge as thought leadership laboratories for studying the future and we need to empower our students on how, when and where to study the future in classroom engagements – online or on campus. After all, students come to the academic enterprise of higher education to position themselves for the future from their personal, academic, and career development experiences in and out of the classroom. Developing a bold new curriculum at HBCUs that bridges the past with the future would not only uniquely position HBCUs in the increasingly competitive academic marketplace, it could lead to the type of intellectual engagement needed for sustaining student persistence toward degree completion at a time when many HBCUs are being criticized for relatively poor performance in student retention, matriculation, graduation and placement (amid mounting student debt from federal loans) in the new global workplace, and when demonstrable evidence of student learning outcomes has permanent presence in national conversations and public policy for higher education.

e. Future Careers and Skills

Citing reports from [Deloitte Access Economics](#), The World Economic Forum and PwC, and research from innovation experts like Alec Ross, the website below mapped out the industries of the future. HBCU faculty could examine these future skills and careers, engage their students about framing student learning outcomes, and transform their syllabi, teaching, and related instructional delivery for profound relevance to the future lives, livelihood, and lifelong learning of their students. The future areas from emerging interests, trends, and forecasts include:

FUTURE CAREERS

- Artificial Intelligence
- Drones
- Virtual Reality
- Wearables
- Mobile Payments
- Cryptocurrencies
- Genomics
- Internet of Things
- Connected Home
- Driverless Cars
- 3D Printers

SOURCE : <https://www.careerfaqs.com.au/news/news-and-views/future-industries>

FUTURE SKILLS

- Complex Problem Solving
- Critical Thinking
- Creativity
- People Management
- Coordinating with Others
- Emotional Intelligence
- Judgement and Decision-Making
- Service Orientation
- Negotiation
- Cognitive Flexibility

OTHER WEBSITES AND LINKS ON FUTURE JOBS AND CAREERS

[11 really cool jobs that don't exist today, but will soon](https://www.monster.com/career-advice/article/cool-future-jobs) <https://www.monster.com/career-advice/article/cool-future-jobs>



162 Future Jobs: Preparing for Jobs that Don't Yet Exist <http://www.futuristspeaker.com/business-trends/162-future-jobs-preparing-for-jobs-that-dont-yet-exist/>



Occupation employment, job openings and worker characteristics https://www.bls.gov/emp/ep_table_107.htm

[Occupations with the most job growth](https://www.bls.gov/emp/ep_table_104.htm)

https://www.bls.gov/emp/ep_table_104.htm

[Fastest growing occupations](https://www.bls.gov/emp/ep_table_103.htm)

https://www.bls.gov/emp/ep_table_103.htm

[fastest_growing_most_jobs.pdf](https://www.bls.gov/emp/images/fastest_growing_most_jobs.pdf)

https://www.bls.gov/emp/images/fastest_growing_most_jobs.pdf

[fastest_growing_overall.pdf](https://www.bls.gov/emp/images/fastest_growing_overall.pdf)

https://www.bls.gov/emp/images/fastest_growing_overall.pdf

[fastest_growing_spe.pdf](https://www.bls.gov/emp/images/fastest_growing_spe.pdf)

https://www.bls.gov/emp/images/fastest_growing_spe.pdf

[fastest_growing_bachelor.pdf](https://www.bls.gov/emp/images/fastest_growing_bachelor.pdf)

https://www.bls.gov/emp/images/fastest_growing_bachelor.pdf

SOURCE: <https://www.careerfaqs.com.au/news/news-and-views/the-10-skills-you-ll-need-by-2020-and-beyond>

As observed by Barry Schwartz in “*Intellectual Virtues*” for **The Chronicle Review** (6-26-15), and these writers believe related to mindfulness at HBCUs, Schwartz suggests, “*It has always been taken as self-evident that higher education is good for students and society at large, and that American colleges and universities are doing an excellent job of providing it. No more. Commentators, politicians, and parents are expressing serious doubts, about whether colleges are teaching what they should be teaching and about whether they are teaching it well*”. Could teaching students about past, present and future relationals across disciplines that lead to careers in all sectors add unique value to undergraduate experience and improve engaged persistence toward degree completion?

f. Examining Future Methods and Means

Using backward design or theory, faculty and students collaborate on generating (see *generative learning*) teaching-led, student learning outcomes within future-thinking context to responsibly and responsively prepare today's students for tomorrow's above future skills and career fields? To do this, again, futurism should be thematically threaded throughout the HBCU curriculum in the sciences, the arts, and the professions. The intersections between the past and the futurism; and the disciplines of science, technology, engineering and mathematics is seen in the film, “*See You Yesterday*” about a group in New York City who create a time machine to forecasting the future and dealing with present-day challenges in their urban environment.

The film pointedly shows examples of work from our young scholars when they empowered with the intellectual gifts and available resources to invent the future for survival. The “gaming” method referenced later, as well as other technologically simulated activities like the young group played out in the film might be well received for real life application of futuring with today's high tech savvy HBCU students. This type of innovative, ingenious, and inventive thought leadership in the classroom, online, in the laboratory, or in the field between students and faculty at HBCUs could be revolutionary and evolving for creating new futures across all disciplines, majors, and minors or concentrations. In fact, one way of initial curriculum threading might be introducing futures studies as minors or concentrations to accompany student majors and create teaching-and-learning models for transdisciplinary blending on campus. Employers and graduate or professional schools may find these synergies as added value to the HBCU degrees as employers look for future thinking employees with familiarity of analytics and informatics, and graduate or professional schools look for the same acumen as they prepare students for data driven decision making with qualitative and quantitative analysis. The researched results of the studied blends and threads by the students and the faculty could be the impetus to generate the creation of an academic journal for undergraduate students to publish their work with leading faculty.



The future student scholar enrolled at a HBCU should actively seek to find learning opportunities by building on past heritage and becoming literate in futurism during his or her undergraduate experience – in and out of the classroom, at the freshman, sophomore, junior, and senior levels. We will review the work Cornish as our primary recommendation for futuring. However, to give readers an earlier orientation to the concepts, we want to review the work of Lippitt and Alexander & Serfass. Lippitt's approach might be considered by HBCUs because of the early conceptual adoption of history. This is quite fitting for HBCUs, given the historical incubation of these institutions. Here, readers might think about what and how Stevenson used a process at Miles College in Alabama. That is, the morphological process defined as a method for exploring all possible solutions to multi-dimensional challenges, and the systematic structuring investigation for possible relationships of complex challenges – hence transforming an historic institution to a future-forward foundation.

Lippitt's Eight-Step Preferred Futuring Model (*steps to generate the energy field that manifests the futurist reader wants*). This includes the following: (a) reviewing history; (b) identifying what's working and what's not; (c) identifying values and beliefs; (d) identifying relevant developments and trends; (e) creating a preferred future vision; (f) translating future vision into action goals; (g) planning for action; and (h) creating a structure for implementing the plan. To complement this foundation process for the readers of the *IJBMC* and the leaders of HBCUs, Alexander and Serfass similarly frame (process of morphological analysis Stevenson used at Miles College) the following for futuring strategy: (a) selecting the appropriate team; (b) formulating a clear and concise statement of the problem (or Challenge, like creating a futures curriculum and program for students); (c) identifying all the important parameters for the problem solution; (d) developing the morphological “matrix”; (e) evaluating all elements including alternative elements to ascertain their potential performance and ethical value as a solution; (f) selecting multiple solutions to the problem; and (g) prioritizing solutions based upon problem needs and field-test those with highest potential.

When considering any or all the steps developed by Lippitt and Alexander & Serfass, it is suggested that starting the framing process with the application, relevance and practicality of backward design or theory. Based on his assertion echoed throughout this essay, futurism should be the constant and common denominator in undergraduate curriculum at today's HBCU and the undergirding pedagogical theme should be critical thinking with futurism methodology as a foundation for much needed *looping-back* learning for connecting the past, the present and the future. More steps can be utilized to get there to reinforce and accompany the guiding principles of business, management, and commerce. In this regard, Cornish in *Futuring* offers a variety of alternative futuring methods, strategies and techniques. These above steps can also be customized, refined, and modified for application to the HBCU sector. Modern social media and contemporary informatics and analytics can be helpful in this regard to empower HBCUs with future-forward thinking strategy. The lifelong "lived" experiences cannot, and should not, be separated for today's proactive HBCU students. This epistemological enlightenment elevation can be experienced, nurtured, and navigated from the arts to anthropology; economics to engineering; music to mathematics; theater to technology; and social science to behavioral science like politics, psychology, geography, history, areas in the humanities, and many other disciplines covered for readers of the *International Journal for Business, Management and Commerce* like sociology, social welfare, religious studies, public administration, psychology, philosophy, development studies, population studies, international relations, history, education, women studies and others. Futurism and future studies also apply to all of these disciplines and subject matters. What is key here is to engage students, as futurist scholars, over the course of four year or so in the training and empowerment in how to study the future and stay ahead of the competitive marketplace.

This collective work for American HBCUs provides a conceptual framework for describing why studying about the future is as important as studying about history at HBCUs, and offers a teaching taxonomy for teaching futurism at HBCUs across the entire curriculum as value driven student learning for seeking what is futuristically compelling, relevant and pragmatic for facilitating thought leadership processes and embracing future-life possibilities, preferences and probabilities beyond the boundaries of traditionally taught critical thinking skills. This balanced experience can deepen the understanding of future dimensions by engaging students in futuring methods for making personal, academic professional, and career choices based on alternative and futuristic data, informatics, analytics and knowledge. Followed by an overview of American HBCUs, among the futuring methods (complementing the above mentioned steps) that is covered in this essay for transdisciplinary teaching are: (a) environmental scanning; (b) trend analysis; (c) trend monitoring; (d) trend projection; (e) scenario analysis; (f) polling; (g) brainstorming; (h) modeling; (i) gaming; (j) historical analysis; (k) and visioning. The future student scholar enrolled at a HBCU should actively seek to find learning opportunities for building on past heritage and becoming empowered in studying futurism during his or her undergraduate, graduate and career experiences. It is recommended reflective references and other website resources on futurism. The websites of vast resources are available to the public, especially aspiring scholars on futurism. Many of these resources could be considered analytics and informatics for empowered decision-making about positioning higher education for future student scholars at HBCUs.

g. The Now, The New, and The Next

This part of the essay will review bridge points from the now, to the new, and to the next for future studies. As major contributing knowledge engines to higher education delivery systems in the United States from the mid to late 1800s to present day, HBCUs, have played a *foundational and fundamental* role in not only advancements in the African American community but in the historical growth, developments and progress in the United States. For these reasons, this writer has been spending a great deal writing about the future HBCUs, as well as brain-generated futuring methods for treasured HBCU students. America and, indeed, the world have profited from the intellectual capital, knowledge commodities, neuro development and cerebral currency that have and continue to evince from the minds, hearts and souls of present HBCUs. But, what does the future hold in terms of sustainability and security of a future history? This essay for the *IJBMC* has been conceptualized for future HBCU student stakeholders and includes general sections concerning five fundamental "bridge" points, challenges in the academic marketplace, mission modernization, futurism, teaching taxonomies, cyclical learning, moving from the past and the present, as well as from the old to the new, and the review of some examples of futuring methods for both faculty and students in the HBCU sector for planning purposes and institutional consideration. If this author could sum up recommendations to all HBCUs to survive the modern competitive market, it would be "*neoteric future diversification*".

Here, readers should think about how this author used the morphological analysis at Miles College in Alabama. That is, the morphological process defined as a method for exploring all possible solutions to multi-dimensional challenges, and the systematic structuring investigation for possible relationships of complex challenges – hence transforming an historic institution to future-forward foundation. Future diversification is meant to mean complete comprehensiveness on the future campus: (a) diversification of the student body; (b) diversification of the curriculum; (c) diversification the faculty and staff; (e) diversification of the resources and capital; and (f) diversification of the campus climate and culture. This essay on steps, methods and strategies of futurism or future studies can help with the diversification of students, curriculum, faculty and culture –while preparing and propelling each domain toward the future. The surviving, thriving and sustaining HBCU in today's fiercely competitive academic market may only exist in its market share if (and unless and until) there is strategic action in forward-thinking diversification of the student body, the faculty, the curriculum, the collective intellectual capital, and other *carefully calibrated* institutional resources supplemented by extramural support and with external funding from strategic partnering and alliance building with the sectors of K-12, business, technology, non-profits, government, and other commerce. Especially for diversifying the curriculum, *futurism and futuring methods* can distinguish institutional “HBCU” uniqueness, brand, niche, and add value to the college or university degree.

This was referenced earlier above relative to future aspiring employability in the workplace and future aspiring enrollment in graduate or professional school. The future student scholar enrolled at the HBCU should actively seek to find learning opportunities by building on past heritage and becoming literate in futurism during his or her undergraduate or graduate experiences – in and out of the classroom, and as mentioned, at the freshman, sophomore, junior, and senior levels. Futurism should be the constant, continuous and common denominator in undergraduate curriculum at today’s market-responsive HBCU, and the undergirding pedagogical theme should be critical thinking with futurism methodology as a foundation for much needed *looping-back* learning (in the spirit, symbolism, and metaphor of the African bird, *Sankofa*) for connecting the past, the present and the future to empower today’s forward thinking student scholars. For *the now, to the next, to the new*, HBCUs must sustain their existence within a struggling economy and an intensifying academic marketplace by anchoring for longevity and for achieving legacy on behalf of the new and next generations – resulting in the re-birth of forward and upward thinking. By HBCUs focusing on the *future foresight*, the traditional HBCU permanently becomes anchored in cyclical history with returns on investments from the moving toward the future but maintaining grounding in the past – thus, forever futuring HBCU history. Futuring methods employs data-driven decision-making skills for lifelong critical and creative thinking skills needed in all facets of life. HBCUs should also consider modern innovations that can foster futuring, like accelerated learning models, modes and modalities to survive the fierce academic marketplace. *Student engagement* could be accelerated into innovative timeframes (like three-year accelerated compacted degrees) with academic rigor that makes better economic sense in today’s climate with public concern about financial aid default, student debt, student drop out and degree relevance in the global job market. All and any innovations should be culturally sensitive, sensibly pragmatic, academically sound, institutionally balanced, thoroughly vetted for economic return on investment, and carefully calibrated to maximize optimal educational benefits.

It is believed that actively engaging students in futurism that is creative, forward thinking and relevant to their lives could in fact increase student retention. Studying relevant futurism could do the same and what makes common sense should be central to economic pragmatism for new paragons anchored from old paradigms (highlighted in two columns later). Relative to retention and engagement, there should be documented rationale, empirical business reasoning, scientific data and findings from vetted financial analysis to prove high yielded academic quality and cost savings from the innovation for enhancing student engagement. The modernized mission for the new HBCU should be exhaustive and extensive documentation on how innovative student engagement will meet societal needs, workforce demands, and market share-ready careers to support industry imperatives, economic development, job creation and emerging global requirements. Under no circumstances should institutional and/or program specific accreditation be complicated, compromised or jeopardized from the implemented innovations. In fact, there should be documented evidence that accreditation will be strengthened, transformed and sustained from the innovation utilizing prudent economy of scale and well prescribed performance targets with productivity benchmarks. To do all of this, the new HBCU leaders must master the fundamentals of conciliatory leadership that is manifested from futuring, shared governance, building alliances and converging with community-spirited coalitions on and off campus.

Today's HBCUs cannot afford to get caught up in the maze of market miscalculation with misguided and/or institutional misalignment. The future oriented HBCU must do what they can do well and maintain but modify their mission with cutting edge modernization, like futurism. Futurism and future studies must also be applied to other business, management, leadership and operational facets of the institution. While this essay for the *IJBMC* focuses more on academic curriculum, instruction, faculty and students futures studies can have wider relevance from the examination of analytics and informatics concerning: (a) administrative operations; (b) board governance; (c) legal aspects; (d) technology and information systems; (e) accreditation; (f) space, facilities, and physical plant; (g) institutional research; (h) advancement and development; (i) human resources; (j) student affairs and services; and (k) financial and business affairs; (l) strategic planning and budgeting affairs; (m) health, wellness, and athletic affairs; and marketing, messaging, communications, and other community-building affairs concerning social media. Futurism and future studies apply to all of these departments, division and institutional dimensions units as key for building a "community of practice" for a future and forward-thinking campus. The new more modernized HBCU mission should have futurism as core curriculum centrality, as well within the modus operand of the above areas Futuring methods should be center in classroom instruction to empower students to develop their own mission statements and visionary strategies for futuring. Futuring methods can serve as a catalytical driving force to create campus based methodologies for seeking answers to help solve social injustice, inequality, imbalance, inequity, marginalization, victimization, and disparity, as well as to help resolve other elements of the natural and physical life that require future-thinking investigative, scientific, exploratory, diagnostic, evidenced based and data-driven decision making.

The future venues where most HBCU students end up -- the world of work, professional schools and other graduate education -- are increasingly requiring this type of cognitive competence. Future studies can prepare, propel and position these students. There is no reason futurism could not be systemically, synergistically and sequentially integrated with a more pronounced presence in the curriculum with a future foresight context. The new HBCU must engage our faculty, students and others in our new learning community of practice in all dimensions of combined scholarly and futuristic research: analysis, inquiry, innovation, investigation, fact-finding, probing, theorization, examination, experimentation, and exploration. Our ultimate challenge as catalytical leaders, especially in the future oriented HBCU, is to translate *and* transition relevant futures research into real life action for permanent and sustainable positive change, therefore improving the human condition in the modern world that is widely wounded, broadly broken and profoundly perplexed with increasingly unprecedented and paralleled uncertainty. This means our rebirthed campuses must embody a culture for students and faculty to be more futuristic, innovative, invigorating, ingenious, entrepreneurial, creative and investigative in the classroom and in the community. The future oriented HBCU must build on past prospicience to build a foundation for future forecast. The excitement experienced by newly freed slaves and the electricity that was created by civil rights advocates will always be a part of the history for the incubation of American HBCUs. HBCUs must now build on another foundation to propel the institution for future sustainability through the creative engagement of scholarly research and the empowerment of futuring skills among the students and the faculty. As a very specialized and historically centered higher education sector, HBCUs should:

- ***Forge-future ahead with a new bold futures-positioning agenda that can result in the manifestation of change in areas that contribute to areas that challenge the African American community, the United States, and the world and;***
- ***Leverage-future ahead the collective HBCU strengths while respecting different and independent institutional HBCU missions for future progress in the comprehensive (over 100 members) HBCU sector.***

Compounding, and perhaps compromising, the HBCU market share positioning is the declining state as well as federal support for higher education and the growing dialogue about institutional consolidation, merger and acquisition of state resources as most states struggle with investing taxpayer contributions to other systems and other sources with public policy needs and popular demands. The perplexing areas of educational deficiency, environmental decay, untapped scientific discovery, economic circumstances and conditions, governmental disengagement, health disparity and others require investigative minds and scientific inquiry ---nation-wide---with all HBCUs significantly and substantively playing a pivotal, systemic, propelling and progressive role. The development of a futures-positioning national agenda can position HBCUs as an intra sector-system with secured external support and extramural funding during this period of competition for limited resources and a complacent reliance on state support and conventional enrollment driven revenues.

This future-oriented HBCU national agenda will also provide the timely opportunity for HBCUs to formulate interdependent missions with continuity, opportunities for faculty scholarship collaboration, and openings for intra-resource sharing -- while still responding locally in our neighborhoods and mobilizing regionally in diverse market shares. HBCUs will continue to be a major player in advancing this America economically by contributing to the bodies of work in major fields of study, to a national knowledge base, to emerging international conversations, and to meet voids in the public policy about the African-American society in the new global order and societal context with propagating uncertainty. Given the broad intellectual capital and deep cerebral currency at HBCUs, this national strategy could be achieved and rewarded with resources encumbered by the combined efforts; but there must be commitment, trust, resource realignment, knowledge sharing, and a “futures” focused agenda for positive change. This type of community cohesion, perseverance and strength provided the foundation for the HBCU founders. Those valorous leaders who opened the doors for newly freed slaves and knocked down the door during civil rights era were, indeed, intrepid futurist contemporaries of their times. For all theoretical and practical purposes for defining futurity, they were empowered with foresight development and employed forecast competencies to see the future for African Americans. Each and every stakeholder concerned in the future oriented HBCU academy should respect those in the past in the spirit and imagery of Sankofa. If current generations of stakeholders on the HBCU campuses created futures for next generations -- based on their present contemporary history – the new HBCUs would constantly and permanently be sustainable historically Black institutions of higher learning. Resultantly, HBCUs would be more likely to respect and embody their heritage because they would be continuously and consistently positioning for the future of the next HBCU contemporaries. This will bulwark longevity before legacy from founding purpose to future progress. This historical journey must be part of the social, educational, political, civic, economic and historical responsibility in the HBCU community– but, first, HBCUs must maintain, re-calibrate and modify mission. The future-oriented HBCUs will not be measured by what students do during their “past-present “higher education; the future HBCU will be measured by what students do after their higher education in their “present-future” leadership manifested from intergenerational loop learning for everlasting longevity and anchoring legacy. Based on serving as a six-time serving provost in the academic business and having worked for many HBCU leaders during that tenure, this author would like to make a plea to the leaders of HBCUs. That is, be the following:

- *Move future-forward from the present paradigms about historical student engagement at HBCUs to more future-oriented paragons for future positioning graduating students from HBCU space;*
- *Oscillate future-forward from the now, to the next, to the new on behalf of the unique and unifying enterprise in the historically important HBCU sector;*
- *Consider the below 12 areas for past maintenance to future movement HBCU commerce toward cyclical growth and everlasting legacy in the American academic marketplace*

Using the definition of metrics as methods, strategies or techniques of measuring inside the organization or institution or outside the organization or institution, how could HBCUs frame analytics and informatics within future studies?

FUTURING WEBSITES FOR REFERENCES & RESOURCES:

- <http://www.wfs.org/FuturistInterviews>
- <http://www.wfs.org/content/future-tv>
- <http://www.wfs.org/futurist/pdfs-futurist> (back issues)
 - <http://www.wfs.org/futurist/outlook-reports>
 - <http://www.wfs.org/content/futurist-update>
 - <http://www.wfs.org/wfr>
- <http://wfr.sagepub.com/> (World Future Review)
 - <http://www.wfs.org/passport-picks>
 - <http://www.wfs.org/specialreports>
 - <http://www.wfs.org/wfspassports>
 - <http://www.wfs.org/futuring>

The following below two-dimensional column emphasizes future-forecasting and forward- thinking about our HBCUs. The authors are strong advocates of proactive and preventative leadership and the second dimensions in the column.

The personal, academic, professional and transformational development of the third dimension is up to the faculty provocateur and his or her actively engaged student in and out of the classroom for persisting toward degree completion. This will require catalytical leadership and creative change. We suggest the following to our readers because in as much we are advocating for students and faculty to be more futures centered, this will require other stakeholders within the HBCU culture – students, faculty, staff and administrators – to transition from some past and present dimensional behaviors and transform into other dimensional behaviors more appropriate and fostering to the new future-oriented culture. Here are some areas to mindfully think-through in that context:

h. Futuring Methods, Leadership, Curriculum and Infrastructural Planning for the Future

First, although our original mission for newly freed slaves and subsequent civil rights should remain as part of our historical incubation, it is now time to bridge that mission with a more modern mission for our students that focuses on the future and less on the past. Social justice should remain central to our mission but within a larger context of global diversity. Civil rights are now expanded to human rights and other more modern-relevant areas such as environmental justice, public health and global poverty. Studying all these areas in the context of futurism and futures thinking can be empowering, engaging and enlightening for HBCU students.

Second, HBCUs must continue to think strategically and more long-term, and not continue with the complacency of short-term solutions to student retention, matriculation, graduation and placement. This is particularly important regarding accreditation benchmarks for student retention where there has been tendency to prepare for accreditation only one year or so in advance as opposed to embracing accreditation as a process for assessing continuous quality improvement.

Third, in too many cases, some HBCUs resist and, in fact, resent change yet many of its stakeholders came to academe to revolutionize change in a world that continues to be unjust, unfair, imbalanced, unequal, and inequitable. The fact that society is experiencing Ferguson full circle with similar incidents in New York City, Baltimore, Sacramento, Charleston, and elsewhere certainly suggest that revolutionary change is still needed and employing our students with futuring skills can help. Could have the examination of futures metrics, analytics or informatics help to proactively prevent the recent incidents in El Paso and Dayton? What could have student scholars learned from the examinations, discoveries and explorations for the future? HBCUs must now position the institution for producing future-focused student leaders to not only create change but apply futuring strategies to make positive change happen on behalf of our academic community as an “engaged” learning community of practice.

Fourth, the leadership style of HBCU administrators and faculty on campus should reflect less time on maintaining the way things are to moving things to the next level in what has become a fiercely competitive marketplace. In many, if not most cases, when students attrite, they go somewhere else for higher education – often to a non HBCU. Effective administrators and faculty should be futuristic and can motivate people, manipulate processes and manage programs on behalf of our students so they stay, engage and lead where they go after graduation.

Fifth, the mind set in many cases has been one of closed- mindedness in the classroom because of some HBCU faculty continuing to teach only in the way they were taught. HBCU faculty must become more open to teaching what students need to learn as opposed to what faculty want to teach. This is active engagement and the study of futurism can assist in more effectively implementing this process. HBCUs need more online classes taught from the real life, relevant principles of contemporary and modern andragogy (adult learning) instead of the outdated, remotely related perils of conventional and traditional pedagogy (youth learning). Thus, teaching about the future will require comprehensive faculty development.

Sixth, many HBCU administrative infrastructures must become less hierarchical with outdated managerial styles that are autocratic and authoritarian. In the modernization process, future HBCUs need to be less vertical and more horizontal to support genuine shared governance and circular conciliatory communication to both internal publics and external stakeholders. The academy works best with shared accountable acculturation. When challenges or issues occur, HBCUs must oscillate from the usual examination of cause and effect to the execution of responding and reacting with catalytical leadership and managerial resolve (***bold new modus operandi***) – especially on behalf of society’s treasured HBCU students. Here, again, we ask readers to think

Oscillating from the Now to the Next to the New

First Dimensions: Old Paradigms	Second Dimensions: New Paragons
Historical and Present Mission	Future and Modern Mission
Monocultural Foundation from African American Heritage	Multiculturally Diverse Fundamentals and Futurity
Short-Term Solutions to Future Challenges	Long-Term Strategies for Future Challenges
Change Resistance and Resentment	Catalytical Change and Future Positioning
Managerial Maintenance: Idle-Inert	Leadership Movement: Futuristic
Closed-Minded, Traditional and Conventional Teaching	Open-Minded, Fluid and Flexible Teaching
On Campus, In Class	Cyber Campus, Online
Hierarchical, Vertical, Up, Down, Pyramid	Horizontal, Circular, Across, Around, Symmetrical
Simultaneous and Sequential Multi-Tasking	Synthesized and Sequential Multi-Tasking Learning for Future
“Not My Job” Attitude	“Is Our Job” Aptitude
Quantitative Analysis	Qualitative Assessment
Identification of Cause and Effect of Present	Execution of Reaction and Response for Future
Personalized-Political-Partial Relationship Building	Performance-Nurtured Human Capital for Relationship Building
Solo Management- “Me”	Synergistic Leadership- “Us”
Independent Stance	Interdependent Symmetry
Local, Regional Needs	National, Global Demands
Higher Order Achievement	Wider Order Accomplishment
Diagnostic Data-Driven, Decision Making for Present of Past	Prescriptive Data-Driven, Decision Making for Present and Future
Only Revert Backward, Reflectively	Always Revolutionize Forward, Retrospectively
Balance Managerial Efficiency on One Hand for Mission	Balance Leader Effectiveness on Other Hand for Mission

about how Stevenson used the morphological analysis at Miles College in Alabama to help the institution elevate from college status to university stature. That is, the morphological process defined as a method for exploring all possible solutions to multi-dimensional challenges, and the systematic structuring investigation for possible relationships of complex challenges – hence transforming an historic institution to future-forward foundation; more metaphysics and metaphors. Here, readers should capture the theory and practice of backward design defined as a method of *designing* a future-forward framework by setting goals before choosing implementational methods and forms of assessment and by noting that *backward design* of frameworks can typically involve multiple stages or levels of phases.

Seventh, although many HBCU students are used to a multi-tasking lifestyle that juggles school, work, family, social media and technology, experience as a provost at several HBCU institutions has reinforced that many of these students do not necessarily do well with multi-tasking on the campus. What works for most students may not work for work well for many students. HBCU students should be skilled in not trying to create many tasks all at once; rather, they need to be competent in and empowered with achieving a task before going to the next. Teaching students futuring methods will help. Sequential tasking as opposed to simultaneous tasking can help facilitate the monitoring of student points of progress on a monthly, semester or quarterly basis. This type of tracing and tracking mechanism is especially paramount for benchmarking student persistence and navigating institutional retention. HBCU must employ and implement the most effective and efficient methods for solvent documentation, tracking and solid record- keeping. HBCU must continue and examine the usual quantitative metrics for institutional decision. But some HBCUs may need to use more qualitative measures for decision making to understand more about both student performance and staff productivity with the utilization of focus groups, interviews, observations, etc.

We have found that more often than not we can learn more about our student consumer relations, customer service and constituent needs through qualitative methodologies based on evidenced performance and proven productivity -- balancing the equilibrium between efficiency and effectiveness in the work done on behalf of student engagement. Constant evaluation of evidence and consistent assessment of bottom line results are imperative and teaching students futuring methods can help with the empowerment.

Eighth, some HBCU stakeholders who support the institutions can be single-minded and are often quoted as saying “that’s not my job”. These same support staff must move from that mind-set attitude to a mind-set aptitude of accepting that it is everyone’s job to create a learning environment for student engagement that is conducive to academic persistence toward degree completion. Focusing on the future can help. This is the modern community of practice and it requires “systems” mindedness throughout the staff in the respective areas at each level of the institution.

Ninth, leaders on many HBCU campuses must also move from what is frequently perceived as a “solo” or “silo” managerial style to a synergistic style that engages in and embraces interdependent teaming. Management efficiency must be balanced against leadership effectiveness, resulting in *managerial leadership*.

Tenth, the old notion of internal independence as well as external independence must be addressed for our institutions to become more collaborative on and off campus. Understanding futuring methods can help.

Eleventh, HBCUs are no longer isolated to engage only with the local neighborhood or even regional needs. HBCUs must react and respond to the new national agenda and new global milieu. In the new global academy, HBCU must now respond to global demands and create pathways to careers that are workforce ready and industry relevant. Thus, we must certainly continue to be locally responsive but globally responsible to new dimensions of academic life. Moreover, HBCUs need to work on being less competitive with each other and more collaborative in sharing resources by combining efforts of mutual mission benefit. HBCUs simply need to do more together as a sector of higher education, perhaps by having public and private institutions working on regional needs, then cross-state needs, then national needs to meet larger global imperatives. Collaborating with non-HBCUs has become fundamentally necessary in today’s academic marketplace. Particularly in the areas of science, technology, engineering, and mathematics, our smaller and larger HBCUs are strategically positioned to collaborate with other institutions of higher learning to meet regional, national and global demands.

Twelfth, HBCUs are not only measured ultimately by their students do while they are enrolled on campuses. We are measured ultimately by what students do after they leave our campuses. We would like to encourage two things in this regard. We must train our students in futuring methods, data driven, diagnostic *and* prescriptive decision making before they graduate to empower them with the research literacy they will need in the workplace or graduate school. The ability to compile data, analyze data, and make judgments based on data is critical to the lifelong adult learning of our students – personally, academically, professionally. Is this not the point of Malcolm’s metaphor? In addition, with our usual academic aims for higher order achievement in the curriculum, HBCU must also teach our students wider order accomplishment that ignites creativity and stimulates the much-needed innovative thinking that this country so desperately needs now more than probably any other time in world history. This, of course, will require staff, faculty and administrators to move, in collaboration with our students, from the first dimensions in the left-hand column listed in the previous table *Anew* to the second dimensions in the right-hand column of the table. We must build on our historical foundations to position with future fundamentals for progress. We must maintain our mission not only by just looking backward in reflection. We must modernize our mission by always looking forward with continuous retrospection in the revolving, evolutionary and revolutionary African dimensions of *Sankofa*. The élan vital of Sankofa is the bedrock for identifying and executing the *third dimensions*. Time is of the essence, of the utmost imperative, and of profound urgency for America’s treasured HBCUs. Using the definition of metrics, as methods, strategies or techniques of measuring inside the organization or institution or outside the organization or institution, how could HBCUs frame analytics and informatics within future studies?

i. Campus Culture and Climate

Now, a word about the foundation needed to consider all of the above – understanding “campus culture”. Over the past several decades of thinking, writing and researching about definitions of culture in higher learning, the lead author of this book has read many, many definitions and the varying interpretations of these definitions for campus culture.

The 1986 publication by Marvin Peterson with the University of Michigan has proven to be the most informative, comprehensive and applicable to this book about this fundamental understanding of campus culture for an environment of teaching and learning. This should be understood, embraced and accepted to transition from past-present thinking to president-future thinking for applying futurological methods. This type of higher education futurism is needed for American HBCUs to elevate to the next level with new “finding”, revolving, renewed, and long-term sustainable as well as everlasting identity. Based on a thorough review of literature by Peterson and his colleagues, the following definition were generate and – although dated – most appropriately relevant today:

- a shared appreciation system and a set of beliefs that help distinguish aspects of situations from one another (Sapienza, 1985).
- the amalgam of shared values, behavior patterns, mores, symbols, attitudes, and normative ways of conducting business that differentiate one organization from all others (Tunstall, 1985).
- the taken-for-granted and shared meanings that people assign to their social surroundings (Wilkins, 1983).
- distinct and locally shared social knowledge (Wilkins & Ouchi, 1983).
- the pattern of basic assumptions that a group has invented, discovered, or developed in learning to cope with its problems of external adaptation and internal integration (Schein, 1984).
- a set of commonly held attitudes, values, and beliefs that guide the behavior of an organization’s members (H. Martin, 1985).
- Informal values, understandings, and expectations indicated through symbolic structures, myths, heroes, and precedents (Leltko, 1984).
- the shared philosophies, ideologies, values, assumptions, beliefs, expectations, attitudes, and norms that knit a community together (Kilmann et al., 1985).
- a system of property rights or economic and social relations that define the position of each individual with respect to others regarding the use of resources (Jones, 1983).
- an integrative framework for sense-making, both a product and a process, the shaper of interaction and an outcome of it continually being created and recreated through these interactions (Jelinek et al., 1983).
- a common set of ideas shared by group members: a theory held by individuals of what their fellows know, believe, and mean (Keesling, 1974).
- the shared beliefs, ideologies, and norms that influence organizational action manifested through overriding ideologies and established patterns of behavior (Beyer, 1981; Pfeffer, 1981; Mitroff & Kilmann, 1976; Martin, 1982; Schein, 1983a, 1983b; Fiol & Lyles, 1985).
- a core set of assumptions, understandings, and implicit rules that govern day-to-day behavior
- a set of taken-for-granted assumptions, expectations, or rules for being in the world, often referred to as a paradigm, map, frame of reference, interpretive schema, or shared understanding (Adler & Jelinek, 1986).
- collectively held and sanctioned definitions of the situation (Bate, 1984).
- a relatively enduring, interdependent symbolic system of values, beliefs, and assumptions evolving from interacting organization members that allows them to explain and evaluate behavior and ascribe common meanings to it (Schall, 1983).
- ...what is directly describable about members of a community (Ashforth, 1985; Sathe, 1983).
- the way we do things around here (Arnold & Capella, 1985; and others).

SOURCE : Peterson, M. (1986) The Organizational Context for Teaching and Learning : A Review of Literature. University of Michigan. Ann Arbor. ERIC – ED287437

All of these definitions, in one way or another, can be applied (metaphorically and metaphysically) to past and future dimensions of HBCUs, given the academic, financial and social “matrix” they exist. The key will be identifying which definitions and dimensions can be leveraged to advance the campus culture and climate from building on past prospicience to futuring positioning for permanent institutional legacy in America’s fiercely competitive academic marketplace. In sum, how can these new campus cultures change “*the way we do things around here*” to meet the compelling common core values and long-lasting legacy in higher learning? How should the new campus community collectively hold the new future definition of culture?

How should the new forward and future-thinking culture share ideologies, beliefs, norms and core set of understandings that influence organizational actions and human behaviors? How will the new future anchored paradigm position the institution for bold, groundbreaking, and breakthrough “passport” leadership in the new world? How can these cultural characteristics be captured in modern metaphorical and metaphysical contexts? As recently observed by Barry Schwartz in “*Intellectual Virtues*” for *The Chronicle Review* (6-26-15), “It has always been taken as self-evident that higher education is good for students and society at large, and that American colleges and universities are doing an excellent job of providing it.” No more. Commentators, politicians, and parents are expressing serious doubts about whether colleges are teaching what they should be teaching and about whether they are teaching it well. Could teaching students about past, present and future relationals across disciplines that lead to careers in all sectors add unique value to undergraduate experience and improve persistence toward degree completion? Leaders in business, government, technology, education, commerce, and other sectors typically agree that today’s higher education needs to produce graduates with bold ingenuity, creativity, innovation and entrepreneurship for our economy to survive and thrive in today’s global competitive classrooms, communities, workplaces and marketplaces. On one hand, these intra-sector leaders would also probably agree that creativity, entrepreneurship, innovation, or ingenuity is embarked upon and grounded in an original pioneering thought.

On the other, they would agree that in today’s challenging and complex society where and when managing life for “results” must be part of habitual orientation for intellectual decision making and “data-driven analysis” in everyday living, students from all stations, all situations, all spaces and all stages should plan ahead, organize well and evaluate daily activities in the mind, with others, on the job, at home, in the global community. This is especially true for students who seek ongoing intellectual growth, student life management from proactive positioning for the marketplace, and continued lifelong learning for cognitive sustainability. The study of futurism can serve as navigating axis between these two areas of creativity and data decision making. That said, generally, a futures-thinking person is defined as one who is well-rounded and well-grounded in futurism and who draws from wide ranging bodies of mindful knowledge to apply futuring methods. Specifically, we define the futuristic student as a proactive scholar who is well balanced from being: (a) *empowered with knowledge about futurism from seeking competence in futuring methods at the freshman, sophomore, junior and senior levels of higher education and (b) engaged in future development by following a multi-phase future planning process during and after higher education to support the process of lifelong learning.* To this end, this chapter will introduce a ten-step process that can be symbolized by corresponding the phases to the fingers of one’s two hands.

After all, daily student development (personal, academic, career) should be a lifelong commitment; not just a transient or limited experience, activity, or exercise that emanates from challenges in our lives. Today’s undergraduate students should be well versed in primary and fundamental futures research methodology and related life proactive management processes. Students need not be masters of the futures research but gradually acquainted with the lexicon in preparation for potential advanced graduate work and for the global workplace where there are accelerating demands for international relevance and intensifying needs for local responses within the community. ***We now need HBCUs to emerge as thought leadership laboratories for empowering students with lifelong methods for studying about the future.*** We are convinced that the methods, taxonomies, and premises offered in this chapter can be taught by faculty and learned by undergraduate students at a time when our students must meet the new global demands for *forward-thinking* data-driven, prescriptive, diagnostic and proactive decision making. We encourage all HBCU students to engage in this timely chapter amid recent and more frequent occurrences in the cities such as Ferguson, New York, Baltimore, Charleston and a number of others. Understanding data and its meaning is critical: recognizing that in qualitative research, data is presented through words, while numbers often describe quantitative research. These two research methodologies are quite common on the HBCU campus; however, how students use these methodologies, along with futuring methods, can be a rewarding creative exercise for the mind. Indeed, this is a creative journey for undergraduate students as they also develop much needed skills graduate or professional school. Empowered futures research is also a prerequisite to meeting the modern needs and societal demands in today’s accelerating, competing, oscillating and changing global economy from bold new modus operandi. In today’s challenging and complex society where and when managing life for “results” must be part of habitual orientation for intellectual decision making and data-driven analysis in everyday living, students from all stations, spaces and stages should plan ahead through futuring methods, plus organize well and evaluate daily activities on the job, at home, in the global community.

This is especially true for students in today's higher education who seek ongoing intellectual growth in analytics and informatics, student life management, and continued lifelong learning. Often, daily life with unanticipated issues, concerns, challenges could be the result of illogical thinking, inessential preparation, inadequate information, ineffective conceptualization, inefficient organization, failure of being proactive, and failure in not seeing all the parts of the whole or personal poor planning. This phenomenon accounts for many students' inability to choose a major, a minor, or a degree. Futuring can be an effective and efficient resource for confronting these ongoing challenges. Especially in today's global economy, these challenges fall under all kinds of self-managing situations. Most, if not, of these management situations require forecasting and future projection. Particularly in the present economy, we have found that many students with limited time, limited resources, and limited support need systematic structures to manage the simplest of tasks. Proactive visioning, structural organization, timing and positioning are most important. Hopefully, this chapter can empower students and other HBCU readers to meet these daily life challenges from studying and anticipating the future. Students come to HBCUs to position themselves for the future from their personal, academic, and career development experiences in and out of the classroom. Developing a bold new curriculum at HBCUs that bridges the past with the future would not only uniquely position HBCUs in the increasingly competitive academic marketplace, it could lead to the type intellectual engagement needed for sustaining student persistence toward degree completion at a time when many HBCUs are being criticized for poor rates in student retention, matriculation, graduation and placement (amid mounting student debt from loans) in the new global workplace.

Futurism should be thematically threaded throughout the HBCU curriculum in the sciences, the arts, and professions. The future student scholar enrolled at a HBCU should actively seek to find learning opportunities building on past heritage and becoming literate in futurism during his or her undergraduate experience – in and out of the classroom, at the freshman, sophomore, junior, and senior levels. Futurism should be the constant and common denominator in today's undergraduate curriculum at today's HBCU and the undergirding pedagogical theme should be critical thinking with futurism methodology as a foundation for much needed *looping-back* learning for connecting the past, the present and the future with bold new modus operandi. This epistemological enlightenment elevation can be experienced, nurtured, and navigated from the arts to anthropology; economics to engineering; music to mathematics; theater to technology; and social science to behavioral science like politics, psychology, geography, history, and many other areas in humanities. This chapter provides an overview of why studying about the future is as important as studying about history at HBCUs, and offers a teaching taxonomy for teaching futurism at HBCUs across the entire curriculum as value driven student learning for seeking what is futuristically compelling, relevant and pragmatic for facilitating thought leadership processes and embracing future-life possibilities, preferences and probabilities beyond the boundaries of traditionally taught critical thinking skills. This balanced experience can deepen the understanding of future dimensions by engaging students in futuring methods for making personal, academic and career choices based on alternative and futuristic data, information and knowledge. This part of the essay will now cover the futuring methods of environmental scanning, trend analysis, trend monitoring, trend projection, scenario analysis, polling, brainstorming, modeling, gaming, historical analysis, and visioning. Here again, readers should capture the theory and practice of backward design defined as a method of *designing* a future-forward framework by setting goals before choosing implementational methods and forms of assessment and by noting that *backward design* of frameworks can typically involve multiple stages, levels of phases or means and methods. Some of following futuring methods identified by Cornish in the book entitled, "*Futuring: The Exploration of the Future*," are exceedingly enlightening and insightful for futuring and futures study.

j. Culminating Futuring Methods and Final Observations

Environmental Scanning: HBCU students can apply this method to identify significant or substantive changes in an environment within or around an organization. For instance, the HBCU campus could be a laboratory of learning from which students and faculty could conduct an environmental scan as part of futuring. Another type of scanning is based on conducting a survey of current news media, social media, web links, and other forms of information outlets to study changes that will likely have critical importance to the future. Cornish suggests, "scanning focuses mainly on trends – changes that occur through time – rather than events, changes that occur very quickly and generally are less significant for understanding the future (Cornish, p.78)."

Trend Analysis: Cornish recommends that Trend Analysis is “the examination of a trend to identify its nature, causes, speed of development, and potential impacts. Careful analysis may be needed because a trend can have many impacts on several aspects of human life, and many of these may not be apparent at first (Cornish, p.78).” In this regard, students and faculty can examine some sociological or technological phenomena to determine potential causes and potential impacts within a career path based on the student’s subject matter, major, or interest within a discipline toward degree completion. Cornish references an example concerning longer life spans. He writes, “Longer life spans, for example increase the number of people for whom resources be provided, but also increase the number of people who can contribute to the economy and society through paid and unpaid labor (Cornish, p.78).” This type of example certainly provides opportunity for students and faculty to study a topic like this within the context of the aging African American population and the emerging needs to meet health related requirements over the course of time in the face of health disparity.

Trend Monitoring: This type of futuring method would be very useful and applicable to business students, perhaps, who are examining certain consumer behaviors in the market from a foundation in behavioral economics. Students with faculty could analyze certain behaviors, patterns, consistencies, and other persisting traits based on trend monitoring. Cornish remarks that trend monitoring is, “trends viewed as particularly important may be carefully monitored – watched and reported regularly to key decision makers. For example, a rapidly rising unemployment rate or the appearance of a deadly new disease may have significant impacts on many different organizations and communities (Cornish, p.78).” This type of trend monitoring would not only intrigue the future thinking business student and faculty member, but also provide an opportunity for creative thinking and proactive mindfulness of students who are studying public health, community health, public policy, or areas that relate to organizations and stakeholders within the community.

Trend Projection: Cornish suggests that, “When numerical data are available, a trend can be plotted on graph paper to show changes through time. If desired, the trend line can then be extended or ‘projected’ into the future based on the recent rate of change. Such a projection shows where the trend should be at some point in the future *assuming there is no shift in the rate of change*. Example: A population with a steady 2 percent rate of annual growth will double in about thirty-five years (Cornish, p.78).” Given the wide variety and myriad of software available to students and faculty to analyze projection trending, students in the social sciences area of geography, history, sociology, and others could apply this futuring method to determine population shifts or other phenomena as a result of change rates among certain populations – perhaps particularly populations that surround the HBCU campus in local neighborhoods that often include marginalized groups.

Scenarios: The use of scenarios is quite common in many college classrooms when students and faculty work together to discuss hypotheses and other hypothetical situations. Scenarios also provide pathways to creative thinking that is generated from brainstorming, which will be discussed later. Cornish writes, “The future development of a trend, a strategy, or a wildcard event may be described in the story or outline form. Typically, several scenarios will be developed so that decision makers are aware that future events may invalidate whatever scenario they use for planning purposes (Cornish, p. 78-79).”

Polling: By collecting and analyzing people’s viewpoints or perceptions on the futures via qualitative data collection methods such as online questionnaires, telephone interviews, or face to face communications. Cornish suggest, “Delphi polling, popular among futurists, uses carefully structured procedure to generate more accurate forecasts” (Cornish, p.79)

Brainstorming or Idea Mapping: This is a very popular method on many colleges campuses. In fact, this writer highly recommends the publication by Harvard Business Review (HBR) for consideration to readers. It is titled, “*Better Brainstorming: Why Questions Matter More Than Answers*” and was published in March-April of 2018



Cornish writes, “The generation of new ideas by means of a small group assembled to think creatively about a topic. Group members are encouraged to build on each other’s ideas criticism. Brainstorming is useful for identifying possibilities, opportunities, and risks. Other idea generation or problem-solving methods that are also common, such as idea mapping, impact analysis, and the systematic identification of all variables” (Cornish, p.79)

Gaming: As we covered above with the film production of “*See You Yesterday*”, gaming other electronic or technological simulations can be creatively used as futuring methods and the results might serve HBCUs and other institutions well with the academic innovation of a journal that could be peer reviewed by other faculty led teams at other HBCUs. Such activities would give students and faculty opportunities to simulate real- life situations with students playing future contextual roles.

Other Futuring Methods: Cornish also recommends three other futuring methods that could benefit HBCUs and other universities and colleges. The method of “Modeling” which the “use of one thing in place of something else that is more difficult or impossible to experiment with” (p.79); the method of “Historical Analysis”; which uses “historical events to anticipate the outcome of current developments” (p.79); and the method of “Visioning” described by Cornish as the “systematic creation of visions of a desirable future for an organization or an individual”. The backward design theory could enhance historical analysis and could be useful for faculty leading discussions about past, present and future implications within a discipline or subject matter. The visioning method is commonly referenced by university and college leaders in American higher education. There are many domains from which many of the areas referenced throughout this essay could be analyzed for trend analysis, monitoring, projection, scanning, and scenario conceptualization. Using the definition of metrics, as methods, strategies or techniques of measuring inside the organization or institution or outside the organization or institution, how could HBCUs frame analytics and informatics within future studies?

Among the general areas that can give students and faculty areas to analyze from trends include: the environment – giving growing at the national level about global climate, global warming, and human habitation; demography – given the merging trend of more women and ethnic minorities who are anticipated to enter the workforce amid globalization; the economy – an analysis of causes and effects between growing disparity between the extreme rich and the extreme poor; family – the examination of changing family structures driven by changing circumstances, economic conditions, and social patterns from emerging priorities; technology – the intensified and escalating trends in modern technology that is impacting changing lifestyle, livelihood, culture, and the workplace as well as the classroom; public policy – the extent to which local, state, and federal government oscillates from deregulating to regulating policy and legislation that impacts the way humans behave and react in communities, neighborhoods, and organizations or institutions. Whether future student scholars seek to be artists, activists, catalysts, liberators, change agents, investigators, pioneers, entrepreneurs, explorers, argonauts, or innovators – we must encourage students in today’s HBCUs to build a foundation from anchored futurism. Indeed, today’s modern HBCUs must grow new generations of neoteric creators who anchor their work with pioneering thoughts sparked by imagination and sustained by perseverance and the clarity of vision. To grow a new generation of avant-gardists as cut above harbingers for our future, we must empower student scholars to be forward thinking leaders, and not relegate them to institutionally banal and pedagogically conventional learning experiences that contribute and limit to the status quo.

This will not help world find new ways to address economic chaos, human diversity, global warming, terrorism, energy conservation, spiritual conflict, space exploration, pandemic disease, and civil wrongs in communities like Ferguson, Charleston, Baltimore, New York and others, but developing HBCU students' futures acumen could lead to new innovative business plans to boost changing economies of scale, new standards for ethical behavior, new cultural understanding in the physical and biological worlds, new poverty research revelations for marginalized populations, new frontier techniques for emerging technologies, new entrepreneurial product development, or new scientific explorations in our vast, infinite universe. All these future areas impact our human ascendancy in the global economy. Futuring empowers undergraduate students to be forward thinking thought leaders from data driven decision making and creative analysis for practical application. The conventional definitions of theory include explanation of phenomena, tested and predicted phenomena, accepted principles of thought, and generalized thinking. In today's society where and when revelations of life have become increasingly "evidence"-based, students must graduate from college with the academic acumen, an epistemological orientation, and the intellectual prowess to employ data-driven analysis and futuring methods sparked by human intrigue and ignited through the windows of cognitive wonderment and through lens of futuring methods. Every student is the sum of his or her own personal, academic and professional experiences. One of those educational experiences in college life is the acquisition of forward thinking from futuring methods. This futurism should begin with understanding some of the basic principles of qualitative and quantitative methodologies that are already covered in most undergraduate experience on the HBCU campus. As students experience this increased awareness of futurism, they will internalize connections to their lives and relevance to their interactions in work, family, community and life. How students use these methodologies is a creative exercise for the mind. Indeed, this is a creative journey for undergraduate students as they also develop much needed creativity skills from futuring research, often fundamental for graduate or professional school, as well as the workplace. Interestingly, a recent IBM survey of 1500 CEOs identified creativity as the number one leadership competence, at a time when some research has suggested that American creativity has declined.

The individual and institutional process for engaging, developing and empowering young HBCU scholars as futurists is embryonic and should culminate throughout the undergraduate experience in the liberal arts as well as the sciences. Although some examples are given in this chapter, HBCU students and faculty are encouraged to craft their own futuring conceptual frameworks for developing a campus-wide agenda for futuring methodologies. Graduate education should provide the capstone opportunities for students to build on their past culmination in a manner that should be cyclical to support lifelong learning of futuring methods. This process should be implemented through embryonic cyclical; a continuum for competent skill ability; a taxonomy for the developmental stages; and a cyclical framework or logic model with academic learning loops across and around the sciences and the liberal arts. The process must be led by faculty with inherent and sustained components for intellectual fluidity and programmatic flexibility. Undergraduate learning education is the sum of all experiences from entering higher learning to exiting with learned abilities, attitudes, disposition, skills and competencies for life – personally, academically, and professionally. *Futuring methods can augment all these areas.* The first two years of the undergraduate experience should provide the foundation of a continuum for futuring competence. The second two years of the undergraduate experience should build from the progress and persistence of the first two years, as well as prepare undergraduates for propelling to graduate study.

The application of liberal arts is rooted in the middle ages (*trivium and quadrivium*) and is conceptualized within the context of writing, rhetoric, logic, philosophy, areas of mathematics, and music with a modality mix of genre¹. *Futuring methods can augment all these areas.* During the Roman and Medieval times, this type of education was described as *enkuklios paideia*. As mentioned, most current liberal arts programs of study embody the diversity of varying disciplines and international perspectives in addition to the examination of different cultures to enhance the capacity for critical thinking. Subjects of inquiry and investigation conventionally include topics in literature, language, history, philosophy, and science. Futuring can augment all these areas. This type of curriculum usually spreads across a general education framework on the modern university campus; however, critical thinking *without* the knowledge and acquisition to conduct futures research is incomplete. On the HBCU campus, teaching students about futuring methods should be the constant and common denominator in the undergraduate curriculum and the undergirding disciplinary theme should be forward thinking with futuring methodology as a foundation for "history-to-future" loop learning as bold new *modus operandi*.

This epistemological elevation can be nurtured and navigated from the arts to anthropology; economics or environmental studies to English; music to mathematics; theater to technology; and sociology to other social and behavioral sciences -- including political science, psychology, geography, history, and areas in humanities. Students and faculty should also employ the concepts of futurism that in this regard defined as value added learning that seeks what is anticipated, projected, hypothesized, compelling and energizing and for facilitating the thought leadership processes to envision radical possibilities beyond the boundaries of conventional critical thinking. Futures research could begin with a question, inquiry or hypothesis to address the perplexities and complexities in compelling human life. A balanced liberal arts experience, embedded in futurism, can deepen and broaden the understanding of dimensions that engage students in making choices and choosing alternatives from vetted, verifiable and validated data, information and knowledge. Each undergraduate year should parallel with a faculty agreed-upon teaching taxonomy that grows from fundamental knowledge about futurism in the freshman and sophomore year and advance knowledge about futurism in the junior and senior years. The manifestation of understanding, applying, analyzing and evaluating futures research should result in meta-cognitive competency for new knowledge creation at the graduate level or wherever students find themselves after graduation from baccalaureate degrees. Faculty should, in the spirit of shared governance, meet continually as a *community of practice* to determine where the tenets of critical thinking should be integrated in this continuum. Among the tenets that might be considered are the following:

- ❖ *Examine cause, effect and remedy relationships*
- ❖ *Differentiate between fact, opinion, conjecture and fiction*
- ❖ *Determine information, originality or author/artistic bias*
- ❖ *Contrast, contradict, blend, and compare divergent points of view*
- ❖ *Recognize logical fallacies and faulty reasoning*
- ❖ *Synthesize and integrate varying knowledge bases*
- ❖ *Apply qualitative decision-making for diagnosis, prescription or prognosis*
- ❖ *Apply quantitative decision-making for diagnosis or prognosis*
- ❖ *Define measurable, strategies, objectives and beacons for positive progress*
- ❖ *Create alternative frameworks for now-next-new-future “synergistic” thinking*

These metaphysical, axiological and epistemological tenets should be conceptualized based on faculty prerogative, vision and uniqueness to the discipline, but futurism should remain central to both the continuity and continuum of modern curriculum planning. Using the definition of metrics, as methods, strategies or techniques of measuring inside the organization or institution or outside the organization or institution, how could HBCUs frame analytics and informatics within future studies?

Students, as futurist scholars, should pose research questions that empower them to understand cause and effect relationships, the differentiation between facts and fiction and either verify or validate data. Many students think in the present and use language that is absent of forward thinking for proactive decision-making. We must facilitate the development of forward thinking by empowering students to compare different points of view and recognizing faulting reasoning and illogical manifestations from the world that they experience. Futuring methods not only can empower students with analyzing, interpreting, discerning, synthesizing and integrating knowledge but also equip them with a diagnostic decision-making process from the application of qualitative and quantitative methodologies already introduced in most HBCU curriculum. The result of this phenomena engages students to think before they talk; research before they respond; and assemble information and data before they assess the world around them. We must engage our faculty, students and others in our learning community of practice in all dimensions of scholarly research: analysis, inquiry, investigation, fact-finding, probing, theorizing, examination, innovation, experimentation, and exploration – in the futures context. We need new pioneers in a new frontier.

Moreover, “scholarly and scientific research in these complex *modern* and contemporary times will empower us to understand the ironies, the mysteries, the contradictions, and the hypocrisies of life as we experience them, and will empower us with the skill-sets, behaviors, attitudes, dispositions, knowledge and modern appurtenance to embrace the marvel, the mystery, and the magnificence of modern higher learning. Students in the first two years should conduct research about their own personal development as the first foundation. This should include self-reflection and analysis of one’s own strengths and weaknesses against potential and propensity for future change. Students in this stage should examine their preferences, the possibilities that surround them and the probabilities of their success or failure if changed behavior does not occur.

The second developmental stage should encompass the fundamental analysis of student academic performance and productivity in the discipline, while the third and final stage should involve the refinement of one’s professional development. Professional development of research literacy should occur in the pre and post undergraduate period of academic life, while personal and academic development should occur in the first two years and second two years in the undergraduate persistent experience toward degree programs of completion and graduation. This, too, is a cyclical process with higher order skill development experience in the first four years and wider order experience manifested in the fifth and sixth years as students matriculate to the graduate level. In organizing college curriculum and crafting a research literacy agenda on a college campus, the transdisciplinary thematic and threaded tenets for research should be embodied in the curriculum that spans across the arts, the sciences, and the professions. Again, in determining the conceptual framework for creating academic loops in this regard will require extensive discussion and elaborate discourse by the faculty in collaboration with their students. As an excellent companion resource passport to this précis, we highly recommend readers to also retain and read “*A Taxonomy for Learning, Teaching and Assessing*” by Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths and Wittrock (2001, Longman Press). Here, too, we ask readers to think about how Stevenson used morphological analysis at Miles College in Alabama. That is, the morphological process defined as a method for exploring all possible solutions to multi-dimensional challenges, and the systematic structuring investigation for possible relationships of complex challenges – hence transforming an historic institution to future-forward foundation of higher learning. Collaborative research – historical, experimental, or comparative -- should be encouraged in the undergraduate experience by faculty who lead discussions about the creative journey of future studies and related futurological literacy. Exit interviews of students to determine their levels of futures literacy might serve the institution well in determining academic effectiveness and instructional efficiency. Becoming future study literate will empower our students to make sound decisions, assess situations based on assembled data, resolve conflicting points of view, and make choices or choose alternatives substantiated by evidence and supported with data derived from quantitative and qualitative treatments of research. Finally, given the much anticipated and predicted retirement, attrition and exodus of many long-time, experienced members of the American professoriate, and anticipated shortages of scientific researchers in business, management, commerce, and the social sciences, college and university leaders – at HBCUs and other institutions of higher learning -- should leverage the undergraduate curriculum and futures studies to nurture students as first responders to these national crises on the horizon.

Claim a different future – Bryan Stevenson, from “True Justice”

Using the definition of metrics as methods, strategies or techniques of measuring inside the organization or institution or outside the organization or institution, the question for HBCUs is how can the blended threads of metrics, measures, analytics and informatics be framed on campus within a curriculum about future studies and with student learning outcomes driven by backward design? Perhaps by starting with investigating the below to ***claim a different future?***

OTHER FUTURING WEBSITES AND RESOURCES:

- <http://www.wfs.org/FuturistInterviews>
- <http://www.wfs.org/content/future-tv>
- <http://www.wfs.org/futurist/pdfs-futurist> (back issues)
 - <http://www.wfs.org/futurist/outlook-reports>
 - <http://www.wfs.org/content/futurist-update>
 - <http://www.wfs.org/wfr>
- <http://wfr.sagepub.com/> (World Future Review)
 - <http://www.wfs.org/passport-picks>
 - <http://www.wfs.org/specialreports>
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Joseph Martin Stevenson has served as an Eminent Scholar, Distinguished Scholar and Visiting Scholar in Florida, Mississippi, and Alabama. He has also served as a Provost twice in Mississippi, twice in California, once in New York City, and once as a Visiting Provost-in-Residence in Washington, D.C. for the National Association of Equal Opportunity in Higher Education (NAFEO). He served as Kellogg Leadership Fellow in the President's Office at Howard University, and as a Senior Fellow at The Higher Education Institute at the University of Georgia. He presently teaches foundations in ethics and creative leadership for Union Institute University and serves as a Visiting Distinguished Scholar of Higher Education in Residence at Miles College to consult the institution on transitioning from College status to University stature. Dr. Stevenson holds five degrees, completed post doc work at Harvard, Yale and Stanford, and is a graduate of the Futures School in California. He may be contacted at: jmstevenson@bellsouth.net