

## Why Baseball Players Need University Studies

Objective	Theme	Why
1.	Information Literacy	Scouting: Finding opponents' tendencies, strengths, weaknesses; knowing ground rules of each stadium
2.	Critical Thinking	Seeing, understanding possibilities, what to do in given scenarios at any one point in the ballgame (e.g., which base to throw to); strategy decisions (e.g., whether to steal third or not); listening to suggestions of teammates and coaches; contract negotiations; choosing an agent
3.	Communication Skills	Talking to teammates during a play ("I GOT IT!"); team meetings, strategy sessions; contract negotiations; reading/preparing scouting reports; teaching baseball skills to others; media interviews, both for electronic and print media; ability to speak and understand other languages
4.	Lessons of the Past	Benefitting from the experience of others; watching videos of classic games; reading and knowing the history of the sport (not just statistical records); knowing the tradition of home and away ball parks (e.g., "new" Yankee Stadium, Fenway Park, Wrigley Field); understanding traditions as franchises change locations (e.g., Dodgers from Ebbets Field to Dodger Stadium)
5.	Other Cultures	Living and working with teammates from diverse backgrounds; recognizing the world-wide appeal of the game
6.	Integration of Breadth & Depth of Knowledge	Leadership by example; using all knowledge and skills for problem solving, especially regarding off-the-field issues between/among players or between players and management
7.	Values	Teamwork; understanding and applauding "productive outs"; tipping your hat to deserving competitors (see Objective 9); giving back to the community that supports the team
8.	Aesthetics	Using all five senses to appreciate, for example, a Sunday afternoon game at the ballpark; pride in wearing, for example, Dodger blue or the "birds on the bat"
9.	Responsibility	Hustling on every play (Al Hrbosky: You never embarrass yourself when you hustle.); knowing what to do in every situation and executing appropriately (see Objective 2); tipping your hat to deserving competitors (see Objective 7)

## Why University Professors Need University Studies

Objective	Theme	Why
1.	Information Literacy	Uncovering scoop on department chair in order to get plum assignments and avoid dreaded committee work
2.	Critical Thinking	Figuring out how to get paid for summer employment without actually teaching in the summer
3.	Communication Skills	Padding record of service without anyone being able to tell
4.	Lessons of the Past	Knowing why the previous professor in your "slot" did not get tenure in order to avoid that person's mistakes
5.	Other Cultures	Displaying diversity by taking two-hour lunches at the Indian restaurant buffet instead of Chinese; telling racist jokes about Arabs instead of Mexicans
6.	Integration of Breadth & Depth of Knowledge	Using all knowledge, not just subject specialty area, to confuse, confiscate, and bewilder
7.	Values	Holding all students and colleagues in equal disdain; lying consistently and accurately
8.	Aesthetics	Making sure flip-flops match before going to class
9.	Responsibility	Looking out for own interests first and foremost

## Why University Deans and Provosts Need University Studies

Objective	Theme	Why
1.	Information Literacy	Uncovering scoop on at least two deans to ensure compliance in budget matters and complicity in personnel conflicts
2.	Critical Thinking	Parsing tasks and chores in order to best delegate the most onerous tasks to the most recalcitrant dean and/or chair as warranted
3.	Communication Skills	Eschewing lucidity for confiscation at every opportunity, whether in person or in print; never answering a question directly, employing the "studies have shown" technique whenever pressed by media or colleagues
4.	Lessons of the Past	Knowing why predecessors were fired summarily
5.	Other Cultures	Travelling at university expense to exotic and expensive locations on fact-finding missions and/or study-abroad opportunity investigations
6.	Integration of Breadth & Depth of Knowledge	Demonstrating leadership by appointing hard-working and eager junior faculty to analyze, research, investigate, study, and/or plan.
7.	Values	Holding all students and colleagues in equal disdain; lying consistently and accurately
8.	Aesthetics	Furnishing and decorating office space with only the newest and finest furniture, accessories, ambient music, and technological gadgets of all kinds, whether or not you ever use them
9.	Responsibility	Assigning culpability for failures to the least able to fight back