

# Pursuing the Dream

A Strategy Roleplaying Game  
Referee Manual

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# Pursuing *the Dream*

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**Pursuing the Dream** is a strategy roleplaying game about higher education and is set in the fictional state of Deseret. While names of very *real* towns, cities, and villages have been used, they have been used quite liberally, meaning they may not correspond to their real-world geographies, among other things. It is best to remember this is a game, and, as such, to avoid being overly technical with the geographies present on the game board.

**Every dream must start somewhere:** Every year, millions of college-age Americans pursue ***the*** dream of higher education, which comes with a promise of finding living wages, stability, and upward mobility. While many problematic narratives concerning higher education are fraught with their usual clichés of incompetent administrators and administrative bloat, absentee staff, and aloof instructors, adjuncts, and professors, these same narratives often miss the higher callings and idealism that are associated with higher education in America.

**Pursuing the Dream** is about understanding what it takes to tackle these higher callings and idealism that often come with higher education in America. The narratives you'll find in this game are tales of hard-fought battles between higher education administrators and state legislators to make education more equitable and responsive to student needs. The narratives shown here will show higher education is a worthwhile (and often frustrating) collective effort, one made possible by administrators, staff, faculty, students, and even members of the community. Higher education, while imperfect and still in need of tender loving care (TLC), from time to time, is rarely stuck in stasis. Innovation, leadership, and community building for future problems, for those wicked problems, are at the heart of any institution of higher learning. That means change is an inevitable part of life and work in higher education in America.

As the student loan and enrollment crises loom and existential threats crop up, higher education is at a crossroads in the early twenty-first century. While higher education can be innovative, it can also stifle innovation among its ranks. Leadership sometimes falls flat, and the communities higher education institutions serve are left scrambling for much-needed guidance and leadership. The horror stories don't stop there, however. Institutions of higher learning have a lot to contend with—good, bad, and ugly.

In **Pursuing the Dream**, players must find a way forward for their respective institutions of higher learning. They must work together. They must be innovative. They must think outside of the box, as cliché as it sounds. Players will need to find a future place for their institutions of higher learning, all the while ensuring students, for decades to come, can pursue their dreams of living wage jobs, stability, and upward mobility. In essence, colleges and universities are attempting to fulfill a promise made long ago, concerning life, liberty, and the pursuit of happiness.

Higher callings and idealism are often ignored when organizations become part of industries or sectors. They lose their ***why***. They simply produce, without a care, and the products produced, and the consumers and the communities they serve, tend to suffer as a result. Here you all are coming together for the future of higher education, and, more importantly, to discover the ***why*** of higher education.

**You all are here to make *the dream* come true.**

# 01: The Fundamentals

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## What Is This?

This is a strategy roleplaying game, a blending of traditional strategy- and competition-based games, such as *Risk* or even *Diplomacy*, with tabletop roleplaying games, such as *Dungeons & Dragons*. The idea here is that players take on roles of institutions of higher learning (IHLs) based in the fictional state of Deseret. As players take on these roles, they are strategizing how they will win the one hundred (100) coveted **victory points** and beat their competitors—that is, the other IHLs found within the game and taken on by fellow players.

## What Is a Strategy Roleplaying Game?

If strategy roleplaying games are new to you, they can feel daunting when attempting to tackle them as a concept. Don't worry, though. Strategy roleplaying games are about friendly competition and constructive collaboration between players, even for the game's referee. While competition does exist, it is best to remember the word **collaboration** here.

Collaboration is a form of entertainment and a way to produce exciting outcomes and not boring, uneventful gaming experiences. Quite the opposite. Collaboration between institutions of higher learning (IHLs) (and even between individual players) is the best way to develop each IHL, explore the future of higher education, and craft wonderful, enriching experiences that will stick with each player.

Two important aspects of strategy roleplaying games, aside from competition and collaboration, are **strategy** and **roleplaying**.

In terms of strategy, players acting as (say) Archuleta Community College (ACC) are going to determine the direction of the college, the policies enacted, and even the aggressiveness of (say) its dual enrollment and recruiting programs. Strategy means thinking ahead, thinking of hiccups, or stumbling points, that might lie ahead, and determining the best use of resources and an IHL's characteristics. In other words, strategy is more than mere competition with other players, hoping to defeat them in the game; it is about thinking forward and thinking in the long term.

In essence, roleplaying games require most individual players to take on an (often) fictional persona, which has been tailored for the game. In **Pursuing the Dream**, players, as a group, take on the persona of an established institution of higher learning (IHL) within the fictional state of Deseret. For example, ACC, a small, rural community college nestled in the San Juan Mountains, might be a group's persona. As ACC, we'll use its abbreviated name, players will interact with their fellow competitors and their in-game personas, along with the referee(s) and their non-player characters (NPCs) and other encounters. ACC might also interact with the referee in how a situation might be roleplayed, how something might progress forward, and how challenging a given task might be. In all, players playing as ACC are indistinguishable from ACC as an institution. Everything ACC wants, the players want. Everything ACC does, the players have a hand in from the get-go. When the referee interacts with ACC, it is on the basis that the players playing ACC are acting in the best interests of their institution of higher learning, Archuleta Community College.

## **Collaboration & Competition**

While traditional roleplaying games are about collaboration, traditional strategy games are usually interested in seeing players best one another in competition between fellow players. A strategy roleplaying game, such as **Pursuing the Dream**, is a combination of the elements teased out by collaboration and competition. It is best to think of these two elements as being complementary in many respects. Collaboration can exist between IHLs, who wish to best (**Think:** compete with) another IHL that is dominating the game with more victory points than those trailing behind. Thus, it is best to think of collaboration as a way to achieve success and to ensure the objectives of a given IHL are accomplished. Collaboration doesn't stop there. Collaboration is required to exist between those players who share the same IHL, meaning they must work as teammates, all the while collaborating and competing with the other IHLs found in-game. Competition, and the need to be successful, brings out collaborative elements within this game. IHLs might team up in the interest of scoring more victory points or looking to unseat the dominant IHL in the state of Deseret. Thus, collaboration should not be seen as a form of uneventful, boring gameplay. Quite the opposite. Collaboration between players helps team-build, immerses players in the game world, and, more importantly, creates an exciting dynamic experience players will find more meaningful.

**Remember:** We are wanting to create meaningful experiences here. Meaningful experiences are how we get players to connect with the **why** of higher education.

## **Object of the Game**

To win a game of **Pursuing the Dream**, an IHL must obtain **at least** one hundred (100) victory points. Once this victory condition has been met, the referee will announce that the victory condition has been satisfied to all teams involved. All IHLs begin their journey toward pursuing **the dream** with zero (0) victory points. Victory points are awarded by the game's referee(s), who assign victory points based on how well a given IHL accomplishes certain objectives, tackles challenges, expands its influence, and roleplays a given situation in-game.

## **Secondary Role of ALL Players**

For those who are playing as IHLs, and even those acting as referees, there is a secondary role each player **must** fulfill: Make this an enjoyable (and collective) experience. In other words, **Pursuing the Dream** is best experienced and enjoyed as a collaborative storytelling and a friendly competition-based endeavor, with everyone, not just the referees, sharing ideas and looking into opportunities to make the game exciting, entertaining, and a collective endeavor worth pursuing altogether.

## **Balancing Realism & Entertainment**

Self-proclaimed realists will decry the lack of realism in this game (and others like it). That is fine. Realism is in the eye of the beholder, meaning realism comes in different shades and is (often) subjective, particularly in a gameplay context. What is realistic to one is unrealistic to another entirely. While realism is considered here, it is sacrificed in the name of **good** entertainment and **exciting** gameplay. It is best to remember that ultra-realism is incredibly difficult to nail down in gaming and to simply obsess over all the things that should be realistic would present some serious design challenges, preventing this game from being in your hands, here and now. Overall, remember that realism, or the level or shade of realism desired, should

be a group decision, not an individual one. In other words, the group playing should decide how far it wants to take the realism in **Pursuing the Dream**.

### **Players & Institutions of Higher Learning (IHLs)**

This game, **Pursuing the Dream**, is best played with large groups of players, with **a minimum** of eleven or twelve players, and in a format most conducive for large-group gameplay. A game of **Pursuing the Dream** might be played via e-mail, in a large conference room, or across campus, over hours or days, depending on the time constraints that might limit gameplay for your gaming group.

At the start of the game, players are grouped into ten (10) IHLs. These IHLs are as follows: **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)**.

Players who **are not** assigned to an IHL are to be the game's referee. More on this later.

**Please note:** All IHLs found in **Pursuing the Dream** are spread throughout the fictional state of Deseret. These IHLs are usually smaller, independent colleges and universities that exist on the peripheries or in the shadows of the larger, wealthier, and politically heavyweight colleges and universities found along the Pacific coastal regions and in the highly developed urban areas.

Each IHL has a particular color for map marking during gameplay. These colors can be found in the table below. If you don't have access to these colors, please consider modifying them.

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

### **Roll-Playing vs. Roleplaying**

One of the many issues facing traditional (and often crunchy) roleplaying games is an overemphasis on rolling the dice (and far too much math). Some games, they shall go unnamed, have players and their referees roll (and perform some rather suspicious mathematical functions) for everything that takes place within the game space. Dice don't need to be rolled every time an IHL does something in-game. The opposite should happen. Dice should be rolled only at important junctures when it is pivotal in determining the success of a given task, an application of resources, or even during tense negotiations that require a good deal of finesse,

meaning dice rolls are used anytime failure might occur. **Pursuing the Dream** encourages roleplaying over **roll**-playing. Dice have their place here, too, but they shouldn't suck the fun out of the game. When in doubt, roleplay, and then add dice into the mixture to complicate matters for players and their IHLs.

### Rulings, Not Rules

A common set of problems in many roleplaying games (and any game, for that matter) is the deadly combination of rules and rules-lawyering. In **Pursuing the Dream**, rules are not hard and fast. There is a good deal of room for negotiation, especially if an outcome can be made more exciting and more satisfying. Instead of fighting over the rules, players should negotiate with their referee. This means rulings should be made by the group, allowing for the game to be organic in its flow and less cumbersome if the rules presented have serious flaws inhibiting meaningful gameplay and experiences.

### Player Skill

Player skill is a must for **Pursuing the Dream**. Players will rely on their critical thinking, problem-solving, and roleplaying abilities to overcome challenges facing their IHLs. While each college has a **COLLEGE INFORMATION CARD**, these cards should not be viewed as religious texts written in stone, to be held high and venerated for their words and phrases. Instead, these information cards are living documents that assist players in navigating the higher learning industry in the state of Deseret, all the while offering up ways to tackle problems and score much-needed victory points. While dice can complicate matters, and the information cards can help players navigate the game space, referees will want to offer challenges that can be resolved with critical thinking, problem-solving, and roleplaying. This triumvirate of abilities is going to make for meaningful gameplay and experiences.

### Who Is the Referee?

The referee is the player (or possibly a group of players) who keeps order over the chaos, both in-game and in-session. The referee isn't there to railroad storylines, stunt gameplay, or block constructive player-player interactions. A **good** referee will embrace the chaos, using rules (rather, rulings), meaningful (and constructive) player-player interactions, and specific moments in gameplay to help create an enriching experience for everyone including themselves. The referee, like the laws of physics, offers natural boundaries for acceptable gameplay and fantastic fun. Like gravity, the referee isn't there to dole out meaningless consequences for actions (and inactions), but, rather, to make the consequences matter, make them fun, and, more importantly, make them consistent within the confines of the story and game world, as well as the gaming group's expectations for realism.

### Materials Needed for Successful Gameplay

Like many strategy and roleplaying games, **Pursuing the Dream** requires additional outside materials **plus** what is found in this Referee Manual. It is recommended for in-person games that players have the following materials on hand:

- 1) Three (3) six-sided dice for each referee
- 2) Two (2) ten-sided dice per group (eleven sets minimum: one per IHL and one for the referee(s))

- 3) A printed copy of this manual
- 4) A variety of colored poker chips (larger, multicolored ones preferred here)
- 5) Colored pens, colored pencils, highlighters, and notebook or printer paper (for notes and strategizing)
- 6) Small printouts of the map of Deseret
- 7) A large (3'x3' or 4'x4') printout of the map of Deseret
- 8) A plethora of cheap (and multicolored) plastic tokens, 1-cm cubes, or glass gems (for map marking)
- 9) 12-inch rulers for each group (ten in total, at the very least)
- 10) Dry-erase board and dry erase markers for each group; large dry-erase board and markers for global announcements
- 11) A location where players can play this game comfortably (preferably a large space, where everyone can spread out safely and efficiently)
- 12) Time to play your game (preferably two to three hours)
- 13) A time-keeping device for time management during gameplay
- 14) Event tokens (see **03: Playing the Game** for details)

### 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. The **Golden Rule** is simple enough:

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

### Common Terminology

To make the best of this manual, referees will want to familiarize themselves with several key pieces of terminology and abbreviations.

**Attribute:** Each IHL is broken down into six (6) core attributes, and these include Infrastructure (INFR), Capital (CAP), Vitality (VIT), Moxie (MOX), Influence (INFL), and Innovation (INN). These attributes provide an initial **target number** players roll equal to or below to succeed.

**Characteristics:** These are those qualities (or inequalities) found at a given IHL. Characteristics **are not** destiny, meaning they can be changed with a temporary sacrifice of earned victory points.

**d6:** This is a six-sided die, which is used to produce certain results that feed information to players via the referee.

**d10:** This is a ten-sided die, which is used to produce certain results that feed information to players via the referee.

**d100:** This is a hundred-sided die, which is reproduced using two (2) ten-sided dice. One die serves as the tens digit, and the other serves as the ones digit. The highest value possible is **99**. The lowest possible value is **00**, which is read as zero (0).

**Difficulty Descriptors:** These are adjectives used to describe difficulty modifiers in-game. They comprise of ten (10) levels of difficulty, and these descriptors begin with **Effortless** and are capped at the highest difficulty, **Nearly Impossible**.

**Doubles:** Those numbers found on a d100 such as **00, 11, 22, 33, 44, 55, 66, 77, 88, and 99**. Rolling doubles means a team either receives a bonus (for rolling lower than the target number), or the team receives a penalty (for rolling higher than the target number).

**Non-Player Character (NPC):** A character who is portrayed by the referee, who may serve various purposes in-game, including members of (say) an accreditation body.

**Referee:** The player who portrays characters not controlled by the other players (i.e., NPCs), helps flesh out the story and setting for the game, and serves as the final arbiter when it comes to interpreting dice rolls, rulings, and consequences.

**Resources:** These are those things that provide **special** support for an IHL's everyday operations. Resources include **material goods, monetary supports, human capital, and environmental conditions**. Environmental conditions cannot be changed, as this would require god-like abilities to reshape the environment, the geography, and even the very planet itself.

**Target Number:** This is a value calculated by the game's referee, which begins with a given attribute (see **03: Playing the Game** for more details) and goes from there.

**Victory Points (VP):** These are fungible assets that players earn from completing tasks or challenges. Victory points are awarded by the game's referee. To that end, victory points can be sacrificed to buy new characteristics, new resources, and/or higher attribute scores.

### **Remember This, Folks**

When dealing with any game product, the referees and their fellow players are the final arbiters as to what should happen in-game. This is merely a sourcebook, a reference point, and not some sacred text to be held up high and venerated for what is written on its pages. Feel free to tweak, bend, break, and rewrite what you don't like, what doesn't work, and/or what doesn't flow with your current understanding of the game itself.

## 02: Contextualizing the Game

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### The State of Deseret

**Pursuing the Dream** is set in the fictional American state of Deseret (see map below). The fictional Deseret was founded as a territory in 1849, and it later became a state in 1870. It is bordered by **California (West)**, **Oregon (Northwest)**, **Idaho (North)**, **Wyoming (Northeast)**, **Colorado (East)**, **New Mexico (Southeast)**, and **Pimería Alta (South)**. Major cities include **Flagstaff**, **Phoenix**, **Salt Lake City**, **Reno**, **Las Vegas**, **San Diego**, and **Los Angeles**. Development in Deseret is heavily skewed toward the larger urban areas of the state, especially those urban areas closest to or situated along the Pacific coastal regions.

A Map of the Fictional State of Deseret (credit: SPCKaufman99)

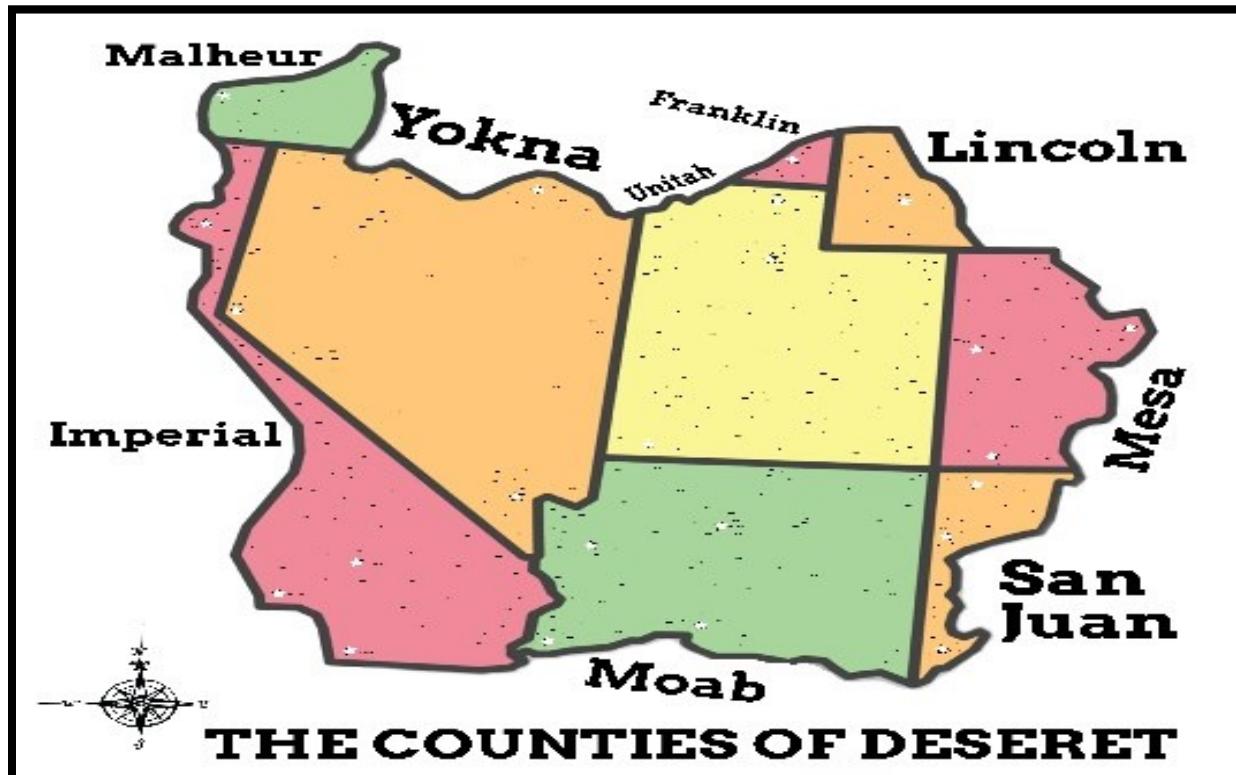


### Background Information on Desert

Below you will find important background information on the state of Deseret, the setting for **Pursuing the Dream**. Most of the information found below is also located in the **PLAYER REFERENCE SHEET**, which can be found at the back of this manual.

### The Nine Counties of Deseret

Nine (9) counties comprise the State of Deseret. These counties are **Moab (South)**, **Yokna (West)**, **San Juan (Southeast)**, **Mesa (Central-East)**, **Lincoln (Northeast)**, **Franklin (North)**, **Malheur (Northwest)**, **Imperial (Southwest)**, and **Unitah (Central-West)**.



### Population

Deseret is home to **ten million people**, with large populations concentrated in highly developed urban corridors and along the Pacific coastal regions of the state.

### State Demographics

- 70% (Caucasian/White/Euro-American)
- 15% (Hispanic/Latinx/Chicana/o)
- 5% (African American/Black American)
- 4% (Mixed/Other)
- 3% (Asian)
- 1.5% (Indigenous/Native American/First Nations)
- 1.5% (Unknown)

### Politics

Deseret is predominantly a **purple state**, meaning it is evenly split between Democratic and Republican strongholds.

**Nicknames**

The Beehive State, The Bee State, The Desert State

**Deseret's State Flag**

A large beehive centered on a sky-blue field (i.e., background) with nine (9) bees, each representing the nine (9) counties that comprise the State of Deseret.

**Motto**

Strength through Freedom, Unity, and Industry

**State Anthem**

"Oh, Beautiful Deseret!"

**The Economy of Deseret**

Deseret's economy is dominated by advanced manufacturing, technology (heavy in software), resource exploitation (oil, gas, minerals, metals), agriculture (dryland ranching and farming), and tourism. Deseret's GDP, as of 2021, is estimated at 1.5 trillion dollars, making it the fourth-largest economy in the country.

**Largest Newspapers**

- *Deseret Tribune*
- *Los Angeles Times*
- *Moab Sun*

**Higher Education in Deseret**

Funding for higher education in Deseret has a tumultuous history that has often produced uneven (and problematic) results. Most state flagships (and other larger institutions of higher learning) have seen favorable funding. However, rural institutions of higher learning have seen few years of favorable funding. These institutions have often experienced under-investment or disinvestment altogether. Recent changes to Deseret's Department of Higher Learning (DHL) have pushed for more equitable funding models, meaning times may be changing for rural institutions that have long been neglected by the state's legislature. Deseret's new tuition assistance for working-class students, and its two-year funding guarantee for recent high school graduates, has made it possible for rural institutions to attract once unattainable student populations, allowing these IHLs to compete with larger (and wealthier) institutions across the state. In 2018, the State of Deseret, under guidance from the state's Department of Higher Learning, implemented a standardized curriculum initiative to assist rural institutions in their ability to compete with their urban counterparts. This initiative incentivizes standardization at the 1000- and 2000-level courses across the state, so transferability between state institutions of higher learning is no longer bogged down by bureaucratic red tape and curriculum conflicts between institutions of higher learning.

# 03: Playing the Game

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## Reading the Dice

There are three (3) kinds of dice that are used to either determine success (or failure) or develop encounters, challenges, and locales that IHLs will deal with in-game. The first, and most common, is the six-sided die (referred to as a d6). The scores produced on a singular d6 range from one (1) to six (6). The second, again a common die, is the ten-sided die (referred to as a d10). This die has ten sides, which produce results from one (1) to ten (represented as 0, sometimes 10). The final dice type used in **Pursuing the Dream** is a hundred-sided die (referred to as a d100). This die, comprised of two ten-sided dice (see below), produces results ranging from zero (represented as 00 on two ten-sided dice) up to ninety-nine (99). Lower is always better on a d100.

There are often two kinds of ten-sided dice sold at game shops, online retailers, and elsewhere. A standard ten-sided die has results between 01 and 10 (which is represented as a zero (0) on a single, standard d10). It has become increasingly common in game shop dice sets to see a d10 that has **1, 2, 3, 4, 5, 6, 7, 8, 9, and 0**, and a second, accompanying d10 with **10, 20, 30, 40, 50, 60, 70, 80, 90, and 00**. A combination of **00** and **0** should still be read as a zero (0) score (see table below).

d10 (Tens)	d10 (Ones)	d100 Score
00	0	0
00	1	01
0	0	0
90	9	99
9	9	99
1	1	11
50	9	59
3	8	38
20	0	20
2	0	20

## Dice Notation

Dice are referred to through their shorthand dice notations: e.g., d6 (six-sided die), d10 (ten-sided die), and d100 (a hundred-sided die). If more than one form of die is required it will be presented in this way: 3d6 (three six-sided dice), 2d10 (two ten-sided dice), etc. You might be asked to add, subtract, or multiple your roll results: 3d6+2 (roll three six-sided dice and add two the results), 1d10-1 (Roll a ten-sided die and subtract one from the results), or d100x5 (roll a hundred-sided die and multiply the results by five).

## Rolling the Dice

A d100, comprised of two (2) ten-sided dice, which designates one ten-sided die as the tens digit (say a red or black die) and the other as the ones digit (say a white or blue die), is the main

die for resolving conflict, completing tasks, etc., outside of critical thinking, problem-solving, and roleplaying abilities in **Pursuing the Dream**.

**00** is always read as zero (0) and not as one hundred (100). The lowest numeric score possible is zero (0), and the highest numeric score is ninety-nine (99).

When rolling a d100 in **Pursuing the Dream**, lower is always better. Lower dice rolls mean more impactful successes. Higher tends to mean more problematic failures. 00 is an automatic success. In most cases, 99 is considered an automatic failure.

### The Core Mechanic

Everything an IHL might attempt that could result in **consequential** failure is resolved by testing one of six (6) attributes stats using a d100. To successfully test an attribute stat, an IHL's players must roll below or equal to the stat in question on a d100 (referred to as a **target number**). For example, (say) an IHL is having trouble with its computers and needs to resolve this before serious problems occur. The referee rules that the IHL's players must make an Infrastructure (INFR) check, using the INFR stat score as the target number. This IHL has a score of 75 for INFR, which means the players must roll below or equal to 75 on the d100 to succeed. The players fail their attribute test if they roll higher than this score of 75.

The core mechanic can be complicated by adding in modifiers for difficulty. These difficulty modifiers either act as bonuses (raising the target number) or penalties (lowering the target number). For example, the same Infrastructure (INFR) test could be made easier, as the task is quite trivial, meaning the referee might raise the target ceiling by (say) positive ten (+10) points. This would then mean the IHL players would need to score an 85 or lower to succeed. However, this INFR test might be complicated and made difficult by lowering the target number, especially if the referee believes the task is anything but trivial. So, the INFR check might be given a negative ten (-10) modifier, meaning it is a Great (-10) challenge on the table found below: The check would then need to be passed by rolling a 65 or lower.

An IHL's **resources** and **characteristics** can add or subtract additional modifiers, which result in bonuses or penalties depending on the context.

### Difficulty Descriptors & Difficulty Modifiers

Below referees will find the difficulty modifiers and their associated descriptors. Task examples have been offered as well.

**Please Note:** The task examples are not exhaustive, but they are representative.

Difficulty Descriptor	Difficulty Modifier	Task Example
Nearly Impossible	-60 (or higher)	Convince the state's legislature to improve funding models so they are equitable, especially for rural and underfunded IHLs within the state.

Difficulty Descriptor	Difficulty Modifier	Task Example
<b>Legendary</b>	<b>-50</b>	Restore campus network after major cyberattack via e-mail-based ransomware.
<b>Epic</b>	<b>-40</b>	Complete last-minute, highly competitive grant application process and get the grant for the school!
<b>Fantastic</b>	<b>-30</b>	Repair IHL's roof after torrential floods and apocalyptic hail damage and remain open for students and members of the community.
<b>Superb</b>	<b>-20</b>	Switch <i>all</i> courses to some form of online educational mode due to unforeseen pandemic.
<b>Great</b>	<b>-10</b>	Coordinate with other institutions statewide to adopt new curriculum changes mandated by the state's DHL.
<b>Fair</b>	<b>-5</b>	Find adequate training for faculty and staff concerning diversity, equity, and inclusion.
<b>Mundane</b>	<b>+/- 0</b>	Maintain adequate paperwork for reporting purposes.
<b>Simple</b>	<b>+10/+15</b>	Provide a large number of students with an adequate (and exciting) campus tour.
<b>Effortless</b>	<b>+30 (or higher) No Dice Rolls Needed Roleplay Required Automatic Success If Roleplay Is Convincing</b>	Clean up trash after rowdy community members who used campus for a weekend convention.

### Additional Modifiers

There are additional modifiers that can be added or subtracted from the target number calculated by the referee. These modifiers can be as low as minus thirty (**-30**) or as high as plus thirty (**+30**). These are similar in vain as a foot wedge in golf. Play in by ear and go from there.

### Doubles, Critical Successes, & Critical Failures

Below players will find a table cataloging all possible dice roll combinations for a d100, including **doubles**. Lower rolls are always better when it comes to d100 results in **Pursuing the Dream**. However, **rolling a double** can unlock special bonuses or penalties, depending on the context.

**Please Note:** The referee has the final say on how doubles are used within the game. Doubles are a great way to encourage participation and get players excited about rolling dice and participating in the game. Doubles can make the game more intense, and they

grab players' collective attention. It is recommended that referees use doubles to engage and add tension in gameplay.

The table below offers referees a guide to navigating dice rolls on a d100, along with those critical failures/successes known as doubles.

	00	01	02	03	04	05	06	07	08	09
	10	11	12	13	14	15	16	17	18	19
	20	21	22	23	24	25	26	27	28	29
	30	31	32	33	34	35	36	37	38	39
	40	41	42	43	44	45	46	47	48	49
	50	51	52	53	54	55	56	57	58	59
	60	61	62	63	64	65	66	67	68	69
	70	71	72	73	74	75	76	77	78	79
	80	81	82	83	84	85	86	87	88	89
	90	91	92	93	94	95	96	97	98	99

Let's say players are asked to roll a d100. The referee stipulates the challenge in question requires a sixty-five (65) or lower in the d100. The player in question acknowledges this and then proceeds to roll an eighty-eight (88), which is two (2) levels above the target score. In this context, the referee decides to offer a penalty, saying the player in question managed to not only fail but also critically fail at the task or challenge in question by two (2) levels.

Now, let's say the player in question has been asked to roll a forty-five (45) or lower on a d100 to determine the success of a given task or challenge handed down by the referee. The player acknowledges this and then proceeds to roll an eleven (11). This, using the table above, is three (3) levels lower than what was needed, meaning serious bonuses are likely to result from this critical success.

### Exploring Success, Failure, & Victory Points

**Success**, in **Pursuing the Dream**, is simple. It means one of three things have happened: The IHL in question has successfully used players' problem-solving and critical thinking abilities to tackle a given challenge or task handed down by the referee. Or, the IHL in question has roleplayed out the situation and done so to the satisfaction (and possible amusement) of the referee. Or, the IHL has offered a chancy solution requiring dice to be rolled in front of the referee. The dice roll is successful, and, therefore, the IHL has succeeded.

Succeeding means the IHL is awarded a given number of victory points. More victory points should be awarded based on the difficulty of the task at hand. Success also means there are positive (and impactful) consequences for the IHL in question.

Those IHLs who rolled **00** on the d100, or a double that is lower than the target number, are given special bonuses (and possibly extra victory points), depending on the referee's discretion.

**Success is always followed up with chaos.** The referee will need to roll ***up to*** three (3) six-sided dice to determine what sort of chaos is heading the IHL's way. (More on this in below and under the **04: Refereeing the Game** chapter.)

**Failure**, in **Pursuing the Dream** means an IHL has rolled **above** the target number calculated by the referee. As with success, failure has consequences. The referee, who determines what consequences are appropriate for the given failure, determines these. Chaos always follows failure, so be prepared.

**Also:** Those IHLs that roll a **99** have automatically failed at their given task. Chaos always follows failure. The referee will need to roll ***up to*** three (3) six-sided dice to determine what sort of chaos is heading the IHL's way.

**Victory points** are the rewards IHLs seek to win the game. Victory points are awarded for successes. However, victory points can be used to purchase new college characteristics, resources, and/or newly rolled attribute stats, which makes succeeding at challenges and tasks and winning even easier.

Victory points are a fungible asset that can be used to make gambles that may pay off in a big way for IHLs. For example, an IHL suffering from budget drain due to administrative bloat could use their victory points to change this characteristic for their IHL. This can be done during **Phase 02** of gameplay.

Victory points can also be used to influence important dice rolls. The cost for manipulating dice rolls depends on the difficulty and the referee's discretion.

Victory points might be used to influence the completion of tasks or challenges handed down by the referee. These points can be used to ask for hints, guidance, and/or automatic success, depending on the number of points spent by a given IHL. Again, this can be done at the referee's discretion.

While victory points can be gained throughout gameplay, victory points can be lost due to failure, inaction, and discord. This is left up to the referee's discretion.

### **The Foundational Stats & Information for Each IHL**

In the sections that follow, the referees (and those other players reviewing this manual) will be introduced to those foundational stats and information pertinent to getting at the essence of each institution of higher learning in Deseret. It is best to remember these stats and informational pieces offer ways in which players can tackle challenges, contextualize problems, and change the outcomes of (say) dice rolls. In the succeeding sections, players will come in contact with a lot of information. Read the following sections carefully. Remember that the information below is tackled in greater detail under **04: Refereeing the Game**.

## Attributes

In **Pursuing the Dream**, there are six (6) core attributes that comprise the essence of each IHL in the game. These attributes are as follows: **Infrastructure (INFR)**, **Capital (CAP)**, **Vitality (VIT)**, **Moxie (MOX)**, **Influence (INFL)**, and **Innovation (INN)**. These stats can range from a low of one (01) to a high of ninety-nine (99). However, the average for most IHLs, at the start, is between fifty-five (55) and sixty-five (65).

Attribute	Description	Use Examples
<b>Infrastructure (INFR)</b>	A measure of an IHL's foundations in terms of equipment, facilities, software, LMS, support, etc., and its ability to leverage these resources effectively.	Might be used in a test pertaining to (say) computer labs going down across an IHL's main campus.
<b>Capital (CAP)</b>	A measure of an IHL's monetary resources and its ability to leverage those monetary resources effectively.	Might be used in a test pertaining to budget negotiations with Deseret's legislature.
<b>Vitality (VIT)</b>	A measure of the overall health and strength of the IHL.	Might be used in a test to convince business leaders and/or alumni to donate time and resources to the college, especially since things are healthy, stable, etc.
<b>Moxie (MOX)</b>	A measure of an IHL's determination and nerve to push forward and persevere and leverage these to the IHL's benefit.	Might be used to test if the IHL can weather a particular bit of chaos or trouble, such as damaging winter storms that shut down the campus and damaged key infrastructure.
<b>Influence (INFL)</b>	A measure of an IHL's ability to influence people, organizations, or government bodies/agencies and leverage this influence for specific agendas.	Might be used to test if an IHL can influence the development of state policies in Deseret.
<b>Innovation (INN)</b>	A measure of an IHL's ability to be forward-thinking, original, and inventive. It also reflects the IHL's ability to leverage these in constructive ways.	Might be used to determine if the IHL in question can find unique, inventive ways to attract students to its campus(es) after a period of declining enrollment.

### Starting Attribute Stats for All IHLs

Each of the ten (10) IHLs has been assigned six (6) attribute scores, corresponding to each attribute stat described above. These scores are not destiny. During gameplay, with the help of awarded victory points, players can opt to **reroll** new scores (more on this later).

IHL	Attributes	Starting Scores
<b>Archuleta Community College – ACC</b>	Infrastructure (INFR)	52
	Capital (CAP)	66
	Vitality (VIT)	60
	Moxie (MOX)	50
	Influence (INFL)	60
	Innovation (INN)	72
<b>Central Deseret Junior College – CDJC</b>	Infrastructure (INFR)	47
	Capital (CAP)	55
	Vitality (VIT)	78
	Moxie (MOX)	63
	Influence (INFL)	57
	Innovation (INN)	67
<b>Eastern Deseret State College – EDSC</b>	Infrastructure (INFR)	61
	Capital (CAP)	68
	Vitality (VIT)	66
	Moxie (MOX)	59
	Influence (INFL)	48
	Innovation (INN)	72
<b>Eastern Highlands College – EHC</b>	Infrastructure (INFR)	55
	Capital (CAP)	52
	Vitality (VIT)	60
	Moxie (MOX)	69
	Influence (INFL)	62
	Innovation (INN)	64
<b>High Country Community College – HCCC</b>	Infrastructure (INFR)	71
	Capital (CAP)	75
	Vitality (VIT)	64
	Moxie (MOX)	58
	Influence (INFL)	61
	Innovation (INN)	57
<b>Northern Deseret State College – NDSC</b>	Infrastructure (INFR)	49
	Capital (CAP)	54
	Vitality (VIT)	68
	Moxie (MOX)	60
	Influence (INFL)	59
	Innovation (INN)	56
<b>San Juan Regional College – SJRC</b>	Infrastructure (INFR)	50
	Capital (CAP)	54
	Vitality (VIT)	58

IHL	Attributes	Starting Scores
	Moxie (MOX)	69
	Influence (INFL)	55
	Innovation (INN)	77
<b>Southern Deseret Community College – SDCC</b>	Infrastructure (INFR)	53
	Capital (CAP)	47
	Vitality (VIT)	66
	Moxie (MOX)	72
	Influence (INFL)	66
	Innovation (INN)	70
<b>Tablelands Technical-Vocational College – TTVC</b>	Infrastructure (INFR)	69
	Capital (CAP)	69
	Vitality (VIT)	71
	Moxie (MOX)	55
	Influence (INFL)	54
	Innovation (INN)	48
<b>Zinc Valley Community College – ZVCC</b>	Infrastructure (INFR)	77
	Capital (CAP)	65
	Vitality (VIT)	63
	Moxie (MOX)	53
	Influence (INFL)	55
	Innovation (INN)	57

### Changing Attribute Stats

The attribute stats listed above are not written in stone. This means players, if they so choose, can use their earned victory points to change one (1) attribute stat at a time. To do this, players, as a group, must vote to take this action. If the vote is swayed to change one (1) attribute stat, the IHL spends five (5) victory points. The referee then selects a player from the group and has them reroll that stat on a d100. If the team scores anything higher than 80, the roll is modified by negative five (-5). For example, an IHL's group pays five (5) victory points to reroll a stat on a d100. The player chosen to roll gets an eighty-eight (88) on the d100. The referee then subtracts five (5) points from this score, and the final attribute stat score is now eighty-three (83). If (say) the player was to roll lower than thirty-five (35) on the d100, the referee would add five (5) to the result. For example, the player in question rolls a twenty (20), which is considerably lower than the previous stat. The referee then adds five to the result, and the IHL in question must live with the attribute change or agree to spend more victory points to change the attribute in question by rolling a d100 again. **IHLs can only spend victory points they have. They cannot overspend victory points, moving into the negative as a consequence of their spending. Zero (0) is the lowest number of victory points possible.**

### Temporary Attribute Modifications

In some instances, an IHL's attribute stats might be modified during gameplay. If a referee throws a bit of chaos at a player, attribute stats could be modified in positive or negative ways. For example, the referee throws a freak winter storm at the IHL, which causes temporary

damage to Infrastructure (INFR), and the referee decides to modify that attribute by (say) negative ten (-10) for the next few rolls during the **Chaos Resolution Session**. Alternatively, another IHL has seen incredible leadership and participation by those who make up its team. The referee might throw some chaos at the team, but she decides to offer the team a positive fifteen (+15) bonus to all Vitality (VIT) and Innovation (INN) tests during the **Chaos Resolution Session**.

### **On Luck; Or, Manipulation at Its Finest**

To give players a leg up, the attribute stats are accompanied by a Luck stat. This stat is simply expressed in a singular ten-sided die roll. The Luck stat can be used **at least** three (3) times per thirty-minute session (i.e., a full academic year). The Luck stat can be used in several ways. A team might use the d10 to lower a difficulty modifier. They would roll (say) a d10 and subtract the result from the difficulty modifier presented by the referee. Players might opt to use the Luck stat to manipulate dice roll results by rolling a d10 after rolling a d100. The d10 in this context will subtract from the d100 results, making the results in question lower, and, oddly enough, more successful in-game. Players might even use the Luck stat during negotiations with the State Legislature. However, **chaos** always follows the use of luck. Luck is never used without some form of consequence resulting from its application in-game. The following table has been assembled to help referees plot chaos for their players:

Times Luck Has Been Used	Consequences
Once	1d6 in the chaos pool
Twice	2d6 in the chaos pool
Thrice	3d6 in the chaos pool

As indicated above, every time the d10 Luck stat is used, the chaos has 1d6 added to its pool. The pool can be activated by the referee at any time. The referee can add additional d6s to the pool if roleplaying might lead to any form of chaos that will turn up at a later time.

### **Chaos; Or, Shit Happens—Welcome It with Open Arms**

Chaos is another important mechanic used within **Pursuing the Dream**. Chaos occurs whenever **success** or **failure** occurs in-game. Chaos comes in a variety of flavors, which present **real** opportunities and challenges for the IHL in question. The table below explores the different flavorings of chaos and the dice rolls needed to bring them into the game. These forms of chaos can be called up using the Chaos Dice Pool discussed above. While the Chaos Dice Pool is primarily developed through the use of the Luck stat, it can be developed through good (or bad) roleplaying, continuous good luck in terms of dice rolls, and so on. It is up to the referee to decide how to proceed with chaos. (More on this below and in **04: Refereeing the Game.**)

Type of Chaos	Description	I-3d6 Pool Results
Known Knowns	These are moments of chaos that fit within existing frameworks, follow current rules and understandings, and the	1–3 (1d6) 6–8 (2d6) 8–13 (3d6)

Type of Chaos	Description	I-3d6 Pool Results
	situation is relatively stable. In other words, these are the easiest forms of chaos to tackle.	
<b>Known Unknowns</b>	The relationship between cause and effect requires a good deal of expertise for interpretation. These are complicated forms of chaos, which require a bit more resources, know-how, and time to tackle.	4–6 (1d6) 4–5, 9–10 (2d6) 6–7, 14–15 (3d6)
<b>Unknown Unknowns</b>	The relationship between cause and effect can only be deduced from retrospect, and there are no wrong answers per se.	<b>N/A</b> (1d6) 2–3, 11–12 (2d6) 4–5, 16–17 (3d6)
<b>Paradigm Shifts</b>	The linkages between cause and effect are unknown—and even harder to deduce. These are paradigm-shifting moments.	<b>N/A</b> (1d6) <b>N/A</b> (2d6) 3, 18 (3d6)

The chaos table above (and repeated in **04: Refereeing the Game**) helps the referee decide what kind of chaos to pull from those Referee reference tables found in the next chapter. The forms of chaos discussed above have been simplified to make chaos both manageable and flexible for gameplay. In reality, chaos comes in a variety of forms, many of which are hard to understand and/or lead to paradigm shifts. The referee should use the chaos mechanic to make consequences matter. The chaos mechanic should also be used as a way to draw players into the gameplay. **Do not conflate chaos with punitive action on behalf of the referee.** **Chaos is merely an additional way to add tension, consequence, and excitement into gameplay.**

### Characteristics

Each IHL in Deseret has three (3) starting **characteristics**. These are those qualities (or inequalities) found at a given IHL. Characteristics are not destiny, meaning they can be changed out with **temporary** sacrifices in time, roleplaying, and earned victory points. Characteristics offer IHLs bonuses or penalties on specific attribute stat tests. In other words, characteristics are manipulating stats that can have positive or negative impacts on a given IHL's agenda.

**Note:** The number of characteristics an IHL has at its disposal (or working against it) is capped at six (6). However, referees can toss in additional **negative** characteristics if teams are refusing to work cohesively or constructively. With that said, **positive** characteristics cannot push the total number of characteristics past six (6).

**Also Note:** Characteristics may also be double-edged blades. That means in some contexts they are offering bonuses, and, in other contexts, they may be offering penalties. The referee is the final arbiter concerning what happens with these characteristics.

**Lastly:** All characteristics are recorded on the **COLLEGE INFORMATION CARD**. It is best practice for the referee to record this information on their copy of the College Information Sheet.

### Resources

Each IHL has three (3) starting resources that provide **special** support for its day-to-day operations. Resources include things like **material goods** (e.g., state-of-the-art computers, top-notch cybersecurity software, or an extensive, well-maintained library collection), **monetary supports** (e.g., healthy stream of donor funds), **human capital** (e.g., well-trained, highly respected faculty), and **environmental conditions** (e.g., year-round warm weather). Like characteristics, existing resources can be swapped out for newer ones. The maximum number of resources available to a given IHL is capped at seven (7).

**Please Note:** Environmental conditions cannot be changed, as this would require god-like abilities to reshape the environment, the geography, and even the very planet itself.

**Also Note:** Some resources can be added by the referee as a reward for good roleplaying, stellar leadership, participation, etc. Only these referee-added resources can push the total number past the cap of seven (7). It would be wise, on the referee's part, to mark these with a circle, star, asterisk, or some symbol of importance to distinguish these **specially** assigned resources from the other resources bestowed upon the IHL in question.

**Lastly:** Resources should be seen as something special. They have a finite impact. Resources in **Pursuing the Dream** are mostly positive in their impact. However, much like the characteristics discussed above, resources can be double-edged. For example, a school might have state-of-the-art computers as a resource. This may be used against the IHL when budgetary considerations are discussed. More on this in **04: Refereeing the Game**.

### Dealing with Pre-Established State Policies

At the beginning of the game, starting in Year Zero, IHLs are confronted with three (3) pre-established state policies that impact their actions and their agendas from the get-go. These three policies can be changed; however, the change must be pushed for by six (6) of the ten (10) IHLs in play. These same six (6) IHLs will be requested to make an Influence (INFL) test during the **Legislative Session** in which they wish to push for reform. At least four (4) of the six schools must be successful in their Influence (INFL) test for state policy to be changed. State policy changes will be announced by the referee to all groups, and the school with the most successful Influence (INFL) test roll will get to decide the new state policy that will be enacted at the start of the next year.

**Please Note:** State policies affect **all** IHLs. That means **all** schools must navigate these as they tackle their initiatives and agendas.

## Starting State Policies

As discussed above, there are three (3) starting state policies. These state policies are considered active at the start of Year Zero, meaning they will be in effect during the Legislative Session at the start of Year One's round. The initial state policies in effect at the beginning of the game are as follows:

### 1) Statewide Hiring Freeze

Deseret's legislature, in conjunction with gubernatorial mandates, has initiated a statewide hiring freeze for all institutions of higher learning. Severe penalties have been enacted to curb unnecessary hiring by state agencies and organizations.

### 2) Penalties for Serious Administrative Bloat

The state legislature has enacted serious penalties for state educational institutions that have been deemed over-administrated or are suffering from what pundits have termed "serious administrative bloat."

### 3) Active Efforts to Cut Government Overspending

A healthy majority of fiscally conservative lawmakers were elected during the last election cycle. The push for a fiscally conservative state government has led to active efforts led by the governor's office and the state legislature to cut government overspending, especially in those areas deemed responsible for their funding streams, such as institutions of higher learning.

All active statewide policies are to be recorded on the College Information Sheets. This information will be located out in the Commons and elsewhere to remind players of state policies that have a tremendous impact on their agendas.

New state policy changes are enacted in the following year (e.g., a policy active during Year One is still active until the beginning of Year Two, and so on). This means state policies will remain to have an impact on IHLs until they have been officially phased out.

## An IHL's Initiatives

Initiatives are those actions that IHLs wish to pursue to increase student enrollment, better facilities, install new technologies, and so on. An IHL **cannot** have more than five (5) active initiatives during an academic year. There is no need to roll dice. Spend money as needed. These initiatives, if followed through, provide specific benefits or bonuses to the IHL after a specified number of academic years. Newer initiatives are decided upon at the beginning of the next year. For example, Year Two's initiatives will be decided during the **Legislative Session** of Year One. Each IHL begins with one (1) active initiative.

## Money & Financials

Every action in the game, whether it is deemed effortless or nearly impossible, costs money to perform. In traditional roleplaying games, even in strategy games, certain actions are limited by

money or action points. In **Pursuing the Dream**, the money secured through grants, donor funding, and state funding (among other sources) is used to pay for all actions taken by a given institution. However, IHLs must be careful that they don't overspend, or spend too much on the initiatives discussed above.

In addition to traditional funding sources (e.g., grants, donor money, and state funding), each IHL's Capital (CAP) attribute can help each institution spend less and squeeze additional money from likely and unlikely sources.

Each IHL receives a budget based on state funding, grants, and other sources. See the table below for the Year Zero Budget for each IHL.

<b>Year Zero/Setup Budgets</b>	
<b>Value</b>	<b>IHL</b>
<b>100</b>	Archuleta Community College
<b>110</b>	Central Deseret Junior College
<b>150</b>	Eastern Deseret State College
<b>120</b>	Eastern Highlands College
<b>130</b>	High Country Community College
<b>100</b>	Northern Deseret State College
<b>150</b>	San Juan Regional College
<b>100</b>	Southern Deseret Community College
<b>120</b>	Tablelands Technical-Vocational College
<b>120</b>	Zinc Valley Community College

Following the Year Zero/Setup Round, IHLs' leaders (and another player) will need to head to the commons area to negotiate their Year Two Budget during the **Legislative Session**.

To negotiate a budget successfully, referees can require that players use their problem-solving, critical thinking, and roleplaying skills first to convincingly negotiate an adequate budget for their IHL. If the players are seeking higher than usual budgets, they will need to roll a d100 to determine the overall result. **Those who fail to achieve their budget goals can reroll until they have achieved some budgetary number.**

<b>Difficulty Descriptor</b>	<b>Difficulty Modifier</b>	<b>Budget Negotiation Example</b>
<b>Nearly Impossible</b>	<b>-60 (or higher)</b>	Request doubling of budget.
<b>Legendary</b>	<b>-50</b>	Request 50-unit increase to budget.
<b>Epic</b>	<b>-40</b>	Request 30-unit increase to budget.
<b>Fantastic</b>	<b>-30</b>	Request 25-unit increase to budget.
<b>Superb</b>	<b>-20</b>	Request 20-unit increase to budget.
<b>Great</b>	<b>-10</b>	Request 10-unit increase to budget.

<b>Difficulty Descriptor</b>	<b>Difficulty Modifier</b>	<b>Budget Negotiation Example</b>
<b>Fair</b>	<b>-5</b>	Request 05-unit increase to budget.
<b>Mundane</b>	<b>+/- 0</b>	Request a flat budget increase/decrease. In other words, take the same budget as last year.
<b>Simple</b>	<b>+10/+15</b>	Request a slightly trimmed budget. Take 05 units (equivalent to one <b>blue</b> poker chip) from the overall budget.
<b>Effortless</b>	<b>+30 <i>No Dice Rolls Needed Roleplay Required Automatic Success If Roleplay Is Convincing</i></b>	Request a trimmed budget. Take 10 units (equivalent to one <b>red</b> poker chip) from the overall budget.

On each IHL's **COLLEGE INFORMATION CARD**, the financials for each institution will be broken up into seven (7) different funding sources. Make sure players pay close attention to the levels for each funding source.

**Tuition & Fees.** These are dollars collected from students who attend an IHL and take classes for certificates, programs, etc. These are added in addition to state funding.

**State Funding.** This is funding secured through negotiations with Deseret's State Legislature. To secure state funding, the president and/or their VPs must go to the Commons during the **Legislative Session**.

**Federal Dollars.** These are secured through government grants and other funding opportunities offered by the U.S. government.

**Grants (Non-Government).** During the **Legislative Session**, players left at their respective IHLs will look to secure grant funding. These grants will be added in addition to state funding. Broken from **Federal Dollars** to account for non-government grant dollars.

**Revenue from Goods and Services.** These are those revenues produced from goods and services offered within the service region of a given IHL. This is a great way to expand an IHL's financial capacities.

**Donor Money.** Asking donors for financial support is common for IHLs; however, it can be quite difficult, as donors become fatigued with continual requests for financial support. Thus, if donors are asked to support the IHL during Year One, there is a negative modifier added to the succeeding year and every year afterward if there are no breaks from asking donors for help. Donor money is added in addition to state funding.

**Other Sources.** These are unspecified, as they may originate in a variety of ways. Some may be highly contextual (**Think:** special funding from the feds or the state (and elsewhere) during the COVID pandemic).

Funding information might be as follows:

Funding Source	Total
Tuition & Fees	24
State Funding	32
Federal Funding	12
Grants (Non-Government)	12
Revenue from Goods & Services	12
Donor Money	10
Other Sources	18
<b>OPERATING BUDGET TOTAL</b>	<b>120</b>

### Budget Usage

Budgets are used to help make actions move forward. Sample budgets can be found below.

Budget Allocation (By Year)						
Area/Year	1	2	3	4	5	6
Daily Ops	5	6 (+1)	6	6	6	6
Maintenance & Upkeep	3	4 (+1)	4	4	4	4
Community Services	2	2	3 (+1)	3	2 (-1)	2
Marketing, Recruiting, & Retention	1	1	1	1	1	1
Instruction	48	53 (+5)	55 (+2)	55	53 (-2)	53
Initiatives	5	6 (+1)	7 (+1)	7	6	6
Support & Services	43	48 (+5)	49 (+1)	49	48 (-1)	48
Reserve	2	2	2	2	2	2
<b>Current Reserve Balance</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>8</b>	<b>10</b>	<b>12</b>
Investment	10	12 (+2)	12	12	11 (-1)	11
Other	1	1	1	1	1	1
<b>TOTAL (BUDGET) Excludes Reserve Balance</b>	<b>120</b>	<b>135</b>	<b>140</b>	<b>140</b>	<b>135</b>	<b>135</b>

**Please Note:** Some actions may not have an automatic success, meaning roleplaying, critical thinking, and dice rolling may be required for further elaboration on the successfulness of a given task. Failure means money has been spent but nothing has resulted from this investment, per se.

**Further Note:** High failure rates in completing tasks that require some form of money to make happen can result in additional modifiers to the budget negotiation process.

**Lastly:** A referee **may** choose to apply a temporary **attribute** modifier to those attributes stats that may be adversely (or positively) affected by changes in budget allocations.

### Setting Budget Priorities

Each IHL group is responsible for determining what should be funded and how. It is a group decision that ensures budget priorities match the needs of the group overall. Budget priorities must be given over to the referee, who can use them to determine if additional modifiers or changes in attributes need to be made for the fiscal year in question. For example, a referee might see that **Maintenance & Upkeep** for a given institution has been decreased from four (4) to two (2), which is not insignificant. This, the referee decides, has put some things in jeopardy, particularly the IHL's Infrastructure (INFR) attribute, which in turn impacts the college's Capital (CAP) and Vitality (VIT). The decrease in Maintenance & Upkeep in the budget prioritization could very well lead to things breaking down, buildings falling into disrepair, and, overall, impacts the financial resources of the college (as examined through CAP) and the health and strength of the institution (as seen with its VIT score).

### Spending Money & Taking Action

Money, in **Pursuing the Dream**, is handled in three (3) ways. **First**, anytime players wish to apply for grants, expand their dual enrollment program, or even recruit more students, they spend money allocated within the budget for those sorts of tasks. Thus, taking action in **Phase 01** and **Phase 02** costs money. IHL's cannot overspend—that is unless the school decides to dip into the **Reserve Balance**. **Second**, anytime a bit of chaos comes into the game, players must spend money to help resolve a given bit of chaos. **And finally**, money is spent automatically, except for the IHL's reserve balance. Just because something was directly covered by a game session doesn't mean it didn't happen. Due to time constraints, only certain events will be focused on and others will be largely ignored or glossed over. More on this in **04: Refereeing the Game**.

### Relations with Other IHLs

Players and referees will note the descriptions and numbers located under the **Relationships** 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.

<b>Relationship Status</b>	<b>Modifier</b>	<b>Roleplaying/Problem-Solving Notes</b>
<b>Partners</b>	<b>+10</b>	Collaboration is relatively easy and productive. All collaboration involving dice rolls are modified with a plus ten (+10) modifier. Roleplaying is simple here, too.
<b>Friendly</b>	<b>+5</b>	IHLs have a friendly relationship that often produces positive collaboration. All collaboration involving dice rolls can be given a plus five (+5) modifier. Roleplaying is relatively simple. However, there is a chance things could go wrong.
<b>Neutral</b>	<b>+/- 0</b>	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.
<b>Cool</b>	<b>-5</b>	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.
<b>Hostile</b>	<b>-10</b>	IHLs have a <b>negative</b> 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.

### Improving Relationships Between IHLs

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.

### Starting the Game

Your gaming group will need to start the game by selecting who will be the referee.

**Please Note:** Those who are not selected for the different IHLs are automatically assigned as referees for the game.

A game of **Pursuing the Dream** should (ideally) be held in a large space where teams and referee(s) can spread out. The central location for interactions will be a commons area (**Think**: large meeting area, living room, etc.). The Commons area, unlike the other areas of the play space, is where information is shared, where budgets live and die, and where players can review the large printout of the game map.

The **Startup Session** of the game should take no more than twenty (20) minutes.

**Pursuing the Dream** can be started by dividing the gaming group into IHLs and referees, if more than one referee is needed. Each team will need to be spaced out away from their fellow IHLs, allowing for each group to have their own space to strategize in relative privacy.

Once players have been divided into teams, each team will **elect** their leader, using the majority votes wins rule. The referee(s) will then give each team their **COLLEGE INFORMATION CARDS**, which will be used to determine future actions, roleplaying situations, and so on, for the remainder of the game.

**A Note on Elections:** When electing an IHL's leader, teams **should not** elect someone who has a leadership position as their actual job. In other words, IHL leaders should be those who **are not** in leadership positions at work. This makes for a bit of excitement game-wise, especially when **actual** leaders must watch people make serious mistakes.

It is recommended that **all** teams review their **COLLEGE INFORMATION CARDS**, their printouts of Deseret's map, and their **PLAYER REFERENCE SHEET**. Players will then want to review **all** global announcements offered by the game's referee(s) in a commons area where players can gather information for their respective IHL, among other things.

While group members are getting to know one another and their assigned IHLs, the referees can set up the large map of Deseret, see **02: Contextualizing the Game** for details, with plastic cubes marking the starting locations of each IHL. To make things simple, consider marking at least one cube of each color with an **X** using a permanent marker or something that will stick to the plastic cube's surface. The cubes marked with **X** will serve as the primary map-marking token, marking where each IHL is located on Deseret's map. The remaining colored map-marking cubes should be set aside, each separate from the others. This will make future map-marking easier and less chaotic. Again, make sure your group has **at least** ten (10) different colors, each representing an IHL from Deseret.

### **Poker Chips Representing Victory Points**

Your poker chips, the colors and values found below, will be used to represent hard-earned victory points—remember: the object of the game is to secure one hundred (100) victory points. These tokens should be awarded at the end of each academic year when all victory points have been tallied up by the referee(s).

Chip Color	Victory Point Value
White	01
Blue	05
Red	10
Green	20
Black	100

**Please Note:** As the game progresses, the referee(s) might want to consolidate chips with high-value poker chips, so there are plenty of low-value chips to award out at the end of each academic year.

The first IHL awarded one hundred (100) victory points is declared the winner of the game. However, ties are dealt with using referee discretion.

### **Event Tokens & Map Marking**

Event tokens for these rules have been found online—mostly from wargaming resources. If you cannot find these exact tokens, consider replacing them with the ones you have. Each token has a specific localized purpose on the large printout of the game map once the game begins. For now, put them aside, readily available for future use.

<b>Event Token</b>	<b>Meaning</b>
	Construction or roadwork in this area.
	Fire or natural disaster in this area. (Flooding and dangerous winds not included.)
	Infestation in this area.
	Energy outages in this area.
	Serious (dangerous) weather in this area.
	Flood or flashflood in this area.
	Severe (hot or cold) temperatures in this area.
	Dangerous winds in this area.

Once the cubes, poker chips, and event tokens have been set aside in an organized fashion, the Commons area should then have a large printout of the game map set up to where anyone can view it. The Commons area should include a large printout of the game map, the map-marking cubes, the poker chips, and the event tokens. All of these should be accessible for other players to view at any time.

After the players have become acclimated to each other and their respective IHLs, referees need to guide each IHL through the following actions to complete the Startup portion of the game:

### **Actions to Take for Year Zero (Setup Session):**

- Elect Leadership Team (President and Exec VP)
- Review College Information Card
- Review Player Reference Card
- Review Maps (see large and small map handouts)
- Determine Budget Priorities (for Year Two)
- Choose Starting Initiatives (Starting Year Two)
- Calculate Cost of Starting Initiatives (Starting Year Two)
- Propose Next Year's Budget to Send to State Legislature
- Propose new state policies (from the list) (applicable in Year Two).
- Prepare Leadership Team for **Legislative Session** (Phase One) of Year One.

### **Keeping Track of Time**

Keeping track of time is important for strategizing and competing against your fellow IHLs. The first twenty (20) minutes of a two- (2-) or three- (3-) hour session should be dedicated to set up, starting the game, electing IHL leadership, and getting ready for the first **Legislative Session**. The overall game will take about two to three hours to complete, representing between three (3) and five (5) years inside Deseret's institutions of higher learning. The final ten (10) minutes will be used to tally up victory points and announce the winner(s).

### **Timeline Breakdown (A 3-Year/ Two-Hour Session Example)**

- 1) Year Zero/Setup – 20 minutes
- 2) Year One – 30 minutes
- 3) Year Two – 30 minutes
- 4) Year Three – 30 minutes
- 5) Final Count – 10 minutes

### **Order of Play (YEARS 01–03)**

Each year of **Pursuing the Dream** is divided up into five (5) distinct phases of gameplay.

**Phase 01.** This phase is comprised of the **Legislative Session**, where IHLs will negotiate state funding and help set new state policies for the upcoming (i.e., Year Two) academic year. Negotiations will take place in the Commons, a central location for the game. Only the elected leadership team will be allowed in the commons at this time. Those left behind at their IHLs will be tasked with tackling tasks and challenges developed by the referee.

**Note:** Those who fail to obtain a budget in adequate time, or fail to secure the college's agreed-upon budget, may face a vote of **NO CONFIDENCE** from their teammates. This can be used to oust a current leadership team and have it replaced with a snap election.

**Another Note:** While the president/executive is in the Commons, the referee can do several things to help keep the group busy. These include planning for **Phase 02**, dealing with some minor forms of chaos, and/or working through day-to-day operations while the president/executive is away in Salt Lake City.

**Phase 02.** This gaming phase, the **Action Session**, is comprised of five (5) activities: **next year's budget allocation, planning/operations, spending money, finding alternative funding sources, and collaboration**. This is where IHLs will submit their budget priorities to referees, spend money, save money, and even apply for grants and other funding opportunities for the upcoming academic year. IHLs will also work on any collaborative endeavors they wish to conduct with other institutions (e.g., other IHLs, high schools, agencies, etc.) during this phase. MOUs are required if institutions want to make their collaborative projects official.

**Please Note:** A referee must be present when an MOU is being formulated between two or more institutions. The MOU is then made public during the **Information Gathering Session**.

**Also Note:** Players can choose to use victory points awarded in previous phases to buy new characteristics, new resources, and/or roll new attribute stats.

**Lastly:** This session can include some forms of chaos, as roleplaying situations may lead to dice rolls, which may lead to the use of the Luck stat, and so on.

**Phase 03.** This phase is comprised of the **Chaos Session**. This session is where internal, external, global, and/or mixed chaos events are thrown at each IHL by the referee(s). **Chaos** will test all six (6) attributes of each IHL.

**Note:** This session is about introducing the different elements of chaos on the campus of each IHL. It is recommended at all six (6) attributes be tested using the chaos mechanic at this time. Chaos can be introduced before this session. However, this session will be the biggest test for players in terms of handling debauchery within their respective IHL.

**Phase 04.** This phase of the game consists of the **Chaos Resolution Session**, which encourages IHLs to tackle and overcome chaos events thrown at them by the referee(s). Players are encouraged to use their critical thinking, problem-solving, and roleplaying abilities here.

**Please Note:** This session is important for team cohesion. Players who refuse to participate should be encouraged to do so. If some or even many players refuse to participate, consider throwing disunity/discord chaos events at the group overall.

**Another Note:** The resolution of chaos can result in successes or failures. Keep track of the victory points that are won or lost along the way. These will be made public in the **Information Gathering Session**.

**Last Note Here:** The players may be tempted to invoke their Luck stat to help them through the **Chaos Resolution Session**. Doing so activates the chaos dice pool mechanic and leads to some debaucherous stuff.

**Phase 05.** This is the final phase before the upcoming academic year, and it is known as the **Information Gathering Session**. This involves several activities that will require a group effort to accomplish. IHLs, specifically their players, will deal with reporting, marketing, and discovery, along with determining how many victory points they have been awarded for the year in question. Players will also want to use this phase to strategize for the upcoming academic year. Here players are encouraged to mingle with their colleagues, gather information, and get ready for another competition-filled academic year.

**Note:** The **Information Gathering Session** is a way to create bonds between the different IHLs. Moreover, it is a good way to introduce a sort of stretching, restroom, and drink break to players, all the while maintaining the momentum of the overall game.

**Last Note:** The **Information Gathering Session** is a great time for referees to gather and discuss the upcoming academic cycle.

### Accreditation Visit

At the end of Year 02, just before the **Information Gathering Session**, IHLs will be required to submit to an accreditation visit from the Higher Learning Commission (HLC). This requires a bit of **quick** roleplaying, critical thinking, engagement, and a final dice roll using the Influence (INFL) or the Vitality (VIT) score. It is recommended that referees have players use the stat that is highest for this accreditation visit. Failing to pass one's accreditation reaffirmation will be discussed (in detail) in **04: Refereeing the Game**.

### Random Encounters with the Governor

The governor of Desert, the eccentric, Governor Schwartz, will randomly visit IHL campuses throughout the game. To appease the governor, IHLs will be asked to take an attribute test at the end of some **quick** roleplaying, banter, critical thinking, and engagement from the players. The final dice roll will use the Influence (INFL) or the Vitality (VIT) score. It is recommended that referees have players use the stat that is highest for this accreditation visit. Failing to appease Governor Schwartz will result in some diabolical chaos, so see **04: Refereeing the Game** for more details.

### Finishing the Game

A game of **Pursuing the Dream** ends once the first IHL hits one hundred (100) victory points. If no IHL comes close, the IHL with the highest number of victory points is made victor. However, if there should be a tie, for whatever reason, the win is shared by two or more **tied** institutions of higher learning.

### A Final Note

Above there appeared **a lot** of rules (and suggestions) that were described in detail. Remember to keep things easy for players, meaning not all information from this chapter needs to be made available to players from the get-go. More on this in the next chapter.

# 04: Refereeing the Game

## Refereeing Is Like Herding Cats for Fun

To use some old, cliched language, refereeing is like herding cats (for fun). Referees often deal with several issues at once. A referee might have to resolve certain anxieties players have about playing a game with strangers or even colleagues. A referee might also need to be the final word on some matters about rulings made in-game. Again, the referee might have to prepare for shit to hit the fan and be willing to make changes to the game's rules on the fly. Quick, sound judgments are key here. Having a calm demeanor and an objective lens to work from helps, too. While refereeing might feel like herding cats (for fun), it can be a rewarding experience, too. You are helping players understand the **why** of higher education. You are helping players connect. You are making the game experience smooth, exciting, and, if all goes well, enriching for all, including yourself.

## The Referee's Toolbox

Each referee has several naturally-gifted abilities that can be used to make themselves useful in-game and in-session. These include, but are not necessarily limited to, **problem-solving**, **creativity**, **quick (and sound) thinking**, and, of course, **flexibility**. Most individuals possess a mind that is capable of solving problems—you've made it thus far, so you must be able to handle such things. Most individuals possess a creative spirit—even if they're mostly right-brain folks. Still yet, many individuals, including those reading this, can think of the fly, given the right helping hands, contexts, and models. Lastly, many people are usually flexible (**Think**: adaptive, malleable to a point, etc.), even those rigid types out there, especially given the right incentives and supports.

**Problem-Solving.** Allows referees to find unique (**Think**: inventive) solutions to problems in-game and in-session. Referees might need to find new ways to handle (say) chaos to make it more adaptive to the needs of gameplay. Referees might even use their problem-solving skills to cut down on inaction or lack of engagement within their players.

**Creativity.** Referees have to be creative—everyone playing the game has to, to be honest. Creativity is what helps problem-solving, thinking, and flexibility effective in-game and in-session. A creative referee might see team discord as a way to make the game have consequences and ratchet up the tension. For example, the referee might apply modifiers to dice rolls concerning the Vitality (VIT) attribute, showing the discord is having a very real effect on the players' IHL.

**Quick (and Sound) Thinking.** Referees have to formulate quick (and sound) thoughts, which, in turn, impact gameplay. For example, a series of bad dice rolls are making players feel as if they are being penalized by the referee, and they are about to stop playing the game. A quick (and sound) thinking referee will use (say) chaos to toss some luck their way.

**Remember:** Chaos can mean **good**, **bad**, or even **ugly** challenges or opportunities.

**Flexibility.** Being flexible isn't about being compromising too much or allowing players to ignore rules, proper conduct, and the reasons behind playing the game. Flexibility is about knowing boundaries, knowing limitations, and it is about leveraging those things in-game and in-

session from the get-go. A skilled referee will be flexible enough to keep the game interesting but rigid enough to keep the game respectable, fun, and meaningful. In other words, don't be the willow (too flexible) or the oak (too rigid), but, rather, something in between the two.

## Encouraging Players

The referee should always seek out ways to encourage all players to be part of the gameplay. Quiet, shy, or disinterested players can be engaged by making them the center of the gameplay. This can be done by forcing them to roll dice on behalf of their IHL, to offer up potential roleplaying responses to a given situation, or to have them offer solutions to problems facing their IHL.

## Player Skill

Player skill was explored in **01: The Fundamentals**. It is important to repeat and expand upon some of the ideas discussed in the first chapter concerning player skill. A **good** roleplaying game asks players to go beyond simply rolling dice and being passive (and reactive) consumers. Players will need to bring their critical thinking, problem-solving, and roleplaying skills into the gameplay. This means they need to be active, present. To ensure this happens, the referee needs to use the existing game mechanics and their referee toolkit to bring players together, to make them interact with one another constructive, and to keep the game from falling out of the stable orbit of reason and rationality. Some examples of engaging player skill have been added below:

- 1) A quiet player who has good ideas but fails to make them known orally might be engaged through writing or private conversations held off to the side of the group.
- 2) A disinterested player might be engaged by calling on them, asking them to express their ideas, their solutions, etc., and doing so in a way that makes them feel important, needed.
- 3) A boisterous player who likes to joke about everything, to the point of being obnoxious, even abrasive, can be brought into the fold by asking them to offer something constructive for solving (say) a problem.
- 4) Those types who believe they know everything and have seen everything might be engaged to share their wisdom, their perspectives on matters.

What becomes evident from above is how each player can be engaged by the referee on an individual level, meaning the game becomes different. It becomes something very personal, something more impactful for everyone involved.

## Three Dice Rules (Really, That's All There Is)

At the beginning of **03: Playing the Game**, dice were a core part of the conversation. However, to help alleviate some misconceptions about roleplaying games, especially strategy roleplaying games, this section will discuss three (3) basic rules of dice in-game.

- 1) **All dice rolls should occur in full view of the referee.** If the referee doesn't see it, it didn't happen. Those players who fail to follow this rule can be penalized in-game or even censored in-session at the referee's discretion.

- 2) **The dice should not be rolled for everything happening in-game.** The dice rolling should follow roleplaying and problem-solving. The dice should be used to complicate things. The dice should be used to add tension and chance to the game, especially during incredibly chancy situations where failure is very real and possible. In other words, dice rolls should be meaningful to everyone involved.
- 3) **Dice rolls are not the final arbiters of success and/or failure.** The referee can choose to ignore dice rolls, modify them, and/or replace them with rerolls. The dice are not in charge—that's what the referee is for, and players also have a say here, too.

### The Core Mechanic (Quick-N-Dirty)

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.

Based on the information found in **03: Playing the Game** and the referee's discretion, the core mechanic will be used to test players' IHL whenever roleplaying, problem-solving, and critical thinking leads to an action that has some chance of failure involved.

### The Referee's Foot Wedge; Or, the Art (and Pseudo-Science) of Modifiers

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. For more information on modifiers, please visit **03: Playing the Game**.

- 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 taking into account certain contexts, certain resources, and, of course, certain difficulties about 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.

### **Modifiers from Resources & Characteristics**

Modifiers can be obtained from **resources** and **characteristics**. These modifiers are often highly contextual, meaning the referee has a lot of wiggle room in their application. These modifiers (usually) range between minus ten (-10) and plus ten (+10). Remember that these modifiers are added or subtracted in addition to other modifiers.

### **Success, Failure, & Doubles**

**Success** is determined in several ways. Success might be the players performing well in their roleplaying of a given situation. Success might also include good problem-solving. Or, success might include a successful dice roll. Still yet, success might be a combination of these things, depending on the situation. **Failure** is also determined in several ways. First, failure might be stemming from poor or inadequate roleplaying by players. Failure might also include poor problem-solving, discord, or even lack of engagement by players. Failure could stem from poor dice rolls. Alternatively, failure might result from a combination of all of the things discussed above.

**Doubles** are seen as **criticals**. This means they are either classified as a **critical** success or a **critical** failure. Using the Doubles table from **03: Playing the Game**, referees can (and should) assign additional victory point bonuses or penalties using Doubles. For example, a referee might assign two (2) or three (3) times the victory points if a double has been rolled. Again, victory points might be impacted by rolling a double that is higher than the target number assigned by the referee. The amount of victory points given or taken away is dependent on the referee's assessment of the gameplay situation.

### **Chaos & Luck**

Chaos and Luck are two important mechanics in **Pursuing the Dream**. These mechanics increase tensions and feed on one another. Chaos does not come from a vacuum. Instead, chaos is the direct result of luck (good, bad, ugly), and chaos isn't necessarily a bad thing—it's just a part of life. Chaos can also be the result of successes and failures. Action also invokes chaos in-game.

Chaos comes in many flavorings, and each form of chaos presents challenges and opportunities to players of a given IHL. To break down chaos further, **Pursuing the Dream** classifies chaos into four (4) contexts: **Internal (I)**, **External (E)**, **Global (G)**, and **Mixed (M)**. Global chaos events are (usually) chaos events that impact **all** IHLs in the game. A rather extensive list of chaos events has been offered below. Referees should feel free to modify these to suit their needs.

#	I, E, G, <u>OR M</u>	Chaos Event Description	Victory Points Awarded <u>OR</u> Lost
I	External	An unknown hacker group has attacked your campus' networks. Damage must be mitigated, and networks need to be restored.	9

#	I, E, G, <u>OR M</u>	Chaos Event Description	<b>Victory Points Awarded <u>OR Lost</u></b>
2	External	Heavy (dangerous) winds have arrived, threatening to damage property and injure staff, faculty, and students.	6
3	External	A deadly heat wave has settled in your area, knocking out power and making conditions intolerable, possibly dangerous.	5
4	External	A wildfire has broken out in the county where your campus is located. The fire <u>could</u> endanger the campus soon.	6
5	External	A flash flood near your campus has made it nearly impossible for students to arrive on time or safely.	5
6	External	Wide-scale power outages have hit your area due to extreme weather conditions.	5
7	External	An extreme dip in temperatures hits your area. A polar vortex has made its way toward your campus, causing severe power outages, pipe bursts, and unfavorable travel conditions.	8
8	External	A local newspaper ad has confused your campus for the location of a new regional clown college. Wannabe clowns have flooded your campus and are demanding to be registered for clown college classes.	4
9	External	A domestic terrorist group has threatened violence against local targets, including schools. Police and Homeland Security are investigating.	8
10	External	An unknown species of insects have invaded your county, and they are making a nice home of your campus. The infestation affects all campus buildings and grounds.	5
11	External	A wild party took place on your campus over the weekend when security was off the clock. Campus grounds have been wrecked and need to be cleaned before students arrive.	1

#	I, E, G, <u>OR M</u>	Chaos Event Description	<b>Victory Points Awarded <u>OR Lost</u></b>
12	Mixed	An annoying computer virus, spread through school e-mail, has infected your campus network. The virus changes usernames to funny pet names. Pretty sure this was an inside job.	3
13	Mixed	Another annoying computer virus, spread through school e-mail, has infected your campus network. This time, the virus wants to enroll in college cybersecurity classes. Fairly certain this is a trojan horse.	4
14	Internal	An angry student seems to have gotten a hold of the internal use only phone directory. Said student appears to be moving ever upward with his complaints.	1
15	Internal	An angry student, who sports a loud, megaphone-like voice, has entered the commons complaining of your college's financial aid policies.	2
16	Internal	Angry student, yelling until his voice cracks, defies security and decides to head into the president's office without an appointment.	3
17	Internal	Somewhere on campus, there appear to be leaky pipes.	4
18	Internal	Pipes appear to be leaking in the library, near the General Collection. They also appear to have been leaking over the long three-day weekend.	5
19	Internal	Due to a freak winter storm and plunging temperatures, a water main has broken, flooding parts of campus.	6
20	Mixed	The Internet appears to be down around campus. Reason unknown.	4
21	Mixed	The Internet appears to be down around campus. It doesn't appear to be down elsewhere in town. Local prairie dogs seem suspicious.	2
22	Internal	Your college's main building suffers from periodic leaks due to roof woes. These can be easily fixed, but they're likely to bring more problems to your attention.	5

#	I, E, G, <u>OR M</u>	Chaos Event Description	<b>Victory Points Awarded <u>OR Lost</u></b>
23	Mixed	Due to an uptick in racial violence across the country, students on your campus have mobilized and begun protesting systemic racial violence.	4
24	Mixed	Severe social unrest in your county has brought students together in solidarity to protest the unfair treatment of homeless families and homeless veterans by police officers.	4
25	Internal	Rumor has it the new president at your college is having an affair with the new faculty secretary.	7
26	Internal	A nasty rumor is spreading around campus concerning the treatment of student workers working in your campus' health and physical fitness center.	6
27	Internal	Your campus library has been given a surprise donation of up-to-date STEM monographs. The only problem is you must find the space to shelve them.	2
28	Internal	A student claiming to be an entrepreneur keeps watching pornography on library computers. Assume he isn't there for research's sake.	4
29	Mixed	Local police in your area have received a credible tip concerning a planned school shooting on your campus.	9
30	Mixed	State authorities are certain funds have been misappropriated on your campus.	9
31	Internal	A student has had a heart attack on your campus. The first to respond are campus security and an instructor, a passerby.	4
32	Internal	A student is found passed out in their parked car. It is cold outside, and temperatures appear to be dipping lower and lower.	5
33	External	A major construction project blocks at least two entry points to your college campus. Construction is expected to last at least one (1) round.	3
34	Internal	A student has come to class inebriated. Over time, the student becomes hostile and quite vocal.	4

#	I, E, G, <u>OR M</u>	Chaos Event Description	<b>Victory Points Awarded OR Lost</b>
35	Internal	Lighting in the parking lots has been spotty at best. Students of all ages don't feel safe being on campus at night due to poor lighting.	6
36	Internal	Lighting within the main campus building is subpar, leading to frequent accidents and misidentification of persons.	6
37	Global	The President of the United States has died suddenly. She was quite popular among younger, voting-age students.	5
38	Internal	A young student, who was quite popular and considered a rising star, dies suddenly. Cause of death unknown.	3
39	Mixed	A young instructor, who was popular among Allied Health majors, has died in a car accident. The instructor left behind two children, a boy of seven and a newborn baby girl.	4
40	Global	Military units from Deseret have been deployed overseas. This month proved to be quite tragic, with high casualties being reported. Many students are affected by this news.	5
41	External	An increase in scam robo calls has led to student confusion over policies concerning the disbursement of grant and loan monies.	6
42	Internal	An older instructor, who has served your institution for fifteen years, has died of a heart attack. Many staff and faculty members are impacted by this loss, as are his students.	4
43	Internal	A student becomes confrontational after finding her midterm paper has received an F. She threatens the instructor and even goes as far as following the instructor every day to their vehicle.	4
44	Internal	The student becomes emotionally distraught in the classroom following a rebuttal of their ideas by a peer. The student begins to scream at the top of his lungs, suggesting peer is being unfair, stupid, etc.	2

#	I, E, G, <u>OR M</u>	Chaos Event Description	<b>Victory Points Awarded <u>OR Lost</u></b>
45	Internal	The student becomes obsessed with her female instructor. Begins following her, taking up extra time after class from the instructor, and giving off weird vibes.	3
46	External	A considerable amount of rain is heading your way. Many are calling this the wettest spring on record. Meteorologists are predicting three inches of rain over the next two days.	5
47	External	What was originally thought to be a run-of-the-mill thunderstorm has produced large baseball-sized hail. Your IHL's roof has been severely damaged, along with windows, doors, and other property.	7
48	External	Winds from the West have produced gusts upward of sixty to seventy miles per hour. Your IHL's property has experienced damage. Some students and staff members have been injured in the gusts.	7
49	Internal	A small grass fire has broken out on your campus. Some structural damage has been reported. No injuries have been reported.	7
50	Global	Reports of a nationwide recession. Economic downturn appears to be imminent. This <u>could</u> impact your campus and your students tremendously.	6
51	Global	Deseret appears to be in the midst of a budget crisis, as the state's debt ceiling cannot be raised without the full support of <u>all</u> political parties. If this persists, IHLs will have to make budget cuts in the next Legislative Session.	6
52	Internal	The bookstore's ordering software appears to have ordered the wrong textbooks and/or the wrong number of textbooks. Affects all students, instructors, and classes.	5
53	Global	The State of Deseret's Governor, Abigail S. Lopez, has vetoed funding for Higher Education. <u>All</u> IHLs must return to the Commons to renegotiate their budgets during an Emergency Legislative Session.	7

#	I, E, G, <u>OR M</u>	Chaos Event Description	<b>Victory Points Awarded <u>OR Lost</u></b>
54	External	Due to inconsistencies in the paperwork filed with the State of Deseret's Department of Higher Learning, your IHL has been selected to participate in a special audit. If your IHL fails, your institution will lose five (5) units from its budget during the upcoming Legislative Session.	7
55	Internal	One-third of your IHL's employees have admitted to and/or tested positive for drug use—in particular, marijuana use. Marijuana has been legal for recreational use in Deseret since 2019.	8
56	Internal	A high-ranking administrator has been caught using what he calls Texas Booger Sugar (i.e., cocaine). Unfortunately, this has been made public by a local newspaper.	8
57	Internal	A group of students has been caught dealing with a new (and notorious) designer drug known as SPADE. It appears a large number of students are using SPADE to stay awake and alert.	8
58	Internal	Students are increasingly desperate for childcare, and many single parents are resorting to bringing their children to campus with them. Instructors (and some students) are complaining about the added distraction and noise of these children.	6
59	External	The local economy appears to be in trouble. Foreclosure and eviction rates are skyrocketing. Food insecurity is on the rise. Students are complaining of having to choose between food, rent, and paying for school expenses.	7
60	External	The local economy appears to be doing well. However, there is a downside to this: Students aren't coming to campus to take classes or pursue degrees.	5
61	Global	The national economy appears to be in recession. Foreclosure and eviction rates are higher in Deseret than nationwide averages. Students appear to be heavier hit in Deseret than neighboring states.	6

#	I, E, G, <u>OR M</u>	Chaos Event Description	<b>Victory Points Awarded <u>OR Lost</u></b>
62	Internal	An infestation of small rodents plagues your campus. These vermin are notorious for being indiscriminate in what they eat and carrying the Bubonic Plague.	3
63	Internal	A large grouping of Barn Swallows has taken up residence near your front entrance. These birds are, for the most part, annoying and messy.	2
64	Internal	An infestation of rattlesnakes appears to have made a home of your front entrance.	5
65	Internal	The phones on your campus are down. Those with access to the phones can only call internal numbers.	6
66	Internal	The phones on your campus are down. However, it appears that rodents have been eating at the wires for some time. This could take serious time and money to repair.	7
67	Global	Student protests across the country oppose proposed legislation limiting federal funding for students over the age of twenty-five. This affects a number of your students on campus.	6
68	Global	Congress has proposed eliminating federal student loans without replacing these sources of funding. Students (and even the IHLs they attend) are apprehensive of what comes next.	8
69	Global	Due to deadlock in Congress, the United States government has shut down. Students with jobs and/or incomes dependent on the federal government are scrambling to find help.	5
70	Global	A conflict over the nature of student loan default rates has forced Congress to agree to a pause in all student loan payments. However, Congress has also paused the creation of new student loans.	7
71	Global	IHLs are required to have at least one (1) working partnership with another IHL concerning curriculum, shared resources, etc. Failure to have an MOU with another IHL will result in a five (5) unit penalty for budget secured during the upcoming Legislative Session.	7

#	I, E, G, <u>OR M</u>	Chaos Event Description	<b>Victory Points Awarded <u>OR Lost</u></b>
72	Internal	Top-level administrators at your school appear to be in-fighting after your president left for reasons unknown. Roll to pick your new leader. Discord among administrators costs one (I) unit.	6
73	Internal	Top-level administrators at your school are fighting over accreditation concerns. If your accreditation visit is near, this will push all dice rolls up a difficulty level.	7
74	Internal	Administrators cannot seem to get along, leading to three administrators leaving. Despite this, your school saves money on administrative salaries.	7
75	Internal	Your IHL's president appears to have alienated the faculty, leading to a third of your faculty leaving by year's end.	8
76	Internal	You have lost three-quarters of your secretaries due to retirements and/or job burnout. Phones are being unanswered, copies aren't being completed, and student workers are left with nothing to do.	7
77	Internal	Adjuncts just aren't enticed by your pay rates. You are losing good adjuncts to other institutions.	4
78	Internal	Adjuncts are complaining of long hours, lack of <u>real</u> pay, and being harassed by angry students.	4
79	Internal	The maintenance and groundskeeping staff are unable to hire replacements after a series of retirements. More staff are looking to retire if they don't get more help soon.	5
80	Internal	A large number of new hires are complaining of poor treatment, lack of training, and a hostile working environment.	6
81	Internal	Department chairs are complaining of being overworked and departments on campus being understaffed with qualified faculty members.	7
82	Internal	Workstudies are complaining of low wages and poor treatment across campus.	4

#	I, E, G, <u>OR M</u>	Chaos Event Description	<b>Victory Points Awarded <u>OR Lost</u></b>
83	Internal	It appears the library's collections haven't been properly assessed and inventoried in nearly a decade. This has caused IPEDS data to be inaccurate, and administrators (and other parties) want action taken.	5
84	Internal	The library's General Collection is horribly out of date. Students and faculty refuse to use anything from the library until it has been updated.	4
85	Internal	More and more library staff are quitting. This appears to be due to conflicts concerning pay and job duties.	4
86	External	Due to inconsistencies in the paperwork filed with the State of Deseret and reports of internal discord, the Department of Higher Learning has requested your IHL freeze all hiring until their investigations are complete.	8
87	External	A rare and nearly extinct insect species have decided to call your campus home. On the one hand, this is an annoyance. On the other, it is a rare opportunity that could benefit your entire campus and its community.	6
88	Internal	Due to a rise in the cost of living and benefits, half of your staff, including faculty, have decided to leave their jobs.	9
89	External	Robocalls in your area have targeted senior citizens, claiming they can receive special tuition benefits for enrolling at your college. They simply need to provide their student IDs and Social Security numbers.	4
90	External	Robocalls have targeted traditional, college-age students in your area. These robocalls claim they can get students deep discounts on books <u>and</u> tuition. They need only to provide their student IDs and their Social Security numbers for verification purposes.	4
91	Internal	An enraged student has hacked into your campus network, changing her grades and those of her closest peers.	5

#	I, E, G, <u>OR M</u>	Chaos Event Description	<b>Victory Points Awarded <u>OR Lost</u></b>
92	Internal	A disgruntled IT worker has decided to take down your campus network. This has caused a lot of chaos: Students are calling complaining of connectivity issues pertaining to your LMS, teachers cannot log into their e-mail, and so on.	6
93	Internal	A rabid skunk has decided to call your campus home. This skunk poses a <u>real</u> threat to your campus. In particular, this skunk poses a real danger to students, faculty, and staff.	4
94	Mixed	Students have reported finding skinned (dead) animals near your campus' running/walking track.	4
95	Internal	Students and faculty have reported hearing moaning noises in various classrooms around campus.	2
96	Internal	Students have reported seeing ghostly figures running up and down the hallways at night. This has caused many to stay home instead of attending their night classes.	2
97	Internal	The cleaning staff complain about the toilet behaviors of those on campus. Someone has been missing the toilet when they poop.	2
98	Internal	The cleaning staff complains of hearing screaming matches at night, but they can't seem to find anyone behind those screams.	3
99	External	A major construction project has cut your campus off from water and electricity. This <u>could be</u> the case for several days.	7
100	Global	Military benefits have changed, causing a good deal of confusion among students who use their benefits to pay for school.	5

#	I, E, G, <u>OR M</u>	Chaos Event Description	<b>Victory Points Awarded <u>OR Lost</u></b>
101	Global	Rules concerning federal Financial Aid have changed, creating a good deal of confusion among students who rely on Financial Aid to pay for their schooling.	8
102	External	Your campus Internet is down—again. IT has no idea what is going on.	7
103	Internal	It appears we have a mad pooper on campus, who targets various places to relieve themselves.	4
104	Global	For-profit campuses are closing left and right due to tighter regulations, and that means students with partially completed degrees are flooding the Deseret IHLs with requests to graduate soon.	5
105	Internal	The student hoped to graduate soon, but it appears she has failed several key courses. The student has become violent in her insistence that she has completed her degree and on time.	4
106	Internal	The student has collapsed in the Health and Physical Fitness Center. The student appears to have had a major stroke.	7
107	Internal	The student has passed out in her anatomy and physiology class. She appears to be drunk.	4
108	Internal	The student has passed out in the Commons. He appears to be diabetic and hasn't eaten a <u>real</u> meal in some time.	6
109	Internal	Students participating in the Campus Activities Board or Student Association appear to be dissatisfied with the school's support of their activities.	4
110	Internal	Student Life is in terrible decline on your campus.	3
111	Internal	Student Life is nonexistent on your campus.	4
112	Internal	Student Life appears to be the only thing students participate in. Grades are suffering. Class attendance is spotty. Never fear, though: There's a killer balloon party next week.	6
113	Internal	Student Life is a costly affair. It doesn't seem to be generating enough money to support itself.	3
114	Internal	Student Government appears to have little in the way of student involvement. Faculty and staff appear to be shouldering much of the burden.	3

#	I, E, G, <u>OR M</u>	Chaos Event Description	<b>Victory Points Awarded <u>OR Lost</u></b>
115	Internal	Student Government is new to your campus, and students don't seem convinced it is worth their time and effort.	2
116	Internal	Student Government is a strong force for action and change on campus. However, the Student Government is quite vocal about its distrust of top-level administrators at your IHL.	4
117	Mixed	Your school has an MOU with the county where your campus is located. However, it appears that your agreements with the county haven't been fulfilled. The county is considering discontinuing its arrangement with your IHL.	3
118	Mixed	Your school has an MOU with two Partner/Friendly IHLs in Deseret. This MOU is an attempt to begin a shared resource pool for the three schools involved. This arrangement will cost 6 units per academic year it is active. Should produce new resources for the schools by Year Two or Year Three.	6
119	Mixed	Your school has an MOU with an area high school. This MOU allows you to form a high school/college cohort at your IHL. However, the arrangement will cost 5 units to establish.	6
120	Mixed	Your school has two (2) MOUs with two different area high schools. This MOU allows you to expand your dual credit offerings. However, these arrangements will cost 2 units per academic year to maintain.	3
121	Mixed	Your school maintains an MOU with five (5) area high schools. This MOU allows you to have a healthy and competitive dual credit program. However, it costs four (4) units per year it is active.	5
122	Internal	Your Marketing Department has seen better days. It appears that your marketing efforts are being overwhelmed by high costs, underpaid workers, and low morale.	7

#	I, E, G, <u>OR M</u>	Chaos Event Description	<b>Victory Points Awarded <u>OR Lost</u></b>
I23	Internal	Your Business Office has suffered from a series of walkouts, retirements, and job burnout. Your Business Office's state of disrepair costs your IHL 2 units per academic year until this is fixed.	6
I24	Internal	Your faculty are on the verge of a walkout. Morale is low and pay and long hours appear to be major points of contention.	9
I25	Internal	Your IHL's IT Department has become understaffed and requires serious help to keep your campus' IT infrastructure running.	8
I26	Mixed	Your IHL has entered into a partnership with one of the state's largest employers. This partnership offers your IHL five (5) units of support every academic year it is active. You have to roll <b>successfully</b> each year to maintain this partnership. Maximum three years.	7
I27	Mixed	Your IHL has entered into a partnership with the largest employer in the state. This partnership offers your IHL ten (10) units of support every academic year it is active. You have to roll <b>successfully</b> each year to maintain this partnership. Maximum two years.	8
I28	Mixed	Your IHL has entered into a partnership with a consortium of businesses from across the country. This partnership offers your IHL fifteen (15) units of support every academic year it is active. You have to roll <b>successfully</b> each year to maintain this partnership. Maximum two years.	9
I29	Mixed	Your IHL has entered into a partnership with a consortium of businesses from across the country. This partnership offers your IHL fifteen (15) units of support every academic year it is active. You are also able to replace one (1) of your resources with a resource of choice (check with the referee). This replacement can only occur once. You have to roll <b>successfully</b> each year to maintain this partnership. Maximum two years.	9

#	I, E, G, <u>OR M</u>	Chaos Event Description	<b>Victory Points Awarded <u>OR Lost</u></b>
I30	Mixed	Your IHL receives unusually generous support from an outside partner (twenty units for two academic years). You have to roll <b>successfully</b> each year to maintain this partnership.	9
I31	Mixed	A friend of your IHL's president has asked that your school coordinate with other institutions statewide to adopt new curriculum changes mandated by the state's DHL.	7
I32	Global	Your institution, along with others in the state, has been tasked with adopting a new paperwork filing and reporting system to make IHLs more transparent and more responsive to state mandates.	5
I33	Internal	Your institution wants to set the standard for reporting and transparency in terms of paperwork. Your institution currently lacks the necessary personnel and infrastructure to take on such a task.	4
I34	Internal	Student success has been a popular term around your campus for some time. You are finally given the chance to prove it. (A reward of two (2) units added to your budget will be there if you succeed.)	4
I35	Internal	Student success is measurable, or so the eggheads in Salt Lake City say. Measure your student success rate and report it to the state. (A reward of five (5) units added to your budget will be there if you succeed.)	7
I36	Internal	Student achievement in classes, as measured by final grades and assessment reports, is up. Report it to the world, and make sure you focus on students.	6
I37	Internal	Students appear to be less happy with your IHL than previously thought. What do you do about it?	5
I38	Internal	Students appear to be happier at your IHL than previously thought. What do you do about it?	5
I39	Internal	Graduation rates are dropping across all programs. What do you do about it?	6
I40	Internal	There appears to be a gas leak. The gas leak appears to be making students, faculty, and staff nauseated.	9

#	I, E, G, <u>OR M</u>	Chaos Event Description	<b>Victory Points Awarded <u>OR Lost</u></b>
141	Internal	Your science classrooms are being updated to be state-of-the-art. However, while renovating these classrooms, the construction crews found asbestos in the tile flooring. Your classroom renovations have been pushed back considerably, and the asbestos abatement will take several weeks to complete. This will cause significant distractions for students in your Testing Center and nearby classrooms.	6
142	Internal	Renovations near the President's office show that a slow water leak has occurred unnoticed. The damage is quite extensive and will require some time and money to fix.	5
143	Internal	Renovations reveal damage to your main building's foundation. This will require some money and time to fix.	7
144	Internal	You have an opportunity to invite a visiting instructor to your IHL. This visiting instructor is quite popular, widely published, and relatively cheap payroll-wise. If successful, you will gain an extra two (2) victory points for the academic year this visiting instructor stays on your campus.	4
145	Internal	You have an opportunity to invite a visiting instructor to your IHL. This visiting instructor is popular but quite controversial in her ideas and is widely published in the English-speaking world. If successful, you will gain an extra three (3) victory points for the academic year this visiting instructor stays on your campus. However, chaos could erupt at any time due to the instructor's wildly controversial ideas.	5
146	Internal	A highly controversial visiting instructor has been invited by your IHL to teach classes and offer special lectures during the current academic year. Unfortunately, your controversial visiting instructor has caught the attention of local politicians, who see him as a threat to the American way of life. Gain an extra four (4) victory points for having this instructor on your campus for the academic year. However, be aware that unwanted chaos could be coming your way soon.	6

#	I, E, G, <u>OR M</u>	Chaos Event Description	Victory Points Awarded <u>OR Lost</u>
147	Internal	An internal audit suggests money has gone missing. An investigation must be conducted to find the missing money.	8
148	Internal	An internal audit has found that grant monies are being misused. An investigation must be conducted to find out what is happening to these monies. Corrective action must be taken as well.	8
149	Internal	Human Resources has conducted a thorough audit of hiring practices for the last five (5) years. They have found some serious discrepancies. These must be evaluated and addressed.	7
150	Internal	Human Resources has conducted an audit of performance evaluations submitted by supervisors. It appears these evaluations have been wrongfully used to penalize hardworking employees in the recent past. These issues must be addressed.	8
151	Internal	A recent audit of Financial Aid policies has revealed troubling trends concerning military veteran students and their ability to keep their aid. The situation must be evaluated and corrective action needs to take place immediately.	6
152	Internal	A popular Business Office cashier has been diagnosed with terminal lung cancer. She has six months to live. She doesn't have any immediate family to support her during these trying times.	4
153	Internal	One of the cleaning staff, who was hoping to retire next academic year, has died. He was quite popular among Hispanic males, and he was quite supportive of young men obtaining a higher education, something he was never able to accomplish. Many students on your campus have been affected by this loss.	4
154	Internal	An office worker, who was quite young and still working on her degree, has died in a traffic accident. She left behind four children, and she was quite close to many of the office secretaries. Her death will have a tremendous effect on those who are staff members on your campus.	4

#	I, E, G, <u>OR M</u>	Chaos Event Description	<b>Victory Points Awarded <u>OR Lost</u></b>
155	External	Local police in your area have received a credible tip concerning possible gang violence on your campus.	5
156	External	Local police warn your campus could become the site for political extremist violence and/or protest soon.	6
157	Internal	The bookstore's computers are down, and they cannot help students purchase their textbooks before the cut-off period. Students are visibly angry over these developments, and it appears that the bookstore staff is trying their hardest to resolve these issues.	6
158	Internal	The bookstore's staff have all gotten sick and there are no replacements to handle the influx of students hoping to return their textbook rentals before the cut-off date. Students are visibly angry at these developments, and some are quite vocal, even violent, in their disapproval.	7
159	Internal	It appears there is a gas leak in one of the science classrooms. The smell of the gas is making students, faculty, and staff nauseous to the point of needing to leave the main building.	9
160	Internal	A small fire has broken out in one of the science classrooms.	8
161	Internal	A small electrical fire has broken out in Human Resources.	8
162	Internal	A large fire has destroyed parts of the Business Office, and, with it, a large number of paper records have been completely or even partially destroyed by smoke and/or fire damage.	9
163	Internal	Your main building, for your IHL, has suffered from a catastrophic fire. The fire has destroyed key parts of your business operations, classrooms, IT infrastructure, and so on.	9
164	Internal	Students enrolled in your developmental/transitional courses are seeing serious declines in graduation numbers. If you have high-risk populations, as seen in your College Characteristics, you will need to address this issue. Those with high-risk populations who are successful will gain an extra three (3) victory points.	7

<u>#</u>	<u>I, E, G, OR M</u>	<b>Chaos Event Description</b>	<b>Victory Points Awarded OR Lost</b>
165	Internal	Transgender and nonbinary students complain they are discriminated against by instructors and school policies concerning their names, identities, etc. These students tend to be your higher performers, despite feeling like outsiders.	8
166	Internal	Your institution has been recognized for its outstanding performance in helping at-risk student populations. Unfortunately, at-risk student populations appear to be quite dissatisfied with newly implemented academic policies at your IHL.	6
167	Internal	Your institution has been recognized as lacking sufficient resources for at-risk student populations on your campus. Leading members of the Deseret State Legislature and DHL are concerned about these issues and are demanding corrective action take place.	6
168	Global	The national economy appears to be doing quite well, with Deseret reporting above-average job growth. Despite the good news, enrollment numbers are down and it appears students aren't looking to complete degrees/programs.	5
169	Global	The national economy appears to level out. The good times are gone and recession is on everyone's mind. Despite this, enrollment numbers are still down across the state. Reason unknown.	5
170	Global	An international chip shortage has led to increased technology costs. All institutions, unless noted in your Resources or College Characteristics, must give referees five (5) units from their budget.	6
171	Global	International shipping has seen serious delays due to historic storms on the Pacific Ocean. Upkeep on <u>all</u> campuses, with some exceptions, has now gone up by four (4) units.	6
172	Internal	Rumor has it that the new psychology instructor is racist and only gives As to white students.	6
173	Internal	Rumor has it that the new president is on the board of a major tech company your school contracts with for computers and software.	5

#	I, E, G, <u>OR M</u>	Chaos Event Description	<b>Victory Points Awarded <u>OR Lost</u></b>
174	Internal	Rumor has it the technology instructors are building a Bitcoin mining operation on campus to pad their retirements.	8
175	External	It has been a hot summer, and it's going to get hotter still. If successful in battling the heat, your IHL will receive an extra three (3) victory points. However, it will cost you four (4) units from your budget to do so.	7
176	External	Water has been getting harder and harder to come by in your area. Water shortages are a very real problem, and they are starting to impact your campus.	7
177	External	Water shortages have hit their worst yet. Your campus will be shut off from needed water supplies for the next two weeks, possibly longer.	8
178	External	Smoke from nearby wildfires has settled into your area, choking out the sun and cutting down air quality. This has affected everyone on your campus.	8
179	Mixed	Your campus is now the site for a local 4/20 event. Be careful as you might get a contact high dealing with this situation.	8
180	Mixed	Your campus appears to be the happening place for smokers who want to relax and enjoy the greenery of your campus.	7
181	Global	Deseret hopes to increase enrollment across the state. To help facilitate this, the State of Deseret is offering an extra ten (10) units to each IHL budget for the upcoming academic year.	8
182	Global	Deseret's Chamber of Commerce hopes to increase the addition of new, homegrown businesses in the state. It is offering eight (8) units for each IHL that can prove it is serving as a business incubator within its community.	8
183	Global	The State Legislature has decided to increase IHL funding in the upcoming academic year to adjust for inflation. <u>All</u> IHLs are given an extra ten (10) units to their negotiated budgets.	8

#	I, E, G, <u>OR M</u>	Chaos Event Description	<b>Victory Points Awarded <u>OR Lost</u></b>
184	Global	The State Legislature has decided it needs to support institutions that are truly innovative and penalize those that are risk-averse. Institutions must prove they are not risk-averse and are true innovators in the state. If successful, IHLs are given five (5) units of funding from the State Legislature.	7
185	Global	In a recent bill passed by Congress, and recently signed by the president, the federal government has allocated new monies to special grants meant to help institutions serving at-risk/high-risk students. If successful in obtaining new grant monies, your IHL will receive an extra ten (10) units per academic year for a maximum of three (3) academic years. However, there is a catch. Your IHL must roll successfully each year to maintain this grant.	9
186	External	A new political party has taken over local offices by storm. These politicians believe they have a mandate to clean out the county of corrupting influences, including schools like yours.	6
187	External	A new mayor has been elected to the city/town where your IHL is located. This new mayor wishes to have a friendly relationship with your institution to serve the needs of the community.	5
188	Internal	Your campus grounds are in dire need of TLC.	5
189	Internal	Your campus grounds are in dire need of watering; however, there are water use restrictions in effect.	6
190	Internal	Your campus grounds are being overgrown by noxious weeds. These weeds appear to be resistant to most herbicides.	4
191	Internal	Your campus grounds have been ravaged by an insect infestation. Popular insecticides appear to have little effect on these insect populations.	5
192	Internal	Your campus grounds have been destroyed by a brief grass fire. The damage to your campus grounds is driving potential students away.	6
193	Internal	Campus grounds have seen better days. Your trees are mangled nightmare fuel. Your lawns are overgrown. Your signage needs TLC.	7

#	I, E, G, <u>OR M</u>	Chaos Event Description	Victory Points Awarded <u>OR Lost</u>
194	Internal	The Internet is out—yet again. It appears someone on campus has dug where they shouldn't.	5
195	Internal	The Internet appears to be down, and the phones aren't working, even for internal calls. Today is going to be a long day.	6
196	Internal	A weird server error, something linked to an outdated Windows Server release, has corrupted your student data for login credentials.	5
197	Internal	An unusual bug in a recent Linux update has made it impossible for you to access the administrative side of one of your servers. The issue is causing users to be logged off without notice and their credentials don't seem to work either.	7
198	Internal	Something has interrupted scheduled backups from the night before. This has caused some serious issues at the start of business.	6
199	Internal	Users are unable to log into their e-mail accounts. They are starting to flood the IT HelpDesk with requests for help. This affects <u>all</u> users on your campus (and beyond).	8
200	Global	The State of Deseret has issued a warning to all IHLs in the state: Be prepared for official visits. If you are successful on the first try here, your college will receive an extra two (2) victory points.	6

Luck can be invoked to help players handle different actions within the game. For example, an attribute role might be swayed using the Luck mechanic. However, as discussed in **03: Playing the Game**, luck usually results in some form of chaos—good, bad, or ugly. Luck, as a stat, is something referees can limit. Ideally, players should be allowed to use it three times per thirty-minute session—that is unless players are experiencing odds with the dice that are rather demoralizing. Then referees can use the Luck stat as a way to level the playing field, make the game entertaining again, and raise morale for their players who are experiencing poor dice rolls on the regular.

### Selecting the Right Chaos

The table below helps referees connect the Chaos Pool mechanic with the forms of chaos explored in the large table above. The table below is a guide, not gospel. Some forms of chaos might not match up with the types and qualifications listed below. The referee is the key

interpreter here. **Also:** Reference **03: Playing the Game** as well when using this particular table.

Type of Chaos	Qualifications	I-3d6 Chaos Pool Results
<b>Known Known</b>	Those chaos events discussed in the large table above offer <b>01–05</b> (or more) victory points.	1–3 (1d6) 6–8 (2d6) 8–13 (3d6)
<b>Known Unknown</b>	Those chaos events discussed in the large table above offer <b>6–7</b> (or more) victory points.	4–6 (1d6) 4–5, 9–10 (2d6) 6–7, 14–15 (3d6)
<b>Unknown Unknown</b>	Those chaos events discussed in the large table above offer <b>8</b> (or more) victory points.	<b>N/A</b> (1d6) 2–3, 11–12 (2d6) 4–5, 16–17 (3d6)
<b>Paradigm Shift</b>	Those chaos events discussed above offer <b>9</b> (or more) victory points.	<b>N/A</b> (1d6) <b>N/A</b> (2d6) 3, 18 (3d6)

### Awarding & Taking Away Victory Points

Victory points are awarded and taken away at the referee's discretion. To help referees navigate victory points in-game, please review the guidelines listed below:

- 1) During **Phase 01** players will be prompted to tackle tasks and challenges around their respective IHLs. Those who successfully roleplay, problem-solve, and/or roll dice should be given victory points. These sorts of activities, outside of the usual chaos sessions, should be valued at one (1) to three (3) victory points each. Failures result in a loss of victory points and lead to potential chaos. **Remember:** Victory points cannot dip below zero (0).
- 2) During **Phase 02**, the **Action Phase**, players will be prompted to tackle more actions for their respective IHLs. These actions should be valued between two (2) and five (5) victory points for successful roleplaying, problem-solving, and/or dice rolling. Failure leads to loss of victory points, but an IHL's victory points cannot drop below zero (0).
- 3) During **Phases 03 and 04**, players are confronted with very real (and troublesome and not-so-troublesome) chaos events. These events are valued between one (1) and ten (10) victory points each. Failure means a loss of victory points, and, potentially, more chaos will follow.
- 4) Those players who exhibit **great** roleplaying and problem-solving should be rewarded with one (1) to two (2) victory points for their efforts.
- 5) Leaders who show the very best in the leadership of their teams should be given two (2) victory points for their efforts.
- 6) Teams that fall into **discord**, among other things, can be penalized victory points, but these penalties should be no more than five (5) victory points at a time.
- 7) **Failure in accreditation** means an automatic loss of ten (10) victory points. These can be gained back if accreditation is regained during the following academic year.

## Spending Victory Points

Victory points can be spent by IHLs to purchase advantages or change out disadvantageous characteristics or attribute stats. However, there are limitations as to how much can be changed per thirty-minute session (i.e., per academic year). Changes go into effect starting the next academic year. **Victory points cannot drop below zero (0).** The table below only offers a few examples—it is not exhaustive.

Action Taken	Victory Point Cost
<b>Rolling to change an attribute stat</b>	5/try (Max of 3 per thirty-minute session)
<b>Changing a characteristic for an IHL</b>	5 (Max of 3 per thirty-minute session)
<b>Purchasing a new resource for an IHL</b>	10 (Max of 3 per thirty-minute session)
<b>Automatically succeeding in a challenge or task</b>	1–5 (Max of five per thirty-minute session)

## Limits to Attribute Changes

Attributes can be changed through purchasing the chance to reroll one (1) attribute at a time. This opportunity to seek change costs five (5) victory points per try, with a maximum of three (3) tries per thirty- (30-)minute session. Attributes cannot drop lower than one (01), and they cannot be raised above ninety-nine (99).

## Actions, Spending Money, & New Funding Opportunities

The financial health of a given IHL is important to the overall gameplay. Money allows institutions of higher learning to function within their industry. Money allows IHLs to take action, engage students, and be active members of their communities. In **Pursuing the Dream**, players' actions cost money, and this money comes from sources their IHL has tapped (see table below for details).

Funding Source	Description
<b>Tuition &amp; Fees</b>	These are dollars collected from students who attend an IHL and take classes for certificates, programs, etc. These are added in addition to state funding.
<b>State Funding</b>	This is funding secured through negotiations with Deseret's State Legislature. To secure state funding, the president and/or their VPs must go to the Commons during the <b>Legislative Session</b> .
<b>Federal Funding</b>	These are secured through government grants and other funding opportunities offered by the U.S. government.
<b>Grants (Non-Government)</b>	During the Legislative Session, players left at their respective IHLs will look to secure grant funding. These grants will be added in addition to state funding. Broken from Federal Dollars to account for non-government grant dollars.

Funding Source	Description
<b>Revenue for Goods &amp; Services</b>	These are those revenues produced from goods and services offered within the service region of a given IHL. This is a great way to expand an IHL's financial capacities.
<b>Donor Money</b>	Asking donors for financial support is common for IHLs; however, it can be quite difficult, as donors become fatigued with continual requests for financial support. Thus, if donors are asked to support the IHL during Year One, there is a negative modifier added to the succeeding year and every year afterward if there are no breaks from asking donors for help. Donor money is added in addition to state funding.
<b>Other</b>	These are unspecified, as they may originate in a variety of ways. Some may be highly contextual ( <b>Think:</b> special funding from the feds or the state (and elsewhere) during the COVID pandemic).

As stated above, actions cost money. To give referees an idea of how money is spent in-game, a table has been provided below with key examples and guiding commentary. Actions can be taken during the **Phase 01** and **Phase 02** portions of gameplay. The table below is not exhaustive.

Action Taken	Cost (\$), Modifiers, & Commentary
<b>Players decide to try to recruit nearby city's high school students to take vocational classes. Not actively part of existing initiatives.</b>	The cost to recruit and bring in these students is one-fourth (1/4) unit from the IHL's budget for marketing, recruiting, and retention. <b>Modifies Influence stat by +1.</b>
<b>Players attempt to be proactive and repair and remodel portions of the main campus. Not actively part of existing initiatives.</b>	The cost to do this repair and remodel is taken from the Maintenance & Upkeep budget, and it might cost (say) one and a half (1.5) units to successfully pull off. Additional costs may occur. <b>Modifies Vitality stat by +5.</b>
<b>Players believe the computers on campus are in dire need of a replacement for security and work-related reasons. Not an active initiative on campus.</b>	The cost to do this comes from the Investment budget, and it might cost three (3) units to complete successfully. Additional costs may be incurred. <b>Modifies Infrastructure stat by +5.</b>
<b>Players decide to develop a free textbook program using open-access textbooks and other educational resources. Not an active initiative on campus.</b>	The cost to perform this action comes from the Instruction budget, and it might cost (say) three (3) units. Additional costs may be incurred. <b>Modifies Infrastructure stat by +2.</b>
<b>Players decide to develop a new Writing Center on their campus to support student writing and literacy.</b>	The cost to perform this action comes from the Support & Services budget. It will likely cost one (1) unit. Additional costs may be

<b>Not actively part of the initiatives on campus.</b>	incurred. <b>Modifies Infrastructure stat by +2.</b>
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Those areas where money **is not** spent directly by players are automatically spent by the end of the academic year. However, the **Reserve Balance** remains and is carried over to the next academic/fiscal year. **Players are allowed to dip into the Reserve Balance, but they are required to try to restore that balance by the next academic/fiscal year. Institutions with a zero (0) Reserve Balance might incur chaos for doing so.**

Securing new funding opportunities is a major concern for IHLs, especially those cash-strapped ones in Deseret. These funding opportunities might be securing new grants. They might include recruiting new donors. They might also include seeking out new state and federal funding opportunities that were previously ignored or unavailable to the institution. It is up to the referee, with help from the table below, to offer players ideas for potential grants and other funding opportunities. Funding opportunities secured in the current academic year are only active starting in the subsequent/following academic year.

Funding Opportunity	d10 Roll
<b>New state grant</b>	1
<b>New federal grant</b>	2
<b>New private grant</b>	3
<b>State investment opportunity</b>	4
<b>Federal investment opportunity</b>	5
<b>New donor opportunity</b>	6
<b>Highly contextual funding opportunity</b>	7
<b>Local investment opportunity</b>	8
<b>New revenue source opportunity</b>	9
<b>Other (referee's discretion)</b>	0

Using the table above, referees can find exciting new opportunities for players to expand their operating budgets. The opportunities above also lead to some interesting tensions. Do players spend their precious time applying for their opportunities? Do they risk ignoring them? These are just a few questions that come to mind when considering these funding opportunities and how they might be addressed by players in-game.

### Budget Priorities

Players are responsible for setting budget priorities. These priorities are to be handed over to the referee at the start of the academic/fiscal year. This means that players are locked in unless told otherwise when it comes to where they wish to allocate funds within their IHL. Failure to secure the proper budget will mean players will need to revise their budget priorities. Referees should take special note of the raises and cuts seen in the budget priorities, as they can be used to create tension and conflict within an IHL. The table below is an example of what players can use to share their budget priorities with their referees.

<b>Budget Allocation (By Year)</b>						
<b>Area/Year</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Daily Ops</b>	5	6 (+1)	6	6	6	6
<b>Maintenance &amp; Upkeep</b>	3	4 (+1)	4	4	4	4
<b>Community Services</b>	2	2	3 (+1)	3	2 (-1)	2
<b>Marketing, Recruiting, &amp; Retention</b>	1	1	1	1	1	1
<b>Instruction</b>	48	53 (+5)	55 (+2)	55	53 (-2)	53
<b>Initiatives</b>	5	6 (+1)	7 (+1)	7	6	6
<b>Support &amp; Services</b>	43	48 (+5)	49 (+1)	49	48 (-1)	48
<b>Reserve</b>	2	2	2	2	2	2
<b>Current Reserve Balance</b>	2	4	6	8	10	12
<b>Investment</b>	10	12 (+2)	12	12	11 (-1)	11
<b>Other</b>	1	1	1	1	1	1
<b>TOTAL (BUDGET) Excludes Reserve Balance</b>	<b>120</b>	<b>135</b>	<b>140</b>	<b>140</b>	<b>135</b>	<b>135</b>

A blank version of the table above will be provided to players and referees alike. Use this table to communicate with players and find opportunities to challenge players when it comes to their budgetary decision-making.

### Tuition & Fees

Tuition & Fees play a huge role in IHL funding in Deseret. With that said, Tuition & Fees can be raised. However, doing so is a double-edged blade. Tuition & Fees that are inexpensive attract students to a given institution of higher learning, but lower doesn't always mean better. In some cases, this forces institutions to make hard decisions in their budget priorities. Higher fees tend might have the opposite impact, meaning students might be reluctant to attend the institution. However, higher fees might allow for healthier IHLs to exist.

Two (2) attribute stats may be used to determine if there will be an adverse reaction toward raising Tuition & Fees: Vitality (VIT) and Influence (INFL). The referee is encouraged to use the highest stat for any tests on Tuition & Fees. The table below also provides some scenarios and their likely results, along with commentary on how Vitality (VIT) or Influence (INFL) might impact the situation here. Those who successfully raise tuition without negatively impacting enrollment should be awarded additional victory points for their time and effort.

**Please Note:** Increases or decreases in tuition and fees impacts Capital (CAP) checks for the academic year in question. Keeping tuition and fees flat also impacts Capital (CAP), but it may take some time to do so in the game.

**Also Note:** Tuition & Fees also impact student enrollment, which can be seen in the next section of this chapter.

Tuition & Fees (Hike OR Decrease)	Commentary
<b>Increase Tuition &amp; Fees by 05</b>	Players' VIT/INFL stat is affected by -1 modifier in all dice rolls on tuition & fees. Increases CAP by +1.
<b>Increase Tuition &amp; Fees by 10</b>	VIT/INFL stat is affected by a -2 modifier for rolls on tuition & fees. Increases CAP by +2.
<b>Increase Tuition &amp; Fees by 15</b>	VIT/INFL stat is affected by a -5 modifier for rolls on tuition & fees. Increases CAP by +5.
<b>Increase Tuition &amp; Fees by 20</b>	VIT/INFL stat is affected by a -10 modifier for rolls on tuition & fees. Increases CAP by +10.
<b>Decrease Tuition &amp; Fees by 05</b>	Players' VIT/INFL stat is affected by +1 modifier in all dice rolls on tuition & fees. Decreases CAP by -1.
<b>Decrease Tuition &amp; Fees by 10</b>	VIT/INFL stat is affected by +2 modifier for rolls on tuition & fees. Decreases CAP by -2.
<b>Decrease Tuition &amp; Fees by 15</b>	VIT/INFL stat is affected by +5 modifier for rolls on tuition & fees. Increases CAP by -5.
<b>Decrease Tuition &amp; Fees by 20</b>	VIT/INFL stat is affected by +10 modifier for rolls on tuition & fees. Decreases CAP by -10.
<b>Keep Tuition &amp; Fees Flat +/- 0</b>	CAP might be negatively affected over time. Or, players might be forced to dip into their <b>Reserve Balance</b> over time.

### Student Enrollment

Student enrollment is the bread and butter of any institution of higher learning in Deseret. Without student enrollment, the IHLs wouldn't exist, at least not in their current form. It is the priority of all IHLs to drum up student enrollment. To do so, IHLs will need to pay close attention to their Marking, Recruiting, & Retention budgets, as these will offer potential increases in enrollment numbers, particularly among full-time students. The table below offers some guidance for IHLs and referees looking to tackle enrollment by offering random generation techniques, Tuition & Fees bonuses/penalties, commentary, and potential enrollment growth numbers. Any test concerning enrollment (and its impact) can use either the Vitality (VIT) stat or the Influence (INFL) stat. Referees are encouraged to use the higher stat in all tests concerning enrollment.

**Remember:** Enrollment changes result in very real Tuition & Fees bonuses/penalties. These impact the overall budget, which, in turn, impact budget allocation and spending.

Enrollment Changes	Tuition & Fees Bonus	d100	Commentary
<b>Enrollment Increases by 050 (or more)</b>	+1	01–10	No significant impact on the college if this makes up a small fraction of enrollment numbers.
<b>Enrollment Increases by 100 (or more)</b>	+2	11–20	Slight impact. Referee's discretion as to how to proceed.
<b>Enrollment Increases by 200 (or more)</b>	+5	21–30	Some impact. The referee decides if this impacts VIT or INFL tests and by how much.
<b>Enrollment Increases by 500 (or more)</b>	+10/+15	31–40	Fairly significant increase and impact. +1 to all VIT and INFL tests until next academic year.
<b>Enrollment Increases by 1,000 (or more)</b>	+20	41–50	Very significant increase and impact. +5 to all VIT or INFL tests until next academic year.
<b>Enrollment Remains Steady</b>	+/- 0	51–60	No significant impact on the college.
<b>Enrollment Remains Somewhat Steady with Decline of 050</b>	-1	61–70	Slight impact. +/-0 to VIT or INFL tests for the academic year.
<b>Enrollment Declines by 100 (or more)</b>	-2	71–80	Some impact. -1 to all VIT or INFL tests for the academic year.
<b>Enrollment Declines by 500 (or more)</b>	-5/-10	81–90	Significant impact. -5 to all VIT or INFL tests for the academic year.
<b>Enrollment Declines by 750 (or more)</b>	-10 / -15	91–99	Detrimental impact. -10 to all VIT or INFL tests for the academic year.

### Influence & Growing Influence

Influence (INFL) covers an IHL's ability to manipulate certain socio-political situations in-game. Influence is also the mark of an IHL's ability to leverage its impact on others to achieve its agendas. The INFL stat can be modified in several ways. An IHL's INFL stat can be pushed upward or downward via Tuition & Fees. Influence might be changed through growing or declining enrollments (as seen in the table above). INFL might be further impacted through its growth in goods and services offered to different villages, towns, and cities on the game map. These are expanded using the **Action Phase** or **Phase 02**. INFL might be expanded upon when the president is working with the state legislature and others are left to work out day-to-day operations, and so on.

### Characteristics & Resources

Characteristics are those qualities (or inequalities) found on an IHL's campus. That means characteristics either provide a bonus (a modifier that makes things easier) or a penalty (a modifier that makes things harder). Each IHL starts with three (3) characteristics at the beginning of the game. These characteristics can be changed through the mechanisms discussed above. The maximum number of player-chosen, positive characteristics is six (6). However,

referees can add additional **negative** characteristics for more negative actions taken by players. Below is a table of characteristics that are available to IHLs or are already assigned to IHLs at the beginning of gameplay. While there are numerous examples listed below, referees are free to create their own to meet the needs of gameplay.

Characteristics	Bonus/Penalty for Attribute Tests
<b>Thrifty</b>	<b>Bonus:</b> +5 on CAP tests. <b>Penalty:</b> -5 on INN tests.
<b>TrendSetter</b>	<b>Bonus:</b> +5 on INN tests. <b>Penalty:</b> -5 on CAP tests.
<b>Unstable</b>	<b>Penalties:</b> -5 on INN or INFL tests.
<b>Lacking Direction</b>	<b>Penalty:</b> -5 on INN tests.
<b>Top Heavy</b>	<b>Penalties:</b> -5 on INFL tests and -5 on VIT tests.
<b>Unknown Brand</b>	<b>Penalty:</b> -5 on INFL tests.
<b>Dependent on State Funding</b>	<b>Penalty:</b> -5 on CAP tests.
<b>Regionally Accredited</b>	<b>Bonus:</b> +5 on INFL tests and VIT tests.
<b>High Default Rates</b>	<b>Penalty:</b> -5 on VIT tests.
<b>HSI (Hispanic-Serving Institution)</b>	<b>Bonus:</b> +5 on INFL or VIT tests
<b>TCU (Tribal Colleges and Universities)</b>	<b>Bonus:</b> +5 on INFL or VIT tests
<b>AAPISI (Asian American and Pacific Islander Serving Institutions)</b>	<b>Bonus:</b> +5 on INFL or VIT tests
<b>HBCU (Historically Black Colleges and Universities)</b>	<b>Bonus:</b> +5 on INFL or VIT tests
<b>Stable</b>	<b>Bonus:</b> +5 on VIT tests and +5 on INFL tests.
<b>Not a Trend Setter</b>	<b>Penalty:</b> -5 on INN tests. <b>Bonus:</b> +5 on CAP tests.
<b>Big Spender</b>	<b>Penalty:</b> -5 on CAP tests.
<b>Innovative</b>	<b>Bonus:</b> +5 on INN tests. <b>Penalty:</b> -5 on CAP tests.
<b>Long-Term Investments</b>	<b>Bonus:</b> +5 on CAP; +5 on INN.
<b>Uses Band-Aids (Investment)</b>	<b>Penalties:</b> -5 on VIT; -5 on CAP.
<b>Leverages Strengths</b>	<b>Bonus:</b> +5 INFL; +5 INN.
<b>Creative</b>	<b>Bonus:</b> +5 on INN tests; +5 on INFL.
<b>Not Creative/Boring</b>	<b>Penalty:</b> -5 on INN; -5 on INFL.
<b>Fails to Leverage Strengths</b>	<b>Penalty:</b> -5 on INFL; -5 on VIT.
<b>Money Smart</b>	<b>Bonus:</b> +5 on CAP tests.
<b>Money Dumb</b>	<b>Penalty:</b> -5 on CAP tests.
<b>Realistic</b>	<b>Bonus:</b> +5 VIT; +5 INFL.
<b>Not Realistic (Ivy Tower)</b>	<b>Penalty:</b> -5 VIT; -5 INN.
<b>Flexible</b>	<b>Bonus:</b> +5 VIT
<b>Rigid</b>	<b>Penalty:</b> -5 VIT
<b>Too Flexible</b>	<b>Penalty:</b> -5 VIT; -5 MOX
<b>Too Rigid</b>	<b>Penalty:</b> -5 VITT; -5 MOX

<b>Characteristics</b>		<b>Bonus/Penalty for Attribute Tests</b>
<b>Tech Savvy</b>		<b>Bonus: +5 INFR. Penalty: -5 CAP.</b>
<b>Luddite (Anti-Technology)</b>		<b>Bonus: +5 CAP. Penalty: -5 INFR.</b>
<b>Strong Community Member</b>		<b>Bonus: +5 INFIL; +5 VIT.</b>
<b>Weak Community Member</b>		<b>Penalty: -5 INFIL; -5 VIT.</b>
<b>Established Brand</b>		<b>Bonus: +5 INFIL</b>
<b>Well-Established Brand</b>		<b>Bonus: +5 INFIL; +5 VIT.</b>

Resources are those things providing *special* support for an IHL's everyday operations, among other things. Resources include **material goods**, **monetary supports**, **human capital**, and **environmental conditions**. These are mostly positive modifiers added to a given attribute test's target number. The table below offers some examples of resources that might be available to IHLs during gameplay. Resources are capped at seven (7)—that is unless the referee decides to add additional ones over the seven cap. Each IHL begins with three (3) starting resources.

<b>Resources</b>	<b>Modifiers</b>	<b>Commentary</b>
<b>Healthy Strategic Reserve</b>	+5 to CAP	This modifier might be used during those important moments when CAP might be leveraged for the IHL's benefit.
<b>Flexible Teaching Modalities</b>	+5 to INFIL	Might be used during those tests when INFIL might be leveraged to attract new student populations.
<b>High-Tech Classrooms</b>	+5 to INFR	Might be added to those tests on infrastructure.
<b>Experienced Faculty</b>	+5 to INFIL	Experienced faculty might be useful in recruiting new populations of students, among other things.
<b>Strong Local Support</b>	+5 to VIT	Strong local support shows the health of the college and positively impacts VIT tests.
<b>State-of-the-Art Facilities</b>	+5 to INFR	Might be added to those tests on infrastructure.
<b>Favorable Weather Year-Round</b>	+5 to INFR	Favorable weather considerations allow for easier INFR tests.
<b>Mysterious, Wealthy Donor</b>	+5 to CAP	In some cases, when money is tight, a mysterious donor might help with CAP tests, and offer the needed money.

Resources	Modifiers	Commentary
<b>Well-Kept Infrastructure</b>	+5 to INFR	Well-kept infrastructure means INFR tests are easier.
<b>Competent Administrators</b>	+5 to INF, INN, or VIT	Players decide where to deploy this modifier, with the help of the referee's discretion.
<b>Experienced Staff</b>	+5 to CAP, INFR, or INN	Experienced staff means players can choose one (1) of the stats shown to the left to modify during key tests.
<b>Beautiful Views</b>	+5 to INF	Beautiful, natural views mean an IHL is going to have an easier time with INF stats.
<b>Professional Development</b>	+5 to INFR	Professional development opportunities tend to improve human infrastructure, meaning INFR tests are easier in some cases.
<b>Instructional Support</b>	+5 to INFR	Instructional supports tend to improve human infrastructure, meaning INFR tests are easier in some cases.
<b>Strong Student Support Services</b>	+5 to INF	Strong student support services will influence students to remain at the IHL, and they could influence the recruitment of new students.
<b>Well-Kept Library</b>	+5 to INFR	A well-kept library serves students, faculty, and staff well. Might prove useful for INFR tests, too.
<b>Strong Alumni Support</b>	+5 to CAP or VIT	Strong alumni support leads to better capital or vitality, meaning an IHL can use this modifier to either of those stats.
<b>Active Student Engagement</b>	+5 to VIT	Active student engagement on campus means the IHL's vitality is better than ever.
<b>Active Security Department</b>	+5 to INFR	An active security department means there is infrastructure in place to keep everyone safe.

Resources	Modifiers	Commentary
<b>Diverse Program/Degree Offerings</b>	+5 to INFL	A diverse range of programs and degrees means students are more likely to be influenced by your recruiting programs.
<b>Inclusive Campus Atmosphere</b>	+5 to INFL	An inclusive campus atmosphere makes an IHL more influential, meaning it can attract people to its campus(es).

### Initiatives

Initiatives are those activities that occur in the background. These activities cost money, and they deliver certain benefits to the IHL in question. Some examples have been offered below. Players are to choose their starting initiatives. They cannot invest in more than five (5) initiatives at a time. Each IHL starts with one (1) initiative for the First Academic/Fiscal Year.

Initiative	Description
Building An Open-Access Textbook Program	Takes one (1) academic year. Must spend one (1) unit from IHL's Initiatives Budget. Provides a +2 bonus on INFR tests.
Building Student Engagement On Campus	Takes two (2) academic years. Must spend two (2) units from IHL's Initiatives Budget per academic year. Provides a +2 bonus on INFL tests.
Building a Culture: Professional Development	Takes two (2) academic years. Must spend two (2) units from IHL's Initiatives Budget. Provides a +5 bonus on INFR tests.
Building a Culture: Data-Driven Decision-Making	Takes two (2) academic years. Must spend three (3) units from IHL's Initiatives Budget. Provides +5 bonus on INFR tests.
Building a Culture: Communication (All Levels)	Takes one (1) academic year. Must spend two (2) units from IHL's Initiatives Budget. Provides +2 on VIT tests.
Building a Recognizable Brand	Takes two (2) academic years. Must spend three (3) units from IHL's Initiatives Budget. Provides +5 on INFL tests.

Initiative	Description
Building a Culture: Tech Security	Takes two (2) academic years (two sessions). Must spend three (3) units from IHL's Initiatives Budget each academic year. Provides a +5 on INFR tests.
Building a Culture: Transparency	Takes two (2) academic years. Must spend three (3) units from IHL's Initiatives Budget. Provides a +5 on VIT tests.
Building a Culture: Campus Security	Takes one (1) academic year. Must spend three (3) units from IHL's Initiatives Budget. Provides a +5 on INFR tests.
Expanding Goods & Services Offered (1)	Takes one (1) academic year. Must spend one (1) unit from IHL's Initiatives Budget. Provides a +1 on CAP tests.
Expanding Goods & Services Offered (2)	Takes one (1) academic year. Must spend two (2) units from IHL's Initiatives Budget. Provides a +2 on CAP tests.
Expanding Internet Presence	Takes one (1) academic year. Must spend three (3) units from IHL's Initiatives Budget. Provides a +5 on CAP tests.
Building Community Connections (1)	Takes one (1) academic year. Cost two (2) Units from the IHL's Initiatives budget. Provides a + 2 bonus INFL test.
Building Community Connections (2)	Take one academic year. Must spend three (3)units from IHL's Initiatives Budget. Plus +5 on INFL.
Expanding In-State Influence	Will take two (2) academic years. It will cost four (4) units from IHL's Initiatives Budget. Per academic year. Provides a +5 on CAP tests.
Expanding Influence In-Home County	Takes 1(1) academic year. Will take three (3) units from IHL's Initiatives Budget. Provides a +3 on CAP tests.

### Collaboration, Relationships, & MOUs

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

IHL	ACC	CDJC	EDSC	EHC	HCCC	NDSC	SJRC	SDCC	TTVC	ZVCC
ACC	—	P	C	F	C	H	H	N	P	N
CDJC	P	—	F	P	N	N	C	N	F	C
EDSC	C	F	—	P	P	F	N	C	H	H
EHC	F	P	P	—	N	N	C	H	C	N
HCCC	C	N	P	N	—	F	F	C	F	C
NDSC	H	N	F	N	F	—	H	H	C	F
SJRC	H	C	N	C	F	H	—	F	F	P
SDCC	N	N	C	H	C	H	F	—	P	P
TTVC	P	F	H	C	F	C	F	P	—	F
ZVCC	N	C	H	N	C	F	P	P	F	—

**Key:** P (Partners, +10); F (Friendly, +5); N (Neutral, +/-0); C (Cool, -5); H (Hostile, -10)

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.

### Locales

Instead of developing an extensive list of names and community needs, the table below offers some inspiration as to where things are located, the nearest **big** city, and its map number. Names and other information are left to the referee to figure out with their gaming group.

Map #	County	Nearest City
1	Malheur	Telva
2	Malheur	Telva
3	Malheur	Telva
4	Malheur	Telva
5	Malheur	Telva
6	Malheur	Telva
7	Malheur	Telva
8	Malheur	Telva
9	Malheur	Telva
10	Malheur	Telva
11	Malheur	Telva
12	Malheur	Telva
13	Malheur	Telva
14	Malheur	Telva

Map #	County	Nearest City
15	Malheur	Telva
16	Malheur	Telva
17	Malheur	Telva
18	Malheur	Telva
19	Malheur	Telva
20	Malheur	Telva
21	Malheur	Telva
22	Franklin	Gilmore
23	Franklin	Gilmore
24	Franklin	Gilmore
25	Franklin	Gilmore
26	Franklin	Gilmore
27	Franklin	Gilmore
28	Franklin	Gilmore

<b>Map #</b>	<b>County</b>	<b>Nearest City</b>
<b>29</b>	Franklin	Gilmore
<b>30</b>	Lincoln	Lincoln
<b>31</b>	Lincoln	Lincoln
<b>32</b>	Lincoln	Lincoln
<b>33</b>	Lincoln	Lincoln
<b>34</b>	Lincoln	Lincoln
<b>35</b>	Lincoln	Lincoln
<b>36</b>	Lincoln	Lincoln
<b>37</b>	Lincoln	Lincoln
<b>38</b>	Lincoln	Lincoln
<b>39</b>	Lincoln	Lincoln
<b>40</b>	Lincoln	Lincoln
<b>41</b>	Lincoln	Lincoln
<b>42</b>	Lincoln	Lincoln
<b>43</b>	Lincoln	Lincoln
<b>44</b>	Lincoln	Lincoln
<b>45</b>	Lincoln	Lincoln
<b>46</b>	Lincoln	Lincoln
<b>47</b>	Lincoln	Lincoln
<b>48</b>	Lincoln	Lincoln
<b>49</b>	Lincoln	Lincoln
<b>50</b>	Lincoln	Lincoln
<b>51</b>	Lincoln	Lincoln
<b>52</b>	Unitah	Logan
<b>53</b>	Unitah	Logan
<b>54</b>	Unitah	Logan
<b>55</b>	Unitah	Logan
<b>56</b>	Unitah	Salt Lake
<b>57</b>	Unitah	Salt Lake
<b>58</b>	Unitah	Logan
<b>59</b>	Unitah	Salt Lake
<b>60</b>	Unitah	Salt Lake
<b>61</b>	Unitah	Salt Lake
<b>62</b>	Unitah	Salt Lake
<b>63</b>	Unitah	St. George
<b>64</b>	Unitah	St. George
<b>65</b>	Unitah	Durango
<b>66</b>	Unitah	Grand Junction
<b>67</b>	Unitah	Grand Junction
<b>68</b>	Unitah	Grand Junction

<b>Map #</b>	<b>County</b>	<b>Nearest City</b>
<b>69</b>	Mesa	Grand Junction
<b>70</b>	Mesa	Grand Junction
<b>71</b>	Mesa	Grand Junction
<b>72</b>	Mesa	Grand Junction
<b>73</b>	Mesa	Everhill
<b>74</b>	Unitah	Lincoln
<b>75</b>	Unitah	Lincoln
<b>76</b>	Unitah	Lincoln
<b>77</b>	Unitah	Lincoln
<b>78</b>	Unitah	Lincoln
<b>79</b>	Mesa	Grand Junction
<b>80</b>	Mesa	Grand Junction
<b>81</b>	Mesa	Everhill
<b>82</b>	Messa	Durango
<b>83</b>	San Juan	Farmington
<b>84</b>	Mesa	Durango
<b>85</b>	Mesa	Grand Junction
<b>86</b>	Mesa	Grand Junction
<b>87</b>	Mesa	Durango
<b>88</b>	San Juan	Farmington
<b>89</b>	San Juan	Farmington
<b>90</b>	San Juan	Farmington
<b>91</b>	San Juan	Farmington
<b>92</b>	San Juan	Farmington
<b>93</b>	San Juan	Gallup
<b>94</b>	San Juan	Gallup
<b>95</b>	San Juan	Gallup
<b>96</b>	San Juan	San Juan
<b>97</b>	San Juan	San Juan
<b>98</b>	San Juan	San Juan
<b>99</b>	San Juan	San Juan
<b>100</b>	San Juan	Gallup
<b>101</b>	San Juan	Gallup
<b>102</b>	San Juan	Gallup
<b>103</b>	San Juan	Farmington
<b>104</b>	San Juan	Gallup
<b>105</b>	San Juan	Gallup
<b>106</b>	San Juan	Gallup
<b>107</b>	San Juan	Gallup
<b>108</b>	San Juan	Farmington

<b>Map #</b>	<b>County</b>	<b>Nearest City</b>
109	San Juan	Gallup
110	San Juan	Farmington
111	San Juan	Farmington
112	San Juan	Gallup
113	San Juan	San Juan
114	San Juan	San Juan
115	San Juan	San Juan
116	San Juan	San Juan
117	San Juan	San Juan
118	San Juan	San Juan
119	Mesa	Lincoln
120	Mesa	Lincoln
121	Mesa	Lincoln
122	Mesa	Lincoln
123	Mesa	Lincoln
124	Mesa	Everhill
125	Mesa	Everhill
126	Mesa	Everhill
127	Mesa	Everhill
128	Mesa	Everhill
129	Mesa	Everhill
130	Mesa	Grand Junction
131	Mesa	Grand Junction
132	Mesa	Grand Junction
133	Mesa	Grand Junction
134	Mesa	Lincoln
135	Mesa	Lincoln
136	Mesa	Lincoln
137	Mesa	Everhill
138	Mesa	Lincoln
139	Mesa	Everhill
140	Mesa	Everhill
141	Mesa	Durango
142	Mesa	Everhill
143	Mesa	Everhill
144	Mesa	Durango
145	Mesa	Grand Junction
146	Mesa	Everhill
147	Mesa	Everhill
148	Mesa	Everhill

<b>Map #</b>	<b>County</b>	<b>Nearest City</b>
149	Mesa	Everhill
150	Mesa	Everhill
151	Mesa	Everhill
152	Mesa	Everhill
153	Mesa	Everhill
154	Mesa	Everhill
155	Mesa	Everhill
156	Mesa	Everhill
157	Mesa	Everhill
158	Mesa	Grand Junction
159	Mesa	Grand Junction
160	Mesa	Grand Junction
161	Mesa	Grand Junction
162	Unitah	Grand Junction
163	Unitah	Grand Junction
164	Unitah	Grand Junction
165	Unitah	Grand Junction
166	Unitah	Grand Junction
167	Unitah	Grand Junction
168	Unitah	Grand Junction
169	Unitah	Grand Junction
170	Unitah	Durango
171	Unitah	Durango
172	Unitah	Durango
173	Unitah	Salt Lake
174	Unitah	Salt Lake
175	Unitah	Salt Lake
176	Unitah	Salt Lake
177	Unitah	Salt Lake (176)
178	Unitah	St. George
179	Unitah	St. George
180	Unitah	St. George
181	Unitah	St. George
182	Unitah	St. George
183	Unitah	Salt Lake
184	Unitah	St. George
185	Unitah	St. George
186	Unitah	St. George
187	Unitah	St. George
188	Unitah	St. George

<b>Map #</b>	<b>County</b>	<b>Nearest City</b>
189	Unitah	Salt Lake
190	Unitah	St. George
191	Unitah	Salt Lake
192	Unitah	Salt Lake
193	Unitah	Salt Lake
194	Unitah	Salt Lake
195	Unitah	Salt Lake
196	Unitah	Salt Lake
197	Unitah	Salt Lake
198	Unitah	Salt Lake
199	Unitah	St. George
200	Unitah	St. George
201	Unitah	St. George
202	Unitah	St. George
203	Unitah	St. George
204	Unitah	St. George
205	Unitah	St. George
206	Unitah	St. George
207	Unitah	Salt Lake
208	Moab	San Juan
209	Unitah	Durango
210	Unitah	Durango
211	Unitah	Greenton
212	Unitah	Salt Lake
213	Unitah	Salt Lake
214	Unitah	Salt Lake
215	Unitah	Logan
216	Unitah	Salt Lake
217	Unitah	Salt Lake
218	Unitah	Salt Lake
219	Unitah	Salt Lake
220	Unitah	Salt Lake
221	Unitah	Salt Lake
222	Unitah	Salt Lake
223	Unitah	Salt Lake
224	Unitah	St. George
225	Unitah	Salt Lake
226	Unitah	Salt Lake
227	Unitah	Salt Lake
228	Unitah	Salt Lake

<b>Map #</b>	<b>County</b>	<b>Nearest City</b>
229	Unitah	Salt Lake
230	Unitah	Logan
231	Unitah	Salt Lake
232	Unitah	Logan
233	Franklin	Gilmore
234	Unitah	Logan
235	Unitah	Salt Lake
236	Unitah	Salt Lake
237	Unitah	St. George
238	Unitah	St. George
239	Unitah	Durango
240	Unitah	Salt Lake
241	Unitah	Salt Lake
242	Unitah	Salt Lake
243	Unitah	Grand Junction
244	Unitah	St. George
245	Unitah	St. George
246	Unitah	Salt Lake
247	Unitah	Salt Lake
248	Unitah	Salt Lake
249	Unitah	Salt Lake
250	Unitah	Salt Lake
251	Yokna	Greenton
252	Yokna	Greenton
253	Yokna	Greenton
254	Yokna	Greenton
255	Yokna	Greenton
256	Yokna	Greenton
257	Yokna	Las Vegas
258	Yokna	Las Vegas
259	Yokna	Las Vegas
260	Yokna	Las Vegas
261	Yokna	Las Vegas
262	Yokna	Las Vegas
263	Yokna	Las Vegas
264	Yokna	Las Vegas
265	Yokna	Las Vegas
266	Yokna	Las Vegas
267	Yokna	Las Vegas
268	Yokna	Reno

<b>Map #</b>	<b>County</b>	<b>Nearest City</b>
269	Yokna	Reno
270	Yokna	Reno
271	Yokna	Reno
272	Yokna	Reno
273	Yokna	Reno
274	Yokna	Reno
275	Imperial	Reno
276	Yokna	Reno
277	Yokna	Reno
278	Yokna	Oxhill
279	Yokna	Reno
280	Imperial	Reno
281	Yokna	Las Vegas
282	Yokna	Las Vegas
283	Moab	St. George
284	Moab	Las Vegas
285	Moab	Las Vegas
286	Moab	Kigman
287	Moab	Las Vegas
288	Moab	Las Vegas
289	Moab	Las Vegas
290	Moab	Kigman
291	Yokna	Las Vegas
292	Yokna	Kigman
293	Moab	Yuma
294	Moab	Yuma
295	Moab	Yuma
296	Moab	Yuma
297	Moab	Yuma
298	Moab	Yuma
299	Moab	Yuma
300	Moab	Yuma
301	Moab	Kigman
302	Moab	Kigman
303	Moab	Kigman
304	Moab	Kigman
305	Moab	Kigman
306	Moab	Yuma
307	Moab	San Juan
308	San Juan	Farmington (103)

<b>Map #</b>	<b>County</b>	<b>Nearest City</b>
309	Moab	San Juan
310	Moab	San Juan
311	Moab	San Juan
312	Moab	Phoenix
313	Moab	Phoenix
314	Moab	Gallup
315	Moab	Gallup
316	Moab	Gallup
317	Moab	Gallup
318	Moab	Gallup
319	Moab	Flagstaff
320	Moab	Flagstaff
321	Moab	Phoenix
322	Moab	Phoenix
323	Moab	Phoenix
324	Moab	Flagstaff
325	Moab	Phoenix
326	Moab	Phoenix
327	Moab	Farmington
328	Moab	Farmington
329	Unitah	Durango
330	Moab	Farmington
331	Moab	Farmington
332	Moab	Flagstaff
333	Moab	Flagstaff
334	Moab	Flagstaff
335	Moab	Flagstaff
336	Moab	Flagstaff
337	Moab	Flagstaff
338	Moab	Flagstaff
339	Moab	Flagstaff
340	Moab	Flagstaff
341	Moab	St. George
342	Moab	St. George
343	Moab	St. George
344	Moab	St. George
345	Moab	St. George
346	Moab	St. George
347	Moab	St. George
348	Moab	St. George

<b>Map #</b>	<b>County</b>	<b>Nearest City</b>
349	Moab	St. George
350	Moab	Kigman
351	Moab	Kigman
352	Moab	Kigman
353	Moab	Flagstaff
354	Moab	Flagstaff
355	Moab	Flagstaff
356	Moab	Flagstaff
357	Moab	Flagstaff
358	Moab	Phoenix
359	Moab	Flagstaff
360	Moab	Flagstaff
361	Moab	Gallup
362	Moab	Gallup
363	Moab	Farmington
364	Moab	Flagstaff
365	Moab	Flagstaff
366	Moab	Kigman
367	Moab	San Juan
368	Moab	Yuma (294)
369	Yokna	Las Vegas (259)
370	Moab	Flagstaff
371	Moab	Phoenix
372	Moab	Phoenix
373	Moab	Flagstaff
374	Moab	Flagstaff
375	Moab	Yuma
376	Yokna	Telva
377	Yokna	Telva
378	Yokna	Telva
379	Yokna	Telva
380	Yokna	Telva
381	Yokna	Greenton
382	Yokna	Greenton
383	Yokna	Telva
384	Yokna	Telva
385	Yokna	Telva
386	Yokna	Telva
387	Yokna	Oxhill
388	Yokna	Oxhill

<b>Map #</b>	<b>County</b>	<b>Nearest City</b>
389	Yokna	Oxhill
390	Yokna	Telva
391	Yokna	Greenton
392	Yokna	Greenton
393	Yokna	Greenton
394	Yokna	Greenton
395	Yokna	Greenton
396	Yokna	Greenton
397	Yokna	Greenton
398	Yokna	Greenton
399	Yokna	Greenton
400	Yokna	Reno
401	Yokna	Greenton
402	Yokna	Greenton
403	Yokna	Greenton
404	Yokna	Greenton
405	Yokna	Greenton
406	Yokna	Greenton
407	Yokna	Greenton
408	Yokna	Greenton
409	Yokna	Greenton
410	Yokna	Greenton
411	Yokna	Greenton
412	Yokna	Greenton
413	Yokna	Greenton
414	Yokna	Greenton
415	Yokna	Greenton
416	Yokna	Las Vegas
417	Yokna	Las Vegas
418	Yokna	Las Vegas
419	Yokna	Greenton
420	Yokna	Greenton
421	Yokna	Greenton
422	Yokna	Greenton
423	Yokna	Greenton
424	Yokna	Greenton
425	Yokna	Greenton
426	Imperial	Telva
427	Imperial	Telva
428	Imperial	Telva

<b>Map #</b>	<b>County</b>	<b>Nearest City</b>
429	Imperial	Oxhill (431)
430	Imperial	Telva
431	Imperial	Oxhill
432	Imperial	Telva
433	Imperial	Telva
434	Imperial	Oxhill
435	Imperial	Oxhill
436	Imperial	Oxhill
437	Imperial	Oxhill
438	Imperial	Oxhill
439	Imperial	Oxhill
440	Yokna	Oxhill
441	Imperial	Oxhill
442	Imperial	Oxhill
443	Imperial	Oxhill
444	Imperial	Oxhill
445	Imperial	Reno
446	Imperial	Reno
447	Imperial	Reno
448	Imperial	Reno
449	Imperial	Reno
450	Imperial	Reno
451	Imperial	Victorville
452	Imperial	Victorville
453	Imperial	Victorville
454	Imperial	Victorville
455	Imperial	Los Angeles
456	Imperial	San Diego
457	Imperial	San Diego
458	Imperial	San Diego
459	Imperial	Yuma
460	Imperial	Yuma
461	Imperial	Yuma
462	Imperial	Yuma
463	Imperial	Yuma
464	Imperial	Yuma
465	Imperial	Las Vegas

<b>Map #</b>	<b>County</b>	<b>Nearest City</b>
466	Imperial	Las Vegas
467	Imperial	Las Vegas
468	Imperial	Las Vegas
469	Imperial	Las Vegas
470	Imperial	Victorville
471	Imperial	Victorville
472	Imperial	Las Vegas
473	Imperial	Las Vegas
474	Imperial	Las Vegas
475	Imperial	Las Vegas
476	Imperial	Las Vegas
477	Imperial	Reno
478	Imperial	Reno
479	Imperial	Reno
480	Imperial	Reno
481	Imperial	Victorville
482	Imperial	Victorville
483	Imperial	Victorville
484	Imperial	Victorville
485	Imperial	Victorville
486	Imperial	Victorville
487	Imperial	Las Vegas
488	Imperial	Victorville (489)
489	Imperial	Victorville
490	Imperial	San Diego
491	Imperial	Yuma
492	Imperial	Victorville
493	Imperial	Victorville
494	Imperial	Las Vegas
495	Imperial	Las Vegas
496	Imperial	Las Vegas
497	Imperial	Victorville
498	Imperial	Los Angeles
499	Imperial	Los Angeles
500	Imperial	Los Angeles

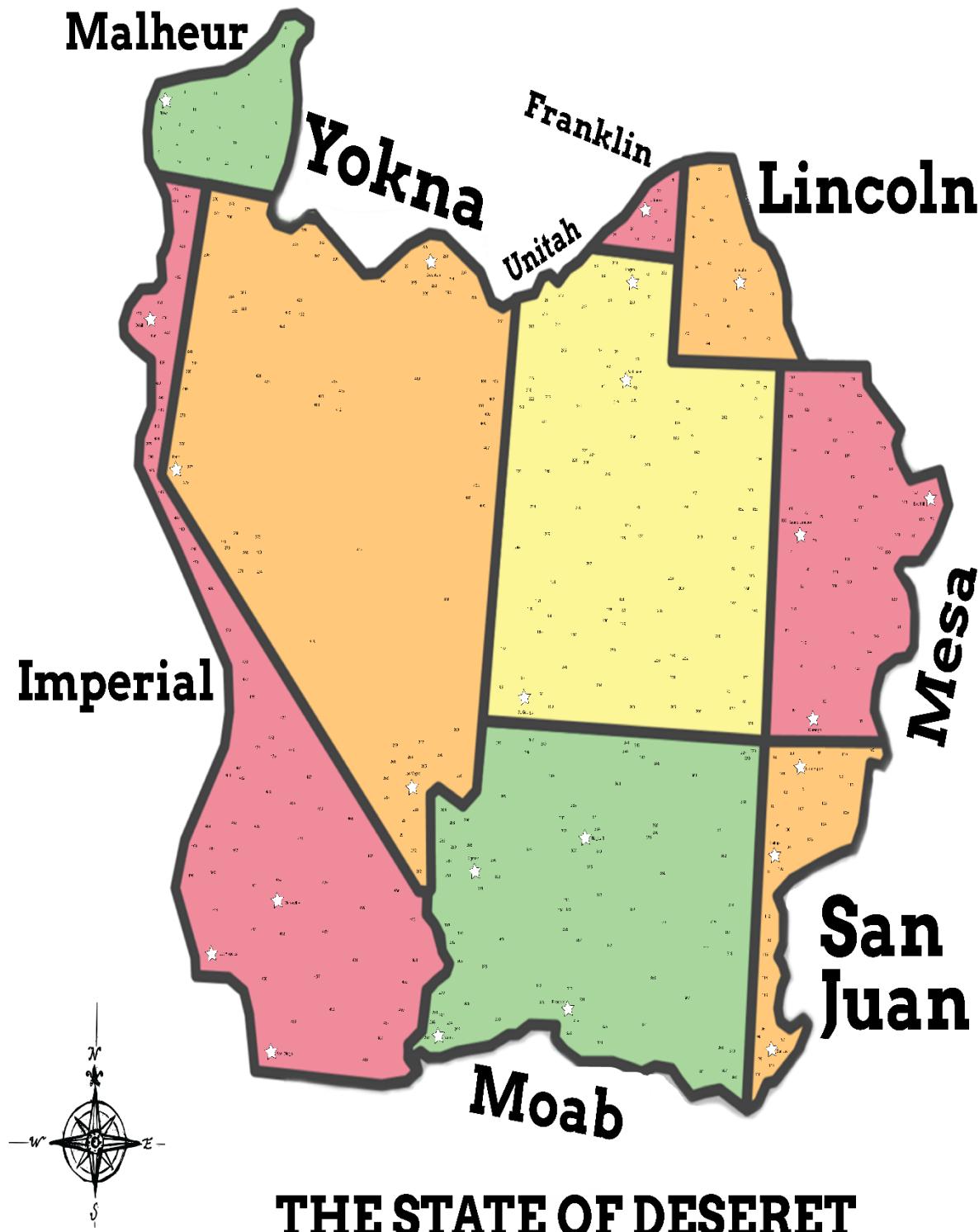
Referees can use the table above to find areas where IHLs can offer their services and goods. With that said, two (2) additional tables have been provided below to flesh out information concerning these locales.

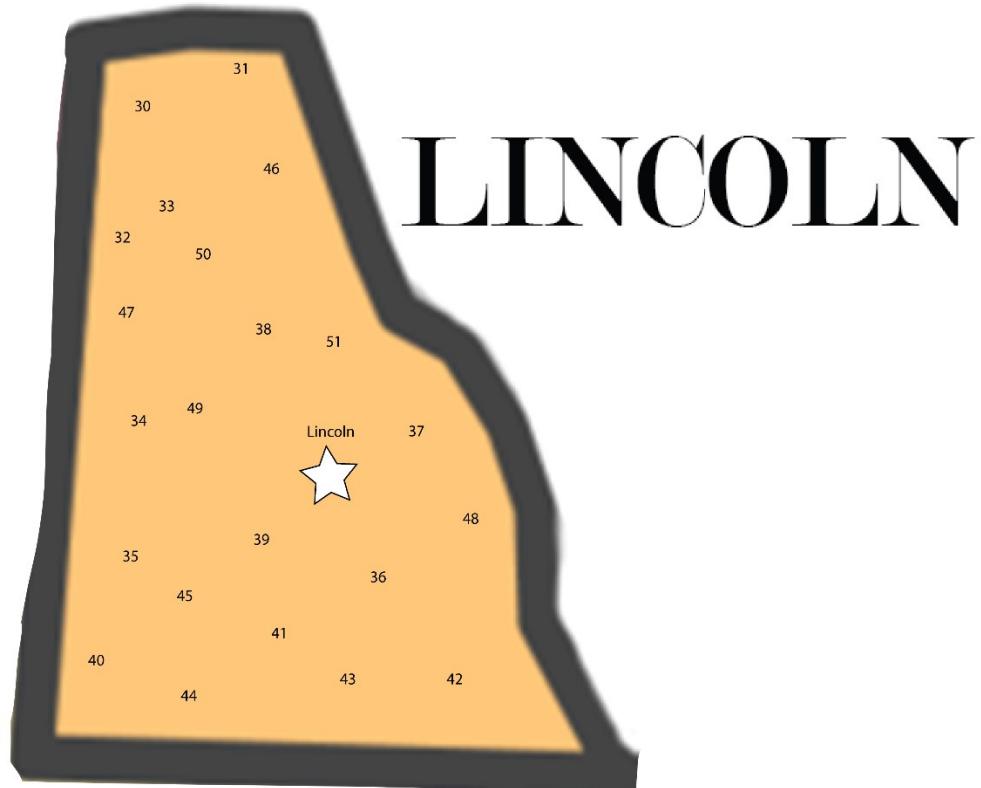
Population Size Generator	
d6 Result	Population Size
1	<100
2	<1,000
3	<10,000
4	<100,000
5	<500,000
6	500,000-750,000

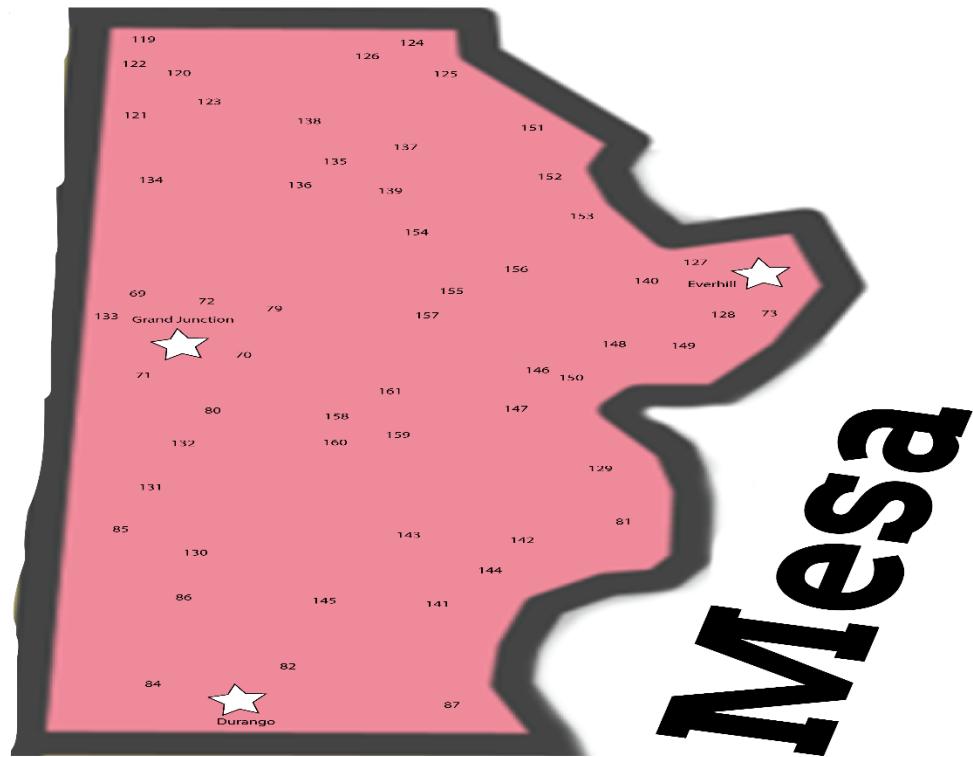
Community Needs Generator	
d10 Result	Community Needs
1	College prep/dual credit
2	Vocational training
3	Small business development
4	Internships
5	Continuing education
6	Adult basic education
7	Community support training and classes
8	Physical education; health education
9	Community leadership training
0	Mentoring programs

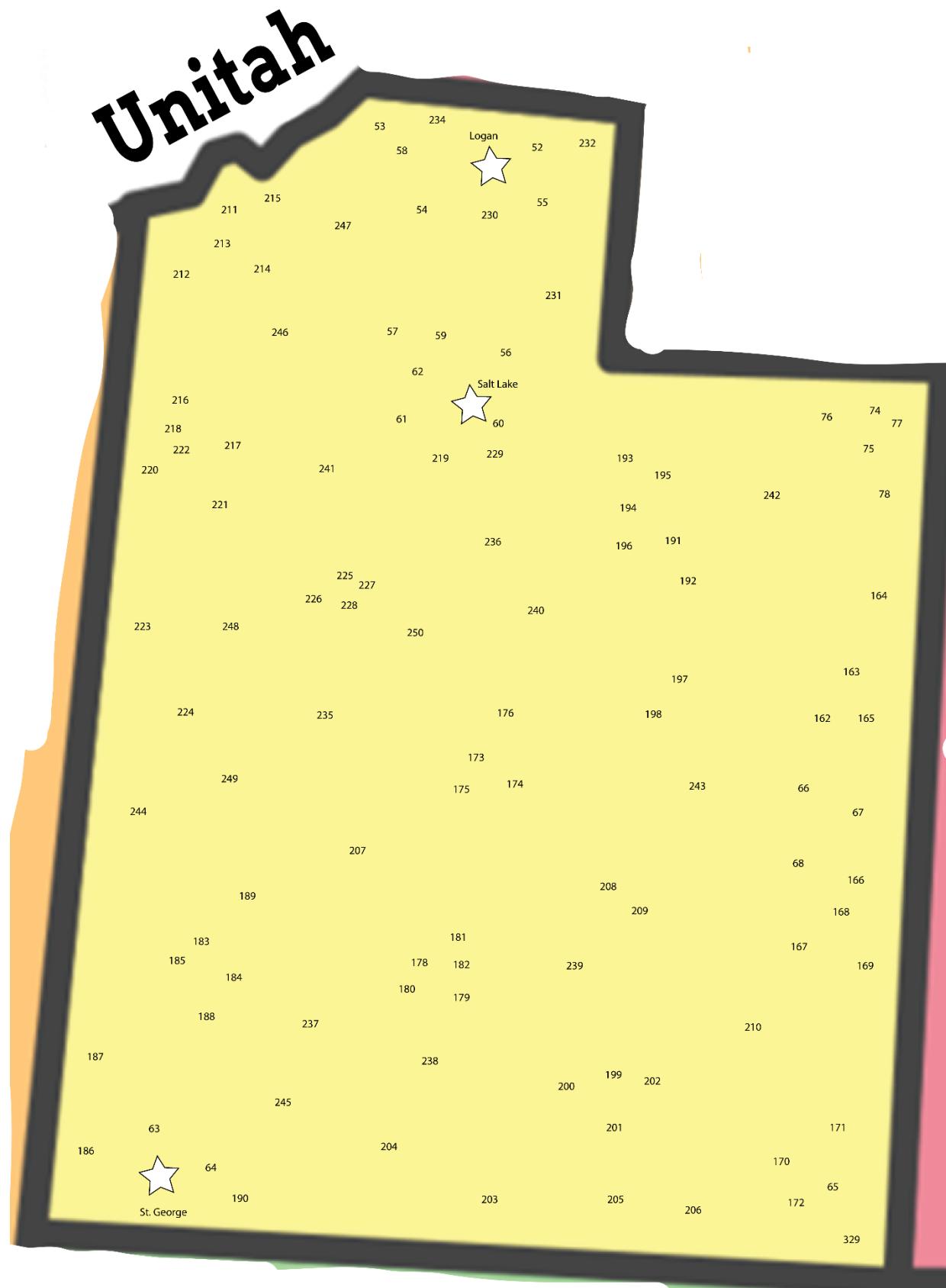
# Maps of Deseret

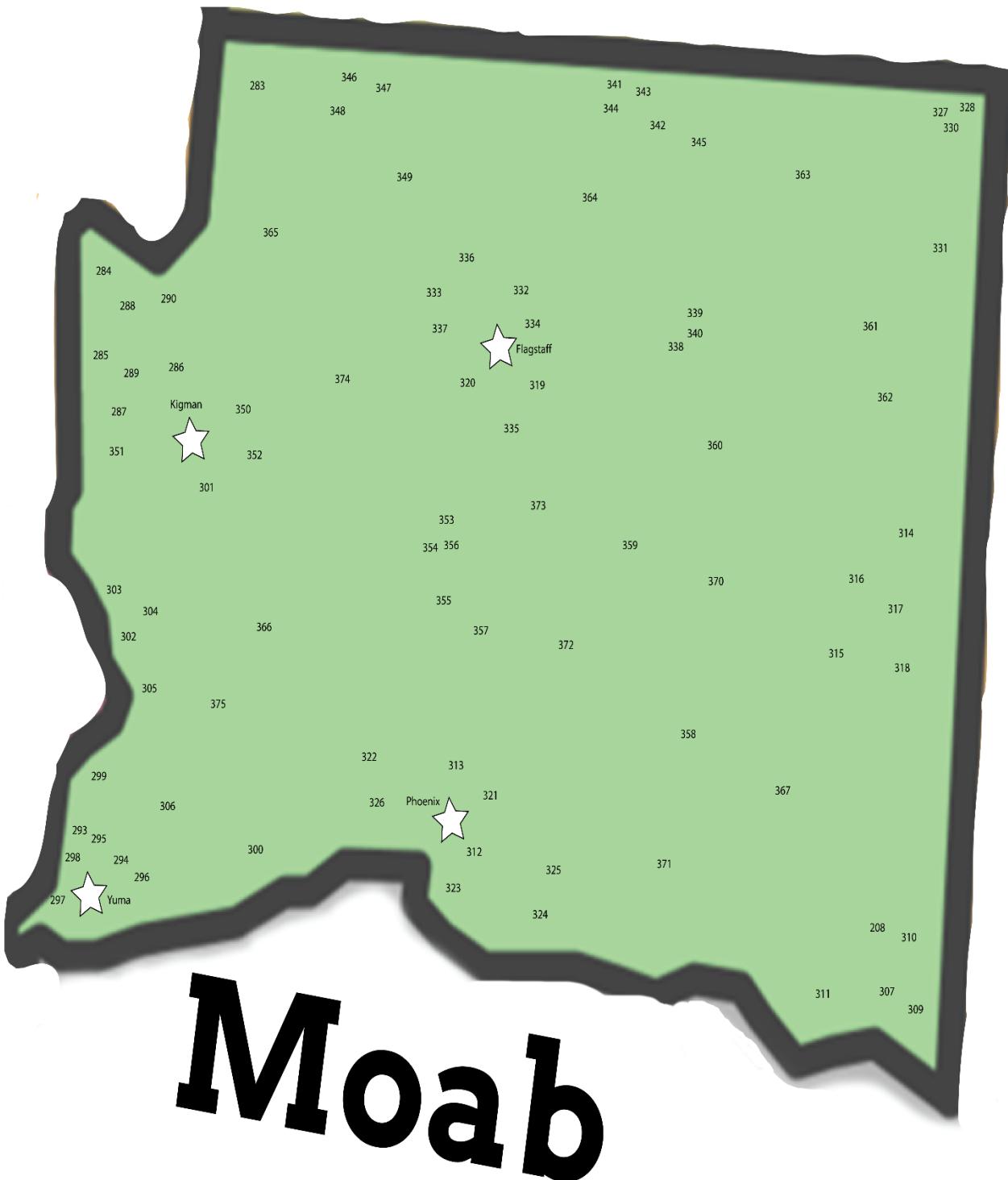
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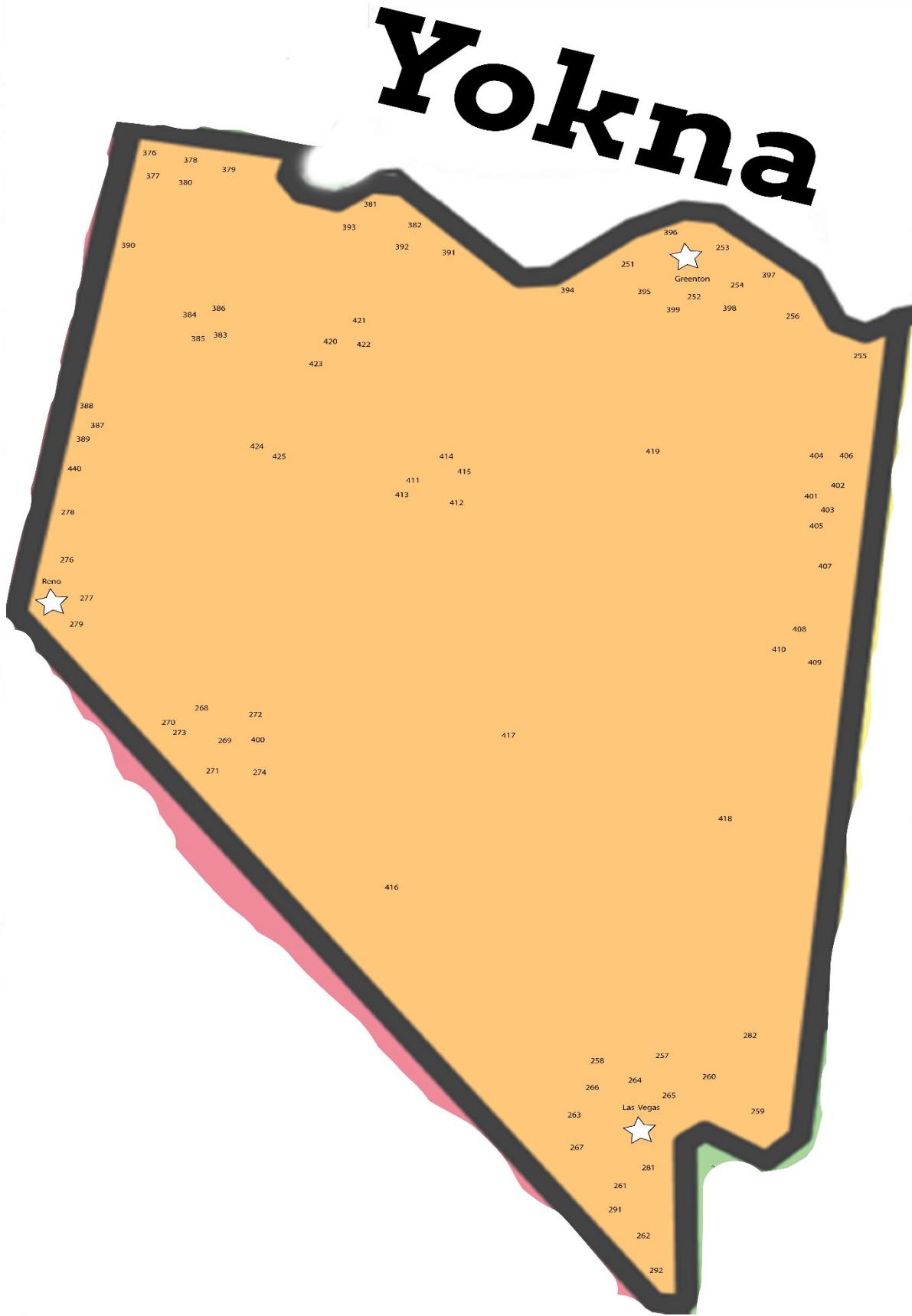




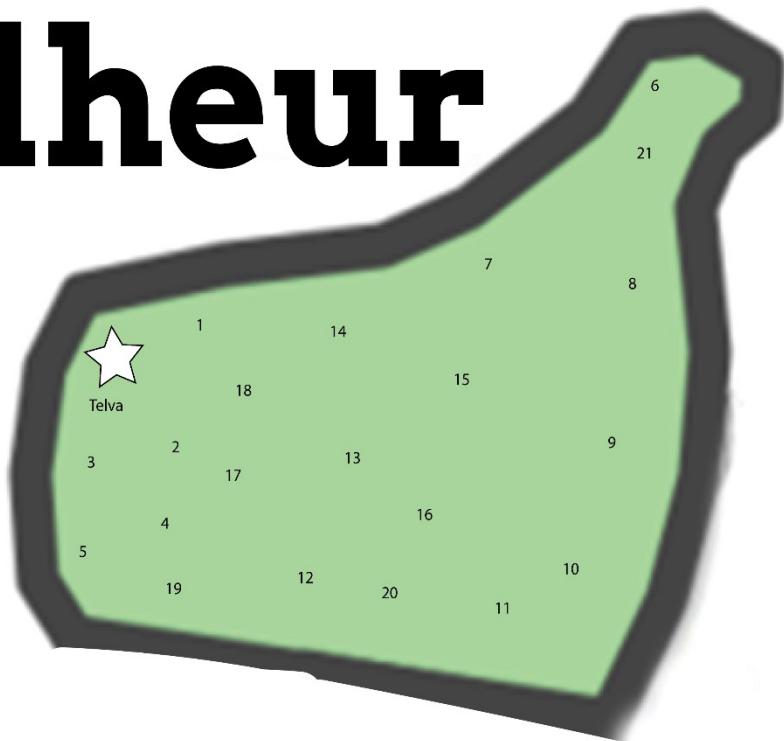








# Malheur



# Imperial

