Faculty Senate Minutes
2/14/2020
1-2 pm
Chancellor's Lounge Mill Building

Present: Charie Faught (Chair), Stella Capoccia, Katherine Zodrow, Peter Lucon, Mary North-Abbott, Miriam Young, Courtney Young, Atish Mitra, Ron White, Matt Egloff, Chris Gammons, Karen Wesenberg, Abhishek Choudhury, Ulana Holtz, Dan Autenrieth.

Quorum@ 1:00pm

I. Welcome and Minutes (https://www.mtech.edu/facultystaff/facultysenate/minutes/index.html)

Approvals for January 31, 2020. Motion and seconded. **PASSED.**

Action Items

None at this time.

Informational Items

II. Request for Faculty Participation in Advisory group for e-sports proposal

Scott Risser presented (presentation attached): E-sports programs have been very successful in college campuses across the country, including in the state of Montana (UM). The benefits of such a program are many-fold: they are very popular among current students (a survey at Montana Tech got excellent responses from students – see presentation for data), attracts funding (a donor at UM provided a $80,000 donation for computers and related facilities), attractive for recruitment at high schools, and is good for retention (improves campus engagement). Available data predicts that e-sports will have same viewership as NFL by 2022. Senator: Do we have to accommodate students (lab times / class times makeup)? Reply: Possibly yes, subject to guidelines from Chancellor. Concern raised by senators: addiction to gaming is a concern (clinical data exists of such addiction). Reply: Regulating gaming is better than ignoring it. Concern raised by senators: Inappropriate gaming content is a concern. Reply: Advisory committee should restrict inappropriate content.

Senators are encouraged to speak to their respective departments about support for such a program. Suggested that a small (3 person?) group be formed to help form this proposal and program (does not have to be senators), before such a proposal goes to the Chancellor.

III.	Proposal to Create Subgroup to review Faculty Staff Handbook Updates/Changes

Stella Capoccia presented: Chair and Co-chair initiated discussions with Provost Gammon on this topic. Topics discussed - what are the workload options in faculty handbook vs CBA? How does the workload differ among the 3 colleges? Propose: a small (3 person) workgroup be formed to discuss if there are problems with workload, and (if so) how to make it more equitable. Senator: Dean Gammon suggested that these issues be resolved at department levels.   Reply: We need to define important issues so that departments take this into consideration when revising departmental standards (Example: maybe we need to redefine advising as service.). Matt Egloff volunteered to join the workgroup. Chair: group should look into this issue, come up with proposals and report to the senate. Afterwards, faculty senate can prepare recommendations and send it to chancellor for his consideration. As engineering has already made progress in discussing this issue at their college level, the Dean of Engineering is requested to give input.

IV.	Request to amend Faculty Senate Bylaws to include representation of Writing Program

Chair: Senate had preliminary discussions on this in an earlier meeting. If senate approves the request, it will go to full faculty for approval. Discussions about writing program being a program and not under any department. Senator: Other changes need to be made in the bylaws – such as the departments and number of senators (some listed departments do not exist any more). Chair: propose that we make a draft proposal of all possible changes (including that of the writing program representation) and come back to discuss at senate. Should also consult administration before the next discussion.

V.	MISAC Report to the Faculty Senate (see attached)

No discussion

VI. Activities and priorities for the upcoming year

    a. Faculty Satisfaction Survey

As per by-laws we need to do a survey every year. We should start early this year. The Chancellor is interested in being evaluated. Senator: A short survey, with consistent questions over a few years is effective. Senator: Responses to surveys have clear effects in subsequent years.

Chair: we should start thinking about the next survey, and solicit questions. We will have a draft in a few weeks. Senator: Suggest we take last year's drafts and discuss. Chair: Dean of students should be put on the list.

    b. Faculty Staff Handbook Change Proposal Regarding Late Teaching Assignment

Matt Egloff: Discussed two issues: late teaching assignments, and junior faculty being assigned classes they do not have expertise in. Multiple complaints have been received from students on the second issue. This is detrimental to Montana Tech's reputation as a STEM school.

Specific data was requested by senate on which classes were taught by faculty with no expertise on the subject, and on specific student complaints. Also, it is preferred that these proposals come from departments, not individuals. Discussion will continue next time.

    c. Other
        i. Faculty Yearbook

No discussions

VII. Other Items

    d. Discuss what constitutes an action item, etc. on faculty senate agenda

No discussions

    e. Creating and filling of new positions

No Discussions

Motion to adjourn and seconded. Ended 2:10pm.

IV. Request for Faculty Participation in Advisory group for e-sports proposal

There has been some interest in building an esports program at Tech over the last few years. To respond to this interest we've been working on putting together a proposal for what this program and teams would look like, and it is very important to get faculty senate/faculty input. What I think would be very helpful is to have a small advisory group of (3) faculty that weighs in on all of the esports issues, from the development of the proposal to how to structure on campus competitions. These faculty would not necessarily have to be senators, but it would be helpful if they were willing to provide feedback to the senate (both good and bad).

It would be wonderful to have this group in place as soon as possible, and to help with decision making, I will attach a few articles related to college esports. Also, this week we asked students several questions via a qualtrics survey about an esports program. Whereas the responses are still coming in, I thought the following was very insightful about student interest:

#	Field		Choice Count
1	I'm not interested in participating in esports	29.96%	80
2	I'm interested in participating if I can fit training and travel into my schedule	42.32%	113
3	I'm interested in participating and will make time in my schedule	27.72%	74
			267

Please let me know if you have any questions. I hope you have a wonderful weekend,

sdr

S D Risser

Psychology

Montana Tech

V.a.iv Workload Requirements (Faculty Staff Handbook and CBA):

- Faculty Staff Handbook
    - Assigning teaching duties equitably to the department's faculty in such a manner as to take the greatest advantage of their individual expertise, interests and abilities;
    - Scheduling of classes and the arrangement of the teaching schedule in a manner that avoids intra and inter-department conflicts between required courses and allows faculty adequate time blocks to prepare for instruction, carry out research and serve the Institution and the community.
    - The Department Head, in consultation with the faculty of the department, is responsible for the continuing development of the curriculum and for its oversight. If it is individually accredited by an organization such as ABET, the Department Head is responsible for maintaining accreditation of the department's degree program. The Department Head is normally expected to carry two-thirds of the teaching load assigned to faculty in the department.
- CBA
  21.100 WORKLOAD ASSIGNMENT

  Department Heads are responsible for assigning faculty workload, subject to the approval of the Dean and P/VCAA. The instructional portion of the workload shall be that deemed sufficient to meet programmatic needs as determined by the Department Head and Dean in consultation with department faculty.

  While it is not expected that the teaching portion of workloads be identical within and among departments, assignments will be made relative to the total activity of faculty including research, scholarship, creative activity, service and administrative duties. When assigning a faculty member's workload, the Department Head may take into consideration such activities as listed below and make adjustments as deemed necessary:

  1. Contact hours 2. Unfunded or funded research 3. Funded research buyouts 4. Advising responsibilities 5. Labor intensive committee assignments 6. Large student credit hour loads 7. Department Head 8. Additional administrative assignments

  The above list is not intended to be all inclusive and the Dean or Department Head may make adjustments for additional activities as deemed appropriate. Normally, a full-time faculty member's teaching load shall not be reduced to less than 12 credits per year.

  Members of the faculty shall post office hours during which they shall be available to students.

Why are other campuses building esports programs?

Foundation
- New Donors
- Sponsors

Recruitment
- Scholarships
- High School Teams
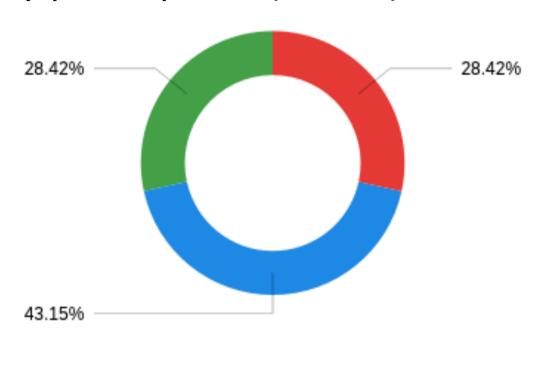- Publicity

Retention
- Engagement
- Eligibility

Is this something current students want?
Will they participate? (n=294)

Is this something current students want? Will they attend esports events? (n=294)

18.90%

17.18%

21.31%

42.61%

- 🟥 I'm not interested in attending esports events
- 🟪 I would only attend events if friends were going or competing
- 🟦 I would only attend events based on my interest in the game
- 🟩 I would attend all esports competitions held on campus

Is this something current students want?
Will they participate? (n=294)

28.42%

28.42%

43.15%

🟥 I'm not interested in participating in esports

🟦 I'm interested in participating if I can fit training and travel into my schedule

🟩 I'm interested in participating and will make time in my schedule

Is this something current students want?

Q5 - If you are interested in receiving more information about
Montana Tech esports, please provide your contact
information below:

137 (47%) students plopped down their e-mail, phone number, or both
3 (1%) stated it was a bad idea

uni esports group

The Leader in Esports Program Development

State of the Game: Collegiate Esports and the Future of Gaming in Higher Education

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Introduction

At the time of writing, one week after the dramatic conclusion of Fortnite's World Cup tournament, the internet is awash with headlines heralding the "arrival" of esports as a form of competitive entertainment that is here to stay. With traditional institutional voices such as the NCAA and Goldman Sachs affirming the role of esports as an undeniable cultural and economic force, a form of entertainment that's audience is estimated to equal the NFL's by 2022[1], the race to participate in the growing esports scene has begun for institutions of every kind.

Some of the most dedicated efforts to adapt to the growing esports trend have come, perhaps unsurprisingly, from universities and colleges across the United States. As of 2019, over 150 varsity esports programs exist nationwide, with many more schools currently developing their own club or varsity programs for rollout in the Fall 2019 term. As schools begin to recognize some of the benefits associated with esports programs— bolstering enrollment, improving campus culture, and providing opportunities for interdisciplinary research are three examples—they have begun to prioritize funding for arenas, staffing and coaching, and scholarship opportunities for student-athletes recruited to play competitive esports in their fledgling programs.

> *While awareness and excitement about esports were high among our survey respondents, we discovered skepticism about both the feasibility of collegiate esports programs and the range of benefits an esports program could provide outside the spheres of student-body culture and recruitment efforts.*

Despite the growing presence of esports on university and college campuses, however, there remain many barriers to creating successful programs. In our series of Blue-and-White Papers, we will focus on the essential knowledge gaps confronting key stakeholders (student groups, athletic directors, C-Suite members, and faculty, to name a few) who are considering, or engaged in the process of developing, a collegiate esports program.

We designed our flagship survey around several key questions. What is the state of readiness for esports among the collegiate athletic community? What are the perceived (and, among those who have successfully implemented esports at their schools, already realized) opportunities associated with creating a program? What are the most pressing obstacles and concerns that decision-makers face in their efforts to create a program today?

The answers to these questions provided by respondents were complex and often challenged our operating assumptions. While awareness and excitement about esports were high among our survey respondents, we discovered skepticism about both the feasibility of collegiate esports programs and the range of benefits an esports program could provide outside the spheres of student-body culture and recruitment efforts. As the collegiate esports landscape continues to take shape, it will be crucial for proponents to address concerns on both sides of this cost-benefit equation as they build their internal cases for moving forward.   There is a learning curve and those who have actually enacted programs show a different pattern of responses from those who have not. This Blue-and-White Paper aims to address this gap as a step toward demystifying the "esportification" of campuses now underway nationwide. The enthusiasm from established program leaders suggests to new adopters that there is no reason to wait.

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1   "Esports: From Wild West to Mainstream," Goldman Sachs (Equity Research), p 1

Methodology and Survey Population

Over a month-long period, we sent a survey to 2,047 athletic directors from across the country. Our survey included questions designed to assess respondents' understanding of esports, their perceptions of what value an esports program could offer to their school community, and their sense of where the greatest obstacles exist to creating a program.

Our selection of athletic directors (ADs) as the survey population was an outcome of our observation at conferences and in meetings that, overall, efforts to build collegiate esports programs are being undertaken within the frameworks of existing collegiate athletic programs. Athletic directors thus provided a natural first population for us to survey. We obtained our outreach list by scrubbing a comprehensive directory list of ADs for email addresses, then contacting the entire list with a request to participate in our survey.

Collectively, our respondents represent a diverse mix of public and private institutions from every state in the US, with student bodies ranging in size from between 250 to 40,000 students.

Survey items were constructed with an eye toward capturing a snapshot of issues and current perceptions as well as identifying surface gaps in knowledge and points deserving further inquiry. The survey consisted of a mix of question types, including 4-point Likert Scale ranges, rank-order questions, and open-ended response fields.

Of our initial population, 395 respondents (19.3%) completed the survey, many of whom provided long-form comments to help contextualize their multiple-choice and ranked-choice responses. After collecting our survey data, we connected with a smaller focus group of respondents whose comments we found insightful or noteworthy. The content of these interviews has been interwoven throughout this report. Because survey response-rates of public groups tend to range from between five to twenty percent, the relatively robust response rate of our survey adds some confidence to the portrait that emerges from the responses[2]. The high percentage of the response population who agreed to a followup inquiry (41%) suggests that this is a highly motivated population engaging in a "hot" topic.

Collectively, our respondents represent a diverse mix of public and private institutions from every state in the US, with student bodies ranging in size from between 250 to 40,000 students. As a preliminary inquiry into an emergent area, their responses yield a wide-view snapshot of the current state of collegiate esports.

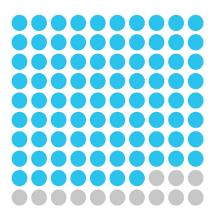## TL;DR: Key Findings and Takeaways

- Participants reported high levels of familiarity with esports, with 87% of respondents agreeing or strongly agreeing that they were "familiar with competitive video game culture." Additionally, 58% percent of respondents reported that they would be comfortable leading an effort to develop an esports program on their campus.

- Among schools sampled, few (9%) had a varsity program, while the majority of schools (71%) had no program at all. Additionally, 20% of schools had a club program.

- A high volume of respondents agreed that there would be a benefit to building an esports program for students (84%) and for the university's brand (86%), with lower perceived benefit to academic culture (70%) and university values and mission (63%).

2   "Survey Response Rates," Center for Innovation in Research and Teaching

- Despite prevailing positive sentiment toward esports, only 53% of survey respondents believed that the investment to launch an esports program is minimal, given the potential benefits, while only 33% agreed that it would be easy to locate outside sponsorship or support for their programs.

- When asked to rank the four greatest challenges to creating an esports program, 56% of respondents listed "costs and funding" as the greatest challenge. The other choices—"a lack of knowledge or experience," "persuading university stakeholders," and "time and energy"—received equal weight across the second, third, and fourth categories, signifying equal perceived difficulty.

- When asked to rank the five greatest benefits to creating an esports program, 74% of respondents listed "student body and campus culture" and "marketing and enrollment efforts" as either the first or second greatest benefit. The three other choices—"revenue generation efforts," "academic culture," and "external partnerships"—received equal distributions in the third, fourth, and fifth choice, signifying an ambivalence or indifference about these factors when compared to the other two, more unequivocally recognized values.

1. State of Collegiate Readiness: Broad Yet Shallow Knowledge of Esports; A Willingness to Lead Program Implementation

Among our first goals was to establish a baseline of familiarity with esports among our respondents. To this end, we asked respondents to report their "level of familiarity with esports and competitive video game culture." Perhaps unsurprisingly, we found a high degree of self-reported familiarity, with **87% of respondents registering a sense of familiarity with esports**. These data indicate the nearly ubiquitous awareness of esports within the collegiate athletic sphere.

Figure 1: Awareness of Esports

● familiar with esports

● not familiar with esports

As a second and related measure of familiarity, we asked respondents to qualify their level of comfort with "leading an effort to develop an esports program on my campus." Here, 58% of respondents reported that they would be comfortable leading program development efforts. Based on the numerous comments left by respondents, we attribute the difference between levels of self-reported familiarity with esports and the level of confidence around implementation to a lack of resources and consensus practices for developing a program. There is a clear and present need to marshal and disseminate the information that institutional decision-makers need to operationalize a program from the ground-up.
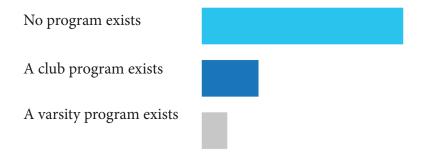
Because comfort and familiarity are self-reported measures, we did not attempt to verify (except anecdotally) the objective levels of familiarity with esports held by our most confident respondents. It is thus important to confront the possibility that some portion of the respondents "don't know what they don't know," as it were, and are laboring under a false sense of confidence. It remains the case that information about the esports ecosystem is scattered or else unavailable; thus, we believe there is a high likelihood that many of those who registered a strong sense of familiarity have only a partial understanding of the scope and dimensionality of esports.

Another means by which we controlled for experience was by isolating the data of those respondents whose schools have already established varsity programs, and whose self-assessments thus map more closely onto concrete experience with esports program development. As we will discuss, these respondents held higher levels of confidence about the potential for an esports program to enhance their institution as a whole.

2. Program Landscape: Few Varsity Programs, Increasing Rate of Rollout

While there are some existing data that reflect the number of varsity esports programs nationally, we asked our respondents to describe what kind of esports program, if any, exists on their campus. The majority of our respondents (71%) reported that no program existed, while a smaller group (20%) said their school had a club program. Only 9% of respondents reported that their school had a varsity program. Two percent of respondents further qualified their selection, adding that their school was either developing a club or varsity program, or in the early phases of evaluating the requirements to create a program.

Figure 2: Existence of Esports Programs

Many respondents who said their school had no esports program contextualized their responses—adding that they are actively considering delegating resources to the development of a program, and are planning to undertake a more serious program-creation effort in the coming year to two years.

Others who reported "no program," however, expressed intense reservations in their long-form comments about the value of an esports program. Over thirty such respondents wrote that they were uncertain whether esports belonged under the departmental heading of athletics, also citing personal concerns about the possible negative effects of esports on academic and student culture more broadly.

We believe that these strong negative

Voice from the Field

"I struggle with the concept that Esports is a varsity athletic program. Esport participants do not follow amateurism standards similar to intercollegiate student athletes…. I see it as a value as a student activity, however strongly disagree that this should be housed under the umbrella of athletics."

sentiments, which we will explore more deeply in the following section, are partly due to a lack of first-hand experience with any form of esports program. Because rates of collegiate esports adoption are low, school decision-makers are underexposed to examples of esports programs making positive contributions to campus life. The same is true about the role of esports as a properly athletic discipline: too few case studies of esports' integration into athletic departments exist, leaving many athletic directors confused about what it would look like to house an esports team under the umbrella of their department.

Developing more publically-available examples of collegiate esports programs will be crucial to fueling the already-accelerating trend of adoption. As the collegiate esports adoption curve begins to steepen, the relationship between esports and athletics may become self-evident. Currently, however, there is a sizeable knowledge gap around the logistics of esports implementation within collegiate athletic departments.

3. Sentiment Analysis: Clear Value to Student Body, Ambivalence about Academic and Mission Tie-Ins
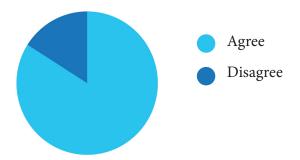
To assess the sentiments associated with developing collegiate esports programs, we asked a series of questions that measured perceptions about the value an esports program could add to an institution.

Figure 3: Word Cloud of Sentiments Associated with Esports

● Positive Emotion   ● Neutral Emotion   ● Negative Emotion

When respondents were asked whether student body culture would benefit from the addition of an esports program, 84% of respondents agreed or strongly agreed. We received similarly high levels of agreement that an esports program would benefit a university's brand, with 86% of survey respondents agreeing or strongly agreeing.

Figure 4: 84% of the respondents agree that students would benefit from an esports program

● Agree

● Disagree

These two data points reflect the clear awareness among respondents of the growing demand in student bodies for opportunities to participate in competitive gaming, as well as an awareness of the strategic value for an institution's brand presented by an esports program. With a predicted global audience of 276mm by 2022, 79% of whom will be below the age of 35[3], esports represents a crucial opportunity for educational institutions to stand out from the crowd.

Perceptions about the value of an esports program to academic culture, however, were somewhat lower, with **only 70% of respondents agreeing that academic culture could be enhanced by an esports program.** The greater level of ambivalence about the value of esports to academic culture, while not in and of itself particularly surprising, reflects the general perception of esports as a recreational past-time without clear ties to learning or academics. Smuggled into this response, too, is the perennial perception of videogames as distraction from focused academic work.

When UC Irvine found out that 89% of their students identified as gamers, they seized the opportunity to create UCI Esports. Today, the UCI facilities serve as research centers for numerous departments on campus.

We attribute this lower rate of positive response to a lack of examples about how esports can align with and even advance learning outcomes. For esports to be successful as an academic tool, staff and faculty need to know how to integrate it optimally into coursework and the co-curriculum as a high-impact practice. From conversations with those who have led the development of esports at their schools, some of the most rewarding applications of esports have come from its use as a medium for interdisciplinary learning.

The most ambiguous result gathered from our series of sentiment questions concerned the perception of what contribution an esports program could make to an institution's values and mission. **Only 63% of respondents agreed that an esports program could enhance an institution's ability to pursue its values**. Many respondents contextualized their disagreements, adding that, to them, esports respresented intractable issues around diversity, violence, misogyny and gender-based discrimination.

A subset of the population who raised similar concerns noted that the depictions of women in popular competitive games was a particular obstacle due to their status as an all-women's program. Perceptions about the presence of toxic masculinity in gaming culture were also common.

Voice from the Field

"The content of the games that are played is not consistent with the mission of our university. They are violent and misogynistic. I love the concept and understand that our youth grow up with these games, but I do not like the lack of regulation of the games' [content] that are played in open competition..."

We agree with these respondents that toxic masculinity and gender-based exclusions constitute large problems for the continuation of esports' development at the collegiate level. As the collegiate esports scene continues to coalesce, questions about gender, race, equity, and culture must take center-stage.

Esports struggles with its share of problems in issues of diversity, representation and equity. Addressing them intentionally and thoughtfully, at the planning stage of any campus-based program, may allow this industry to avoid the most serious pitfalls that are today consuming the public discourse about professional

3   Esports: From Wild West to Mainstream," Goldman Sachs (Equity Research), p 5

athletics. Some groups within the esports ecosystem have begun to focus on these issues. Companies like Microsoft have developed [controller technologies](#) that will level the playing field for those gamers with physical differences that would impede competitive play. The dating app Bumble recently announced their sponsorship of an [all-women](#) Fortnite team. Other groups, such as [Girls Make Games](#), are actively working on the problem of gender equity in video game culture.

It should be the first priority of the esports community to engage substantively with the issues of inclusion, toxicity, and discrimination that are endemic to esports, in order to "get it right" while the scene is still developing and relatively plastic. What better place for this to occur than on college campuses–where social scientists, artists, humanities scholars and others are focused on the social problems of our day in collaborative inquiry with their students? Universities can serve as sites of transformation for gaming culture, beginning with a focus on the depiction of and participation of women.

Comparison: Sentiments Among those with Varsity Programs Already Established

When we examined the breakdown of sentiment among those whose schools had varsity programs, however, the distributions looked somewhat different.

When asked whether the student body would benefit from the addition of an esports program, **an astounding 100% of the sub-population who had varsity esports programs agreed that it would (meaning, in the context of this sub-population, that it actually did).** Similarly, 100% of the same sub-population agreed that an institution's brand benefited from the addition of a program.

On the other two questions, **97% and 93% of respondents agreed that an esports program would contribute positively to an institution's academic culture and mission, respectively**.

There are at least two possible explanations for such a positive response from this particular constituency. One might assume that anyone who has committed to developing an esports program would further commit to defending its value. Thus, one might read in these results a certain reflexivity or boosterism.

Another interpretation, however—and one supported by the testimony of many athletic directors and program coordinators currently leading a varsity esports program—is that those who commit to developing varsity esports programs quickly realize the value they contribute to every sphere of campus life. This latter interpretation seems especially present in the data about the value of an esports program to students: 76% of the survey subpopulation "strongly agreed" that students on their campus benefitted from an esports program—the most unequivocal statement of perceived value captured anywhere in the survey.

One important way to address the disparity in sentiment—between those who have, and those who do not have an esports program at their school, is through the creation of resources that profile the numerous and diverse benefits to student life that an esports program entails. Showcasing the ways in which esports programs have benefited student culture, offered exciting new avenues for research, and furthered the goals of the university will help assuage some of the concerns and (mis)perceptions about esports held by administrators with less hands-on experience in program creation.

4. Benefits and Obstacles: Value for Student Body, Enrollment; Resource and Knowledge Scarcity

Benefits

A calculus of costs and benefits forms the core of the decision-making process around whether to commit the resources necessary to found a collegiate esports program. When asked whether "the investment to launch an esports program would be minimal, given the potential benefits of starting a program," athletic directors are split almost evenly into two camps.

When asked, 53% of respondents agreed that the investment would be minimal given the benefits, while 47% disagreed. There was no strong commitment one way or another; responses were mostly in the 2 and 3 point mid-range in the 4-point Likert scale (4-Strongly Agree). 77% of respondents fell into either the "somewhat agree" or "somewhat disagree" categories, with only 23% either "strongly agreeing" or "strongly disagreeing." Additionally, many gave context to their responses, reporting an uncertainty about how to assess the value of an esports program, and thus uncertainty about whether the benefits rendered by program adoption would qualify the investment as "minimal."

Figure 5: Investment of an Esports Program is Minimal Given the Benifits

53%   47%

● Agree   ● Disagree

When asked to rank order the areas that would receive the greatest benefit from the implementation of an esports program, the preponderance of first-choice responses fell into two categories: **"student body and campus" accounted for 49.5% of first-choice selections,** while **"marketing and enrollment efforts" accounted for 37.9% of first-choice selections.** (The remaining 13% of responses were divided among the other three options, "revenue generation efforts," "external partnerships," and "academic culture.")
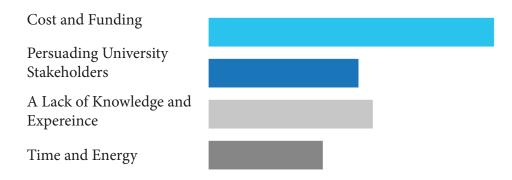
The same two categories, "student body and campus" and "marketing and enrollment efforts," received the largest share of second-choice picks as well. Third, fourth, and fifth choice picks saw a relatively equal distribution across the three less popular categories, "revenue generation," "external partnerships," and "academic culture."

These data give a clear signal that, while administrators may recognize some potential benefits of an esports program to revenue generation, partnership creation and academic culture, the true perceived value of an esports program is in its promise to improve campus life for students and to bolster enrollment and retention. What are the perceived obstacles encountered by administrators who are considering launching a program?

Obstacles

Survey participants were asked to rank "the main challenges in launching an esports program." Of the four possible answer choices—"costs and funding," "persuading university stakeholders," "a lack of knowledge or experience," and "time and energy"—the vast preponderance of first-choice responses fell into the "costs and funding" category: 40% ranked "costs and funding" as the greatest challenge to program launch. The next-most-popular first-choice challenge was "a lack of knowledge and expereince," at 23%.

Figure 6: Costs and Funding: The Greatest Perceived Challenge to Esports Program Launch

Unlike in the assessment of program benefits, where perceptions of benefits were divided between two clear categories in the first and second-choice slots, there was no clear second-choice winner in the obstacle question. Each of the four categories received roughly 25% of second-choice picks. 80% of survey respondents therefore selected "costs and funding" in either the first or second category; there were no standout selections in the second, third, or fourth choice positions. The clear conclusion these data offer is that, while many factors may provide obstacles to program creation, cost is perceived to be the primary challenge to launching a collegiate esports program.

This conclusion was supported by numerous long-form responses. One respondent described a "need to access revenue models from similar sized universities" before talks could proceed about founding a program at their own school. Another respondent commented: "We have begun the process of creating an esports team. This year it is a club, with the hopes of being a Varsity Sport in the fall of 2020. We are in need of outside sponsors. This needs to be a revenue-generating endeavor."

> **Voice from the Field**
>
> *"We have begun the process of creating an esports team. This year it is a club, with the hopes of being a Varsity Sport in the fall of 2020. We are in need of outside sponsors. This needs to be a revenue-generating endeavor."*

The importance of feasibility was echoed in many other comments. In both long-form responses and survey data, there was a consistent correlation between the concerns over resource-scarcity and the perception that the investment to start an esports program would not be minimal, given the benefits.

Finally, only 33% agreed that it would be easy to locate outside sponsorship or support for their programs. These findings collectively testify to the general sense of anxiety surrounding the question of securing funds, sourcing partners, and reaching program feasibility among those considering launching an esports program.

Comparison with Varsity Program Respondents

Here it is instructive to briefly compare the distribution of the survey-wide responses to those provided by the sub-population of respondents who already have a varsity esports program in place.

Among those who reported having a varsity esports program, 81% agreed that the investment to launch a program was minimal, given the benefits. And whereas in the general population, only 33% respondents agreed that "it would be easy to find outside sponsors for an eSports program," among those with varsity

programs, the percentage was almost double at 61% of respondents agreeing.

These numbers suggest that the cost-benefit analyses of esports program investment are much more optimistic among those with the highest degree of actual experience in building and running programs.

Implications

While respondents overwhelmingly recognized the possible benefits of esports to student body culture and enrollment efforts, concerns about prohibitive startup costs and a lack of accessible funds exerted a disproportionate influence on the assessment—particularly among those who do not already have programs—of whether investing in esports would be "worth the cost."

The optimistic results of those respondents who already have established varsity programs suggest that the pervasive skepticism may be attributed to a lack of knowledge about: (a) the true startup costs of an esports program, (b) the true range of benefits a program can provide in areas aside from student body and enrollment, or (c) a combination of the two. The previous section, noted that perceptions of the benefits associated with esports programs increased across all domains when respondents had first-hand experience with creating varsity programs. Higher levels of knowledge and expertise in esports had a positive correlation to the perception of esports as being worth the initial investment of program creation.

Conclusion: The Future of College Esports?

As esports gains visibility and momentum internationally, interest about its local applications will continue to ramp up. A small group of dedicated figures have led the charge in the world of collegiate esports, building example programs that will serve as models for new program launches going forward. The future growth of collegiate esports, however, will depend on the emergence of more public-facing information that helps to clarify both the benefits and the obstacles inherent to collegiate esports programs. In this report, we indicated that decision-makers within athletic departments struggle with anxiety about program costs and remain apprehensive about the benefit of esports to academics and institutional mission. At the same time, however, we found that the most anxious or skeptical respondents were also those who had the least concrete experience with collegiate esports.

This finding suggests that some of the concerns expressed about the prohibitive costs, lack of support, and general infeasibility of esports may be addressed through targeted education and support highlighting: (a) opportunities for defraying costs, whether through advertising, sponsorship, or a revenue model that monetizes elements of the program; and (b) the many benefits an esports program can provide, outside the narrow domains of student body culture and enrollment, that would make the expense worthwhile in the eyes of institutional decision-makers.

There is a further implication. Regardless of who you are in the collegiate esports ecosystem—an athletic director hoping to secure institutional funding from on high, a hardware provider searching for institutional clients, a student group appealing to start a club—it is essential to tell a story supported by data possible to make the case for esports. The ideal pitch for esports should not only creatively address the dominant concerns about prohibitive costs, but also make a positive (and equally creative) case for the diverse range of benefits that esports can offer to an institution's academic culture, mission and values, and brand in addition to student body culture and enrollment goals. The strongest cases for esports will proceed on just such a holistic basis, addressing concerns on both sides of the cost-benefit equation.

Over time, we predict that decision-makers at higher levels of university administrations—at the C-suite or in the board of trustees—will recognize the value (indeed the necessity) for institutions to provide esports as a

part of the campus experience.   As the scene grows, it will be important to engage perpetually with the many concrete questions about diversity, access, and discriminiation that continue to bedevil the scene. The esports community should emphasize the diversity and equity dimensions of their activities in collegiate programs, as this is likely to return disproportionate benefits. This emphasis could come, for example, in the form of deliberate recruitment efforts; curricular offerings designed to explore the issues of gender, violence, or race or in esports; and tie-ins between esports and existing Diversity, Inclusion and Equity initiatives on campus.

As collegiate esports programs become more common, we may see a pattern of larger institutional investments commensurate with investments in traditional athletic programs. Even in this scenario, however, program directors will require access to the informational resources and support necessary to spearhead an effective esports rollout. There is a clear need among prospective program leaders for a common core of best-practice solutions to the challenges that appear at every point in the collegiate esports pipeline. Context-specific solutions for recruitment, coaching, infrastructure, staffing, hardware, league membership, and competition, among other relevant areas, must all be integrated into a coherent plan for the optimal launch of a university esports program.

At the intersection of esports and higher education, there is a new world of opportunity opening up. While a $3 million dollar prize may seem out of reach for you and your campus, it might be the moment for you to "go for the gold." The resulting benefits for those that get on board now could be enormous and far-reaching. As this movement builds to scale, this will certainly be a two-way street. Esports will, increasingly, be challenged and transformed by its new university partners with their emphasis on ethics, equity and the social impact of the technology and its modes of use. It is time for higher education to get out in front of the esports movement. UEG is here to make that happen.

> *Voice from the Field*
>
> *"The ideal pitch for esports should not only creatively address the dominant concerns about prohibitive costs, but also make a positive (and equally creative) case for the diverse range of benefits that esports can offer to an institution's academic culture, mission and values, and brand in addition to student body culture and enrollment goals."*

Now What? Where do I begin?

If you are contemplating starting an esports program or already have one underway, you can review these questions to stimulate your thinking.

Critical Questions for Readers:

- How would you measure the value of an esports program at your school? What specific benefits could it provide to your institution, and what kind of financial investment would those benefits justify?
- What resources about (or examples of) esports programs would be helpful to you in the process of designing your own program?
- How could a collegiate esports programs be a constructive site for thinking about issues of diversity, inclusion, and representation on campus? What obstacles could it pose to manifesting these values?
- What departments on your campus would need to be involved in initial conversations about starting an esports program? Which faculty or educational programs would be best suited for curricular tie-ins?
- Think about groups in your community that might have an affinity with esports. What would it look like to partner with these groups? What would they be able to provide to your program and what could your program provide to them?

Attributions
Author: Alex McNeil
Co-Author: Matthew Bronson
Designer: Kyawt Thiri Nyunt

ESPORTS

COMMON OBJECTIONS & MISCONCEPTIONS

"GAMING IS A WASTE OF TIME"

Occasionally, video games can seem at odds with more "legitimate" pastimes, such as school work, physical exercise, or pursuing an extracurricular hobby. Today, however, video games are the most common medium for social interaction and play among students. In addition to providing a source of fun, video games also encourage competitive strategy and decision-making, teamwork, and "offline" rapport with friends. Finally, as esports continues to grow as a field of competitive and occupational engagement, students versed in the language of gaming are finding increasing opportunities to translate their skills into jobs and internship opportunities.

"GAMING IS COUNTERPRODUCTIVE TO SUCCESS IN SCHOOL"

Today, colleges are adding esports programs at a record rate. In the next ten years, institutionally-sponsored esports programs will be as common on campus as baseball, basketball, and football programs. From 2015 to 2019, annual scholarship money awarded by schools for competitive gaming grew from 2.5mn to 15mn, an increase of 600%. As gamers transform into an institutionally-recognized and supported demographic, schools will take an active interest in inviting them to join their student-gamer communities.

"GAMING IS ANTISOCIAL"

In culture and media, gaming is often depicted as a fundamentally isolating practice that confines students to the darkness of their bedrooms or dorms. In fact, gaming is intrinsically social: it involves organizing individuals from all backgrounds and demographics to pursue a common goal. However, gaming often fails to check the box of physical interaction, an important component of healthy social activity. It is crucial to create spaces where gamers can meet and game together to provide the all-important benefits of face-to-face connection.

"GAMING ENCOURAGES A SEDENTARY LIFESTYLE"

The image that often accompanies this objection is the overweight gamer drinking Mountain Dew and eating Doritos in their parent's basement. Gamers, however, are just as physically active as your average person. According to a study done by the Entertainment Software Association (ESA), gamers were found to be just as likely to take hiking/camping trips, vacation internationally, and exercise. They also found that gamers were even more likely to engage in a creative hobby, play an instrument, meditate, and eat nutritiously. While gaming is indeed a sedentary activity, it does not mean that gamers can't lead a healthy lifestyle.

ESPORTS

COMMON OBJECTIONS & MISCONCEPTIONS

"GAMING IS ADDICTIVE"

According to Pew Research, fully 97% of teens aged 12-17 play video games. Yet due to the lack of institutional support for gaming, gamers are often left to pursue their passions in isolation, which may foster unhealthy and unsustainable practices around gaming. While gaming has a neurobiological basis for addiction, we believe that the addictive qualities of gaming are best addressed when brought into the light. When students are provided access to healthy, positive outlets for their interests, and when gaming is integrated into a framework of academic and extracurricular engagement, we believe that incidences of gaming addiction will decrease.

"YOU CAN'T HAVE A GOOD CAREER PLAYING VIDEO GAMES"

By now, the gaming industry consists of over 2,500 companies just in the United States, and this number grows every year. Gaming companies hire for a diverse array of skills and inclinations. Storytellers, anthropologists, game designers, economists, business experts, and programmers all make up the mosaic that represents the gaming industry. For many of these companies, having a native understanding of games and gaming culture is crucial to the success of their employees. For comprehensive information about professional opportunities for gaming in your state and around the US, visit AreWeInYourState.org.

"VIDEO GAMES ARE MISOGYNISTIC AND SEXIST"

Misogyny, toxicity, and sexism are demons that continue to plague the gaming industry. Many organizations, however, are diligently working to rectify these issues. AnyKey, a nonprofit that advocates for equity, inclusion, and diversity in the gaming community, is dedicated to developing a world of gaming that is welcoming for all, irrespective of differences. One solution to the problems of toxicity and destructive online behavior is to create and enforce clear community guidelines that make gaming spaces safe for anyone who wants to participate in the community.

"VIDEO GAMES CAUSE PLAYERS TO BECOME VIOLENT"

There is no link between violent video games and violence among players. Many resources have been dedicated to studying the effects of violent video games on player violence and behaviors, including several meta- and longitudinal studies of gamer populations. Despite the persistence of the perceived link between violence and video games, no linkage has been found between violent video games and violence.

Janet Cornish, Writing Program Adjunct Instructor

954 Caledonia Street, Butte, MT 59701-9002

TO:	Dr. Charie Faught, Chair, Faculty Senate
FROM:	Janet Cornish, Chair *JC*
RE:	Montana Tech International Student Assistance Committee
	Report to the Faculty Senate/Updated Membership Roster
DATE:	February 11th, 2020

The Montana Tech International Student Assistance Committee (MISAC) held its monthly meeting on January 22nd, 2020. Here is a summary of our meeting and associated activities.

Attendees at our January Meeting:

Janet Cornish, Adjunct Faculty, Writing Program, Chair

Cheyenne Crooker, Administrative Associate II, | Interdisciplinary Arts and Science l Writing Program |Point of Contact for the Culture of Respect Initiative | Electrical Engineering |Dean Trudnowski

David P. Gilkey, Associate Professor, Department of Safety, Health and Industrial Hygiene

Luke Buckley, Associate Professor, MBMG Research

Margie Pascoe, Director, International Services

Amanda Shaw, Academic Advisor for Freshman Engineering

Dawn Atkinson, Director, Writing Program

Mustafa Jubbar, Student

Taryn Quale, Director, Academic Center for Excellence

Status of Activities

Academic Honesty

Luke reported that he and Ulana have been working with Casey Vanetta to put an ethical writing link on each student's Moodle page. The link would take the student to information about academic honesty and how and when to cite sources, using APA formats.

Website

Cheyenne and Janet will consolidate the committee's thoughts on how Montana Tech's website can be made more accessible and easier to navigate for international students. Taryn noted that Shannon Panisko of the Montana Tech Foundation was working on the website and that Taryn would let her know of our efforts. Margie again noted that the University of Montana had information to which we could potentially provide a link.

Update: Cheyenne and Janet met on January 30th and reviewed the website more closely. We have prepared a draft list of recommended "tweaks" to the website to enable easier and quicker access for prospective and current

Memo

OFFICE PHONE   MOBILE   EMAIL
406-723-7993   406-491-7993   jcornish@mtech.edu

international students. These tweaks reflect the challenges that these students might face with respect to limited or costly internet access and potential key words they might use in searching for information on Montana Tech.

Language Skills
Based on our discussion at the November meeting (per Margie's suggestion), we continued to explore the possibility of offering conditional enrollment to students with a lower International English Language Testing System (IELTS) score than currently required, if we offered more language support/classes on campus. The classes would also offer an opportunity for social interaction and general campus and community orientation. The program could be titled, something like "The Montana Tech Language Arts or EAL Institute". The Committee also acknowledged that native English speakers may also benefit from this program.

Campus Diversity
David pointed to other colleges and university programs that focused on diversity and inclusivity. He suggested we provide "spaces" for students who share the same nationality/culture/language could might meet for companionship and events. Spaces might be available in the new Student Success Center. This process might begin in conjunction with the intensive language courses taught prior to the start of students' freshman year.

Committee 2020 Recommendations
The MISAC Committee will present a series of recommendations as appropriate at the end of the current (2019-20) academic year. Janet will prepare a draft summary of our recommendations in our four areas of concern:

- Academic Honesty
- English as an Additional Language (EAL)
- Website Accessibility for International Students
- Diversity and Social Support

Janet will provide the summary to the Committee members for review and editing. David has then offered to bring this information to our new Provost, Dr. Steve Gammon to get his input and will invite Steve to attend our February (updated: March) meeting.

From: Matt Egloff

To: Faculty Senate

RE: Proposed change to FSH

Date: 2-11-2020

Per the current FSH:

304 POLICY FOR CHANGING FACULTY/STAFF HANDBOOK

Changes in the Faculty/Staff Handbook can come as new or changed policy from the Board of Regents, or may be proposed by faculty members, the Faculty Senate, staff, or the Administration.

Proposed changes will be discussed in open meetings with the affected parties and the Administration before recommendations are forwarded to the Chancellor. Normally, all institutional policies are reviewed by the Chancellor's Cabinet, Dean's Council, and ASMT. Additionally, the Faculty Senate reviews matters pertinent to their responsibilities.

<u>*All proposed changes directly involving academic issues will be carried in writing, either by a faculty member, the Faculty Senate, or by the Administration, to the Faculty Senate and followed by a discussion in a faculty meeting. A recommendation will require an affirmative vote at a general faculty meeting.*</u>

The Chancellor must approve all changes to the Faculty/Staff Handbook. It is expected that the Chancellor will discuss with the affected parties the reason for disapproval of a proposed change or insertion of new items to the Faculty/Staff Handbook. (Policy approved at May 6, 1992 Faculty Meeting.)

305 POLICY MATTERS PRESENTED AT FACULTY MEETINGS

<u>*Any motion that affects policy matters concerning academic affairs, or matters of interest to the faculty, must be presented to the faculty at least 48 hours prior to the Faculty Meeting.*</u> *(Faculty action taken January 6, 1977.)*

Those in attendance will constitute a quorum, given that there has been proper notification of the meeting and that it occurs during the normal academic year.

Proposed change (existing language in italics, change underlined and not italic)

223 ACADEMIC DEPARTMENT HEADS AND DEANS

…

223.1.3 ADMINISTRATIVE RESPONSIBILITIES

The Department Head is the leader of the department and is expected to show leadership in all areas of concern to the department faculty and staff. That leadership is measured in terms of the success of the students, faculty and staff and programs under the department's umbrella.

In particular the Department Head is responsible for:

- *Reviewing the performance of department faculty in the areas of teaching, service and research in a manner described by the Faculty/Staff Handbook;*

- *Developing with the faculty a closed loop assessment plan with goals, objectives and feedback process that ensures continuous improvement of the program;*
- *Developing an annual department budget request for consideration by the Dean, for modifying the budget based on funds allocated, and for administering the expenditure of funds so as not to exceed allocations;*
- *Assigning teaching duties equitably to the department's faculty in such a manner as to take the greatest advantage of their individual expertise, interests and abilities;*
- *Scheduling of classes and the arrangement of the teaching schedule in a manner that avoids intra and inter-department conflicts between required courses and allows faculty adequate time blocks to prepare for instruction, carry out research and serve the Institution and the community.*

- Department heads shall make a list of classes which the faculty members in their respective departments are qualified to teach. Qualification shall be based upon education and experience of the faculty member, and prior experience teaching those courses. Qualified faculty members may teach classes under the authority of other departments. The lists shall be provided to the department's Dean.
- Newly hired junior faculty (assistant professor or instructor I) in their first year shall not be assigned to teach more than 6 credit hours in each of their first two semesters.
- To develop additional teaching expertise or new courses, a department head shall reduce a faculty member's teaching load by a minimum of one (1) credit for every one (1) credit of a course not previously taught by a faculty member, or to allow a faculty member to develop a new course. This reduction in teaching load shall take place in either the previous semester or within three semesters previous to the new class being taught or offered by the faculty member. The reduced teaching load shall be used to provide the faculty member time to develop teaching expertise or to develop courses.
- Department heads shall not assign faculty members to teach classes outside of their respective areas of expertise. If a department lacks faculty expertise to offer required or elective courses, the department head shall find qualified faculty in other departments, or find and hire qualified adjunct faculty, and endeavor to hire additional full time regular faculty with the necessary expertise. Elective course may be suspended if no qualified faculty are available to teach them.
- Department heads shall first meet with faculty of their respective departments to discuss and arrange teaching assignments no later than October 10th of the Fall semester for the subsequent Spring semester, and no later than March 10th of the Spring semester for the subsequent Summer and Fall semesters. Classes shall be assigned to faculty no later than November 1st of the previous year for the following Spring semester, and no later than April 1st of the same year for the following summer and fall semesters. There will be financial penalties to departments to deter late changes and additions to teaching assignments to regular full time faculty as follows:
  - The net addition of new teaching assignments to regular full time faculty made after November 1st for the subsequent Spring semester, or made after April 1st for the subsequent Summer or Fall semesters, shall result in the faculty member being paid an additional $1000 per net additional credit hour for lecture courses and $2000 per net additional credit hour for laboratory courses which meet for 100 minutes or more.

- o The addition of any new teaching assignments to regular full time faculty made after December 1st for the subsequent Spring semester, made after May 1st for the subsequent Summer semester, or made after August 1st for the subsequent Fall semester, shall result in the faculty member being paid an additional $2000 per credit hour for lecture courses and $4000 per credit hour for laboratory courses which meet for 100 minutes or more.
  - o The addition of any new teaching assignments to regular full time faculty made after December 15th for the subsequent Spring semester, made after May 15th for the subsequent Summer semester, or made after August 15th for the subsequent Fall semester, shall result in the faculty member being paid an additional $3000 per credit hour for lecture courses and $6000 per credit hour for laboratory courses which meet for 100 minutes or more.
- If a department head, or an employee in authority over the department head has directed a department head to make additional or improper teaching assignments to a faculty member as an act of retaliation against that faculty member, it is cause for removal from their position and other appropriate disciplinary action.

- *Reviewing and, when necessary, revising the department's portion of Montana Tech's catalog and schedules of classes;*
- *Recruiting new faculty. These responsibilities include, but are not limited to, development of a position announcement in concert with the department's faculty, formation of a search committee, review of the search committee's recommendation(s), and recommending a candidate for the position to the Dean.*
- *Insuring that each tenure track (probationary) faculty member is evaluated by the department's tenured faculty annually. The results of the evaluation, as well as the Department Head's own evaluation, should be conveyed to the faculty member and to the Dean of the Institution in a timely manner.*
- *Insuring that published guidelines for applications for tenure and promotion are followed and that applications are processed in a timely manner;*
- *Insuring the quality of student advising in the department;*
- *Hearing disputes or complaints regarding any aspect of the department's performance;*
- *Selecting, supervising and evaluating staff assigned to the department, such as laboratory directors and administrative assistants; and*
- *Maintaining orderly records of department meetings, curriculum changes and other official department business.*

Monday	Tuesday	Wednesday	Thursday	Friday
Jan 27th	28th	29th	30th	31st **North Campus** Location: **MIL 201** Time: 1:00p - 2:00p Meeting No.: 1
Feb 3rd	4th	5th	6th	7th
10th	11th	12th	13th	14th **North Campus** Location: **MIL 201** Time: 1:00p - 2:00p Meeting No.: 2
17th	18th	19th	20th	21st

Monday	Tuesday	Wednesday	Thursday	Friday
24th	25th	26th	27th	28th **Highlands** Location: **HC 114** Time: 1:00p - 2:00p Meeting No.: 3
Mar 2nd	3rd	4th	5th	6th
9th	10th	11th	12th	13th **North Campus** Location: **MIL 201** Time: 1:00p - 2:00p Meeting No.: 4
16th	17th	18th	19th	20th

Monday	Tuesday	Wednesday	Thursday	Friday
23rd	24th	25th	26th	27th **North Campus** Location: **MIL 201** Time: 1:00p - 2:00p Meeting No.: 5
30th	31st	Apr 1st	2nd	3rd
6th	7th	8th	9th	10th **Highlands** Location: **HC 114** Time: 1:00p - 2:00p Meeting No.: 6
13th	14th	15th	16th	17th

Monday	Tuesday	Wednesday	Thursday	Friday
20th	21st	22nd	23rd	24th **North Campus** Location: **MIL 201** Time: 1:00p - 2:00p Meeting No.: 7
27th	28th	29th	30th	May 1st
4th	5th	6th	7th	8th **North Campus** Location: **MIL 201** Time: 1:00p - 2:00p Meeting No.: 8