

Pursuing the Dream PLAYER REFERENCE SHEET

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:

Each academic year is broken down into five (5) phases. These phases are discussed (in detail) below.

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.

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.

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.

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.

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.

Pursuing the Dream

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Contextualizing the Game:

Pursuing the Dream takes place in the fictional American state of Deseret. 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 Phoenix, Salt Lake, Reno, Las Vegas, and Los Angeles. Development in Deseret is heavily skewed toward larger urban areas, especially those closest to or along the Pacific Coast regions of the state.

Counties: There are nine (9) counties that make up Deseret. These counties are as follows: **Moab (South), Nevada (West), San Juan (Southeast), Mesa (Center-East), Lincoln (Northeast), Franklin (North), Malheur (Northwest), Imperial (Southwest), and Utah (Center-West).**

Population: Deseret sports a population of ten million people, with large populations concentrated in highly developed urban corridors and along the Pacific coastal regions of the state.

Demographics: 70% (Caucasian/White/Anglo-European); 15% (Hispanic/Latinx); 5% (African American/Black American); 4% (Mixed/Other); 3% (Asian); 1.5% (Indigenous/Native American/First Nations); AND 1.5% (Unknown).

Politics: Deseret is a predominantly purple state, meaning it is evenly split between Democratic and Republic strongholds.

Nickname(s): The Beehive State, The Bee State, Big Sky State, The Desert State

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

Motto: Freedom, Unity, and Industry

Anthem: "Oh, Beautiful Deseret!"

Economy: Deseret's economy is dominated by advanced manufacturing, technology (heavy in software), resource exploitation (mining, gas, etc.), agriculture (dryland ranching and farming), and tourism. Deseret's GDP is estimated at 1.5 trillion dollars, making it the fourth largest economy in the country. Median household income is \$65,000. Average rent is \$1,300/month.

Largest Newspapers: Deseret Tribune, Los Angeles Times, Moab Sun, etc.

Higher Education: 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. In fact, 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 of the state's Department of Higher Learning, implemented a standardized curriculum initiative to further 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, curriculum conflicts, etc.