UNIVERSITY *of* WASHINGTON

Community, Inclusivity, and Healthy Gaming Recommendations

UW Gaming Task Force

NOVEMBER 2020

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INTRODUCTION

PURPOSE

The purpose of the Community, Inclusivity, and Healthy Gaming Task Force was to identify and propose recommendations that support fostering a sense of community among University of Washington gamers, ensure the University gaming spaces are inclusive, and create healthy gaming environments.

BACKGROUND

> The University of Washington has more than a dozen gaming Registered Student Organizations (RSOs), comprised of thousands of UW student members. These RSOs range from casual community gaming groups to competitive teams.

> In April of 2019, the Husky Union Building (HUB) opened the Esports Arena and Gaming Lounge with the purpose of providing community and competitive gaming opportunities. This space serves as the nerve-center and nexus between student communities, interactive media partners, and gaming culture at UW. The space is one element of the esports program with a focus on the three pillars of Community, Career, and Competition.

> Building community among the students, faculty, staff, and UW guests is the top priority of the HUB's program. This includes having a space that fosters inclusivity and healthy gaming both in the physical space and online. With the COVID-19 Pandemic, it became more evident that gaming was playing an important role in helping students cope with their stress and connect with each other, and we want to acknowledge and support that.

> Several academic and administrative programs at UW support educational and programmatic gaming opportunities to help students grow in various interactive media fields and develop skills both inside and out of the classroom.

> The gaming industry has a reputation for not being fully inclusive and welcoming, as well as for creating environments that pose unhealthy mental challenges.[1]

> For the University of Washington to truly be a leader in esports and gaming, the University must directly identify and develop strategies to ensure gaming is a community builder, is inclusive and accessible for all, and promotes healthy gaming environments.

GOALS

The Community, Inclusivity, and Healthy Gaming Task Force was charged with two primary goals:

1) assess the current inclusivity landscape and the healthiness of behaviors within the gaming community at the University of Washington, and

2) develop a comprehensive plan and list of Community, Inclusivity, and Healthy Gaming recommendations for the University esports and gaming community.

These recommendations prioritize work that can be achieved through the current esports and gaming program housed within the HUB, but also look at and address the greater University of Washington esports and gaming environment.

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[1] For further research on this topic, see: 2020 State of the Game Industry Report. (2020). The Game Developers Conference (GDC). https://reg.gdconf.com/gdc-state-of-game-industry-2020; Crevoshay, E., Hays, S., Kowert, R., Boccamazzo, R., Dunlap, K., Cocks, J., Skimmons, R., Kocurek, C., VanDenBogaard, J., & Rogers, L. (2019). State of the Industry 2019: Mental Health in the Game Industry [White paper]. Take This. https://www.takethis.org/wp-content/uploads/2019/07/TakeThis_StateOfTheIndustry_2019.pdf;
Weststar, J., Kwan, E., & Kumar, S. (2019). Developer Satisfaction Survey 2019—Summary Report (IDGA DSS). International Game Developers Association (IDGA). https://igda.org/dss/

TASK FORCE

MEMBERS

JIN HA LEE
Associate Professor, iSchool
Director, UW GAMER Group (Chair)

ALEX SHAPPIE
Doctoral Candidate, Clinical Psychology
Intern, Counseling Center

ARPITA BHATTACHARYA
Doctoral Candidate, Human Centered
Design & Engineering

CASSANDRA LEE
Graduate Student, Human Centered
Design & Engineering

CHRIS LAWS
Principal Lecturer, Astronomy
Faculty Representative, HUB Board of
Representatives

CICERO DELFIN
Assistant Director, Kelly Ethnic Cultural
Center

DIYA M. JOY
Undergraduate Student, Physics &
Computer Science

ERIC COHEN
Undergraduate Student, Informatics
Representative, Gaming RSO

JASON HANSEN
Manager, HUB Games

JORDAN HOUGHTON
Assistant Director, Student Veteran Life

JULIE KIENTZ
Chair and Professor, Human Centered
Design & Engineering

JUSTIN CAMPUTARO
Director, HUB

MICHAEL CREEL
Student Staff, HUB Games

RAFFAEL BOCCAMAZZO
Clinical Director, Take This

SYDNEY YIN
Undergraduate Student, Mathematics
Representative, Gaming RSO

TRACY WANJIKU
Office Support Supervisor, Student
Activities

COMMUNITY, INCLUSIVITY, AND HEALTHY GAMING RECOMMENDATIONS

STIGMAS & PERCEPTIONS RELATED TO GAMING

Parents, academics, clinicians, librarians, and others often hold various stigmas against gaming. Gaming and esports are frequently placed in contrast with analog/physical sports or face-to-face, creative activities, like the performing or visual arts. While gaming is stereotypically associated with entertainment, consumption, and addiction, face-to-face and physical sports activities are typically associated with skill-building and creative output. This difference in perception can, at least in part, be attributed to the relatively recent emergence of gaming and esports, and a lack of understanding or engagement with the possibilities gaming opens up in a number of areas. Addressing these stigmas through proactive efforts to create positive, research-based narratives can lead to more nuanced and productive perceptions of gaming and, in turn, foster more balanced gaming habits and environments.

Recommendations

Positive Narratives

> Share stories to highlight the positive experiences people have with gaming, including connecting with friends, making new friends, finding a community with common interests, and building new skills. These stories can be shared through the HUB Games website and relevant social media channels.

> Emphasize the inclusive nature of esports for people of various abilities and life circumstances. Esports can open up possibilities for people who cannot participate in sports for various reasons, including due to disability, unsafe spaces to play outside, expense of equipment, access to training, and injuries. *(See also "Diversity & Inclusion in Gaming" section).*

Misconceptions & Research

> Fund, highlight, and consolidate research surrounding the real versus perceived effects of gaming, specifically associations between gaming and negative activities (e.g., links between gaming and real-life violence), as well as known

positive effects such as building social capital.[2] *(See also "University Support & Research" section).*

> Address traditional misconceptions around addiction. Addiction and its hypothesized intersection with technology is a common concern, however there is still much debate around this topic (e.g., Are problematic levels of video game engagement due to true addiction—compete with dependence—or is it secondary to other primary concerns?). Further research is needed, including research focused on understanding how players self-manage their gaming behavior while maintaining a healthy lifestyle.
> Foster an understanding of the time commitment necessary to master a game and begin to see the benefits, including an understanding of the state of flow.[3]
> Stress the importance of balance in gaming, and provide tools and resources that foster and promote distributing screen-based gaming activities with healthy aspects such as socializing (e.g., location-based games that encourage people to engage in physical activities and socialize). A helpful analogy may be that traditional sports in excess can also be unhealthy and lead to injuries.

Skills Acquisition & Career Prospects

> Draw out positive similarities between traditional sports and gaming, including team building, cooperation, healthy competition, goal setting, learning from failure, and resilience in learning how to lose gracefully.
> Highlight the skills acquired through gaming which are distinct from skills acquired through physical sports. For example, gaming and esports emphasize motor function, problem solving, and cognitive function.
> Highlight the creative elements of gaming, including its performative aspects and its role as a source of inspiration for engaging in creative activities, such as music composition, creating and sharing fan art, creating new games or game assets, and writing fan fiction.
> Foster an understanding of the relevance of esports and video gaming skills to career work by highlighting their transferability to a wider range of careers compared to skills acquired through traditional sports.
> Stress potential job opportunities gaming provides access to, specifically compared to physical sports.

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[2] For further research on this topic, see: Kowert, R., & Quandt, T. (Eds.). (2016). *The Video Game Debate: Unravelling the Physical, Social, and Psychological Effects of Digital Games.* Routledge.

[3] Csikszentmihalyi, M., Abuhamdeh, S., & Nakamura, J. (2005). *Flow.* In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of competence and motivation* (p. 598–608). Guilford Publications.

DIVERSITY & INCLUSION IN GAMING

Diversity and inclusion in gaming is a critical topic pertaining to both gamers' personal identities (age, class, sex, gender, etc.) and their identities as gamers (different skill levels, levels of commitment and goals, types of games played, etc.), among other factors. The central question is how to create a welcoming environment and ensure that players do not feel excluded, while simultaneously actively addressing and combating discriminatory or exclusionary gaming practices.

Recommendations

> Address and propose solutions to negative aspects of gaming and toxic gaming environments. For example, women face sexism and toxic behavior; women and POC experience skepticism of their skills and are held to a higher standard, often needing to "prove" that they are legitimate gamers; there is a resistance to diversity in gaming, including lack of representation and tokenization of women, BIPOC, and people with disabilities in playable characters; backlash to events like the Gamergate controversy still demonstrate extant resistance to diversity in gaming.[4]

> Highlight positive narratives of inclusivity fostered by gaming. For example, online gaming can serve as an equalizer by providing anonymity and allowing gamers to choose whether or not to reveal their race, gender, disability, etc. Accessible games create a level playing field for all participants regardless of physical ability.[5]

> Ensure accessibility standards are met or exceeded. The Esports Arena and Gaming Lounge can ensure it provides proper wheelchair accessibility, and adaptable controllers and peripheral equipment that could help people with sensory overload.

> Create an inviting and inclusive physical space. The Esports Arena and Gaming Lounge can include an "open" PC with no gaming chair to "invite" those with disabilities; the space can include more posters and pictures of diverse game characters; and it can explore ways to remotely provide access to gaming for

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[4] For further discussion of this topic, see: Mortensen, T. E. (2018). Anger, Fear, and Games: The Long Event of #GamerGate. *Games and Culture*, *13*(8), 787–806. https://doi.org/10.1177/1555412016640408

[5] *Graduation Address to the class of 2020 by Phil Spencer, EVP of Gaming at Microsoft.* (2020, June 19). Human Centered Design & Engineering. https://www.hcde.washington.edu/news/phil-spencer-graduation-address

people who cannot physically access the HUB due to various reasons, especially in a global pandemic.

> Improve messaging aimed at explicitly inviting various groups to play. For example, invite RSOs whose members include gamers with different disabilities, races, etc. to create esports teams and compete.

> Create standards for better moderation in gaming communities to discourage toxic behavior, and create safe spaces for people who need to get away from toxic behavior if it is not well-managed. *(See also "Balance & Social Well-Being" section).*

> Encourage the gaming industry to show better representation in games and increase diversity of game developers and artists.

> Pose relevant and difficult questions and work to understand and respond to them through research (e.g., how people of color, women, people with disabilities, and others experience gaming). *(See also "University Support & Research" section).*

BALANCE & SOCIAL WELL–BEING

Fostering balance between gaming and real life relies on both the conditions of the gaming environment and the ability to recognize and correct imbalances. It is important to consider how to prevent overextension in gaming from impacting players' real-life obligations (schoolwork, family, social commitments), while helping players balance gaming and other activities. There are current limits in place at the HUB that partially address these concerns. For example, HUB Games limits gamers to a pay-to-play structure; gamers cannot purchase more than one ten-hour package at a time; the physical capacity of the space is limited, at 39 PCs; and users have access to logs and trends of their usage. However, further considerations are necessary to ensure an environment that fosters balance.

Balance goes hand in hand with the idea of social well-being, or creating a positive gaming environment through community guidelines, positive moderation of conflicts, and considerations around anonymity and privacy.

Recommendations

Resources

> Analyze current resources UW provides and expand upon or offer additional resources, including time management workshops and resources related to setting priorities and goals. These resources can be offered both in the physical space and on the HUB's website.

> Create and promote tools for recognizing functional imbalances. For example, create usage reports that can be provided along with trends reports tracking an increase or decrease in usage, or create self-report tools for activities of daily living or other developmentally appropriate functional behaviors.

> Proactively promote the available resources, including both text-based resources and in-person support (e.g., appointments with staff members trained in balance and time-management) by being upfront about their availability and location.

Policies

> Create and enforced a code of conduct or community guidelines aligned with the UW Student Code of Conduct, delineating clear, enforceable policies and consistent consequences for negative behavior. The Code should be based on the input from gaming RSOs to ensure that it represents the community's shared values and principles. Ask students to review and agree to the Code before using UW gaming systems and UW Discord channels.

> Create positive narratives around gaming and push back against the negative images of gaming's effect on health by, for example, drafting firm policies affirming the use of sharing space and not shaming usage, and reconsidering time limits and the buffer allowed in between sessions.

> Address nutritional concerns by offering subsidies for restaurants in the HUB for students who spend money in the Esports Arena and Gaming Lounge.

> Incentivize prosocial behavior, reinforce positive interactions and behaviors, and commend good behavior and sportsmanship by considering incentives such as discounts, rewards, or featured players.

> Consider how best to incorporate anonymity, if at all. Although anonymity may lead to harassment, it may also help to protect users' privacy or to counter social barriers. Potential considerations include providing opportunities for anonymous reporting, asking if players are open to follow-up, and revisiting which online groups and communities require a UW ID for participation.

Training & Intervention

> Ensure the staff includes specific employees trained in health and wellness, and able to advocate for student leaders who participate in gaming groups. Trained staff can include student leaders, on-site employees, or liaisons from other departments.
> Train all staff to be aware of early signs of heavy usage and its effects on health and hygiene.
> Moderate and intervene when there are conflicts on online groups by training peer moderators on how to handle toxicity and ensure peer accountability.
> Provide bystander training (e.g., [training provided by LiveWell Center at UW](#)) for dealing with conflicts, bullying, and other stressful experiences.
> Form a Peer Committee on behavior to address problematic behaviors or situations.

PHYSICAL & MENTAL HEALTH

Creating physical and virtual environments that promote and incentivize physical and mental health are central to healthy gaming practices. Lack of physical activity is considered one of the fundamental drawbacks of gaming. Promoting physical activities and exercise can entail both incentivizing healthy behavior and creating spaces and activities that facilitate physical exercise. Mental health concerns can be addressed through continued research, the development of effective mental health management strategies, and effective messaging.

Recommendations

> Incentivize students to strive for healthy behavior without penalty by employing various strategies, including rewarding gym time with free gaming time at the Esports Arena and Gaming Lounge and rewarding high GPA with a discount, rather than verifying GPA to allow students to use gaming facilities.
> Promote physical exercise by finding ways to encourage students to leave their dorm rooms.
>   ▪ Create a VR gym or large space to increase "physical activity gaming."
>   ▪ Incorporate a branded "Pokémon" UW hunt or other AR games.
>   ▪ COVID-19: Host hybrid events with minimal onsite attendance but extensive virtual attendance, such as Hybrid RSO fairs with virtual opportunities or scheduled attendance by last name of participants.

- Reward student gamers for logging activities at [The Center for Learning and Undergraduate Enrichment (CLUE)](#) with discounted gaming hours for each CLUE attendance.
  > Translate the empowerment gained through gaming to empowerment in real life.
    - Host workshops, camps, and teaching opportunities aimed at building confidence and skills (e.g., how to use video games to teach social skills).
    - Strengthen the involvement and participation of RSOs by creating physical incentives for RSOs and providing outreach training for RSO leaders.
  > Effectively convey the lack of scientific consensus on the "addictive" nature of video games while simultaneously acknowledging that problematic engagement can exist. Craft wellness recommendations, materials, and policies which focus on academic and social functionality and underlying needs. Encourage further research on video game engagement and needs fulfilment. *(See also "Stigmas & Perceptions" section).*
  > Address COVID-19's impact on gaming.
    - Capitalize on the increase in gaming during the pandemic to encourage and emphasize mental wellbeing. This can include encouraging therapy, providing breaks, safe physical and social spaces, and promoting healthy gaming strategies.
    - Implement specialized cleaning procedures and single-use coverings for physical esports spaces.
    - Address special social distancing practices.
    - Offer hardware support for personal peripherals.

PARTNERSHIP & MENTORING

Creating and expanding partnerships with organizations and community members within and outside of the University of Washington can strengthen existing relationships and lead to new outreach and mentoring opportunities.

Recommendations

Internal & External Partnerships
  > Partner with organizations both within the University of Washington, including various departments, the [UW Counseling Center](#), [LiveWell](#), [Career and Internship](#)

Center, and UW Recreation; and outside of the University, including Amazon Gaming, Facebook Gaming, and Foundry10.

> Partner with the UW Libraries and Seattle Public Library to promote the work of the libraries, create game collections and spaces in the libraries, and share recent positive initiatives from the libraries.

High School Outreach & Programming

> Establish and strengthen partnerships with local high schools. Connecting with organizations such as highschool.gg can help increase gaming events throughout Seattle.

> Conduct research on creating mentoring or coaching programs for young gamers with college students as peers. Consider areas of focus, including career paths, skill improvement, and well-being.

> Organize events to host high school students on campus, play games, and introduce them to game-related research, similar to the Engineering Department's Engineering Discovery Days for high school students.

> Facilitate student participation in mentoring, including training on how to be a good mentor. Develop and use a mentor/mentee survey for improved matching.

> Continue to find (and send UW gaming teams to) local high school events like the Sedro-Woolley Overwatch Open to build high school gamers' confidence and foster a pipeline of gamers supporting our UW teams.

Positive Messaging

> Share positive educational and community elements across campus through resources that clearly highlight the positive elements of gaming (e.g., a visual one-pager).

> Tailor how gaming connects to each individual organization or department; identify strong supporters in each organization to facilitate and navigate the best ways to collaborate.

> Involve parents by encouraging parent "champions" to share their stories, and by connecting with UW Parent & Family Programs.

> Reach out to teachers from high school or middle school to share/hear their experiences of using games for learning. Develop information to inform what kinds of equipment and resources can be used and leveraged.

UNIVERSITY SUPPORT & RESEARCH

Increased University support and further gaming research can serve to strengthen the positive impacts of gaming on student personal and professional outcomes, expand opportunities for student involvement at the UW, and build partnerships with both the local community and the alumni community.

Recommendations

Financial Support
> Provide University support for activities related to gaming by covering expenses for travel, lodging, and entry fees; providing jerseys; and providing free practice time on campus (Esports Arena and Gaming Lounge).
> Help raise funds to support gaming activities by utilizing social media teams, digital media teams, and local media outreach.

Community Building & Programming
> Foster deeper community within RSOs by finding ways to build and support them through RSO fairs, mentorship in the development of the clubs and teams, and paid positions for team managers and coaches. *(See also "Partnership & Mentoring" section).*
> Emphasize the career focus of gaming by organizing internship programs, career fairs, and career talks.
> Involve alumni through alumni support, connections, and volunteering opportunities.

Access
> Support student access to gaming in the HUB by keeping HUB Games affordable and accessible and extending HUB Games weekday hours (by appointment).
> Support student hardware, software, venue, and subscription needs. Reach out to gaming clubs that have more intensive gaming hardware needs.
> Work with internal UW organizations to effectively support gaming. For example, playing games is banned in libraries, but the UW Library Bothell has a video game collection and allows students to check out consoles to play games.
> Provide an environment dedicated to supporting gaming activities, such as a smaller space for individual teams to play/practice and a meeting space for teams/clubs.

Research

> Consider the most compelling and relevant topics for game-related research, including gaming addiction in reality versus its perception; the short- and long-term effects of violent games; the effects of gaming on the brain, including measurable results; and interdisciplinary topics, such as clinical/diagnosis of gaming related disorders.

> Reach out to, and potentially partner with, other departments or groups on campus involved in relevant research. Find out what their strategies are and what areas they cover.

> Connect researchers on campus with gamers and their events through, for example, event listings on the [UW Gaming Coalition](#) website, improved event listings on HUB's page, or a Discord channel dedicated solely to upcoming UW esports events.

> Create research-based approaches to address difficult experiences due to gaming, including gaming addiction, feeling ostracized, and other issues. Based on this research, create a central resource students can refer to.

> Collect data on how RSOs on campus are helping each other through social events or other means, and create a more formalized approach to these types of activities.

> Encourage student participation and awareness of game related research as a part of the research team and not just as participants. Strategies might include outreach through gaming clubs, incentives for taking part in research (e.g., independent study credits, [Directed Research Groups](#) focused on game related research, stipends, and HUB gaming credits).

GLOSSARY OF TERMS

Augmented Reality (AR) – A technology that superimposes a computer-generated image on a user's view of the real world, thus providing a composite view.

The Center for Learning and Undergraduate Enrichment (CLUE) – The UW's free multidisciplinary study center.

Common Sense Media – A non-profit organization that rates movies, TV shows, books, and more so parents can feel good about the entertainment choices they make for their kids.

Engineering Discovery Days – Students and faculty from all UW engineering departments share their work with students, teachers, families and the community. Both days are oriented toward 4th through 8th grade students and feature hands-on activities.

Gamergate – The Gamergate controversy stemmed from a harassment campaign conducted through the use of the hashtag #GamerGate. The controversy centered on issues of sexism and progressivism in video game culture. The misogynistic harassment campaign targeted primarily women in the game industry and media studies. Targets of the harassment campaign were subject to doxing (public disclosure of private information) which lead to mass death threats, rape threats, and even bomb threats when targets scheduled public appearances.

UW Gaming Coalition – Open to members of the UW community interested in games and interactive media education, research, development, testing, and community event planning.

The Husky Union Building (HUB) – A department within the Division of Student Life dedicated to support the Husky Experience by enhancing UW community, providing a dynamic event center, and fostering student engagement.

UW Recreation – Offers fitness training spaces, equipment, and courses to the UW community.

UW LiveWell – Supports the personal and social development of students by providing evidence-based advocacy, consultation, education and training.

Registered Student Organization (RSO) – The RSO Directory lists all Registered Student Organizations at UW.

Virtual Reality (VR) – The computer-generated simulation of a three-dimensional image or environment that can be interacted with in a seemingly real or physical way by a person using special electronic equipment, such as a helmet with a screen inside or gloves fitted with sensors.

ADDITIONAL RESOURCES

Codes of Conduct

Englin, J. (Ed.). (2015). *An esports Code of Conduct.* http://esportcodeofconduct.com/
> A Swedish esports Code of Conduct.

Melanie. (2020). *Player Code of Conduct V.3.1.* PlayVS. https://playvs.zendesk.com/hc/en-us/articles/360034838933-Player-Code-of-Conduct
> PlayVS Code of Conduct with a consequences section.

Community Guidelines

Facebook (2020). *Gaming Community Guidelines.*
https://www.facebook.com/fbgaminghome/creators/gaming-community-guidelines

PCGamer (2015). *Commenting rules and guidelines.* https://www.pcgamer.com/commenting-rules-and-guidelines/

Polygon (2020). *Community Guidelines.* https://www.polygon.com/pages/community-guidelines

Diversity & Inclusivity Plans

UCI Esports Inclusivity Plan 2017-2018. (2017). University of California, Irvine.
https://esports.uci.edu/wp-content/uploads/sites/3/2017/09/Inclusivity-Plan.pdf

UW Diversity Blueprint 2017-2021. (2017). University of Washington Office of Minority Affairs & Diversity. https://s3-us-west-2.amazonaws.com/uw-s3-cdn/wp-content/uploads/sites/48/2018/07/24025214/17_DiversityBlueprint-010917.pdf

Gaming Websites & Organizations

AbleGamers: https://ablegamers.org/
> AbleGamers is a gamer advocacy nonprofit dedicated to creating and providing gaming accessibility solutions for those with physical disabilities.

AnyKey: https://anykey.org/
> AnyKey is an advocacy group that supports diversity, inclusion, and equity in competitive gaming.

CheckPoint: https://checkpointorg.com/
> CheckPoint is an Australia-based charity devoted to mental health issues in gaming.

Entertainment Software Association: https://www.theesa.com/
> The Entertainment Software Association is the video game industry lobbying and advocacy organization. Their mission is to expand and protect the dynamic worldwide marketplace for video games.

Fair Play Alliance: https://fairplayalliance.org/
> The Fair Play Alliance is a global coalition of gaming professionals and companies committed to developing quality games. They provide a forum for gaming professionals and companies to work together to develop and share best practices in encouraging healthy communities and awesome player interactions in online gaming.

I Need Diverse Games: https://ineeddiversegames.org/
> I Need Diverse Games is a nonprofit which seeks to bring projects, works and research by marginalized folks to light. They also seek to discuss, analyze and critique identity and culture in video games through a multi-faceted lens rooted in intersectionality.

International Game Developers Association (IGDA): https://igda.org/
> The IGDA is the world's largest nonprofit membership organization serving all individuals who create games. They aim to advance the careers and enhance the lives of game developers by connecting members with their peers, promoting professional development, and advocating for the interests of game developers worldwide.

Queer Women of Esports: https://www.queeresports.org/
> Queer Women of Esports is a nonprofit dedicated to making competitive gaming a more inclusive place for queer women.

Dr. Rachel Kowert: https://www.rkowert.com/
> Dr. Rachel Kowert is the Research Director for Take This and the Chief Scientific Officer of Kitsune Analytics. She maintains a personal website with her publications and research.

Take This.: https://www.takethis.org/
> Take This is a mental health nonprofit providing education and resources to the game community in order to decrease mental health stigma and increase support for mental health. In addition to expert content, they maintain a list of mental health resources which are applicable to gamers: https://www.takethis.org/mental-health-resources/

Healthy Gaming Resources & Learning Materials

Learn with League of Legends. *Learning Materials.* https://oce.learnwithleague.com/learning-materials/

North American Scholastic Esports Federation (NASEF). *Healthy Gaming.* https://www.nasef.org/resources/healthy-gaming/

Papers, Articles, & Reports

2019 Essential Facts About the Computer and Video Game Industry. (2019). Entertainment Software Association (ESA). https://www.theesa.com/esa-research/2019-essential-facts-about-the-computer-and-video-game-industry/
> Statistical facts about the video game industry, as compiled by the ESA, the lobbying group for the video game industry.

Aarseth, E., Bean, A., Boonen, H., Colder Carras, M., Coulson, M., Das, D., Deleuze, J., Dunkels, E., Edman, J., Haagsma, M., Bergmark, K., Hussain, Z., Jansz, J., Kardefelt-Winther, D., Kutner, L., Markey, P., Nielsen, R., Prause, N., & van Rooij, A. (2016). Scholars' open debate paper on the World Health Organization ICD-11 Gaming Disorder proposal. *Journal of Behavioral Addictions, 6,* 1–4. https://doi.org/10.1556/2006.5.2016.088
> Open letter two dozen researchers sent to the WHO against the inclusion of gaming disorder in the ICD-11

Adinolf, S., & Turkay, S. (2018). Toxic Behaviors in Esports Games: Player Perceptions and Coping Strategies. *Proceedings of the 2018 Annual Symposium on Computer-Human Interaction in Play Companion Extended Abstracts*, 365–372. https://doi.org/10.1145/3270316.3271545
> A 2018 paper that examines toxic esport culture within a university esports team and looking at six games.

Agarwalla, V. (2019). *2019 Ethnic Diversity Community Survey*. EA Forum. https://forum.effectivealtruism.org/posts/2T3cGecjHfbEPXeEc/2019-ethnic-diversity-community-survey

Amazan-Hall, K., Chen, J., Chiang, K., Cullen, A., Deppe, M., Dormitorio, E., Haynes, D., Kernan, J., Quanbeck, K., Romine, M., Ruberg, B., Song, J., Stepan-Norris, J., Steinkuehler, C., & Trammell, A. (2018). Diversity and Inclusion in Esports Programs in Higher Education: Leading by Example at UCI. *International Journal of Gaming and*

Computer-Mediated Simulations, 10, 71–80.
https://doi.org/10.4018/IJGCMS.2018040104
> University of California, Irvine case study paper.

Anti-Defamation League (2020, March 30). *Encourage Inclusive and Safe Gaming During COVID-19.* ADL.org. https://www.adl.org/blog/encourage-inclusive-and-safe-gaming-during-covid-19
> ADL has general advice, this is more aimed at players and parents.

Bányai, F., Griffiths, M. D., Király, O., & Demetrovics, Z. (2019). The Psychology of Esports: A Systematic Literature Review. *Journal of Gambling Studies, 35*(2), 351–365. https://doi.org/10.1007/s10899-018-9763-1
> A recent paper that suggests esports could be similar to gambling for some players.

Bauer-Wolf, J. (2019, February 12). Video Games: Entertainment or Sports? *InsideHigherEd.* https://www.insidehighered.com/news/2019/02/12/new-frontier-college-athletics-video-games
> An overview of the formalization of eSports in universities with a focus on diversity issues.

Crevoshay, E., Hays, S., Kowert, R., Boccamazzo, R., Dunlap, K., Cocks, J., Skimmons, R., Kocurek, C., VanDenBogaard, J., & Rogers, L. (2019). *State of the Industry 2019: Mental Health in the Game Industry [White paper].* Take This. https://www.takethis.org/wp-content/uploads/2019/07/TakeThis_StateOfTheIndustry_2019.pdf
> An overview of major mental health challenges within the game industry, focusing on three major topic areas: work stress, diversity & representation, and public perceptions of games.

Farokhmanesh, M. (2019, August 21). The fight against toxic gamer culture has moved to the classroom. *The Verge.* https://www.theverge.com/2019/8/21/20812153/youtube-gamergate-education-classroom-teachers-misinformation-reddit-twitter-online-harassment
> A brief article about the intersection of gaming, higher education, misinformation, and pedagogy.

Goodman, W., McFerran, E., Purves, R., Redpath, I., & Beeken, R. J. (2018). The Untapped Potential of the Gaming Community: Narrative Review. *JMIR Serious Games, 6*(3). https://doi.org/10.2196/10161
> A 2018 study on potential methods to increase physical health among gamers.

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Programs & Initiatives at Other Institutions

50 World Class College eSports Programs [For eSports Careers]. Liquidluck.
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Hawai'i Pacific University hosted an LoL Tournament in 2019, with an Open Arena Mixer, where current players could meet competing teams and welcome potential recruits. This event broadened interest and engagement beyond the current esports club and facilitated interactions with the wider esports community.

Miami University's Armstrong Institute for Interactive Media Studies' (AIMS) Games Center provides a variety of spaces for students to explore esports and its associated technology. They are intentionally spread across campus, located in spaces like libraries, classrooms, and labs. This encourages students to "rub shoulders" with academic programs, cutting edge research and technology, and the various gaming and esports clubs in order to gain a comprehensive perspective on gaming.

The University of Alabama at Birmingham runs Good Games UAB, a student led board that builds community among gamers and esports at University of Alabama

The University of California, Berkeley launched Cal Women in Gaming, an official, UC Berkeley sponsored initiative dedicated to empowering female gamers—in play, competition, and gaming industry careers.

The University of California, Irvine recently announced a partnership with Hyperice, a recovery and mobility devices company, to provide scholarships for two sports medicine fellows. These fellows will focus on implementing Hyperice's knowledge and technology in performance sports to generate 1) esports-specific content, including tutorials and educational workshops; 2) sports medicine curriculum focused on enhancing performance and player longevity; and 3) "Wellness Pods" at UCI where athletes can warm up, recover, and rehabilitate.

The University of Utah's esports team is supported by sports psychologists, nutrition and wellness coaches, and/or cognitive and behavioral trainers.