

THE GUSTAVIAN WEEKLY

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ISSUE 9

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Achievements**

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Gustavus voices contribute to on-going conversation

Community insight adds clarity to campus diversity concerns



Students in Queer Theory (left) often lead the discussion-based course themselves. (Right) Prof. Rob Kendrick seeks to help students form their own evidence-based opinions.

Nate Habben

Mykaela Otto
Staff Writer

The conversation surrounding diversity at Gustavus has continued this week after anonymous students from an English class on Queer Theory hung posters around campus questioning the way that the Gustavus administration handles diversity. It should be known that I am a student in the Queer Theory class, but was not involved with the creation or posting of the posters in question.

One of the poster creators agreed to speak with the [Weekly], but their identity will remain anonymous for the sole purpose of protection against biased attacks of any type, as well as the individuals future involvement on campus. The posters came out as part of a midterm assignment for the English Queer Theory class.

"In my classes we have been talking a lot about diversity and inclusion with the changing of the name of the Diversity Center to the Center for Inclusive Excellence," the student source

said.

After reading some of the theorists in the class, students began to equate what they were learning with their experience at Gustavus.

"If we have to do diversity work, it just shows that the institution is not diverse, which is something we learned from Sara Ahmed," the student source said.

The posters were created to "spark a conversation" and to focus on specific issues surrounding diversity at Gustavus. The hope was to bring this conversation to the campus at large.

"We did not plan to post the posters on Give to Gustavus Day. It was a coincidence, but it was a great time to start the conversation with a lot of Gustie pride flowing... I love being here, but it is not the best, it's not the worst, but there are things we need to fix. I'm glad people are talking. I'm glad the students are talking, whether they agree or disagree. I don't want people to attack each other, I want people to have safe conversations," the student source said.

The student had both a mes-

sage for their peers and for the administration.

"To my peers, I just want them to realize that even if you personally feel included, there are those on campus who don't feel included. I want people to start having the discussion about how my privilege is hurting others and how we can work together to make classrooms and halls feel more safe and inclusive."

The student also had a message for the administration.

"To the administration, I want them to know students here, even if they have issues, a lot of us care a lot about the school. Gustavus does have a unique community, but when half the community doesn't feel welcome here, something obviously needs to be done. There are a lot of students who would be willing to talk to the administration. The administration needs to know that what they think we want to happen in the school many not be what we actually want. While academics are important, I think the college should value inclusiveness and our mental and social wellbeing as well".

"The administration needs to make a bigger push to meet us. Right now the students are doing 75 percent to 85 percent of the work, it's not that administration isn't doing anything, but they can help us even more."

The student expressed they hope that the conversation about diversity can continue on campus. The student said that they would like to see students and the administration sit down together and discuss resource allocation for diversity work.

"We have people doing the work, but we may not have the funding or resources to actually implement things."

Professor Robert Kendrick, Associate professor in the English department, is teaching the Queer Theory class this semester.

"My classes are learning collective which I facilitate, so that students, all of them, are expected to share their ideas supported by evidence. My primary Student Learning Objective in every class is for students to find their own voices and positions on the topics of the course and how they relate

to the world beyond the classroom," Kendrick said.

"[The class] draws together multiple interventions in queer issues from widely divergent perspectives," Kendrick said.

This structure is intended to offer points of access for every student in the class, so that we each find those ideas that resonate with our own experiences as well as those ideas that make us reassess how we view the world and our place in it," Kendrick said.

Students in the class have been influenced by one theorist in particular.

"Sara Ahmed's Living a Feminist Life had been one of the most provocative and influential works in our class. Ahmed's analysis of the frustrations she experienced with her university's diversity initiatives led us to think about what diversity is at [Gustavus] and to envision what we want it to be," Kendrick said.

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Continued from page 1

Many members of the campus community would like to know how the college has worked to foster a climate of diversity and inclusion in the past and how they will continue to advance the mission of inclusion here at Gustavus.

Chaplin of the college and chair of the President's Council for Diversity, Equity, and Inclusion, Siri Erickson shared some of the ways the college is working to create a climate of inclusion on campus.

"The first thing I would

emphasize is that we have a college president who is 100 percent committed to advancing diversity, equity, and inclusion at Gustavus. Her support and leadership is essential for the work that people across campus are doing to create a more inclusive and equitable campus," Erickson said.

During President Bergman's incumbency, Gustavus has increased the number of scholarships for students from historically underrepresented groups to make a Gustavus, education more accessible and affordable for everyone. Once students are here at Gustavus there are programs to support them during their time here.

"Our Center for Inclusive Excellence does a wonderful job supporting students from historically underrepresented groups and advocating for any student or groups of students

who are not feeling fully included at Gustavus," Erickson said.

There are also student led groups that work to foster diversity at Gustavus.

"The student-led Diversity Leadership Councils and Multifaith Leadership Councils do excellent work in bringing awareness to the whole campus about the rich diversity of cultures, religions, perspectives, and identities represented at Gustavus, advocating for the dignity of all people on campus, and educating the campus about diversity, inclusion, and interfaith efforts," Erickson said.

While Gustavus has done work to make our campus more inclusive, the administration recognizes that more work still needs to be done.

"As the Gustavus student body has become more diverse, it has become clear that there has

not been an equivalent change in the diversity of the College's employees. We know our educational environment would be more inclusive if students from diverse backgrounds had access to role models, mentors, professors, and leaders who shared their identities," Erickson said.

Gustavus is working to develop and implement a more inclusive and equitable hiring process that will diversify our faculty and staff.

"In addition, we live in a society that is wrestling with the legacy and impact of pernicious and persistent forms of discrimination, harassment, and violence against specific groups of people based on their identities. We have all been impacted by these -isms and therefore hold implicit biases of various kinds. The white majority on campus has a particular responsibility to better understand the impact of white identity and privilege on our campus and in society. This is an area where we still have a lot of work to do to root out bias, to learn to speak openly about the complex intersections of identity and privilege and how they impact our relationships with each other, and to challenge ourselves to change our systems and structures to be more just and equitable," Erickson said.

The President's Council for Diversity, Equity, and Inclusion, is a group of faculty, staff, and students who are working on strategic institutional projects that advance inclusive excellence, intercultural development, and equity at Gustavus.

"We are currently rolling out a new plan to engage faculty and staff in training and development related to diversity, equity, and inclusion. The President's cabinet is leading the way on this work through a tool called the Intercultural Development Inventory (IDI) as a way to engage in their own learning, self-reflection, and intercultural development," Erickson said.

Gustavus has set the goal that 25 percent of Gustavus employees will participate in development in these areas this year. In the future, the goal is to make this training available to all employees. More information about the President's Council for Diversity, Equity, and Inclusion can be found on the Gustavus Website at <https://gustavus.edu/president/pcdei/>.

"I invite students who have concerns or ideas related to diversity, equity, and inclusion to communicate with me; student perspectives and insights are very important to me, to President Bergman, and to the councils, committees, and teams that are working on these efforts across campus. Working together, we can create a more inclusive and equitable Gustavus," Erickson said.

President Bergman also commented on diversity at Gustavus.

"I am fiercely passionate about diversity, equity, and inclusion and I have been for my entire career...For me it's important that we take a comprehensive and institutional approach to this. It is not a short term initiative we have to be in this for the long hall" said President Bergman.

"There are two things I strongly believe in. Number one, the person at the top of the organization has to be the chief champion and cheerleader and advocate for the topic, and number two this has to be across the institution which is why the presidents council is at the institutional level so it has representatives from all constituencies of the college" President Bergman said.

As the campus moves forward in the conversation surrounding diversity at Gustavus we all have a role and responsibility to do the work to create an environment of inclusion.

Editor's note:

In our last issue of THE GUSTAVIAN WEEKLY, the front page article "Controversial diversity posters pop up around campus" stated that the Center for Inclusive Excellence (CIE) did not respond to an invitation to comment.

This is untrue, and THE GUSTAVIAN WEEKLY apologizes for the error in communication. The CIE has made clear that their office values the opportunity to contribute and help lead the campus conversation surrounding diversity and inclusivity. THE WEEKLY wishes to thank the CIE for their continued work on campus, especially its effort to make our campus a place for every individual. Our specific language within this article has portrayed the CIE in a poor light--this was not our intent, but may have been the impact.

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First Forward Network offers resources to first-generation students



Carly Overfelt and Thomas Flunker at First Forward Network's workshop on Tuesday Nov. 6.

Katie Mattinen

Marie Osuna
Staff Writer

According to the Center for Inclusive Excellence, Gustavus has anywhere from 275 to 300 first-generation students on campus at any given time. Given this high percentage of students who have no familial background in higher education, it makes sense that Gustavus strives to offer educational resources for these students.

The resources for these students come from the First Forward Network, an initiative started under the Center for Inclusive Excellence.

"In efforts to create a more intentional and centralized effort to provide support, resources, and programming, the First Forward Network was initiated in the fall of the 2017-2018 year. The goal was to make sure that the programming, events or resources provided through this network address our community's needs," Tom Flunker, Director in the Center for Inclusive Excellence, said.

While the network's main focus is on providing oppor-

tunities for first-generation students, the events and opportunities hosted by first forward are open to all students.

"First Forward is designed to serve as a network and resource for first-generation students and others. This network is not only during the transition to college; it also [extends] throughout the journey to graduation," Senior Derga Selemona, a first generation college student, said.

The First Forward Network is still relatively new and took a lot of work to get started up.

"That first semester was spent interviewing first-generation students and staff to better understand the needs and experiences specifically at Gustavus. While this was taking place, we worked with Marketing to create dedicated sub-logos that could be used on various types of materials (physical, virtual, and print), to help our campus make a visible connection with the network," Flunker said.

Now, the network works with various departments on campus to maximize the kinds of resources they can offer.

"We provide different sessions by collaborating with various departments, for ex-

ample, CICE, the academic support center, the financial aid office, and others. These sessions give more information to first-generation students about study skills, time management, financial aid, stress relief and other things," Selemon said.

While the First Forward Network only works with students already enrolled at Gustavus, Selemon noted that many students (including himself) were involved in a similar program in high school.

"They want to have the same experience they had before. So, we tried to give them more information about the college and what should they do to be successful when they are in college," Selemon said.

This semester, the First Forward Network is offering numerous workshops to help all students be more successful in college. Earlier in the semester, the network offered sessions on technology, mindfulness and resiliency, communication skills, goal setting and how to beat procrastination.

On Tuesday, Nov. 12, Jess Franta will be presenting a session titled "Connecting and finding your fit: opportunities

and techniques for growth (personal, educational, career)" and on Tuesday, Nov. 26 Jesus Hernandez Méjia will present a session on managing and understanding finances and scholarships.

Additionally Friday, Nov. 8 marks the national celebration of first-generation students and next semester the Network will be celebrating First Forward month in April.

Flunker also shared that when 2019 seniors were asked about their experiences with First Forward, they had two main things to say.

"First, there is no mention of First Forward or information for first-generation students during orientation and second, Gustavus does not have many of the common programs for first-generation college students such as upward bound, trio, ETS, etc., and First Forward is Gustavus' version of these programs. If students are looking for resources that these common programs would normally provide, they should look to first forward for resources," Flunker said.

While the Network is already offering numerous re-

sources and events for students, it continues to grow and develop.

"While we are still working to help our campus become more aware of the First Forward, the network continues to grow in scope," Flunker said.

Gustavus celebrates Dia de los Muertos and Hmong New Year



As pictured, Gustavus students pose for a photo in the "Rejoining our Loved Ones" event photobooth.

Katie Mattinen

Elsa Beise
Staff Writer

Hosted in the Courtyard Cafe, this is past Friday, Nov. 1 the Gustavus campus held two joint events by the Organization for Latin American and Spanish (OLAS), and the Hmong American Cultural Outreach (HACO) student organizations. The first celebration, named "Rejoining our Loved Ones", was aimed to tie together the Hmong New Year celebrations with Day of the Dead. The event included traditional food, folklore, etc. of the respective cultures. "This event was about being in touch with our loved ones whom have passed away.

Also exposing the beautiful culture of Hmong New Year and Day of the Dead," co-President of OLAS Ivan Suarez said. Head of the planning committee for OLAS Daisy Hernandez-Barguiarena echoed this idea. "In Mexico and other Latinx countries, Dia de los Muertos is celebrated on November 2nd as a way to honor our loved ones and wish them luck on their afterlife.

Hmong New Year is an annual celebration that honors ancestry and celebrates the end of the harvest season. Both events emphasize the journey our ancestors take to reach the afterlife by celebrating their lives on earth," Hernandez-Barguiarena said. This is the second year that OLAS has worked with

HACO to create the collaborated event. In previous years, OLAS worked with the Spanish Department to celebrate the Day of the Dead.

The event allowed for a lot of fun to be had by all who attended and kept everyone busy with entertainment. "There was a bunch of food and drinks from both cultures. We had a fun activities such skull marshmallows, writing letters to our passed loved ones, and canvas painting. We even had a psychic. It was awesome to see the student body interacting in activities and trying new foods. Stepping out of our comfort zones is not an easy thing and seeing students try new things was a great turnout," Suarez said.

Suarez also enjoyed being able to work with another student organization and teaching others about the two cultures. "My favorite part of the event was collabing with HACO and seeing both cultures working together for a beautiful outcome... There was a lot of work that went into this event. It entailed working together and every aspect of each other's culture heard and seen," Suarez said. Hernandez-Barguiarena also enjoyed working closely with another student organization in order to create a meaningful experience for attendees.

"My favorite part of the event was seeing how two cultures that are seen as totally different merge together so well. I loved collaborating with HACO to create an event that is close to our hearts," Hernandez-

Barguiarena said.

Hernandez-Barguiarena was one of the main event planners, ensuring that there was communication between the two student organization. "As the head of the planning committee for OLAS, I met with HACO representatives and acted as a liaison between our organizations to ensure we were on the same page. To plan this event we had to decide what important aspects of Hmong New Year and Dia de los muertos we

wanted to highlight. There was a lot of brainstorming within our orgs and then lots of hands-on work to create the photo booth, the decorations, and to make the food. There were also the logistics to be taken care of such as: reserving the location, placing orders for items, making posters, etc.," Hernandez-Barguiarena said.

Both organizations have future events coming up throughout the academic year that the campus is welcome to. OLAS

is excited about their spring events, especially.

"We have a very big event in the spring semester called LatinX night where we show off different cultures through dancers and speakers of Latin America. We also create amazing food options from around Latin America as well. It's a great experience for those interested in our culture and who want to get involved more," Suarez said.



HACO also celebrated Hmong New Year on Saturday Nov. 2, as pictured.

Katie Mattinen

Faculty achievements celebrated on Founder's Day

Michaela Woodward
Staff Writer

While October 31 is considered by most to be a day filled with tricks and treats, for our Gustavus community, it is also a day of heritage, service and recognition.

Commemorating the dedication of Old Main in 1876 and the college's relocation to Saint Peter, Founder's Day not only pays tribute to the longevity of the institution, but also to the dedicated staff that have made it so.

While Gustavus has expanded and changed over the 143 years since the original dedication, its values and commitment to education have remained the same.

In light of these values, Founder's Day is an opportunity to recognize three outstanding employees during the daily chapel service with distinct awards for their contribution to the college.

These awards are given by the president after nominations and recommendations are given from the Gustavus community.

The recipients are selected based on specific examples of outstanding service within their responsibilities at Gustavus.

The Augusta Carlson Schultz Award is named in honor of one of the first and youngest employees of the Gustavus Dining service.

In the late 1800s, sixteen-year-old Augusta Carlson Schultz contributed to the success of the college with dedication to the spirit of service. This award recognizes a support staff employee who exemplifies the same commitment that she did.

This year, The Augusta Carlson Schultz Award was presented to Scott Meyer, a Campus Safety officer since 1998.

Meyer fulfills his responsibilities with a friendly and kind-hearted spirit. He is described by his colleagues as a hard-worker and a good listener who executes his tasks with tact and wisdom.

The Erik Norelius Award recognizes an outstanding administrative employee.

Named after the founder and the first teacher at the college, this employee embodies the same dedication to service and vision that Norelius did to uphold Gustavus' values while constantly seeking improvement.

Heather Dale, a Gustavus employee since 2008, received the Erik Norelius Award this year.

Dale currently serves as the Director of Health Services and Assistant Dean of Students. Dale has led her office in making health opportunities more accessible on campus, including employee health services, health insurance coverage for all students and increased mental health support with Learn to Live.

The Faculty Service Award is the highest accolade a Gustavus faculty member can receive for distinguished contributions through ser-



Professor of Mathematics Dr. Tom Lofaro, Campus Safety Officer Scott Meyer and Director of Health Service & Assistant Dean of Students Heather Dale were recognized on stage during the Founder's Day chapel service.

Submitted

vice activities on campus.

Nominations for this award can be given by anyone in the college community to a faculty member who has exhibited accomplishments in their academic department and field and has demonstrated leadership through specific initiatives that enhance the college's programs and goals.

Dr. Tom Lofaro is the 2019 recipient of the Faculty Service Award. Lofaro has been the Clifford M. Swanson Professor of Mathematics since 2000.

Lofaro has also served as the director of the Rydell Professorship, as a College Harassment Grievance Officer, as chair and co-chair of

the Department of Mathematics, Computer Science, and Statistics and on numerous other faculty committees.

Recently, he served as co-chair of the college's Curriculum Committee for the Gustavus Acts Strategic Plan during its development and adoption as its new General Education curriculum will be implemented next year.

"It's great to have the hard work I put into the curriculum development recognized by the college and the faculty," Lofaro said.

Additionally, he will serve as co-chair of the 2021 Nobel Conference, "Big Data".

The Nobel Conference itself

is a key example of a tradition that recognizes the foundation of the College on academic excellence and service to the greater community while also striving for innovation, the same qualities that are exemplified by the employees honored on Founder's Day.

In her Founder's Day homily at the daily chapel service, President Bergman reminded everyone that not only is October 31 a day of recognition of tradition and service, but it is also a day of gratitude.

"Today, we pause with a deep sense of gratitude toward the generations of teachers and learners who came before us, and to all those here today who are dedicated to

our core values of excellence, community, justice, service, and faith," Bergman said.

Each Founder's Day, the Gustavus community is called on to not only recognize and be grateful to those who have served for the betterment of the College, but to also think of how this appreciation can continue to embody the foundational values of this institution.

"Thank you, Scott, Heather, and Tom, for your devotion to the gift of service. Let's all honor these well deserving recipients of our 2019 service awards once more with our enthusiastic acclaim and with hearts filled with gratitude for their presence in our community," Bergman said.

GUSTIES of

Aaron Geringer

Elsa Beise
Staff Writer

This week's Gustie of the Week is Gustavus' Mental Health Therapist, Aaron Geringer.

Geringer, originally from Wheatland, Wyoming, interned at Gustavus from Fall of 2016 to Spring of 2017 while in graduate school, and eventually made his way back to campus for a permanent position.

"I graduated and ended up moving to Lincoln, [Nebraska] to practice at a community mental health center. There [opened] a position on the staff at the Gustavus Counseling Center about a year later. I loved my experience working at Gustavus so much that I applied and ended up coming back," Geringer said.

Geringer began studying at Casper College, a community college in his home state of Wyoming. Eventually, he transferred and found a love for a small school setting, similar to Gustavus.

"I...transferred to a college very similar to Gustavus called Hastings College in Hastings, Nebraska. This is part of why I enjoy Gustavus; I enjoyed attending a small liberal arts school, and being at Gustavus felt like I was back at home. I ended up attending graduate school in Mankato, Minnesota at Minnesota State University, Mankato," Geringer said.

Geringer has enjoyed the combination of logical reasoning as well as the emotional side that being a therapist can allow as a career path.

"I think being a therapist uses the right parts of my mind that

I enjoy using. I get to use the logical, problem solving side of my thinking as well as the emotional, relational aspect of my mind," Geringer said. He also has enjoyed the growth and difficulty that people can overcome. "It is incredibly rewarding to be able to witness growth and see how humans are capable of overcoming adversity. I also appreciate that I can have an impact on helping the overall issues of mental health that our world continues to struggle with," Geringer said.

Geringer also touched on the idea of working with students at the college level as a crucial time in their lives.

"I think that the college ages are the most interesting developmental periods in a person's life. I enjoy being able to witness how a person navigates these as they are separating from their family systems. And seeing students pursue their passions is inspiring. I also work with an incredible staff at the Counseling Center and they make this job so much more rewarding," Geringer said.

Geringer is a beloved co-worker and is admired by his colleagues in the Counseling Center.

"Aaron is the epitome of calm and care. As a therapist and friend he approaches people from a genuine place of non-judgment and authentic kindness. He works hard daily for this community, often volunteering to add additional people and/or tasks to his day to be of service. He is currently working with a number of really important and impactful programs on campus including Reconciliation and Interfaith

groups. He leads the Queer and Questioning Support Group and meditation Wednesdays in the Multifaith Space," Director in the Counseling Center Hannah Godbout said.

He also is admired for the help that he provides students.

"Aaron works tirelessly to not only help students manage the rigors of college and personal life, but to grow and thrive. He has incredible empathy and care for our campus and is always pushing himself to grow as a clinician," Staff psychologist in the Counseling Center Jennifer Ehalt said.

According to his co-workers, Geringer is humorous, generous and is a joy to work with.

"He has a beautifully dry and witty sense of humor, is a lover of nature and animals, and has the best quotes in his office. He is such a solid dependable person, and has an immense amount of wisdom. Plus he bakes delicious breakfast treats," Godbout said.

Another co-worker of his, Mental Health Therapist in the Counseling Center Alyssa Baker said that Geringer puts his all into work, even outside of the Counseling Center.

"Aaron consistently goes beyond what is expected to ensure his co-workers, clients, and our student workers are well supported and he does an amazing job of infusing laughter and fun into everyone's day. He is actively involved outside of the Counseling Center in groups he is passionate about such as the Reconciliation committee, Student Life committees, he leads guided meditations twice a month, and facilitates the support group Queer and Questioning every week," Baker said.



Geringer is described by his co-workers as humorous and generous. Nate Habben

Do you have a suggestion for a Gustavus student, professor, or staff member who could be our next Gustie of the Week?

If so, send their name, position on campus, and a short description of why you think they should be recognized to weekly@gustavus.edu for a chance to be featured!

A representative from the Gustavian Weekly will be in contact with you via email if your suggestion is chosen to be featured in an issue of the paper.



Geringer creates a welcoming and warm environment for students in his office. Nate Habben

the WEEK

& Weston Lombard

Grace Worwa
Staff Writer

This week's Gustie of the Week is Junior Weston Lombard, an Accounting major from Stillwater, MN and co-founder of School Shark LLC.

School Shark is a business founded by Lombard and his baseball teammates, Juniors John Campisi and Christian Johnson, with the mission of providing college students with a better option for buying and selling textbooks.

"What we are is a peer-to-peer textbook sales platform for students on campus," Lombard said.

School Shark began as a project for Business Modeling, a 2019 J-Term course taught by Visiting Assistant Professor Tom Clement.

"We basically created a business model for it [and] did customer research [and] market research, and through that we found out that there was an actual problem that needed to be solved, and at the same time, there was a market for a business to be able to solve that problem," Lombard said.

After the J-Term course ended, he and his teammates decided to make School Shark a reality.

By the end of the school year, they had about fifty textbooks listed, but the defining moment for the business's future didn't

come until the day following the release of book list for the 2019 Fall Semester.

"Someone bought two or three books, and they messaged us saying that they saved \$250, and this whole idea that we had been creating, this big hypothetical thing, [was] tangible now, and we actually really helped someone out," Lombard said.

"One in three students use financial aid to pay for their textbooks, and that's something that shouldn't be a thing, so we're trying to help fix that problem for as many students as we can."

According to Lombard, the business exploded once they'd posted the customer's testimonial. School Shark's first trial-run was a success, thanks to

many hours of hard work.

"When you start something and you're in college, you don't have a lot of money to delegate anything, so you kind of just have to wear all the hats," Lombard said.

However, he described the process as an enjoyable experience and a great learning opportunity, including the marketing aspect through Facebook and Instagram.

"That's been a really fun learning process of putting different pieces of content out and figuring out what gains more traction," Lombard said.

According to Lombard, he and his colleagues value the great support they've found in the Gustavus community. Not only from professors who have advocated for School Shark in their classrooms, but from students as well.

"I think the biggest support that we got was just from students [because] they had faith in our site, and that really meant a lot to us," Lombard said.

Today, School Shark lists 300 books from Gustavus students, and its founders want to build on that success in order to service as many students as possible.

According to Lombard, his own drive to improve the business is derived from his athletic background, especially from his participation on the Gustavus baseball team.

"You kind of fall in love with the grind and trying to get bet-



Katie Mattinen

Lombard looks forward to a career in entrepreneurship.

ter, and as soon as you start to see a little bit of success, then it just gets you really hungry to just get more," Lombard said.

One aspect of their expansion plans for School Shark is improving the website so that everything is automated.

"Since the summer, we've been working with a professional web-developer out in India, and it's been over a three-month project," Lombard said.

"We're hoping that it's done by the end of next week," Lombard said.

Lombard and his colleagues also hope to expand School Shark's services to other schools. So far, they've established partnerships with Loyola University Chicago, St. Cloud State, and University of Minnesota Duluth.

"We [want] to one day become a one-stop shop for all the college students in the country," Lombard said.

"One in three students use financial aid to pay for their textbooks, and that's something that shouldn't be a thing, so we're trying to help fix that problem for as many students as we can," Lombard said.

Not only has School Shark helped students with their

textbook needs, but it has also allowed Lombard to discover his own passion for entrepreneurship.

"It's definitely ignited an entrepreneurial mindset that I didn't know that I really had," Lombard said.

Lombard also founded Vaga, Gustavus' student entrepreneurship society, in order to help further this passion for other students on campus.

"We really think Gustavus is a place that has a lot of people that can do really well in entrepreneurship and have great ideas," Lombard said.

"We want to try to build that society to get more people interested in the idea and [to] explore the possibility of just what you can create with your brain and the people around you," Lombard said.

After Gustavus, Lombard wants to pursue a career in entrepreneurship where he can make a difference, whether that is through School Shark or something else.

"I want to be someone who can help change the world, which is a really big dream, but if it's not crazy, then I don't think it's a big enough dream," Lombard said.



Submitted

Lombard attributes his strong work ethic to his involvement in baseball.

"INTO THE WOODS"

Laura Schwichtenberg
Graphics Editor

This past weekend, a thrilling musical theatre production took Gustavus by storm. Stephen Sondheim's "Into the Woods," in which many well-known fairy tales converge to form one story, was directed by Henry MacCarthy and performed in Anderson Theatre between October 31 and November 3. Each and every performance of the show was sold out.

"Into the Woods" involves various characters from Grimm's fairy tales, like Little Red Riding Hood and Rapunzel, and twists each of their individual stories into a single narrative. After Act I, the characters essentially begin to write their own story, and it becomes clear that not every fairy tale has to have a happy ending.

This was a unique show at Gustavus, particularly because of the set. Though most of the plot of "Into the Woods" is set in the woods (of course), the set was created to look like an old building, complete with beautiful murals on the walls and several different entrances and exits. Actors often entered the stage through these doorways; in this way, the set effectively eliminated the barriers between outside and inside.

The set was incredible, but it was so large that it created a limited amount of available seats for audience members. This likely contributed to how quickly tickets sold out for each performance.

"The most rewarding part was looking out at the audience and seeing how moved they were. Knowing that your performance has moved people to smiles, to tears, to gasps,

to laughter, all of it, is the most fulfilling thing to experience," said Junior Jordan Johnson, who was cast as Lucinda, one of Cinderella's step-sisters.

Junior Megan Morris, a co-costume designer for the production, agreed: "When I saw all of the costumes on stage for the first time, I cried tears of joy," she said.

Are you looking to get involved with Gustavus theatre? Both Morris and Johnson advised that asking for help if you need it and being open-minded are critical for students interested in any aspect of theatre.

"Our department has so much more to offer than just acting or design opportunities. You can be involved in the building of the sets, hair and makeup crew, lighting and sound board operation, and so much more. All you have to do is ask, and we can find a way to get you involved in an area of your interest," said Morris.

Johnson also suggests trying to view failures as experience for the future. "If you don't get into a show that is truly okay! It is never a bad reflection on you, and it is okay to feel sad at first, but remember that there is always next time... all of us are rooting for you and ready to help," said Johnson.

"Student direct shows (such as the ones happening this spring; stay on the lookout for audition posters!) are a great way to get your feet wet in the department! Otherwise, us theatre kids aren't as weird as we seem, and we'd love to talk and help you find options for getting into theatre and dance!" said Johnson.

