HOST: This is Bascom Beat. A show dedicated to helping you navigate student life at UW. Featuring new guests from campus each week. Together WSUM and the Division of Student Life are answering your questions. Want to reach out to us? Use the #BascomBeat on Twitter and we might just answer your question on the show. And now here's Bascom Beat.

[MUSICAL TRANSITION]

This show was recorded Monday, September 17.

ALEESA: All right. You're tuned in to WSUM 91.7 FM Madison. My name is Aleesa.

ERICA: My name is Erica.

YOGEV: I'm Yogev.

ARGYLE: And I'm Argyle.

ALEESA: And this is Bascom Beat. As you just heard, we're excited to be here and for another week of a good show. We've got lots planned for today. We are going to be answering a question that we delve into. That will be coming up a little bit later. We'll be going through our weekly calendar of events going on around campus.

Plus we have an interview with two guests. We have Tony Utrie, he's a case manager with the Dean of Students. And Rachel Dyer, who is with the UHS Suicide Prevention. She's a graduate assistant and a counselor in training, and we're going to be addressing that it's Suicide Prevention Month and talking about
mental health, how that plays a role at university. But first, how is your guys' weeks?

ARGYLE: I had a great week. You know, I think the start of school is crazy busy for most of us administrators on campus. And I was running all over the place. I was at -- I had lunch with senior class officers, I had dinner with transfer students, org fair, the APIDA Community Welcome, Latin Heritage March, football game, Melonfest(?) cookout. Whew.

ALEESA: Yeah, that's a lot.

ARGYLE: I'm tired thinking about it.

ALEESA: I don't want to think about the football game, though. I'm putting that in the back of my mind.

ARGYLE: It was so hot.

ALEESA: It was hot and it was just -- it was a bad week for kickers in Wisconsin --

ARGYLE: Yeah. Yes.

ALEESA: -- too, for people who are Packers or -- and Vikings fans. I'm a Vikings fan.

ARGYLE: Yeah.

ALEESA: Did you guys watch the game?

ARGYLE: Yeah.

YOGEV: I did, yeah. I'm more of a Packers fan, though, so I was pleasantly surprised.

ARGYLE: Yogev, how about for you? It's been okay. I had to
-- you know, I'm still getting used to all the 8:00 a.m. classes that I have every day.

ARGYLE: Yeah.

YOGEV: But other than that, it's been good. I have been doing a lot of things at Smith, I'm house fellow there.

ALEESA: I lived there freshman year.

YOGEV: Really? It is a good dorm.

ALEESA: It is a good dorm.

YOGEV: And I love my residents. And we've been doing a lot of events this past week of like hang out and like watching the game and pizza and things like that. So it's been a good week on that end.

ALEESA: Cool. What did you guys do -- what did you did with the freshman?

YOGEV: We -- so we had one where we watched the Badger game.

ALEESA: Nice.

YOGEV: So that one, you know, I think people were happy about the pizza. Don't know about the game. And then we are planning a trip to Culver's soon.

ALEESA: Wow.

YOGEV: So I hope that -- you know, I don't know if any of them are listening, but I haven't told them that, that that's confirmed yet. So if this is the way they find out, that's the way
they found out.

ARGYLE: Nice.

ALEESA: I wish my house fellow took us to Culver's. It's always -- everyone every year is like why isn't there a Culver's on campus? Like we're in Culver's nation.

ARGYLE: Uh-huh. They would make a mint if they were this close to campus.

ALEESA: Yeah. I also heard someone told me that all the, like, people when the Wendy's left State Street and the Taco Bell went in, everyone is like why isn't it a Culver's? But I heard that all Culver's have to have a drive through. So it's not really possible --

YOGEV: Yeah, I think I heard that, too.

ALEESA: -- to put it on State Street because there's not really -- you can't drive there.

ARGYLE: Right, right.

ALEESA: I think that's probably one of the big things.

ERICA: It could be off of State Street.

ALEESA: It could be. It should be.

ARGYLE: So now how about classes. Have you found your rhythm yet in terms of your classes?

ERICA: Not at all.

ARGYLE: No.

ERICA: Completely not all. But it'll be okay.

ARGYLE: Yeah.
ALEESA: Yeah, I was just saying before, I haven't quite got my rhythm, either. I'm trying to like figure out -- especially because, like, soon org meetings are starting this week. You know, there's still a lot starting up. Like we're still in the -- definitely the very beginning.

So I have a DLS meeting tonight. So that will be every Monday. And then I got to put that into my schedule. My work flow with -- and also like I feel like I haven't quite gotten like the dump of assignments yet and readings and stuff that will definitely become more regular. So I think like hopefully by the end of this week. But if not, it'll happen. We'll figure it out.

ARGYLE: Yeah. Well just so you know, like faculty and staff also have to find their rhythm, too. So don't feel like it's just y'all. We, every semester is different, and there's things that we also kind of respond to to try to get in our flow, too. And some of it is just kind of getting back to the pace of the semester versus sometimes a little different than the pace of the summer.

ALEESA: Yeah. Yeah. All right. Well, we're going to start by talking about -- we're going to start by talking about ASM. Since we have Yogev here --

YOGEV: Hello, hello.

ALEESA: You want to talk a little bit about what you do with ASM and just kind of start there?

YOGEV: Yeah, so like what my specific role is?
ALEESA: Yeah.

YOGEV: Yeah, well ASM is the student government association to Madison. Within it I am the vice chair. So I kind of help the chair, who is Billy Welsh, kind of oversee the whole department. In terms of like checking in with student leaders, focusing on different campaigns that we're working on. We help co-chair Student Council together. Coming up with like speakers. Like seeing who in the administration we want to reach out to. I think we have biweekly meetings with Argyle.

ARGYLE: Mm-hmm.

YOGEV: So kind of, you know, setting everything in pace so that our -- the representatives and our leaders have to do as little work as possible to get their campaign started and moving forward.

ALEESA: Were you involved in this since freshman year?

YOGEV: With which one?

ALEESA: With ASM.

YOGEV: With ASM, yeah. I was an intern my freshman year. So I stayed all three years.

ALEESA: That's awesome. That's awesome. And what -- you know, what -- for people who don't know like what ASM is, like the decisions that they make, like what is that kind of all about?

YOGEV: Yeah, so we are the official student government of the university. So a lot of the decisions we make, it's mostly we're kind of -- I can see it as like an advisory board to the administration.
Now what we can do is we can -- what Student Council can do is recommend changes that we want to see or things that we want to see. And then we meet with the administration on the background, and we make it work. So a lot of the things from like the bus pass to 24 hour College Library to the break, like we have a study day between classes --

ALEESA: Right.

YOGEV: -- and exams. All that kind of stuff, you know, goes through the process of Student Council recommending it and then the leaders going into the background and actually making it happen through -- either through a lot of meetings with the administration, a lot of like pressuring, that kind of stuff to make this campus as amazing as it is.

ALEESA: So Argyle, what has your experience been with ASM so far and kind of how you -- your role within it.

ARGYLE: So like Yogev said, I think the administration looks to ASM to try to help clarify what's the voice of the students. Because there are so many students on our campus and so many different opinions about how the campus should be moving forward. So some of the utility is that you've got a group of elected students selected by their peers who can say, this is kind of what we think you should be doing on any given issue. And I think even that in and of itself is not perfect because even ASM itself probably has to work hard to be representative. But it's a good place for us to start.
So a lot of times we're turning to ASM to say, where are you at on these different issues. And some of it is asking ASM's help in getting more student voice and trying to find out where is it -- where are students on this. Sometimes it's students approaching us. Sometimes it's us approaching students. A bit of give and take.

But certainly I think we're really committed to and want to continue to foster that relationship. That's why, you know, we do meet with them frequently. And appearing not just at, you know, kind of small meetings, but committee meetings, council meetings. Working with the funding portion of ASM that funds about $10 million of student activities and organizations, and really just trying to figure out different ways to kind of help each other.

ALEESA: I always thought that it was really awesome, like the amount of money you guys, that ASM, that students handle. Which some people may think sounds scary, but also I think it's really awesome that SSFC which is the financial -- Student Services Financial Committee?

YOGEV: Yeah, good job.

ALEESA: Gets to allocate that money, gets to, you know, like you know, it helps WSUM be where they are today. I think it's really cool that they have that opportunity to, you know, make sure every student group is able to thrive and is able to be represented on this campus. So I always thought that was really cool.

ARGYLE: I mean, when you think about the Student Org Fair
that happened in the Kohl Center, there were 400 groups there two days in a row. There was over almost a thousand groups. That does not happen on a campus without funding and without opportunities for students to get together and find creative opportunities to engage with each other.

So that funding that ASM provides really kind of cornerstone to making that kind of campus vibrance that we really want to have happen. It's definitely not normal on campuses to see the kind of community that we have. And I know that if you don't go to a lot of schools or haven't been to a lot of places, you don't realize that it's different. But I tell you from my experience, it's way different and way better to have this kind of opportunities for students, to be able to get involved in almost anything you can imagine.

ALEESA: Yeah, that is really awesome. And then this is kind of going back to like between ASM and the administration and that kind of relationship. So can -- like what is the influence and kind of the structure there of like if ASM is like we want to do this. And then they come to Argyle or someone in the Division of Student Life, and they're like so can we do this? Like how often does it happen or what are kind of like those rules where sometimes it can't happen or where is that -- where does that kind of sit when making any sort of decision?

YOGEV: Yeah, so I mean, a lot of does -- I'll first start by saying a lot of it does come up from mutual respect. We could
easily make each other's lives really hard.

(ARGYLE LAUGHING)

YOGEV: And that doesn't really lead anywhere. So a lot of it does come from respect and understanding the administration on their side, understanding that we're coming from being a representative body of students and kind of having the respect of the student voice as well as like on our side, understand that the administration is coming from kind of like the top view. Like they understand everything that's going on. We understand like the student perspective, but oftentimes it's not the only thing that the university has to look at.

ALEESA: Sure.

YOGEV: And so a lot of it does come from respect. And then the other side of it is through the shared governance process which I think is one of the most underrated parts of ASM. And that's a little bit over 100 committees. Some of them have just advisories, so I sit on like an advisory committee for Jeff Novak who is Director of Dining and Housing where we just say our opinions. Other ones are actually voting. And students have equal voting power as the administrators. Sorry about that.

So it's like a mix, but there are states -- there are situations where students do have equal power, equal voice. And there are situations where we have to kind of trust on that respect that we're both looking out for the same goal to be able to work with each
ARGYLE: Yeah, I think, you know, generally my philosophy is when something is brought to me is what can I -- how can I do this. It's not how do I not do it or how do I limit it. But like what's in the realm of possibility here knowing that you can't always do everything. But you might be able to do something.

So to whatever degree you can kind of move an issue forward for students, but also kind of maintain whatever, you know, campus system, state parameters if there are any, or just continuity across, you know, the big campus we have. Those are some times what I'm doing is just trying to say here's the people you should talk to or here's a couple pitfalls. If you're going to try to move this forward, make sure you avoid those or put those into consideration so you don't get derailed by, you know, something that you're not aware of. That's kind of the approach I take.

I don't necessarily think that just turning down something as a -- right out the gate is a good approach. A lot of times it's the conversation that helps people appreciate the -- probably the complexity of almost any issue we talked about.

ALEESA: Sure. One last question about ASM that I think is important and I think that should be talked about is how do you make sure that all student voices are represented when necessarily ASM may not be representative or the administration may not be representative. How in -- how do the Associated Students of
Madison, who represent the students and who make decisions on behalf of the students or help make decisions? How do you guys make sure that everyone who wants to have a say can have a say?

YOGEV: Yeah, which is a good question, because the traditional ways that we've been hoping students reach out aren't always the most upfront ways.

You know, we have a traditional, like we have office hours so that you could see on the Web site when me or when Billy will be in the office and you can come talk to us. We have like our Facebook. You can message us. You can email us. That kind of stuff which is like more traditional. And it's, from what we've seen, not the most -- you know, not many people come to our office hours. Not many people utilize that way. So it's really up to us to find different ways of reaching out to students.

I'll be 100% honest, some of the things that I pick up as possible ASM campaigns I get from things like the main page, see what students like complain on there and start talking from there. And we see kind of, you know, that's where a lot of students -- I think, well it has like 17,000 members on it. A lot of students do put out their frustrations and their ideas onto that page or through personal conversations with myself. We're kind of all -- it's all on the representatives and on me and on Billy and our leaders to go on our own to the different communities that we have and talk to them about these ideas.
So it's really, you know, we can't expect students to necessarily come up to us and say everything because everybody is very busy, and sometimes they don't even know the ways that they have. So it's really on us to go out and talk to them through different town halls, through different like conversations or even things as simple as looking on Facebook to see what people are putting up.

ALEESA: Yeah. Do you have anything to say about that, Argyle? Or anything to add?

ARGYLE: I mean, I think it is, as the student body continues to evolve, I mean, it's always a moving target. And there's never -- you can never do enough, and I think Yogev's point of just trying to really think of new and creative ways to get the word out to hear voices, it's a never-ending challenge. But you know, I think that's why we want students to be engaged so heavily and that. Because if anybody is going to know where the student voices are its students themselves.

So while I can be in a lot of places and, you know, talk to a lot of students, they're going to talk to me differently than they're going to talk to each other. And I think that having some of that unbridled conversation between each other is useful for me because then I know when I'm talking to an ASM representative, the hope is that they've talked to students and have a sense of, you know, where they're at differently than if I was sitting -- they were sitting in my
office. So it's very valuable for me, and I appreciate all the work they're doing on that.

ALEESA: Awesome. All right, we're going to switch gears a little to a different question.

If you're just tuning in, this is Bascom Beat. We are with three student voices and Argyle, who is the Interim Dean of Students. If you ever want your question answered on the show, you can use the #BascomBeat on Twitter. You can tweet @ArgyleWade. You could tweet @WSUM. You could just compose your own tweet. And we're always looking at that hashtag looking to answer your questions.

And we do have one question that we got in that was from Leland. And the question he tweeted is what do you think the Civil Rights Movement of the 1960s would think of your disruption versus activism guidelines?

And just to give a quick background on that, in September at the beginning of the school year, there was a protest response guide that was -- protest guidelines that was published about -- with multiple different people who put it together about how the University handles protests, activism, and all the different complex aspects of that.

It's a really big issue, but -- really, I shouldn't say issue. A really big topic. And definitely something, because it's new, that we really want to talk about and address. We probably won't be able to get as in-depth as we want to with limited time. But we're definitely
going to try and go as in-depth as possible with it.

So to start off just simply, Argyle, I'm assuming you were a part of drafting these guidelines?

ARGYLE: Mm-hmm.

ALEESA: So kind of broadly, what are these guidelines and why were they created?

ARGYLE: So it's formally called the Protest Response Procedures, and I think the documents are up on the UWPD Web site, Division of Student Life Web site, and a couple of other places. So if anybody actually wanted to see the document, you can go there and look at it more specifically.

In general, they were set forward to try to give the campus, the student body, faculty, staff, anybody who really wanted to see it a sense of our procedures regarding protests and demonstrations and how those -- how we handle those consistent with our divisional campus institutional values.

So at the end of the day, one of the things I think I talked about in our last show that I loved about our student and our campus -- our student body and our campus is that people take a stand for what they believe in. That they're willing to voice their concerns. They're willing to stand up and talk about issues that are difficult. Within that, we also need to know, we got to foster an environment where people with differing opinions can here each other and talk to each other.
And so, you know, students have asked, people have asked what are the parameters? How do I engage on something, but yet stay on the right side of the campus institutional policies?

So this document helps to codify practices that we actually have been engaged in for a long time, but didn't have centralized in one document or one place. So I don't necessarily think the approach is new or different. It just puts it all down in writing.

So if somebody wanted to see, well you know, how do I protest something? How do I voice myself? Yet I don't want to get in a position where my status as a student, you know, gets called into question. Well, this is some examples of how you do it.

ALEESA: Forgive me if this is -- if you already said this, but how -- when exactly was this drafted?

ARGYLE: We spent all last year working on this. It actually started the summer of 2017. I was working with UWPD and other colleagues from around campus to try to start putting form around this. And then through all last year, gathering feedback from faculty, staff, and students.

There was a shared governance process that eventually culminated around that in the spring of 2018. And then it was formally kind of adopted into the document that is posted in the -- over the summer. And I think publicized just last week. So it was a year-long process. But again, a lot of this -- a lot of the things in this document have been around, in terms of our practice, for quite
a while.

ALEESA: Okay. So then what do you think about the question?

ARGYLE: Yeah.

ALEESA: What do you think the Civil Rights Movement of the 1960s would think of your disruption versus activism guideline?

ARGYLE: It's a tough one because, well, I'm a little younger than that. I wasn't around in the 1960s, so I don't want that I could speak for somebody who lived in that era who, you know, kind of was a student in that era. So it'd be hard for me to say what they think.

I think one thing that I'm wondering about the question a little bit is these guidelines are really more focused in on lawful kind of protests and lawful events. Versus I don't know if this is framed more around disobedience and civil disobedience. That's not what these guidelines kind of address.

At some level, we're assuming or at least we're starting with the assumption that people are going to try to have express themselves in lawful ways.

I think that certainly, you know, the campus and society has evolved over time. And really, what we're trying to establish here is in a campus where we value sifting and winnowing, and we want all sides to be able to speak, how do you foster that environment as opposed to a shouting match where whoever is loudest or has the
biggest group gets to dominate the conversation. And I think that you know, that's the environment that we're shooting towards and we're trying to help foster with some of these parameters we're putting in place.

ERICA: Well, I guess a question that I think usually comes up when people speak about protests is the issue of disruption. People say that protests are inherently supposed to be disruptive. How would you respond to that?

ARGYLE: I think -- I suppose you could take that framework. I think you can be against something without being disruptive. You can stand for something without having to try to limit what somebody else stands for. I don't think it's a requirement that you drowned out the other person or the other group just because you have your own opinion. Most people don't like that to happen to them. So I generally take the position that, you know, try to figure out ways to express yourself without having to take away somebody else's voice.

ERICA: What are some specific parts of this -- of these guidelines that you created that you specifically want to highlight or would want to highlight today?

ARGYLE: Sure. A couple priorities that when we kind of go into this process and we try to think about, you know, protests or demonstrations that we really want to tend to the physical safety of the people who are at events. That's important for us because we
want people at all times on our campus to feel safe.

We really want to encourage constructive engagement. And we really work with any side of an issue. So if there's two student groups and they have different opinions, we're going to work with both sides. We're not going to try to pick a side and say we're going to work with you to help foster this event, but we're not talking to the other one. So we always try to reach out with anybody who will engage with us.

We really do try to work with people to think about the venue they're going to be in and how they want that event to go off and how to help set them up for that success.

And you know, we're looking at freedom of expression, freedom of speech. And we're trying to figure out how to balance that equation. And it's an ongoing dynamic process. So I wouldn't say it's always easy or clear-cut. But I think that's the right place to be when you're trying to think about the kind of campus that allows all viewpoints to be expressed.

Those are some of the things we really try to hold to when we're going into this process around issues that might be kind of controversial.

ALEESA: I think we were talking about this before, but I think, you know, UW-Madison has such a rich history of protests. Argyle, you mentioned, is something you like.

ARGYLE: I love.
ALEESA: Yeah.


ALEESA: Yeah, I mean, I don't know about you guys, but I've been involved in protests here where we're marching up Bascom, marching to the capitol, gathering wherever it is to speak our opinions. And I think that's really awesome.

And I think it's almost part of like the college experience for some people to engage in a protest, engage with other communities. And I think that's always been a part of UW-Madison. I know people always think about during the Vietnam War, how big UW -- how big the UW-Madison campus was as a part of that, and how some of the buildings here, how they represent trying to stop protests.

I know what I think of as I heard -- I don't know if this is true -- that Humanities was built to actually stop protests from happening there because there's no main entrance that can be blocked.

ERICA: No centralized like area.

ALEESA: And there's no centralized area you can gather, which is interesting.

ARGYLE: Interesting.

ALEESA: Obviously, we've gone a very far away from that, because I think that the campus is trying to foster like healthy, good protests and good conversations.

ARGYLE: Yeah.
ALEESA: But you know, that brutalist architecture in Vilas and Humanities, you know, that does -- you know, there's now there's no protests there. You know, the protests are on top of Bascom. They're on State Street. They're by the Union. You know, they're -- I think Bascom is usually the kind of most common place.

But I think it's interesting to think about that, too, just our school's history of that. And I think it's -- I think it's good that there is a guideline now, because I think it's good to have just some sort of baseline, something people can look at even if they maybe don't agree with it. Like you were saying, it's hard. It's not clear-cut. You know, every voice is different, every protest is different. You know, I think it's a difficult conversation about this.

ERICA: Oh, sorry. I have a question, actually, that just came to me. What defines a disruption? Do you have that anywhere in the guidelines? Because I know that there were some reactions when this came out that, you know, people would be trying to counterprotest peacefully or something like that, and they would be penalized for it. So what exactly defines a disruption?

ARGYLE: I mean, I think it's hard to have a definitive definition because the environments in which we find ourselves change dramatically from an indoor event to an outdoor event to an invited, ticketed event to a non-ticketed event. So some of the parameters would be different based on situation by situation. I think ultimately what it comes down to is if someone is choosing to
express themself in a way that disallows someone else to also have, you know, what their expression should be, I mean, that's what we call a disruption.

Now there's kind of a continuum for that, right? It's not necessarily black and white. How long does that go on? To what degree does that inhibit somebody's ability to express themselves? Are they -- do they stop when asked to stop? I mean, I think all these kind of go in the mix of deciding what is this and what's the easiest way to address it.

At the end of the day, what we try to do is figure out what's the least -- what's the least infringeeful way that I can say to somebody, hey, you know, you need to like let somebody else talk now or this is an event where there's a speaker. So you know, if you want to hold your questions to the end, there's a time for that. That's how we try to approach this.

We're not trying to, again, shut down free speech. But you know, free speech is not I get to talk whenever I want at any time and I can disrupt everybody that's around me. That's not lawful free speech. Because we do have some parameters on our campus about how we try to conduct our events.

Now if you're standing on the top of Bascom Hill just talking, that's different than if you're a ticketed event in the Union where there's kind of, you know, it's a certain set up situation. So there's places and times where, again, this is going to vary from case to
case. That's why I think it's hard for us to just say this is exactly what disruption is. It really is scenario-based.

YOGEV: Actually, I have a question following up on that, you know, the case-by-case. And I'm sure I'm not the only one that's thinking this. But what's -- what's the consequences if we break one of these rules? And who gets to decide? Is it a case-by-case, like you said? Or is it, you know, you break one of the rules, the first time you get this. The second time you get this. Third time is expulsion, or how do you go about that?

ARGYLE: So any situation involving, you know, kind of campus conduct and discipline, the first step is always evaluating kind of the nature of the behavior, how intentful was it. What was the impact of that behavior? I mean, we're always looking at that no matter what happens, and trying to understand that.

There are -- the Regents did pass some guidelines last year about how to think about the disruption that happens on campus that gives some guidelines for, you know, probation and suspension and expulsion. And it kind of goes in a tiered process where I think it's the third one, I think, there's a period of suspension and maybe then there's expulsion. I can't remember the exact progression.

But that is all decided upon and happens at the campus level. That's not dictated at the system level. So we would be looking at the situation at hand and trying to figure out did, in fact, this kind of move into that area or not? And we'd be working with the student
to try to make sure they're knowing along the way as they're moving what the implications are and what's coming.

Now, I would say for a long time, not even recently, one thing could get you suspended or expelled from the campus, depending on the severity of it. So this policy the Regents put in place wasn't exactly more punitive. What it did was it set in place kind of a stairstep process.

I mean, if somebody would go in and pull a fire alarm in the middle of a speech because they didn't like the speech, likely they're in some pretty big trouble, because now they've moved into a situation where they put other people at harm and in jeopardy, even without this Regents thing.

So I don't want to put too much weight on it. We've always just tried to evaluate kind of students' behavior based on what they're doing and what the impact is.

ALEESA: All right. Well, we're going to wrap it up there. Really quick, if students want to start a protest, engage in a protest, or have any questions about anything, what can they do, who can they talk to?

ARGYLE: Certainly if they want to engage on that, I'm actually having conversations around campus with faculty, staff, and students because it's just come out. So I'm happy to engage on that. They could certainly use our #BascomBeat to, you know, engage on that if there's other questions.
I think it could be interesting if you want to do a deeper dive and a longer conversation on this for a future show, if there's a lot of energy around that, maybe we could get some other people from around campus in to talk about that.

Otherwise, they can reach me through dean@studentlife.wisc.edu. That's the email address that if there are specific questions they wanted to send to me, I'd be happy to have those either email or one-on-one engagements with people.

ALEESA: Sounds good. All right, well that was a great conversation. You're listening to Bascom Beat. If you ever want to be a part of the conversation, you can send the hashtag Bascom Beat with any questions, comments, anything you want us to address, we will do our best to and most likely talk about it on air. Coming up, we're going to have our guests in studio. Also our weekly calendar events.

[MUSICAL TRANSITION]

ALEESA: Back on WSUM 91.7 FM Madison. This is Bascom Beat giving you all the information, answering your questions about what's going on on campus. We're going to start with our calendar of events really quick.

On Thursday, we have the Fall Career and Internship Fair at the Kohl Center. There's over 300 in-state and national companies that are going to be there. So if you're graduating or if you're looking for an internship for the summer, that's a great place to be. And I know
a lot of specific schools are doing like prep workshops to help you get ready what you need to be there -- what you need to go there to be ready.

On September 20, UHS is kicking off flu shot season for students. Sadly, it's getting that time of year where we're getting sick and it's getting cold. And flu shots are definitely important. That will be on East Campus Mall. And flu shots are available, I think, most of the winter and year round.

On September 22, this is just a fun event. WUD Music, which is a Union group on campus that books shows at the Terrace, at the Rathskellar, at the SETT. They're having a band come in, Mom Jeans with Just Friends and Shortly. And that will be at the Terrace. Those shows are booked and put on by students, so if you're interested in getting involved in that, you can go to the Union Web site.

On Tuesday, September 25, National Voter Registration Day. I know that the campus has a lot of stuff set up to help you get registered. It can be kind of complicated, but there is an election coming up on November 6. So important to get registered and prepared for that.

On the 26th, all first year students are invited to the #StudyStrong Academic Resource Fair at Helen C. White, also known as College Library on the second floor.

And last but not least, on September 27. It's the Light of the Moon 5K. It's the 4th annual year they're doing it. It's part of like
the Wisconsin Welcome Week, and it's at night along the Lakeshore Path. You do have to register online through Rec Sports. And they have a bunch of fun things you can do. You can win awards and prizes for having the best costume, all that kind of fun stuff.

So let's get to our interviews. We have Tony Utrie who is a case manager for the Dean of Students. If you want to say hi.

TONY: Hello, everyone, thank you for having us today.

ALEEZA: Yeah. And Rachel Dyer, part of the UHS Suicide Prevention. And she's a graduate assistant.

RACHEL: Yes, that's correct. Hi, everyone.

ALEEZA: Awesome. Thanks for coming. So we decided to do this because it is Suicide Prevention Month, the month of September. So we thought it'd be good. Mental health is definitely something that a lot of kids, college kids and everyone struggles with, can struggle with. So we wanted to talk about that a little.

ERICA: Mm-hmm. So I guess branching off of that, the first question I have, and this is kind of a devil's advocate question, is what exactly does suicide prevention look like? And why do we need a month for it? Why is it important? So like what -- by what -- what does suicide prevention mean? I'm curious, like that part of suicide prevention month. Like what would we be doing in this month that we're supposed to be, you know, like looking for specifically.

TONY: Sure. Well, I can start off. The importance of talking
about suicide and raising awareness about suicide this month is very critical on this campus. I don't think many Badgers go through their time here in pursuit of a degree without having some kind of impactful event happen on their -- in their lives or having some kind of struggles with their mental health.

Raising awareness about what resources and support are available on campus is really crucial to creating that wealth of information among the Badger community of how they can get help, where they can get help, and also creating an environment to destigmatize seeking that help.

ERICA: And is there anything you would like to say?

RACHEL: Yeah, I think I just want to echo that last bit about stigma. There is a lot of stigma around suicide. So having a month that includes not only awareness building, but also training and that prevention piece that you mentioned where we're engaging peer-to-peer support, as well as increasing access to services like UHS Mental Health Services and other folks and divisions on campus. It's very important. It's a necessary conversation for us to have anywhere, but especially on a college campus.

ERICA: Mm-hmm. So then has the mental health -- what exactly does the mental health, you know, concerns, what exactly are we looking for right now on campus? What are the big concerns that you see in students? And has it changed over time since you've been working here? And in what direction?
RACHEL: So primarily at UHS in Mental Health Services, students tend to present with depression, anxiety, and things related to stress. So maybe not reaching levels where it's diagnosable anxiety and depression, but college is stressful, right? And more recently, we've seen students coming in with sleep concerns and financial concerns. So that's kind of an increase that we've seen more recently.

ERICA: Mm-hmm. We'll definitely come in with sleep concerns. [CHUCKLING]. Is there anything you'd like to add to that?

TONY: We're definitely seeing a good amount of students with academic stressors, you know, a very normal part of college life to go through. Also, and to speak to my time here on campus, I've been a member of this campus since the year 2000, both as a student and now as a professional.

And some of the changes I've seen are just the conversations that we're able to have with faculty as students surrounding, maybe some mental health struggles that students may have. I know that faculty is getting a lot more training and awareness raising in their roles of how they can support students rather than simply just referring them to UHS or Dean of Students, but actually acting as a support person and helping them kind of negotiate whatever the student is going through.

ERICA: Mm-hmm. Do you have any information on statistics
with anxiety, depression, or people coming in or anything like that?

RACHEL: I personally, I'm just looking at my notes here, I don't have any information with me on students presenting to Mental Health Services with anxiety and depression, but I do have some statistics around suicide.

ERICA: Okay, that's great. Well not great, but we'll like to hear it.

RACHEL: Yes, absolutely. So in 2016, the University put out a survey called the Healthy Minds Study. And from that, we learned that 9% of students reported suicidal ideation in the last year, and 1% reported a suicide attempt in the last year. Broadly, we know that suicide is the second leading cause of death for college students and for people ages 15-24.

ERICA: Mm-hmm. So then I just want to cut in a little bit and ask, so you're a case manager, Tony -- or would you like to prefer, Mr. Utrie?

TONY: Tony is just fine.

ERICA: Okay. And then Rachel, you're the UHS Suicide Prevention Graduate Assistant. So I was just curious, what exactly do you do with both of these jobs? And then how do you work with suicide prevention, as well, with both of these jobs. I guess your answer is probably going to be a lot more, you know, simpler, but I was just curious.

TONY: Sure. So my role on campus is to connect students to
resources and support -- help them have a successful semester and also a successful time while they are a Badger here.

As I mentioned previously, there's very few people that go through their entire college experience without having some kind of significant impact -- impactful events happen to them while they're here. So while those impactful events are happening to our students, we want to make sure that they're connected with as many resources as possible, such as UHS, McBurney, tutoring services, just getting involved on campus and having some connectedness can also be a big factor in mental health wellness. So we talk to students about connecting within their housing communities, connecting with student organizations, through the Center for Leadership and Development.

Some of the other things that I do, I consult with faculty if they have a student of concern in their class, just coordinating responses of how to support that student and how to best address that student's concern in the classroom.

And also just to provide a nonclinical point of contact on campus if students need to check in. So Dean of Students is just a good place to start getting help if you don't know where else to go.

ERICA: Mm-hmm. Awesome. And then how about you?

RACHEL: Sure. So my role is through prevention services through University Health Services, and that's kind of a maybe less obvious service that University Health Services provides.
So the bulk of my work is to provide trainings to essentially any who requests a suicide prevention training. So it can be students. There's an event coming up in Ogg this week where I'll be talking about with residents there about how they can better support their peers. Essentially, anyone who is connected to campus in some way can request that I provide them a suicide prevention training.

But we also think about suicide prevention and prevention broadly as a kind of a culture shift. So a definition that we like to use is prevention being an active process of creating conditions and/or attributes that promote the well-being of people.

So prevention is not just providing trainings and offering kind of educational opportunities and building more points of contact, essentially, where people can turn to someone and be directed to resources. But it's about shifting culture around stigma and access and care.

ERICA: Mm-hmm. So you said a lot about stigma. What exactly is stigma and then how are we dealing with it? And what specifically is a stigma with suicide prevention -- or sorry -- with suicide as a whole?

RACHEL: Mm-hmm, yeah. So while the culture around mental health is improving and people are broadly, I think, we can all anecdotally say that the conversations around mental health are becoming more honest and more open, suicide still is something
that, you know, can make a lot of us very uncomfortable, and to have conversations with someone who is thinking about suicide, that can create a lot of discomfort in people. So to talk about that broadly is -- you know, if one-on-one conversations are already that uncomfortable, having a conversation kind of broadly and out in the open does create a lot of discomfort.

And there are a lot of myths around talking about suicide. So one of them being that if you ask someone who you maybe are wondering if they're suicidal, there's a myth that if you ask that person if they are considering suicide, that that person will be more likely to die by suicide or attempt suicide, and that's just not true. That person, more often than not, is relieved and feels more comfortable that someone is willing to have this conversation because it is a very tough conversation to have. And that's the shift that we're hoping to make in prevention.

ERICA: Mm-hmm. So then I guess let's shift the conversation just a little bit, in fact we can move back. I was just interested, what are the risk factors for suicide that we can watch out for, you know, as students on campus looking at friends or even faculty or, you know, community members?

TONY: So I would say some of the most important risk factors to watch out for in your fellow Badgers, your faculty, family members, even yourself is increased isolation, spending more time alone. Loss of interest in common activities. You know, if
somebody's -- someone who is regularly going out, engaging in class and social activities, and heavily involved on campus, and then somebody seeing a big change there, that's definitely a cause for concern.

Also, and when you hear a lot of absolutist language from people, such as this is never going to get better. Things are always going to be bad. Those are definitely signs and factors that you want to watch out for and just kind of assessing if somebody is having those suicidal ideation thoughts.

ERICA: Uh-huh. And then I guess this kind of an out there question. Do you have to have these symptoms in order to, you know, be suicidal? Like is it always with depression? Or do you see it with other mental illnesses, as well?

RACHEL: So that's a really great question. So suicide can impact anyone, regardless of if they have a diagnosed mental illness or not. I have a list of risk factors in front of me, as well. And they are almost irritatingly vague. So a lot of the training that I do talks about even if there could be the smallest chance that someone is thinking about suicide, the best thing to do would be to ask about that because it can impact so many different people in so many different situations.

ERICA: Mm-hmm. Oh, sorry.

ALEEESA: No, no, so I was just wondering, so let's say you see some of these risk factors, you ask your friends, what do you then?
Because I think a lot of times, I don't know, I feel like if I were to ask a friend, I wouldn't necessarily know where to go with that. Like let's say yes, they are suicidal. They've had those thoughts. Like where can they go and what can they do? Or where can you, as a friend, direct them or help them out?

TONY: So great question. First of all, I would say that the best thing you can do to support somebody who is having suicidal ideation and thoughts is to just be there in the present moment with them and listen to what they're going through. Validate that this is very impactful to them.

Don't try to minimize what's going through their minds. Don't try to compare, and say oh, yeah, I had this happen to me. Like this is happening to them. So just being present and listening in the moment can be extremely helpful.

As far as trying to help them get help, the Dean of Students has a Student of Concern Report which you can access through our Web site if you're concerned about a fellow student. Our office does do reach-out when somebody has a concern for a student, trying to get them connected to whatever university campus services and community services might be beneficial to them.

RACHEL: I think this is a great time for me to put in a plug about training that's coming up for students. So the training that we use, the sort of model that we've built is called Recognize, Respond, Refer. And I think a lot of people get hung up on the refer part. You
know, where -- what can I do? I had a conversation with my friend.

So this training is going to be on Thursday, September 27 --
I'm sorry, excuse me. On Tuesday, September 25, from
6:00-8:00 p.m. Students do need to RSVP. Dinner will be provided,
and we'll go through a lot of steps about kind of what you can do
after you have this conversation, where you can refer students to.
And we'll have the opportunity to kind of role-play and really dig into
some of these skills.

ERICA: Mm-hmm. Sorry, do you have anything else you
wanted to say about that?

ALEESA: No, I think that's really awesome. I didn't even
know there was a student like referral. And I think that's a really
awesome resource for students where, I mean, I think it's okay also
to be scared to talk to your friend. I think that's so normal.

So I think to be able to even just put in a form and try and do
something through the Web site where maybe you don't talk to your
friend while obviously, it's preferred and if you can, you should. But
I think there's definitely ways where if you're afraid to have that
conversation or nervous, like that you can find support even on how
to have that conversation. Because that's also a whole other step.

RACHEL: There's also -- UHS has a 24-hour crisis line. And
it's not just for folks who are currently themselves in a crisis. It is
also for support people. So if you are worried about a friend and
you're just not sure what to do and you'd like someone to kind of
talk through the situation with, the phone number is 608-265-5600, and then you select option 9. And it is available 24/7. Great resource. I just wanted to put a plug out for that.

ALEESA: Yeah, that's awesome. I think that can be really helpful because even if you can't -- you know -- you got to have the conversation. And if you don't know how, there's definitely -- it's good to know that there's resources on this campus to help you have that conversation.

ERICA: Mm-hmm. And then speaking of that, what other resources do you offer here at UHS and through your case manager services?

TONY: So at the Dean of Students Office as Case Manager, I often work with students talking about how they can negotiate their academic stressors. Sometimes that involves me serving as an advocate for students and kind of negotiating some accommodations. Also connecting students to the McBurney Disability Resource Center who can also help students out with accommodations in the classroom.

Dean of Students also provides crisis loans if students have some kind of financial impact happening to them that can be -- that form can be accessed on our Web site. It is a one-day process that is relatively easy. We don't do any credit checks? The only stipulation is you cannot use the funds for tuition or anything illegal, including alcohol. But if you missed a car payment or are having
some struggles with a landlord, that is definitely something that we're able to help with.

We're also part of the Badger Fair Program, and we help students connect with organizations such as Second Harvest, and here on campus the Open Seat and Campus Food Shed. So if you are a student experiencing food insecurity or if you know a student that's experiencing food insecurity, that's definitely something our office could also help with.

We also help negotiate with faculty when a student has experienced a death or a major illness in the family or within their friendship circle. It can be very impactful to students here, and obviously can affect academics. So that can be something we can help students negotiate with faculty if they need to miss class or something like that.

ERICA: Mm-hmm.

RACHEL: And then in terms of UHS, UHS offers a whole bunch of resources. So I would encourage people to just go and explore the Web site, and see if there's anything that fits for them.

Something that I think is really useful at Mental Health Services are access appointments. So if you have never had an encounter with UHS before in terms of Mental Health Services, you can book what's called an access appointment. You can either have this appointment in person or over the phone. It's about a 20-30 minute appointment.
And you just talk with someone about what you're experiencing, what you're looking for, and they will connect you with a resource or resources, whether that's seeing an individual counselor at UHS, referring you to a group at UHS. Any of UHS's services, but also talking with you about your insurance, if you don't have insurance or if your insurance just isn't that great in Madison. What care you can get in the community. So that's a really great resource and kind of someone who has more knowledge about, you know, health insurance than I would or something like that. It's a really useful kind of appointment opportunity.

There's also different resources around campus. So let's talk. There's providers who are kind of at different places around campus if you don't feel comfortable going into East Campus Mall. There's also an online resource called SilverCloud. This is also available 24/7. They're online modules that can help address mild to moderate depression, anxiety, stress, body image concerns, things like that.

So if you're not quite sure about talking with someone in person yet, that is an online resource that you can access, just at uhs.wisc.edu/silvercloud.

ERICA: Mm-hmm. Great, thank you. And then let's talk about -- let's talk about ourselves. What are some great things that we can look for -- sorry, I'm going to restart the question. What are some personal hygiene things that we can do to be more mentally
healthy just in our day-to-day lives.

TONY: That is an excellent question. So that whole wellness piece is really one of the best things that you can do for yourself as far as kind of just maintaining mental health. Some of the things I would suggest are the old tried and true regular exercise and healthy diet.

There's definitely a lot of opportunities on campus to explore your spirituality. Another is meditation classes that are taught on class. There's definitely a lot of things through Rec Sports, as far as getting connected to team sports or individual training or if there's kind of anything that you haven't explored before, that's a good place to get started as well as the Center for Leadership and Development.

Just that connectedness piece, knowing who your fellow Badgers are, getting to meet the people, and forming lifelong relationships on campus. Creating that community of care among your fellow Badgers and on campus is really that critical piece of prevention. Prevention can happen every day. It doesn't always have to be a call to a crisis line [AUDIO CUT OUT FOR 6 SECONDS].

Just reaching out to your fellow Badgers and just creating that community of care.

ERICA: Awesome. And just to wrap up, what is the number you gave about the UHS health line -- sorry -- the UHS medical emergency line?
RACHEL: Yeah, so it's the UHS 24-hour crisis line, and that number again is 608-265-5600. And you'll select option 9 for the crisis line.

ERICA: Awesome. Then you mentioned an event that was going on. Can you please tell us more about that or just repeat it?

RACHEL: Absolutely, yes. So on Tuesday, September 25 from 6:00-8:00 p.m. there is an in-person suicide prevention training for students, and that will be, I believe, at Memorial Union. You do need to RSVP. So if you just Google UW-Madison UHS suicide prevention, you'll find the link to RSVP there.

There's also an in-person suicide prevention training for employees of the university on Thursday, September 27 from 9:00 a.m. to 11:00 a.m., and that also needs to be RSVP'd for, and you can find it at the same Web site.

ERICA: Great, thank you so much.

ALEESA: So one final question that we ask all of our guests is what is your favorite Wisconsin tradition?

TONY: For me I always jump at a chance to jump around, you know.

ALEESA: Nice, okay.

RACHEL: I think for me just trying as many Babcock Ice Cream flavors as possible. I get really excited every time a new one comes out, and I try to make a point to go and try it.

ALEESA: That was -- you're the third person now to say that,
Babcock Ice Cream. What's your guys' favorite flavors?

TONY: Any one you can eat can a spoon.

RACHEL: So they haven't had my favorite flavor in a while, and I'm kind of disappointed, but it was called Berry Proud Parent. And it was fantastic. So if you know, if anyone sees it or knows if it still exists, let me know.

ALEESA: Well thank you guys so much for coming. That's it for --

TONY: Thanks for having us.

ALEESA: Yeah.

RACHEL: Thank you.

ALEESA: Yeah, that's it for Bascom Beat. We'll be back next week. Make sure to tweet us your questions using #BascomBeat so we can answer them on air. But have a great weekend, week, and yeah, thanks so much.

[MUSICAL WRAP-UP]