

ESTABLISHED 1891

THE GUSTAVIAN WEEKLY

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ISSUE 10

CFs report burnout, dissatisfaction with job

*"CF burnout"
article
on page 3*



The courtyard of Uhler dormitory.

Ellie Gunderson

WEEKLY Scan

A preview of this week's top news and more

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Campus Safety Report

November 5, 2021

- Campus Safety was informed of property damage to a door in the Dining service area.
- Campus Safety responded to a medical assist at Arbor View east apartments.

November 7, 2021

- Campus Safety responded to a medical amnesty in Rundstrom Hall.
- Campus Safety responded

to missing bicycle at College View Apartments.

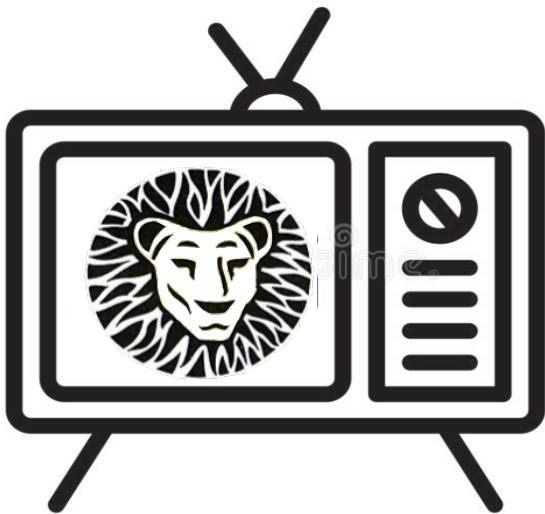
November 8, 2021

- Campus Safety transported a student from Sohre Hall to Urgent Care.

Tip of the Week:
Run, Hide, Fight...Do you know what it means?

Run, Hide, Fight, is a national campaign that Gustavus uses in providing notification during an active threat situation on campus. Basically the run part is that your first option is to get away, get as far away from the threat as you can. Second, if you can't, then you hide. You barricade yourself wherever you are. You often see the words shelter in place, when it comes to the hide element. You shelter in place to try and keep yourself away from that threat. The last is if you just have no other option, that you can use your mental and physical capacities to defend yourself. That as a last resort to save your life, there may be a need to fight. For more information about using Run, Hide, Fight in an active threat situation, watch the short video posted on the Campus Safety website in the right hand toolbar under "Safety Training Videos."

Are you interested in placing an ad in *The Weekly*?



Contact our ad manager
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Daily Sabbath Calendar

Open Space- Tuesdays (Christ Chapel)
Come to Christ Chapel for an unstructured time of prayer, meditation, reflection, or rest. Light a candle for the healing of the world.

Morning Praise- Wednesdays (Christ Chapel)
Join together with Gustavus Choirs to sing the Morning Praise liturgy. Coffee and pastries await you at the end of the service. Morning Praise is also live streamed on the Chaplains Office Youtube Page.

Holy Communion- Thursdays (Christ Chapel)

November 8th, 2021

- Morning Praise

November 9th, 2021

- Holy Communion



Co-Ed also known as Norelius Hall pictured last winter.

Cadence Paramore

CF burnout

Emily Seppelt
Staff Writer

As all of Gustavus tries to navigate this “new normal,” no part of campus is left unaffected, including the Residential Life Office. Being a CF during COVID comes with a new set of challenges, and many student staff in the Residential Life office have reported feelings of burnout, dissatisfaction, and mistreatment from the Residential Life office. Weekly staff interviewed a number of CFs, both former and current, about their experiences in the job.

For the safety and security of the students interviewed, all sources within this article have elected to stay anonymous. Each CF interviewed expressed genuine concern about the safety of their job in light of the information they chose to share with the Weekly, and several CFs declined to be interviewed for the same issue. For these reasons, the Weekly deemed all sources anonymity essential. According to Director of Residential Life Anthony Bettendorf, there is “no current policy stating that CFs would be terminated or punished for speaking negatively about their experience.”

Awful. Stressful. Disconnecting. Frustrating. Confusing. When asked about their experiences as a CF, these are the words that CFs used to describe their time on the job. While all the CFs interviewed reported

enjoying their time spent with other students and residents, this aspect of the job seemed to be the only bright light that CFs could share. As one CF reported, “I really liked supporting the residents-- I think really the residents were the only reason I was in it, and that I stayed as long as I did. But would I do it again? Absolutely not.”

Another shared that “planning stuff out and meeting with the residents is kind of fun because you get to meet new people . . . [but when] dealing with the Residence Life Office, nothing makes sense.” All CFs interviewed reported some kind of disconnect between Residential Life professional staff and the CFs.

According to Bettendorf, a recent internal survey conducted by the Residential Life office reflects a generally positive view of the job. (The Weekly was not given a comprehensive copy of the survey so were unable to compare this feedback to the information gained from our interviews). However, all of the CFs interviewed reflected some level of disconnect between student and professional staff. It is also generally well-known across campus that CFs speak poorly of Residential Life outside of the office.

A phrase shared, unprompted, by every CF interviewed was one they were reportedly taught in training: that they are a “human first, student second and CF third.” Immediately fol-

lowing this, CFs would report that, “That was so inaccurate . . . It doesn’t feel like that all the time . . . They simply do not act like that . . . They just didn’t follow through with that.”

“When it comes down to it, we’re always a CF first and only.” While each story was unique, each CF shared stories or experiences that reflected a reported lack of respect from the Residential Life office regarding students’ time outside of the job, as well as their well-being. “That constant stress of like being watched over and being bombarded with emails and requirements was just so so much . . . When I say that like Res Life is always watching over you with a magnifying glass, it’s so true,” one CF said.

Another CF expressed that they felt that support from Res Life was “never consistent.” The general consensus among CFs interviewed was that expectations were exceedingly high and unrealistic. “My experience with the pro staff was awful. Awful awful awful. I think the pro staff genuinely do not understand what students do,” said one CF.

A major factor in these feelings of burnout and overwork by CFs was reportedly caused by the barrage of COVID regulation work and enforcement that CFs were tasked with in residence halls. Comparing their experiences on the job pre-COVID, many CFs expressed that they suddenly felt like “po-

lice” or “guards” in Res halls. Many students interviewed said that “the COVID regulations on top of everything else that is our duty” pushed their workload over the top.

Much of the reason for this is the pressure for CFs to be “on” at all times. Multiple CFs shared they felt they were unable to function in their own building and own hall, as they were constantly required to be on the lookout for and report any COVID mandate violations. They could not simply walk to the printer or laundry room without having to be on the job. Typically, CFs are held to a certain number of duty hours. In the wake of COVID, CFs reported that they were essentially on duty 24/7.

For this reason, one of the largest and most passionate issues for the CFs was compensation. Prior to 2019, CFs were given free housing. This system was changed due to budgetary issues, and currently CFs have only about half of their housing covered. When asked if they felt they were properly compensated for the duties they were performing, many CFs laughed or scoffed. “I essentially serve as a crisis counselor, I put on events, I do duty rounds. At the bare minimum-- cover our full housing,” one CF said.

When asked about their compensation, one CF said, “Compensated? Compensated no. I haven’t done the math myself, but someone did the

math a few years ago and hour by hour just for duty shifts we are the worst paid job on campus.” In Bettendorf’s opinion, CFs compensation was fair and adequate. “Our compensation aligns with many of our peer institutions [in the MIAC],” Bettendorf said.

Each CF lamented the fact that the environment and job of the Collegiate Fellow position was not more feasible, as they all had a real desire to serve their community and help residents. “I want it to be healthier for CFs . . . but we are often asked to do a lot of things that make our lives as students worse,” said a CF. When asked if they felt that other CFs, former or current, felt similarly to them, each student interviewed agreed wholeheartedly. “We feel completely alienated,” said one CF.

When asked to comment on the things CFs shared, the Residence Life office disputed such a working environment or CF experience. “We try to have focused and honest conversations about where our staff are spending their time, and how we can support our staff in finding the right balance for them,” Bettendorf said.

Many of the CFs interviewed felt very similarly, expressing that they felt Residence Life does not do enough to support their staff. As one CF reported, “Waking up every day and wanting to quit is not a sign of a good working environment.”

Scholarship Day welcomes prospective students

Lauren Ruth
Staff Writer

Gustavus is hosting its annual Scholarship Day on Saturday, Nov. 13 and 20, 2021. This year the organizers decided to split it into two separate days to create a more socially distanced event. The option for students to attend virtually is also available. Scholarship Day is an event in which admitted students come to campus to be interviewed for various scholarships. It is an important part of the college's efforts to recruit students of "high aspiration and promise," Professor in History and African Studies Greg Kaster quoted

from the Gustavus Mission Statement.

Scholarship Day is an event that welcomes between 175 and 200 families to the campus. It is an event where "students come to demonstrate their creativity, expertise, and interests, as well as talk about their goals and passions," Senior Associate Dean of Admissions Lindsey Owens stated. The event is hosted by the Admissions Office and assisted by Gustavus faculty, staff and students.

Attendees are nominees invited to interview for various scholarships that Gustavus offers. These include the President's Scholarship, the Jussi Bjorling Music Scholarship, the Evelyn Young Theatre/Dance

Scholarship and the Gustavus Art Scholarship. Students do not need to major or minor within the department of the scholarship or qualify. Students are interviewed by professors and faculty to determine if the student should receive the available scholarships.

In addition to interviews, Gustavus hosts a welcome session, faculty-led academic panels, theatre and dance auditions, art scholarship community critiques and a Bjorling Music Connections session. This is designed to provide students and families information about the college. It also provides an opportunity for students to experience Gustavus and its facilities. Finally, Gustavus din-

ing service is also organizing an optional luncheon.

Scholarship Day is an opportunity for students and professors can meet and converse. The school attempts to match up attendees with professors in their field of study. According to English Department Co-Chair and professor Sean Cobb, it is a great experience for professors because it allows students to work closer with professors at Gustavus. "The professors are the best representatives of Gustavus because they interact most closely with the students on a daily basis," said Cobb. A point of pride at Gustavus is the amazing student/teacher relationships that are created. Cobb takes the opportunity of Schol-

arship Day to pitch students on what is great about Gustavus, the community, and the English major. If the students decide to attend Gustavus, Cobb remembers them and already has a connection prior to attending.

Scholarship day is a tradition at Gustavus for many reasons. Gustavus has a strong commitment to making education financially accessible for students. "The event is a way for Gustavus to celebrate the incredible talents, impressive achievements, and the hard work of our incoming future Gusties," Owens commented.



Students work on homework together.

Nate Habben

Humanize My Hoodie

Korri Wojack
Staff Writer

The Center for Inclusive Excellences' goal here at Gustavus is to connect students with educational programming, campus events/activities, and resources that will help students dig deeper into the terms: culture, diversity, equity, inclusion, social justice, identity, and intersectionality. One way they do this is through hosting events on campus and partnering with other organizations in order to bring representation and education to students. November 9, Gustavus welcomed co-founder of the Humanize My Hoodie movement, Jason Sole.

Sole has been a criminal justice educator for a decade and is a national keynote speaker and trainer. He's the past president of the Minneapolis NAACP in which he launched several public safety initiatives (e.g., Warrant Forgiveness Day) that led to harm reduction in Hennepin County. In 2014, he published his memoir, *From Prison to Ph.D.: A Memoir of Hope, Resilience, and Second Chances*. In addition, as the co-founder of the Humanize My Hoodie Movement, he's challenging threat perceptions about Black men and women through clothing, art exhibitions, documentary screenings, and ally workshops.

Sole visited Gustavus Tuesday to host a dialogue workshop and documentary screening. The documentary explains how Humanize My Hoodie was founded by Sole and co-founder Andre Wright. Due to racial stereotyping and systemic oppression, both men struggled to get to where they are today, and came together to protest and educate through fashion. The Humanize My Hoodie Movement originated from a demand to end the killing of Black and Indigenous People across the world. "We recognize how hoodies have been used to amplify the myth of Black criminality. Our mission is to debunk that stereotype by designing revolutionary social justice campaigns for Black and Indigenous People of Color to be HUMANIZED, not criminalized" says their website.

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Humanize My Hoodie empowers Black people to stand up against racial injustice. "The



Jason Sole telling a story at Humanize My Hoodie event.

Jayne Mapstone

hoodie invites conversations and we are using the Humanize My Hoodie sweatshirt, as well as educational tools, to arm our marginalized communities with innovative ways to uplift humanity and fight against violence and racism. We do this by providing jobs for poor youth, providing hoodies for entire communities who've experienced hate; providing a platform for the formerly incarcerated to be seen as more than their criminal record. We also provide opportunities for others to become allies."

As well as creating hoodies that spark conversation of justice, the movement also provides homework help for struggling youth, and educational classes for both students and educators alike. The online workshop experience provides a comprehensive course on the Humanize My Hoodie Movement's approach to preventing racist attacks on Black people, Indigenous People, and other People of Color.

The subject matter is pertinent to professionals in a wide array of backgrounds: public health, mental health, juvenile justice, criminal justice, education, higher education, foster care, and community-defined evidence – in its attention to clothing and the irrational fear of people of color, particularly Black people. Participants will gain valuable knowledge to reduce threat perception, identify micro-aggressions, debunk myths of Black criminality, understand ally ship, and skills to effectively advocate for someone from a marginalized community.

"Participants will gain valuable knowledge to reduce threat perception, identify micro-aggressions, debunk myths of Black criminality, understand ally

ship, and skills to effectively advocate for someone from a marginalized community."

In pairing with the Center for Inclusive Excellence, and Humanize My Hoodie, attending the documentary served as DEI education for students on campus. DEI is Diversity, Equity, and Inclusion, and with the new initiative sparked students and faculty alike all must complete training in order to understand and be a more welcoming community for their brothers and sisters of color. "Gustavus seeks to be a community rich in racial, ethnic, geographical, social, and economic diversity, one that encompasses a variety of identities and affinities. As an institution, we must provide a campus climate that truly welcomes and values difference," the DEI mission statement said.

Starting in 2018, Gustavus set three goals, one of which

was to diversify and expand the Gustavus community. These coming years focus on building programs to reach and support more people so that students study in an environment that reflects the world in which they will live and work. Gustavus has created an organizational structure for responsibility and accountability for campus DEI efforts. So far, GAC has developed and implemented a diversity recruitment and retention plan for students, collected baseline data on diversity among faculty and staff, and offered all employees diversity, equity, and inclusion training and development.

To learn more about the Humanize My Hoodie movement, racial and ethnic justice, or DEI training at Gustavus, there are plenty of resources available in the Center for Inclusive Excellences office, and also online or on Instagram to follow and stay updated on the Humanize My Hoodie movement.

GUSTIE of the WEEK

Courtney Leonard

Michaela Woodward
Staff Writer

For this Gustie of the Week, many of the decisions she has made during her time at Gustavus have been the ones that felt “right.”

Originally from Forest Lake, MN, senior Courtney Leonard found campus “homey” when she came to visit her older sister here when she was a student.

“Having family here [as a] transitional period, having someone on campus was really nice. It just felt like home,” Leonard said.

That sense of belonging found its way into her academics as well. As a Communication Studies and Public Health double major, Leonard was set on her path to these areas of study through interesting classes as well as the COVID-19 pandemic.

“I’ve always loved talking to people, that’s just who I am, and I just enjoy conversations and just getting to know people on a deeper level beyond just ‘hi’. I took a gen-ed with [professor] Patty English - Interpersonal Communications - and I just fell in love with how she taught the class as well as [the] content and it just felt so me. It felt real. I took that class and by the end of my freshman year I was declared as a communications major,” Leonard said.

Associate Professor in Communication Studies Patty English knows Leonard as a thoughtful and attentive student.

“Courtney is one of the rare students who demonstrates enthusiasm and respect for the

theoretical material that we cover in class. She goes beyond an understanding of concepts to apply them to relevant and complex examples. Courtney is also an excellent listener and has the ability to take on multiple perspectives on issues while sharing her own thoughts on topics. She is a delight to work with because she is inquisitive and unique,” English said.

As far as Public Health, that was a passion Leonard was inspired to incorporate into her academic plans during the pandemic.

“Before COVID, I’ve always been interested in just health and wellbeing and people being their best selves, and it’s beyond just health, like physical wellbeing, it’s also like mental wellbeing and social wellbeing and I’ve always been interested in that. COVID hit and it really just struck a chord with me in the sense of being like ‘wow, I don’t know enough about this.’ In the midst of COVID, I decided to take on two public health courses with [professor] Karl Larson and once again, just that spark came back, the spark of like ‘oh, I could see myself doing this’. It’s interesting and dynamic and always changing and so real. Someday I hope to combine both [communications and public health] and do something in terms of like promotion of health and stuff using communications and knowledge I have from public health,” Leonard said.

The overlap was apparent during the pandemic and how information was communicated to the public.

“In order for a general audience to understand and to fully

change their health behavior, to change their habits, to wash their hands, to wear a mask, you need someone there to communicate that in terms that they will understand. Wearing a mask is important because it’s a respiratory disease – well, what is a respiratory disease? You need someone there to communicate that, someone who has obvious credibility, someone they trust... making it accessible to people from all walks of life, because not everyone knows public health,” Leonard said.

Outside of her studies, Leonard enjoys spending time in the Arb, with friends, playing tennis, or making art. She is involved in the Gustavus Symphony Orchestra playing the violin, and Public Deliberation and Dialogue, a group that facilitates and helps students navigate conversations on complex or difficult topics.

As far as her plans after Gustavus, Leonard has a direction, but she is not afraid to face uncertainty.

“I think there’s beauty in always being open to something new. I think that’s kind of the mindset I have and I want to be optimistic about it and not let it scare me,” Leonard said.

Her advice to her fellow students carries a similar message.

“I enjoy the ride. I remember my freshman year and I was talking to seniors and they were like ‘it’s going to fly by’ and I was like, ‘no way’, and now here I am. Cherish the people you meet. Say yes to things, and just make the most of your time here, because college is a once in a life opportunity,” Leonard said.



GOW Courtney Leonard

Korri Wojack

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.



GOW Courtney Leonard.

Korri Wojack