Importance of Qualitative and Social-Scientific Research at Today's Public and Private University in America

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A. Introduction and Research Means & Methods

The definition of "*importance'* is a state of being of great cogency, significance, substance, gravity, weight or value. We believe this is especially relevant to the readers of the Journal for the International Journal of Education and Social Science. The social sciences, especially now, have such significant cogency for American higher education. This commentary promotes the much-needed societal value of the future research university, and the commentary's prose is most appropriate for an international peer-reviewed journal of social science with a center for promoting ideas. The ideas generated in this commentary has impact, relevance, applicability, and implication to social structures, social systems, social stratifications, and all fields of social sciences all over the world but especially within the university as both a system and a culture. The university's distinctly unique culture, climate, and practices will be addressed later. This is written at a time when higher education and its purpose, is being questioned. From a national perspective, this writer believes private research universities have openings, opportunities and orifice to address many of society's challenges with social scientific research.

Perhaps today's conversations should first focusing on the importance of research, especially social scientific, that is manifested from higher education, defining what research is, and considering what the results of research should emancipate for a larger context, the greater good, the bigger picture, and the higher purpose. Building an academic community to do all of this will require relationship building within the university. We address in the section on academic systems and cultures. The social sciences are fundamental and foundation for our future – as a branch of science, theses science is rigorous, relevant, and responsive to societal structures, systems, and shifts. Second to the social sciences are the importance of the humanities, which will later covered in a separate commentary.

Embedded in this commentary is (a) an overview of research methods; (b) the rationale for the future research university; (c) the explanation of the university as a culture; (d) the capturing of forces and counterforces that impact social science; (e) and the suggestion of applying futures studies for students and faculty during pursued research inquiries, catechisms, and discoveries in today's surroundings of the social sciences – where **promoting ideas** should be anchored, acquired, achieved, and accomplished from the many available methods of research by, from, with, and for the future research university. As defined by Merriam-Webster (2019) "*social science is a branch of science that deals with the institutions and functioning of human society and with the interpersonal relationships of individuals as members of society.* Ideally, the anchoring and subsequent acquisition of knowledge through social scientific research "**lenses**" should occur at the freshman level, by students learning how to generate researchable questions, conduct literature reviews, discern information from social media and recognize "factual knowledge" as the *basic elements of a discipline or solving problems with in it.* In these above and below regards, readers are referred to the timeless, relevance and insightful work by Loren W, Anderson, Davis R. Krathwohl and others in **A Taxonomy for Learning, Reaching, and Assessing** (2001). This should include gaining *knowledge of terminologies and knowledge of specific details and elements*. This should also introduce the researchable concepts of vetting, verifying, and validating in our current era of attributions, allegations and accusations of "fake media". After this grounded anchoring, sophomore students should understand "conceptual knowledge" and the *interrelationships among the basic elements within a larger structure that enables them to function together*. Framed knowledge bases for this domain should include *knowledge of categories or classifications and principles or generalizations as well as theories, models, and structures*.

The third level should occur after students have completed a solid liberal arts-centered two years of general education and are transitioning to the third year and identifying studies within a discipline or major. This mid-level of transition should focus on procedural knowledge, defined *how to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.* This includes knowledge of these subject matter skills as well as criteria for determining when to *use appropriate procedures*. In preparation for graduate study or entering a career right after completing undergraduate study, the fourth level should include "metacognitive knowledge" defined as the self and strategic *knowledge of cognition in general as well as awareness and knowledge on one's own cognition* (italicized words are direct quotes from Anderson and her colleagues' book). The writer recognizes (**Figure 1.0**) the private institutions of Clark Atlanta, Hampton, Tuskegee, and Xavier Universities as the mission-aligned, rigorously focused, highly relevant, right-sized, resource-calibrated, and strategy-led research universities for this type of "small college experience/research university environment" for taxonomical elevation by empowering research literacy within all students. This level of mindful literacy, and the research that it could drive, it includes economics, political science, anthropology, geography, sociology, criminology, law, education, cultural studies, linguistics, communications, and many other derivatives of social science – especially those subtexts of human diversity.

Figure 1.0: College Environment & University Experience
Mission
Rigor
Relevance
Size
Resources
Strategy

All of these taxonomical knowledge domains can lead up to the framing of foundations and fundamentals for social scientific research. Integrating research for social scientific discovery into teaching can empower student as tomorrow's change agents. Social scientific research examines human relationships and the social ironies, contradictions, hypocrisies, injustices, and other complexities that impact our humanity. This research is needed now more than ever for society to migrate from the now, to the next, to the new. The universities in **Figure 2.0** have the mission, the rigor, the size, the resources, and the strategy-minded leadership to take their institutions of higher learning to the next, new levels. These institutions of higher learning have the environmental ethos, ecology, and the scholarly communities of practice for the foundations needed in innovative incubation within social scientific inquiry. Although all four are private; all for serve the public. To help boosting the American economy, American competitiveness in the world,, and national research infrastructure, all four of these universities should seek Research 1 status and stature within the Carnegie Classification system.

Figure 2.0: The Now, the New, the Next

Clark Atlanta University
Hampton University
Tuskegee University
Xavier University

As pointed out in contemporarily recognized, *The Innovative University* (2011) by Clayton M. Christensen and Henry J. Eyring, "*the future university scholar moves to the cutting edge of knowledge only after thoroughly probing its foundation*" (p, 334). Research empowers concerned, confounded, and committed educators, activists, advocates, agents of change and others for social responsibility and justice to conduct the fundamentals of sound research methodology with formative, constructive, and instructive research-learned outcomes. As professors, it legitimizes **"what"** we teach in social science to support the university mission; **"why"** we teach social science for *greatest* of good; and **"how"** or the way we teach research in higher learning settings through democratic methods with participatory means. Although all research is important to the modern world – applied or basic – for purposes of promoting a *democratic* process in social scientific research methodology, action research methods are encouraged, along with "*futuring methods*, an area that will culminate this commentary toward the end. The process for *action research* is as important as the actual data either derived or driven from action research. Most solutions from action research is immediate, responsive, or reactive. Readers interested in action research should consider, "*Teaching Agents of Change for Social Justice and Responsibility: Using Action Research in Education, Health, Law, Organizational Leadership and Psychology* (2015) by Stevenson and Leahy with the Chicago School of Professional Psychology. During these times of social divisiveness, disconnect, and discontent the range and essence of research methods was recently captured by Chelsea Latimer (2014) in *The Purpose of Research.* The author categories in **Figure 3.0** the following:

Figure 3.0: University Research Categories and "Shoulders"

- **Descriptive/Qualitative**– This type of research methods requires quantifiable data involving numerical and statistical explanations
- **Correlation/Regression Analysis**– This research methodology involves determining the strength of the relationship between two or more variables
- **Quasi-Experimental**– This research involves the comparison of two groups, one which is influenced by an external source and another which is not.
- **Experimental-** Involves the use of random assignment to place participants in two groups: an experimental group which receives intervention, and another control group without any intervention.
- **Meta-Analysis-** This research method is useful for finding out the average impact of several different studies on a hypothesis

B.   Purpose, Mission, and Importance of the Research University

In the historically recognized*, The Great American University*, Jonathan Cole with Columbia University earlier detailed how universities helped to "shape the modern world". This commentary attempts to position research in the social sciences as the genesis, impetus, and foundation for helping to shape the future world beyond our present state of affairs with emerging social divide and intensifying human divisiveness – here on the U.S. and abroad. As referenced in the title, this type of a modern university, to shape a new world, is needed now more ever and this type of university should metaphorically and metaphysically captured in terms highlighted in **Figure 4.0**

Figure 4.0: Other Terms for Now More Than Ever

More important than ever
More necessary than ever
More relevant than ever
More essential than ever
More vital than ever
More crucial than ever
More powerful than ever
Greater than ever

A university -- now more than ever -- in its fullest, most complete sense ought to be animated by the pursuit pf knowledge with an ardor tempered only by a sense of the greatest of human good. Social scientific research can be engaging, empowering, and enlightening. The words in **Figure 5.0** should capture the enlightening essence and institutional optimization for these types of modern universities:

Figure 5.0: The Future Research University

In its fullest
Most complete
At their best
Passionate pursuit of knowledge
Originality, innovation, creativity, and rigor in the pursuit

Modern future-forward thinking research universities must make such tempered pursuit central to its guiding principle for research and academic program offerings for aspiring researchers to pursue. At a university's core must be the passionate pursuit of knowledge. The core should consist of the discovery of knowledge and its attendant wonderment that holds spellbound the discoverer and attracts another generation of future scholars. At their most complete, universities nurture and sustain scholars-possessed of originality, innovation, creativity and rigor-in that pursuit. At their best, universities should situate this pursuit of knowledge within a discourse about the good and appropriate methods for its realization. It is the discourse about the. good that forces us to ask not simply what we can do, but what could, and should we do. It adds the element of responsibility to a pursuit that could, and sometimes has, become dangerously irresponsible. A university at its most complete and best prepares future scholars to be discoverers of knowledge, rather than just its appliers, and to set the terms for discourse, debate, and action instead of simply following someone else's plan. It develops more than a set of skills, but a temperament-one that is well informed and welcoming of discourse permitting the bearer to challenge or defend existing orthodoxies, to reconfigure and reshape the landscape for themselves and others and critically navigate the terrain of extant knowledge. Few universities represent the complete sort of university described above. The analysis of complexity, analytics or informatics driven from discourse can offer solutions, resolutions, strategies, and responses to the challenges of our growing divisive society.

It seeks to produce engage, and ultimately, empowered graduates, many of whom arrive at the margins of the culture of higher learning, who are embedded in the academic disciplines with rigor, competencies and the desire to excel for a greater good. How does the preceding understanding of the best sort of university translate into goals for the modern research university? First, it necessitates nurturing in the University community-its students, professors, and staff-the passionate pursuit of knowledge within a discourse about the good. Second, it obliges the university to re-establish the traditional academic disciplines as the core enterprise of the institution. Third, it entails a reorganization of the core so as to meaningfully develop needed competencies in reading, writing and logic and transmit knowledge in fundamental disciplines. Fourth, it requires the return of the academic project to the center of university life. The modern research university should expose students to the varied approaches to inquiry and introduce them as future leaders and catalyst for change. The modem research institution of higher learning should develop a blueprint and roadmap that represents the culmination of extensive collaborative discussion, discourse, deliberation, and debate regarding academic infrastructure for research.

This reinforces authentic academic governance. The term "prospicience," meaning "the act of looking forward" recognizes the historical vision of those who have contributed to building a foundation for the modern university. This two-dimensional plan should promulgate a preservation of that past prospicience, while also focusing on a new foresight for the future. It should also call to action for facilitating the "optimum" learning experience for students. The plan for the university must distinguish itself from other institutions of higher learning-to develop its "niche" in a profoundly competitive marketplace. It should determine what the university does well and channel resources to support and develop those academic programs.

It should stress the potential the university holds not only as an urban (for example, Atlanta or Washington, D.C. laboratory) or rural (Tuskegee/Montgomery), but also for producing well trained professionals who are well grounded in the quadrivium and trivium of the liberal arts and the humanities. The plan should be traditionally grounded in the arts and sciences, with a commitment to the advancement of technology that provides unique opportunities to connect liberal arts with science and technology in creative ways that will fortify a humanist foundation for scientific and technical development. The plan must also mandate a research agenda. This "strategy" (see **Figure 1.0)**   plan should call for such a re-visioning to not only strengthen current programs in science, technology and the professions but also to help all academic units determine their general state of relevance to the real world. This dynamic planning document should offer a conceptual framework that advances the academic infrastructure toward academy-wide efficiency and effectiveness. The plan might include new· program structures, program consolidations, program transfers, program terminations, and other program strengthening and enhancement where there is realistic and foreseeable potential for increased productivity, vitality, and performance. When and where academic synergies or campus collaborations are proposed to foster social scientific research, the following institutional factors should be considered in **Figure 6.0:**

Figure 6.0: Synergies for Success

- Clarity and consensus on future research agenda
- Interdependence and integration of academic units to augment horizontal blending of teaching, research and service
- Operational streamlining within the infrastructure
- Fundamental centrality and essentiality to the mission
- Interdependence and integration of academic offerings for optimum learning and social science research

Successful research communities embrace and impel creative intellectual stimulation from the administration downward.   These institutions push students to delve into that which they do not understand.   The searching mechanism ranges from aesthetic renderings, plays, research, and essay writing, to rigorous programs for children in the community. There must be healthy vehicles in place for college students to pursue these opportunities. Energetic professors who grasp the necessity of fundamentals and experimental modes of learning really are essential. If we accept our traditional mission and embrace knowledge for the sake of freedom, then during the first two years of the university experience, we have to navigate students towards a love for knowledge that is linked to improving the human condition. Organization of the university must be consistent with that vision and answerable to that vision. The plan should position the university for the next 20 years (see *Vision 2020* by Stevenson), when higher education will experience unprecedented transformation in a new complex era of accelerated change. By building on the past and forecasting the future, the university should enter a new era of modernization.

Given the university's comprehensive and mission, these major institutions should serve as the nation's model social science research centers for societal progress in the areas identified in **Figure D.**

The Research Agenda

On the critical issue of research, there should be three compelling rubrics that drive the framework for research at public research universities. First, the institution must meet all of the requirements and requisites for classification by the Carnegie Foundation. Second, the institution must follow the standards and benchmarks set by both regional and discipline-based accreditation agencies. Third, the institution must adhere to and abide by institutional policies and procedures with regard to the evaluation of faculty research activities.   All three of these rubrics have a taxonomical relationship to each other. That is, the classification of the institution, the accreditation of the institution, and the evaluation within the institution must maintain a matrix relationship to truly build an institution-wide research paradigm.

The benefit of all resource income, regardless of whether it is drawn through governmental or corporate support, is balanced by the research outcomes. The general purposes of research are to discover and explain the mysteries of nature, to improve the quality of life as the result of the influences of public and private policies, and to advance the knowledge and scholarships for students. The benefits include expansion of fiscal resource capacity, legitimization of the university as a scholarly center, enhancement of teaching quality, development of student research, and intellectual capital and economic development of devalued, victimized, vulnerable, and voiceless communities. Modem universities should widely publicize how the research unveiled or the scholarship revealed has significantly or substantively impacted the local, national and global community. As institutions develop this framework for the taxonomical relationship, several elements must be addressed. Research begins with the faculty. The professorial relationship between teaching and research must be clear. Likewise, the relationship between research and service should be articulated within the scope of responsibility of the faculty.   Developing students as researchers is paramount as institutions prepare for the replacement of faculty within the academy retiring over the next decade. There should be an advocacy to promote action, translational, and applied research at the freshman level and in graduate studies; and the cultivation of pure and basic research at the upper-division and graduate levels. These areas of research for graduate students could include, as mentioned in **Figure 3.0** the below wide variety of approaches, techniques and methods:

- **Descriptive/Qualitative**– This type of research methods requires quantifiable data involving numerical and statistical explanations
- **Correlation/Regression Analysis**– This research methodology involves determining the strength of the relationship between two or more variables
- **Quasi-Experimental**– This research involves the comparison of two groups, one which is influenced by an external source and another which is not.
- **Experimental-** Involves the use of random assignment to place participants in two groups: an experimental group which receives intervention, and another control group without any intervention.
- **Meta-Analysis-** This research method is useful for finding out the average impact of several different studies on a hypothesis

This writer is an advocate of action research. Action research is an increasingly applied methodology for educators who seek to solve problems through inquiry and data collections for creating continuous change. It is a reflective and cyclical process that inspires educators to try new practices and to diagnose compelling situations with action research. Students are asked to identify problems, to collect data, to analyze data, and to formulate hypotheses based on individual challenges in their social, academic, and professional development. Given the limited resources at most universities, a calibration of institutional research capacity and capability should be studies against infrastructural and organizational conditions. All pursued grants and sponsored research should enhance the mission, goals, and long-range planning of the discipline, department, and school or college.   Institutions may need to establish a data base that centralizes information regarding a research profile by faculty. This data base could include a profile of each faculty member and his or her preferred research area and methods, including those that are quasi- experimental, random assignment and controlled, quantitative or qualitative, case study, and so forth. Furthermore, most research applications .and scope vary according to the discipline. Basic or bench research may be more prevalent in the sciences, while case studies are used in the professions. A data base could connect faculty who may share not only the same research interests, but methodologies as well.   It is imperative that all budgeted grants be examined within the context of long-term sustainability. In this regard, principal investigators and their deans must closely examine how soft or seed funding will matriculate toward the infusion with the regular budget and financial base.   This should include a thorough review of indirect costs, faculty loads, and other material resources. In a constantly changing and growing competitive academic marketplace, public research universities must continue to participate in the advancement of the national and international research agenda.

The opportunities.in the areas of science, engineering, and technology are boundless. Education, business, public health, and other professions desperately need answers to compelling questions that are empirically found only through research discovery, development and data analysis. Other modern programs might include programs of study in environmental climate change, social-scientific analytics and informatics, women in STEM, human diversity, and business futures. To prepare the next generation of researchers, universities must provide the foundation for training students and others as "urban, metropolitan, and rural" researchers and courageous, cutting-edge catalysts for positive change. The research agenda requires the evaluation of organization resources and abilities to produce new developments in research.

As several offices on most campuses are involved in setting the record agenda, several elements should be pointed out. First, a foundation for mutual trust and shared expertise must be cemented in the relationship-building process. Second, based on an analysis of faculty capability, a confirmation of institutional capacity and fiscal support must be a norm. Third, the agenda should be framed around the institution's long-term goals and strategic planning for the future. Fourth, knowledge must be exchanged through the dimensions of the usual shared governance. Fifth, an action plan for celebrating (and making public), the benefits of research should be implemented for informing internal and external stakeholders. Given the current and future resource challenges and opportunities of most universities, it will become increasingly paramount for the research agenda to be pursued within the context of the fundamental rubrics of classification requirements, accreditation benchmarks, and evaluation outcomes. In summary, the modern research university should be organized for optimum learning for students; positioned for progress and productivity in its chosen market share; blended with relationships and programs for institutional wide benefits; rightsized with its programs and services for financial efficiency and educational effectiveness; institutionalized to practice and apply the tenets of shared governance with faculty input and involvement; calibrated with its research capacity and capability toward the mission; and focused its vision-simultaneously on past prospicience and future foresight.

Toward this end, there have been several accomplishments and achievements by the universities highlighted in this commentary. Among other the accomplishments of other universities, from whence the writer is from are: the re-accreditation or re-affirmation of over ten programs, including institutional; new doctoral program; university-wide reorganization of the academic enterprise for the optimal learning; the finalization of a shared governance doctrine; the development of a student collegiate code of conduct; the improvement of faculty compensation based on performance and productivity; and the development of a university-wide research agenda. That university, Jackson State, is # 3 in the U.S. for awarding PhDs to African Americans according the National Science Foundation in 2018. Readers can learn about how JSU reached this categorical capacity to be recognized by the National Science Foundation (NSF) by Internet-searching the writer's full name and "*Vision 2020*" and "*An Academic Innovation*". Special recognition of the writer colleagues is given here to Jackson State University (JSU) Professors Mary Coleman and Ivory Phillip for their earlier contributions concerning the framing of an agenda for a modern research university.

C. The University as a System and as a Culture

Universities are academically anchored social communities that are structured around systems and cultures connected by matrix relationships. These relationships are academic, political, and economic but the sense of "sharing" is paramount in the academic culture of the university – shared appreciation, shared beliefs, shared attitudes, and shared governance. In an organizational context, Peterson several years ago captured the definitions of culture should exemplify and illuminate the true meaning and essence of the university climate for social-scientific research, amid accelerating divisiveness. Here are Peterson's collected definitions from *The Organizational Context of Teaching and Learning: A Review of Literature*. These references are most fitting and applicable for today's challenges and needs for common language, lexicon, and vernacular about campus culture, practice, and climate within the university. **Figure 7.0** provides the descriptions in abridged excerpts from other sources in Peterson's work.

Figure 7.0: University Culture, Practices and Climate

- …shared appreciation system and a set of beliefs that help distinguish aspects of situations from one another (Spaienza, 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 surrounding (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, understanding and expectations indicated through symbolic structures, myths, heroes, and precedents (Leitko, 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 Gones, 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 Gelinek et al., 1983).
- ...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).

Peterson suggested, "These categories are the college's formal organizational characteristics, structure, processes, and practices". What will be key for future research universities is to foster, harness, galvanize, and channel these characteristics to optimize social scientific research revelations and maximize the implementation of the mission, maintain rigor and relevance, sustain size, capitalize on resources, and strategically plan for the future.

D.   Forces and Counterforces to Change Agency and Social Science

There are sub textual forces and counter forces to research about social science and social responsibility, the advocacy of change agency, and importance of future-forward thinking, socially scientific research in **Figure 8.0.** They include, but are not limited to, the following (some of these areas could be considered as exercises for "force field analyses" for action research; see Stevenson and Leahy):

Figure 8.0: Forces Field Analyses for Social Scientific Research

- Growing, emerging and intensifying multiculturalism, confluences, trans-nationalism, internationalism, technology and geo-climate-cultural change --- locally, regionally and globally;
- Expanding disparity and divide between the poor and the rich, resulting in higher population growth among the disenfranchised, underserved, marginalized, impoverished, underrepresented, underutilized, underprivileged, and the oppressed peoples who want, deserve and need human justice
- Residuals, results and impact from privately funded academies and publically funded schools often characterized by racial composition, economic status and conflicting ideologies and clashing idealism about "*what is an educated person*?";
- Recession related hardships, economic downturn, employment decline, financial crises, fiscal constraints, national disasters, stress on families, and pressure on organizations and institutions, resulting in growing traumatic concern for future generations;
- Changing mores for a societal continuum that ranges from ultra-conservative/restrictive voices to ultra-liberal/permissive voices with religious and political beliefs that live side by side and must, out of necessity, understand, accept, compromise, and tolerate extreme differences;

- Unresolved, unraveling and unrevealing historical and human feelings about race, racism and racial relations, compounded by calamitous attitudes on campus and in the community about "the way we do things around here";
- Growing concerns about life "situation-space-station-stage", national security, self-preservation, turfism, individualism, territorialism, domestic immigration, personal alienation, religious conflict, amid unpreparedness for and uneasiness with accelerating globalization;
- Citizen discontent, frustration, impulse and inability to control or have impact upon government, educational and corporate decision-making, efficiency, ethics and corruption;
- Expanding voice, participation and power of women and ethnic minorities; declining voice, participation, and power of many white males; dramatic shifts in demography;
- Divisive discourse about public policy concerning taxation, healthcare, entitlements, rights and privileges compounded by cultural clashes about values, virtue, rectitude, probity, and morality resulting in declining patience for human imperfection and compromising regard for human compassion, human rights, and human justice;
- Diminishing respect for freedom of expression with accepted common decency and regard for human dignity and revering civility; ambiguity about "the purpose of higher learning for the greatest of good";
- Habitual human behavior and deportment -- concerning judgments, ambiguity, perceptions, and opinions -- based on ignited emotionalism versus facts, analysis, data driven decision making and critically "thinking things through thoroughly throughout";
- Resentment and resistance to socio-progressive change, and older intergenerational influences on younger generations that may or may not have influence, compounded by digital distractions resulting in high tech versus high touch;
- Remaining and resurfacing repressed human feelings (in Georgia, Virginia, and Alabama, for instance, where Clark Atlanta, Hampton and Tuskegee are located) from those who hold on to the Old Deep South (Post Civil War) and others to the New Deep South (Post Civil Rights). Likewise, in Ferguson, New York and Baltimore, where there was and continues to be communities locked into the inherent, destructive, malign, virulent and pestilent "either/or" cultural paradigm and cognitive mindsets;
- Decreasing confidence in the American Dream and increasing incidents of human behaviors based on overreactions to events, insensitive reactions to events, sporadic impulses, vulnerable feelings, episodic emotionalism; and not full understanding of the ironies. contradictions and hypocrisies associated with systemic social injustice
- Finally, fear of losing perceived freedoms, rights, privileges, status, and entitlements; fear of losing place and position in society; fear of losing historical identity; fear of losing the ability to make choices and have alternatives based on self-comfort, convenience, complacency, personal security/safety, the pursuit of happiness; and fear of the unknown. All of these societal domains can climb on and from the social scientific *shoulders* of the future research university.

E. Applying Futures Studies, Futurology and Futurism

This commentary began with an overview of research methods in the fascinating world of higher education; a rationale for the future research university; an explanation of the university as a culture; and the capturing of forces and counterforces that impact social science research; The commentary will culminate with suggestion for applying futures studies in today's surroundings of the social sciences – where **promoting ideas** should be pursued at the future research university. The earlier profound work of Edward Cornish with the World Future Society is very relevant here for future-forward thinking about social scientific research. **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)." Qualitative research methodology may be appropriate here.

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. Quantitative research may useful here.

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 pro-active mindfulness of students who are studying public health, community health, public policy, or areas that relate to organizations and stakeholders within the community. Either qualitative or quantitative research has utility here.

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)." There are many domains from which many of the areas referenced throughout this commentary could be analyzed for trend analysis, monitoring, projection, scanning, and scenario conceptualization. Quantitative research methods may be applicable here. 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 they seek to be social scientific artists, activists, catalysts, liberators, change agents, investigators, pioneers, entrepreneurs, explorers, or innovators – we must encourage students in today's HBCUs to build a foundation from futurism.

Indeed, today's HBCUs must grow new generations of 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, food and water challenges, 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 futuristic areas impact our human ascendancy in the exploding global economy. Futuring empowers undergraduate students to be forward thinking, though-leaders and social scientific researchers from data driven decision making and creative analysis for practical application. Readers can learn more about the above examples by reading *Malcom X's Passport: Futuring Find and Mastering Minds at American HBCUs.* Cornish in *Futuring* offers a variety of alternative futuring methods, strategies and techniques but 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 studying social scientific research.

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 the humanities. What is key here is to engage students, as futuristic and social scientific scholars, over the course of four years 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. 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 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 our history.

Futuring methods employs data-driven decision-making skills for lifelong critical and creative thinking skills needed in all facets if life. Later, we will discuss the foundations to leverage futuring methodologies; such as environmental scanning, brainstorming, gaming, visioning, trend analyses, trend monitoring, trend projection, historical analyses, surveying, polling, and modeling scenarios. 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 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. This author believes that actively engaging students in futurism that is creative, forward thinking and relevant to their lives could in fact increase student retention, as well as persistence toward degree completion. 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 *Malcom X's Passport*).

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 university 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 innovation(s).

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 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. To this end, the new HBCU must maintain their commitment, dedication, and focus on those who want, deserve and need higher education the most -- the under-served, the devalued, the victimized, and the vulnerable – but within a new context that bridges futurism across disciplines in an era of increased competition, accelerated change, diversified constituency, emerging technologies, dividing ethnic and economic disparity, expanding racial and religious intensity, and growing intense globalization. The new more modernized HBCU mission should have futurism as core curriculum centrality. 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 justice, inequality, imbalance, inequity, marginalization and disparity, as well as to help resolve other elements of the natural and physical life that require investigative, scientific, exploratory, diagnostic, evidenced based and data-driven decision making. The future venues where most HBCU undergraduate students land after graduation -- the world of work, professional schools, and other graduate education -- are increasingly requiring this type of cognitive competence. Futurism should 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 staff in a renewed learning community of practice in all dimensions of scholarly 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 university 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. We should ask our faculty should take on the role of mentor, virtuoso and provocateur – guiding the student toward future positioning in the world described above. As mentioned earlier, 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 our 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 must, as suggested below in **Figure 9.0:**

Figure 9.0: Forging and Leveraging Ahead

o   *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;*

o   *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 – perhaps starting triangularly with Clark Atlanta, Hampton, and Tuskegee*

Compounding the HBCU market share positioning is the declining state 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. This could, however, strengthen market share positioning for public-serving, private research universities like Clark Atlanta, Hampton and Tuskegee in Georgia, Virginia, and Alabama. 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,* perhaps starting with Clark Atlanta, Hampton and Tuskegee, can position HBCUs as a *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 cross campus 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. Indeed, HBCUs have helped America become great. 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 nearly forty-five years of experience in the academic business and having worked for many HBCU leaders during that tenure, we would like to make a plea to the leaders of HBCUs. That is, the following in **Figure 10.0:**

Figure 10.0: Moving and Oscillating Ahead

- o *Move future-forward from the present paradigms about historical student engagement at HBCUs to more future-oriented paragons and;*
- o *Oscillate future-forward from the now, to the next, to the new on behalf of the unique and unifying enterprise in the important HBCU sector.*

The two-dimensional concepts in **Malcom X's Passport** titled *Anew* emphasizes future-forecasting and forward-thinking about our HBCUs. This author is a strong advocate of proactive and preventative leadership and the second dimensions in the column of **Malcom X's Passport**. The personal, academic, professional and transformational development of the third dimension can be up to the faculty and his or her actively engaged student in and out of the classroom for persisting toward degree completion. Of course, this will require catalytical leadership and creative change. Some HBCU administrative infrastructures should 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 HBCU academy can work 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 – especially on behalf of society's treasured HBCU students. The morphological process is 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. The futures-thinking person should be 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 (through the **"lenses"** described in introductory section A) 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*. Today's HBCU undergraduate students in social science and other disciplines 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. To get to the new next, this writer believes we now need HBCUs to emerge as future thought leadership laboratories for empowering students with lifelong methods for studying about the future**.** This writer is 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. Understanding social scientific data and its meaning is critical today **now** **more than ever**: 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 research university 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 acumen, acuity, and astuteness graduate or professional school. Empowered futures research should be a prerequisite to meeting the modern needs and societal demands in today's constantly accelerating, fiercely competing, consistently oscillating, and ever-changing global economy. **The Why, Where, When, What, How, And Who** Ultimately, add futurism to the HBCU degree adds value, and vision the degree.

F. The Why, Where, When, What, How and Who Concerning Qualitative Research

The first step in qualitative research is the answer the "*Why*" behind human behavior. Qualitative research is committed to investigating a problem, and this method is customarily used to understand the participant's views or perceptions. Furthermore, employing this method results in an in-depth understanding of underlying motivations behind human behaviors. Qualitative research proposes concepts of different issues and assists in developing ideas or assumptions for potential quantitative analysis. Consequently, applying the qualitative approach serves to explore new insights and individual views.

"*Where*" can qualitative research be used? Qualitative research methods can be used by faculty, graduate students, and community stakeholders to shape social environments at a time of conflicting intersections between social diversity and social divide, by examining these societal conditions and circumstances through qualitative lens. We can start by asking, "*Where*" in society do we need institutional systemic, or structural changes?

The question of "*When*" and the extent to which the researcher and the research circumstances address specific applications, situations, and activities that occur within the venue. For example, when is the best time to reach a particular population to collect data, specifically qualitative data that will anticipate some revelation in some sociological or other phenomena? Under what situations is qualitative research fundamental to responding to these questions in terms of reaching certain populations?

The question many may be considering now is, "*What*" can our communities do to bring about change in social dysfunction?   Using qualitative research, the "*What*" Growing, garnering, and gathering this personal, introspective, and reflective data and information could be insightful and enlightening. We can seek a response through modern and future theories relative to historical theory and critical race theory, as introduced by Derrick Albert Bell.

"*How*" is qualitative research conducted? According to Ernman (2017), there are six steps to conduct a qualitative study. As shown in Figure X, the first step focuses on identifying the problem by revealing the reality of a condition. The researcher takes into account the purpose of the study, the related background information, and how this information will be used. This is where the research question is designed and asks the question, "How" are you going to solve the problem? But its really one of many ways to frame the problem or offer a blueprint for conducting the study.
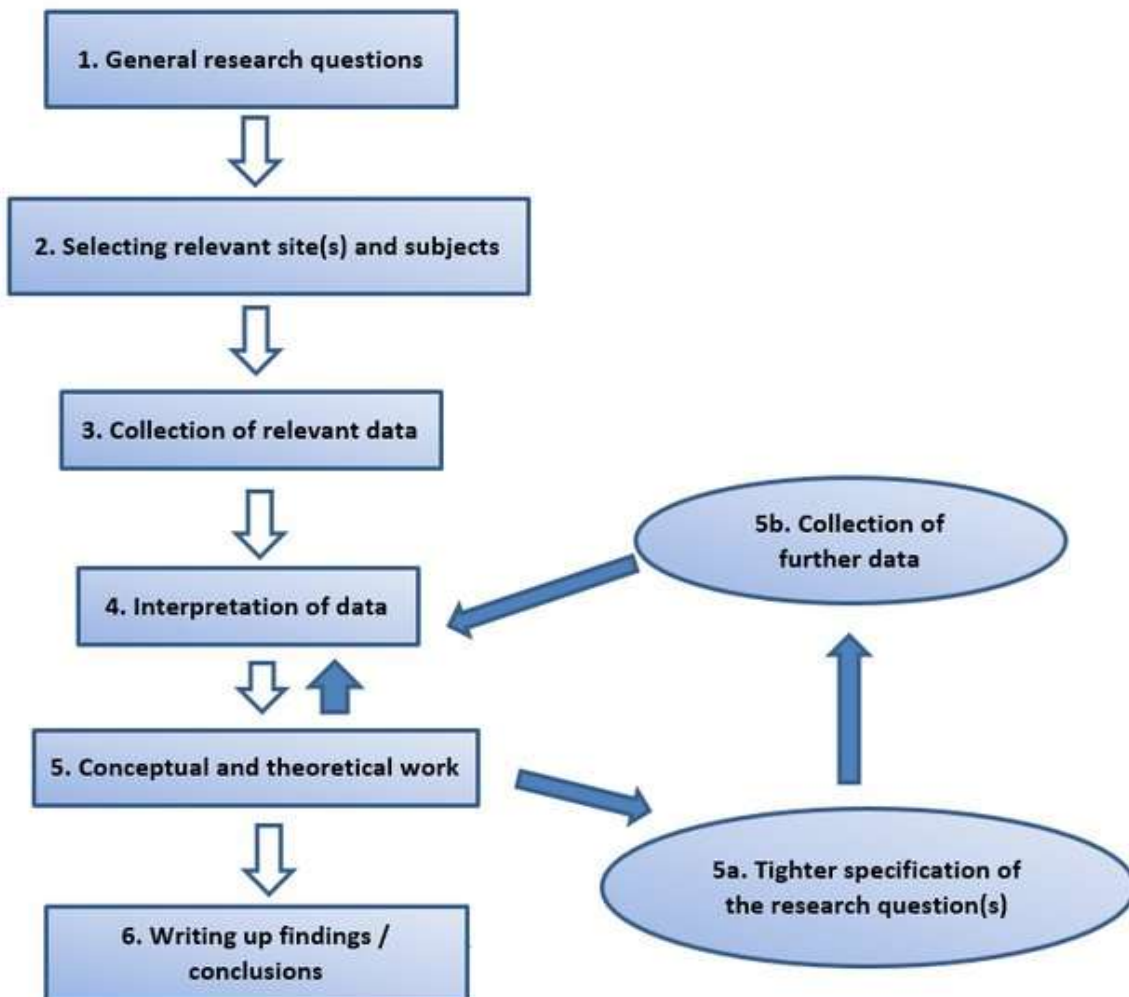

Figure X

The response with regards to "*Who*" or whom will include those populations that are reflective in the current literature and research relative to societal categories. These categories include populations that are oppressed, populations that are marginalized, populations that are impoverished, populations that are devalued, populations that are voiceless, populations that are vulnerable, populations that are underrepresented or underutilized in terms of their human potential. Quite often, these populations include people of color and women that represent not only the gender but the ethnic diversity makeup of our communities throughout the country. We also believe with regard to for whom that these populations are frequently settled in both urban and rural environments throughout the country.

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