

Core Mechanic.

Everything an IHL might attempt that could result in consequential failure is resolved by testing one (1) of six (6) attributes stats using a d100. The attribute test uses the attribute score as a target number. Additional modifiers can be added or subtracted from this initial target number. From there, the player who has been tasked with rolling the dice will roll a d100. **The player will need to roll below or equal to this target number to be successful.**

Modifiers (i.e., the Referee's Foot Wedge).

Modifiers spice up the core mechanic of **Pursuing the Dream**. The best analogy for the modifiers mechanic in **Pursuing the Dream** is the golfer's foot wedge. Officially, the foot wedge isn't condoned by professional golfers. However, unofficially, nonprofessionals, amateurs, if you will, use the foot wedge to make the game easier in many respects. For the referee, the modifiers serve as an officially accepted foot wedge that can be used to make the game easy, difficult, or somewhere in between. There are no hard and fast rules for modifiers. With that in mind, some guidance has been offered below to help referees hone their foot wedge.

- 1) Modifiers that make dice rolling pointless—meaning they make rolls either too difficult or too easy to pull off—should be seen as important indicators for the referee. Those modifiers that make the difficulty Effortless should give way to simple roleplaying and problem-solving exchanges between players and referees. Those modifiers that make a dice roll Nearly Impossible in achieving success should be explored by the referee with their players. In other words, the players should be informed as to why the action failed, and the referee should ask next: "What do you want to do about it?"
- 2) Modifier math doesn't have to be transparent. A referee doesn't have to explain the mathematics behind the modifiers. Instead, the referee can say they are considering certain contexts, certain

resources, and, of course, certain difficulties on the task or challenge at hand.

- 3) Modifiers are *always* subject to change. This means they are not constant from one situation to the next. Modifiers are highly contextual.
- 4) Modifiers are a referee's foot wedge, meaning they can be used to help or hinder success.

See pp. 14–15, 20–21, and 37–38, for more information on modifiers and their uses and contexts.

IHL Characteristics. These are those qualities (and inequalities) found on an IHL's campus(es). Characteristics provide either a **bonus** or a **penalty**, depending on the gaming context. Max: +10 bonus; -10 penalty. Max (in play): Six (6). Additional characteristics can be added by the referee if needed. Players cannot push these past six (6) total). **See pp. 22–23, 66–70, for more information.**

IHL Resources. These are things that provide **special** support to an IHL's operations, initiatives, etc. Max Modifier: +10. Max (in play): Seven (7). Additional resources can be added by the referee if needed. Players cannot push these past seven (7) total). **See pp. 23 and 68–70, for more information.**

Chaos & Luck. Chaos always follows action and inaction. Chaos is what keeps our players on their toes. Every time they act or fail to act, a referee can throw chaos their way. Players can also use Luck to manipulate dice rolls, situations, etc. Chaos can be pooled using three (3) six-sided dice. These dice can be added to the pool at any time, especially after players invoke their Luck stat (which can be used at least three (3) times per academic year). **See pp. 21–22 and 38–59, for more information.**

Victory Points. These are fungible assets that can be used to buy new characteristics, new resources, and/or

new attribute stats. Victory points are also needed to win the game. Victory points are awarded in success, and the total number of victory points awarded is up to the referee's discretion. **See pp. 60–61.**

Budgets, Money, & Spending. Budgets are always negotiated the year before via the **Legislative Session (Phase 01)**. Therefore, players are given a fixed budget at the start of the game, which they can work on expanding through various means described in the Referee manual, under **04: Refereeing the Game**. This money is spent in three ways: 1). Automatically, meaning the institution spends it even if the players never address it directly; 2). Through earmarking for initiatives on campus, meaning players allocate what is spent and where which is spent automatically and leads to bonuses in the future; and 3) Through spending directly with actions taken. **See pp. 24–28 and 61–65.**

Initiatives, State Policies, & Collaboration.

Initiatives are those **special** activities that are conducted on campus to make the campus and the IHL more appealing and resilient over time. Players are only allowed to change their initiatives at the beginning of each academic year. Players cannot institute more than five (5) active initiatives during a given academic year. State policies are those policies enacted by the governor, the Legislature, or some governmental entity within the state that impact **all** IHLs in the game. There are always three (3) state policies in action at any given time. These can be changed by the IHLs collectively. Collaboration between IHLs requires knowing relationship statuses (found on the COLLEGE INFORMATION CARDS and in 03: Playing the Game and)4: Refereeing the Game).

See more on initiatives on pp. 24 and 70–71.
See more on state policies on pp. 23–24.
See more on collaboration on pp. 71–72.

Pursuing the Dream Referee Cheat Sheet (SIDE B)

Relationships, MOUs, and Changing Statuses. Players and referees will note the descriptions and numbers located under the *Relations* section of the **COLLEGE INFORMATION CARD**. Each IHL has a starting relationship status with other IHLs. These designations range from **Partners** to **Hostile**. The table below offers potential modifiers that might be added to any collaborative tasks using dice rolls to determine success. The table below also offers some guidance as to how these relationships might impact roleplaying and problem-solving involving two IHLs and their respective relationship status. The use of relationships and their associated modifiers will need to be closely watched by the referee.

Relationship Status	Modifier	Roleplaying/Problem-Solving Notes
Partners	+10	Collaboration is relatively easy and productive. All collaboration involving dice rolls are modified with a plus ten (+10) modifier. Roleplaying is simple here, too.
Friendly	+5	IHLs have a friendly relationship that often produces positive collaboration. All collaboration involving dice rolls can be given a plus five (+5) modifiers. Roleplaying is relatively simple. However, there is a chance things could go wrong.
Neutral	+/- 0	IHLs are neutral toward one another—the relationship is neither positive nor negative. No modifiers. Collaboration and roleplaying situations might be difficult when compared with Partners and Friendly statuses.
Cool	-5	IHLs have a somewhat negative relationship. Dice rolls are modified with a minus five (-5) modifier. Roleplaying and problem-solving are increasingly difficult and might not produce the best results.
Hostile	-10	IHLs have a <i>negative</i> relationship. Dice rolls are modded with a minus ten (-10) modifier. Roleplaying and problem-solving are extremely difficult, possibly impossible, depending on the referee’s discretion.

Collaboration is at the heart of **Pursuing the Dream**. Each IHL will need to initiate their collaboration with others, using the referee as mediator. The table above offers some ways to interpret relationship statuses. These will determine how easy or how difficult collaboration might be.

MOUs are needed to proceed with collaboration. The referee decides how this collaboration might proceed, what it will cost, and any risks involved. Once an MOU is on the books, so to speak, relations between the IHLs go up one (1) level every academic year the MOU is in place.

Relationships improve between two (2) IHLs through successful dice rolls, roleplaying, and problem-solving. For example, if IHLs are **Hostile**, and they successfully tackle something together, they are pushed to **Cool** in their relationship status. Likewise, **Partners** can become **Friendly** if collaboration is deemed unsuccessful or less than productive by the referee and the players involved.

See pp. 28–29 and 71–72.

IHL Key.
Archuleta Community College (ACC), Central Deseret Junior College (CDJC), Eastern Deseret State College (EDSC), Eastern Highlands College (EHC), High Country Community College (HCCC), Northern Deseret State College (NDSC), San Juan Regional College (SJRC), Southern Deseret Community College (SDCC), Tablelands Technical-Vocational College (TTVC), AND Zinc Valley Community College (ZVCC).

ACC	Red
CDJC	Purple
EDSC	Orange
EHC	White
HCCC	Yellow
NDSC	Green
SJRC	Lime Green
SDCC	Black
TTVC	Blue
ZVCC	Brick

The Golden Rule. In games like **Pursuing the Dream**, there exists a Golden Rule. This rule is simple, but it is often ignored by players who wish to be overly technical or wish to be rules lawyers or even realism fetishists. **This is a game.** As such, one should have fun—or at least try having fun. Players should remember that the final arbiter of rulings, realism, and boundaries is the game’s referee, who is interested in making sure the game keeps from stalling or falling victim to rules-lawyering, realism fetishes, and even chaos that threatens to derail everything. In other words, the **Golden Rule** is simple enough:

Don’t be an asshole and have fun. This is a game after all.