

PRECEPTS OF GOOD EDUCATION/MANAGEMENT: HOW GOOD PRACTICE IS VIOLATED (A SUMMARY STATEMENT)

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REFERENCE: *Indictment of the Institution Called "a University" (A Summary Statement)*

How does the university violate good practice in its educational endeavors? What precepts of good education/management are involved?

The Reference identifies three areas of indictment: inadequate communications (2 points), inadequate infrastructure (2 points), and inadequate quality in learning opportunities (3 main areas: inadequate academic quality in educational practice (4 points), inadequate internal human relations, and inadequate administrative decision-making (6 points).

Expanding on the Reference, here are ways in which good practice is violated.

AVOID FOUNDATIONS OF SUBJECT AREAS

- **Invisible Foundations.** In virtually every area in which the university provides learning opportunities, the foundations of the subject areas are invisible; i.e., the material is offered at a superficial level, in which rote practice is stressed at the expense of deep learning or, in Deming's language, at the expense of "profound knowledge".
- **Inefficient Presentations.** Anything having to do with the structure of divisions of knowledge can be presented most efficiently with graphic presentations. The so-called "graphical advantage" typically is a factor of about 30, even before the visibility of structure is considered; when compared with the traditional linear prose that is the hallmark of academic presentations, and which makes extraction of any structure other than linear a major piece of work. By ignoring established means of making presentations efficient and visible, the university misses major opportunities for improvement throughout its programs.
- **Indifference to Foundational Formalisms.** By avoiding the use of foundational formalisms (e.g., those developed through the work of Leibniz, Hilbert, Peirce, Harary, and Warfield), the university overlooks issues related to the integration of disciplines for the purpose of applying knowledge to social issues of importance. (Integrating at the foundational level is vastly easier than attempting to integrate at more superficial levels.)

■ **Undiscussability.** Professor Argyris has described how major issues in organizations become "undiscussable" and how "their undiscussability is undiscussable". By failing to discuss openly proposals for overcoming the terms of indictment, and correcting ongoing bad practice, the university perpetuates the image of indifference to applying, in its internal operations, the very knowledge that its many scholars have produced over the centuries.