ANNOUNCER: 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]

ALEESA: All right. You are tuned in to Bascom Beat on WSUM 91.7 FM Madison. We have a great show for you guys today. We were gone last week, but we are back. If you have any questions, use the #BascomBeat. You can tag -- or tweet @ArgyleWade or tweet @WSUM. We can answer your questions on the show. But other than that, we have special guests in the studio. We have Molly Zemke, Violence Prevention Manager at UHS. And later in the show we'll have Mari Magler from the McBurney Center.

But how was everyone's weekend?

ERICA: My weekend was pretty okay. My parents visited on Saturday, which is pretty cool. And I got a new phone. But what that also means is that since the camera is high def, when I accidentally make it face myself the like I see my flaws in high def, as well. So it's really bad.

ARGYLE: It's kind of metaphorical a little bit, isn't it?
ERICA: Yeah.
ARGYLE: Ooo, that's deep.
ERICA: But I'm also really happy with my new phone. It's just, I don't know, my old phone is just completely falling apart. Like the screen was coming off and then it just wouldn't connect to WiFi. So I'm really happy, yeah.

ALEESA: That's good. I did the opposite. I visited my family in Minnesota. I was just saying, I got back like 20 minutes ago from driving for hours. But it was really nice to be home. And I don't know if you guys saw it, it snowed in Minnesota.

ERICA: I was just about to ask you.

ARGYLE: I saw that.

ALEESA: Yeah. It was -- I woke up and my sister called me. I was still laying in bed. And she's like yeah, it's snowing outside. I was like what? And I like peek out the window, and I'm like oh, my gosh. I was like cue the Christmas music, I guess, I don't know. And then it's all gone and melted, but even on my drive back, there was still places that had snow on the ground. Not like a lot, like a dusting.

ERICA: Mm-hmm. It's like foreshadowing.

ALEESA: Yeah, I don't know how I -- it was cold, and then I come back here, and it's very sunny and nice. But in Minnesota, they haven't had sunshine in a very long time, like for a week, and it was just this weekend. And also this weekend, you guys, I did goat yoga.

ERICA: What is goat yoga?
ARGYLE: Oh, you did that?
ALEESA: Yeah.

ARGYLE: Oh, my gosh. Tell me about that.

ALEESA: Um, you do yoga with goats. There's minimal yoga. Mostly playing with goats. You're basically -- there's like 15 of us in the class. And they put us in this just like fenced-in area. It was outside with like a roof over us. And on the other side -- there's a wall and on the other side there's all the goats. Then they open it and all of them just run out. It's like 20 goats. And goats, honestly, they're like dogs. They really like to cuddle. They're very sweet animals.

ARGYLE: So they just walk up to you and start messing with you?

ALEESA: Yeah. They just start -- I mean, like you have to have your hair up if you have long hair. They'll start chewing at your hair -- yes. And they'll eat anything. Any zipper, like anything, any string hanging down, your shoelaces. They will bite anything they can, and then once you start doing like child's pose or anywhere where you're down, they'll start jumping on you. And there's this one point where we did a bridge basically, and they would just walk across everyone. It was really fun. And then after, we got to hold baby goats.

ERICA: Aww.

ARGYLE: Wow.
ALEESA: There -- it was cool. It was really cool. They all have different -- like the woman was introducing us to all the goats. She's like I consider them my pets. Like they all have different personalities. There's one that's like a fainter. It faints a lot, I guess. There's one that always finds a way to get away, apparently, from any enclosure. It was fun. And also goats have -- have you seen -- do you know that goats' eyes are like rectangles?

ERICA: Yeah.

ALEESA: Yeah, it was kind of scary, but cool.

ARGYLE: So it was in a like workout facility or in a barn?

ALEESA: No. It was at a farm.

ARGYLE: It was at a farm.

ALEESA: Yes. So they had like a corn maze, too. The place was called "Have You Herd."

ARGYLE: Wow.

ALEESA: Yeah. It was in Hudson, Wisconsin, so that's just across the border from Minnesota. So from the cities it's like a 40 minute drive. So my mom had gone for her birthday. Her friends bought her tickets, and she was like I'm taking all of you guys. So our whole family went to goat yoga.

They all had other animals. They had pigs, they had like a donkey. But they did not do yoga.

ARGYLE: Molly, have you ever done goat yoga?

MOLLY: I did. Somewhere near Madison.
ARGYLE: Really?
MOLLY: I can't remember, like 30 minute drive. Yeah, and it was awesome. But yeah, very little yoga.
ARGYLE: Okay.
MOLLY: And they kind of bite -- I mean, they gave us food to give to, you know, give to them. And they'll like take your hand off. You got to be careful.
ALEESA: Yeah, you can't put your hand too far. They have sharp teeth.
MOLLY: Yeah.
ALEESA: But they didn't bite anyone.
MOLLY: Yeah, it's a thing.
ARGYLE: Okay.
MOLLY: It's just the thing.
ERICA: I just can't -- I don't know why, but I like can't conceptualize the fact that goats are like so like agile and good at climbing. They seem like they're not able to do that.
ARGYLE: They seem wobbly.
ERICA: Yeah. That's like -- it's literally insane. Like it's the craziest fact.
ALEESA: Yeah. They're great animals. At one point my dad was just sitting there with like -- just petting one. And they'll like cuddle with you. They'll like ball up and just lay by you. They love -- they love having -- they always need a companion, also in
general. Like another goat or another animal or else they get very sad.

ERICA: Oh.

ALEESA: Yeah.

ARGYLE: Wow.

ALEESA: So yeah. I highly recommend doing goat yoga. It's just a fun experience.

ARGYLE: Sound pretty great. I was at the Overture Center last night. We saw "Something Rotten," a musical. It was pretty good. The family was a little grumpy going because we had a weekend soccer tournament. So it had been a long weekend. But by the end, everybody was pretty happy. So that was a good full weekend.

ALEESA: Fun musical?

ARGYLE: Yes, it was good. Kind of set on the renaissance period and kind of a play off William Shakespeare. And some fun -- some fun kind of laughs about Nostradamus kind of trying to forecast future musicals that would be popular and how they got kind of messed up. So it was actually pretty hilarious. Instead of Hamlet, it was "Omelet" was the name of the musical that Nostradamus predicted. Hilarious.

ALEESA: Cool. All right. Well, let's switch gears here. So as I said before, and you've already heard her voice. Molly is here. The Violence Prevention Manager at UHS. And we kind of decided to
bring her on in light of a lot of things happening on our campus, across our nation in accords with sexual assault.

There was a rally on campus against Brett Kavanaugh who is a Supreme Court Justice. But also just in general, standing with sexual assault survivors. I was there. It was a walk out to the capitol, and they had a bunch of survivors -- people -- anyone who wanted to speak, it was a platform for them to speak. So that was a really awesome experience. I know that this kind of conversation is happening all across our country, all across campuses because, as we'll probably hear, that this is a very vulnerable place for sexual assault. So yeah.

ERICA: Well, I guess the first question is what do you do here at the University of Wisconsin-Madison? We know that you're a violence prevention manager. What does that mean?

MOLLY: Yeah, so I support the team at UHS that offers a variety of violence prevention services for students as well as consultation with staff and faculty.

So UHS provides, as I said, a variety of prevention education programs. We focus a lot on programs for incoming students, undergraduate and graduate students. One of our major programs is an online program called "You Got This" that provides students with information and skills to prevent sexual assault and dating violence and lets students know about their rights and resources if they experience violence.
We also administer the GetWIse in-person workshops that are for incoming students. And they're also -- it's a requirement for new students on our campus. So these workshops really provide students with the opportunity to explore a little bit deeper some of the content in the online program in "You Got This" more thoroughly with their peers.

So they're small workshops, and they're actually led by trained UHS staff who are also students. So we have student employees who are undergraduate and graduate students who are leading those workshops.

There's a variety of topics that the GetWIse workshops cover that students can choose from, including information about healthy sexuality, healthy relationships, how to support survivors, and how to be an active bystander, so bystander intervention.

So that's really -- it's a lot. It's grown in the years since we last administered a campus-wide survey around sexual assault. So a lot of these things were really identified by campus officials in terms of ways that we can better support students and also heard directly from students about ways that they want to have these conversations more with their peers, from their peers about how to -- how to prevent this on campus.

ERICA: Uh-huh. And then you mentioned prevention and intervention. So maybe can you describe these words for us? What is violence -- like for starters, what is violence prevention, and how
is it accomplished? Why is it important?

MOLLY: Yeah, thanks. So first of all, I just really want to say that sexual assault and dating violence are, we know, serious and widespread problems on our campus. But they are preventable. So all of us really have a role to play in preventing violence. So even if we're not the ones who are directly impacted, even if we don't directly perpetrate violence or we're not the ones to experience it.

That's why we really approach prevention by educating all students. That's why all students get that online program when they enter campus and why they're participating in those workshops. So we're not just targeting certain folks. We know it's all of our responsibility to encourage positive social norms, to support survivors, and to really, again, intervene if they see something that's concerning.

ERICA: Mm-hmm. So then what is intervention?

MOLLY: Yeah, so an intervention would be, so if we -- in the term bystander intervention, it's really, again, when you see something that's concerning. So in a bystander intervention workshop, and we have a program called ActWise here on campus that students groups can request. And we work with particular students groups like fraternity/sorority life and athletics, particularly around bystander intervention.

And what that means is if you see something, maybe a red flag for sexual assault or for dating violence, that you do something to
stop it. And in those workshops, you really explore kind of what are some of those concerning behaviors, and then what are ways that you can intervene to stop it. And so that can look like a variety of things. That may mean, you know, giving your friends and kind of checking in and making sure the situation is okay. That could be directly if it's somebody you know, maybe you feel comfortable directly intervening in the situation.

So we work with students to really identify what's going to work best for them and ways that they can safely intervene, and hopefully stop something from happening.

ERICA: Mm-hmm. And then so sexual assault is, you know, a big, huge problem here on campus and in the world -- America, the world in general. But are there certain times and situations where you see sexual assault happen? Who tends to commit it? And why? Or perpetrate it and why?

MOLLY: Yeah. So it's really important to recognize that sexual assault can happen in many different situations. So we can't really always point to a specific time and setting on campus when there's risk.

That's why it's really important to be proactive and recognize signs and intervene if you witness something that's not okay. And kind of be proactive in terms of, you know, thinking about increased awareness, which I think really has happened, you know, on campus and in our society. We've started to talk about this a little bit more,
and started to identify situations that might lead to sexual assault a little bit more.

So it's always important to recognize that this could happen -- can happen really at any time and any setting.

That being said, we know -- you know, whenever there are sort of large social events on campus, particularly if there's alcohol involved, we know sexual assaults may be more likely to occur. These may be, you know, oftentimes when the start of the semester happens, you know, that may happen more often because of those sort of larger social events, especially first year students who are just coming to campus and sort of navigating the social -- social settings there can be an increased risk.

But recognize, it doesn't just happen to first year students. It doesn't just happen at large, like social gatherings or parties. It could happen among people who are in a relationship. It happens in a variety of ways.

ERICA: Mm-hmm. And then maybe just a step back. How would you define sexual assault?

MOLLY: Yeah. So sexual assault is really any unwanted sexual contact. So that can look like a variety of things.

There's -- and it's important to kind of recognize there's legal definitions in terms of if someone makes a official report to law enforcement. There are legal definitions that I encourage everybody to -- if you're a student, this information is available in those online
programs that you participated in as a first year student. And you should still have access to available on our Web site, too, to kind of understand sort of legal definitions that constitutes sexual assault in Wisconsin.

But really, in terms of if we're thinking about people's experiences, it's any form of unwanted sexual contact. So that could be unwanted sexual touching all the way to unwanted -- so forcible penetration or rape.

ERICA: Mm-hmm. So let's -- what groups of students are most at risk for sexual violence, then, flipping to the other side of that question.

MOLLY: Yeah. So similarly to kind of being able to point to certain situations that might increase risk for sexual assault, we know that really anyone can experience sexual violence. So again, we do see increased risk with some groups of students, but we really want to -- have it that anybody can experience sexual violence.

But we know from -- particularly from the campus-wide survey in 2015 and other national data that what we call kind of traditionally marginalized groups of students, such as LGBTQ+ students, students of color, and in particular, Native American students and students with disabilities experience sexual assault at a higher rate. So they reported experiencing sexual assault at a higher rate than majority of students, like white students, straight
students, that kind of situation.

ERICA: Why do you think that is?

MOLLY: Yeah, so there are definitely things that can increase risk for violence. And we oftentimes think about where people who are perpetrating violence may just have -- be more accepting of norms that support violence and may hold more harmful attitudes toward women and other marginalized groups.

So really, again not something that's inherently -- nothing that is inherently wrong with those groups of students. Victims never do anything to deserve the abuse or deserve being a victim of assault. It's really on the perpetrators or the environment that are maybe condoning or supporting violence against more marginalized groups in our society, like women and women of color, LGBTQ students.

ALEESA: So what -- I think a question a lot of people have is what happens when it happens on campus or in the dorm or maybe it's in an apartment off-campus, or how that differs as far as if you're a victim or your friend is or you see it happening. So like what role -- what are the differences maybe if you're on campus, what's the role with like the Dean of Students or any other offices that you may work with or UWPD or anything like that.

MOLLY: Yeah, definitely. So I think a really important takeaway in terms of kind of for students, whether you live on campus or off-campus is that there are resources available to you.

So resources in terms of support services at University Health
Services. Resources that can be available if you would report to a campus official like to the Dean of Students Office or to the Title IX coordinator. So those exist regardless. So as a student, you have rights and resources that are available to you if you decide to report.

And it's also really important to underscore that it is a student's decision whether or not they want to report. That is may -- there's a lot of reasons why people maybe are -- don't report immediately or don't ever report to law enforcement or campus officials. And it's really important to respect that, but make sure that people have information about how they can do that if they choose to do that.

So in terms of off-campus or on-campus, again, a lot of same resources. There just may be a little bit of a different response in terms of if you live on-campus, if you live in a residence hall, Housing, UW Housing can play a really important role in assisting survivors or addressing the situation.

So potentially helping with housing accommodation. If folks are feeling like where they're living is not safe, they may be able to assist with, you know, supporting them and finding alternative housing. So there's differences like that.

But in general, as students, really those resources are available to everyone. And in terms of UWPD, again, UWPD, if it's something that happened off-campus, they may need to work with other law enforcement officials like the Madison Police Department. But still
ARGYLE: And then Molly, could you talk a little bit about the reporting requirements that come with the student when they come forward, depending on who they come forward to, could play into kind of some other components of what the University needs to take care of.

MOLLY: Yeah, absolutely. So it's really important for students to know that there are confidential and non-confidential resources on campus. So a confidential resource would be UHS, for example. So our survivor services program that provides campus-based victim advocacy and counseling. If you would -- or mental health services at UHS. If you would go to UHS and share your experience to get those services, that office doesn't have reporting responsibilities.

If you would report to, for example, if you live in Housing, if you would report to your house fellow, to a residence life coordinator, they have some responsibility to share that with campus officials to make sure they're doing everything they can to respond to the situation, make sure that it's safe for you and safe for the rest of the campus community. And so they -- it's their responsibility just to let you know that.

So if they come -- if you come to them and say, you know, you have to share something that happened you to, they are really expected to let you know that they have a responsibility, potentially, to report that to other campus officials, and there may be a campus
response. Dean of Students Office, also. Again, going to them would really need to be part of a broader campus -- campus response.

And I know from working with those campus partners really closely that they are going to work with a student survivor to really make sure that the process is comfortable for them. So really taking cues from them about how they want to proceed, but recognizing that there is a responsibility for a lot of campus officials to -- and staff on campus to respond to make sure that the campus is safe for everyone.

ARGYLE: And even within those areas that have to do some reporting, there's some still ability to remain anonymous at some level so that if a student chooses not to move forward but the campus still needs to understand the impact of the incident and/or kind of help figure out how to mitigate it. There's still a variety of ways that we can work with students as they come forward.

We certainly don't want students thinking, hey, I shouldn't go there because as soon as I do that triggers all these things that take the situation further out of my control. But it is a different situation than going to see a counselor. So we would have you know, kind of want to walk through that conversation with the student as they came forward.

ERICA: Mm-hmm. So let's touch a little bit on -- is there anything else you wanted to say about that, Aleesa?
ALEESA: No.

ERICA: Okay. Anything else you guys wanted to say about that?

MOLLY: No, that's great.

ERICA: Is it all right if we talk about the survey? We see that the UW-Madison will again be participating in the Association of American Universities Sexual Assault Survey in spring of 2019. And then the previous survey was done in 2015. So we were just interesting -- interested, sorry, what were some of the highlights of the 2015 survey? Yeah.

MOLLY: Yeah, so that survey, again, was really important. We have a lot of national data. We had an understanding of how prevalent sexual assault was in our country on college campuses from a variety of other research studies, but it was really helpful to have information about what's happening specifically on our campus.

And so that survey did show that more than one in four undergraduate women reported experiencing what was considered in the survey non-consensual penetration or sexual touching. So kind of referring to sexual assault.

So one in four. So we know that's impacting a really large group of students on our campus.

The survey also found, as I mentioned before, that there are groups of students who are disproportionately impacted by sexual violence. So LGBTQ students, as I mentioned, students that are
women, but also male students who are graduate students and female students who are graduate students experiencing high levels of sexual harassment. So not only sexual assault but sexual harassment, particularly among graduate students.

We also found -- so we asked those types of questions about what people have experienced in their time on campus in terms of sexual assault, but also ask questions about the campus climate, about, you know, if they did experience an assault, who are they likely to tell. And I wanted to point that out as a really kind of compelling part of the survey data was that students -- and this may be intuitive -- but students are most likely to tell a friend as compared to a campus office.

And again, as Argyle was saying, we really want to make sure students have information about how to report to campus, either to campus officials or to law enforcement. And we just know the reality is that most often they're, at least at the beginning, they're talking to a friend.

So students can be really supportive for friends and loved ones who have experienced violence. So we just want to highlight, any time we can, how important your response is to someone who discloses something you to. So listening, supporting, and being a referral source are really important parts of supporting survivors and friends. So actively listening, thanking them for trusting you with their experience, supporting them, and really letting them know that
you'll be there to help with however they want to move forward in their healing, and offering them resources, helping them navigate the resources.

Because as you can tell, there's a lot of different resources available as students on campus, which is great. And it can be a little bit overwhelming to figure out kind of where to go. So if you can be a supportive friend or support a person in someone's life to help them navigate that, you're making a really big difference.

ERICA: Mm-hmm. So you mentioned, just really quick, sexual assault and sexual harassment. You've already defined sexual assault for us. Can you define sexual harassment for us, as well?

MOLLY: Yeah, sexual harassment, again, there's definitions that are going to be kind of standard policy for UW-Madison. So I'd encourage everyone to be aware of that, and you can find more information about that on the Title IX Web site.

But really, sexual harassment can be categorized in a couple different categories. So sexual harassment can be when someone or a group creates a hostile environment for another person. So that could mean making unwanted sexual comments. That could even be touching. So it could be also considered a form of sexual assault. But creating a hostile environment, so whether that's in a workplace, or as a student if it's in your workplace or in a classroom, that exists, and that's -- exists here on campus as we heard from survey respondents and is a form of sexual harassment.
There also can be forms of sexual harassment where people are sort of using things to maybe asking for sexual favors to -- and saying that someone can sort of advance in their work or can get other things in -- if they do sexual favors for someone. So there's different forms of sexual harassment, and it's important for folks to know, again, what that looks like on our campus.

ERICA: Uh-huh. So then what were some of the actions that were taken after the 2015 survey?

MOLLY: Yeah, so a lot of things happened after that survey. There was a lot of resources and investment on campus to address the issues that were identified in the survey. So I've talked a little bit about this, but UHS added the mandatory in-person training requirement for new undergraduate students called GetWIse. The completion rate is greater than 90%.

So think about most first-year students are getting two components of prevention education, the online program and the in-person program very soon after coming to campus. And that was really identified as a big need because just having an online program, which is comprehensive and discusses a lot, it isn't enough to be able to really prevent these things from happening on campus.

We also focus on some population-specific programming, as you mentioned, that some students are just proportionally impacted by sexual misconduct. So working specifically with organizations that support students of color and LGBTQ students and providing
some workshops specifically for those students. There's also a required online prevention education for graduate students that came out of those recommendations that were implemented in 2017.

We also added a lot of staff and capacity at University Health Services, so two additional victim advocates and one violence prevention specialist was hired to increase accessibility for students.

And then campus was doing some higher level things working with a provost advisory group on sexual misconduct was created to really provide overarching leadership on campus efforts and advise campus leaders and ensure things are coordinated across campus and really look at how to respond and hold perpetrators accountable.

So a lot of things were done, and there's still more work to be done, and really, we look forward to the next survey to see, you know, in terms of impact, particularly around increasing students' knowledge and awareness of resources and questions around how likely students are to maybe intervene in a situation that they are concerned about.

So there's questions on the survey, too, about campus climate. So we'd really, really like to see some movement there in terms of students supporting other students and knowing about where to go if they experience violence.

ERICA: Mm-hmm. Tell us when the 2019 survey will be given, and then when we can look forward to that and stuff like that.
MOLLY: Yeah. So the survey will be administered in February 2019, so early next semester. And all students will receive an email letting them know how important it is to take the survey, and how they can participate.

So this is a survey that goes out to all students, all undergraduate and graduate students. And so really encourage everyone to participate and even if they feel, again, that they're not directly impacted by these issues, it's really important for everybody to participate to get an understanding of the climate on campus.

ERICA: Mm-hmm. And then I guess this is the last question -- well -- do we have -- do we have time?

ALEESA: We have like a minute.

ERICA: Okay. One minute, just closing words, how would you say that rape culture is perpetuated at UW-Madison.

MOLLY: Yeah, so rape culture is a term that really describes an environment that normalizes and condones sexual violence. And rape culture is reinforced through things like language or jokes that may be degrading to women or other marginalized groups or groups that are most impacted by sexual violence and also minimizes violence.

And we also see rape culture -- we see that in victim blaming and excusing perpetrators' behavior. So while that may be a dominant culture in our society, students and staff at UW-Madison have the opportunity to promote a culture that is respectful, a
culture around safety and equity on our campus.

And one example of this is we work with a group of fraternity men who participate in a course that we offer called "Greek Men for Violence Prevention". So men in the course, that's held in the spring, explore ways that male-dominated spaces, such as fraternities can perpetuate a culture in which sexual assault is pervasive. And then really look at ways to address it within their community.

So I think really important to acknowledge that this exists on our campus. And there are ways that we can, as a broader campus community and within our sort of subcultures here at UW-Madison, our student groups, our organizations, we can really make a difference and really kind of change that narrative.

ALEESA: Awesome. Well, I think just to end real quick with a couple of phone numbers for people. So the Dane County Rape Crisis Center has a 24-hour victim hotline that people can go to. That's 608-251-7273, 24 hours. And then there's also the National Sexual Assault Hotline which is 1-800-656-HOPE. 1-800-656-4673. 4637. Then the National Domestic Violence Hotline which is 1-800-799-SAFE. That's 1-800-799-7233.

So those are, again, other great resources if you don't want to -- feel comfortable talking to someone in person, if you're just feeling in trouble, I'm sure those hotlines can also help people who are friends of someone and they're not sure what to do.
ARGYLE: They could also call our University Health Services 24 hour line as well, 608-265-5600 option 9, and there's somebody available 24 hours a day on that, as well.

ALEESA: Yes. Awesome. Well, thank you so much, Molly, for being here. We really appreciate you talking about this and addressing this really important issue. And hopefully, we will continue to see improvements in our campus, in our state, nation, world in general, any community that we're a part of. So thank you so much, and we'll be right back after this.

[MUSICAL TRANSITION]

ALEESA: All right, we're back on WSUM 91.7 FM Madison with Bascom Beat. And we have a guest in studio, Mari Magler, the Assistant Dean and Director of the McBurney Disability Resource Center. Welcome.

MARI: Thank you. Thanks for having me.

ALEESA: Yeah. So we're going to just start pretty, I guess, plain and simple, but not necessarily that simple, and say what is the McBurney Center?

MARI: Yeah, so the McBurney Disability Resource Center is basically the office on campus that works with students with disabilities. We work with students individually, faculty, and staff across campus to make sure that students with disabilities have equal access to the educational experience here on campus.

ALEESA: Awesome. Is that kind of your -- do you guys have
like a mission statement or was that kind of it?

MARI: Oh, gosh. We do have a mission statement, and we've even shortened it down to using a tagline, kind of a Forward in Access. So our entire mission statement is "Leading the campus community forward in access for students with disabilities." And we do that -- try to keep it short and catchy, right, with Forward in Access to really think about that forward progress always and just thinking about access and inclusion as a main goal.

ALEESA: And so with that access and inclusion, what are the different parts of the McBurney Center, the different resources that you guys provide to students, staff, faculty, really anyone on campus?

MARI: Sure. So I would say a large part of what we do in the McBurney Center is consulting. So we work with students, of course, primarily, but a big part of that then is working with faculty to figure out how to create inclusive and accessible classroom environments for students.

So we're always looking for ways to encourage folks to think about universal design principles and incorporate those into their classrooms, and other events or spaces on campus, like departments or people that are hosting events, workshops, that kind of thing to keep accessibility principles in mind.

We also provide accommodations, classroom accommodations for students on campus. So those can kind of fit in a variety of
categories. But some of the common ones that people think of in terms of accommodations are sign language interpreting. We provide realtime captioning services for students. We can do braille conversion if needed.

Notetaking is probably one of the top provided accommodations through our center. We provide accommodations or recommend accommodations for exams. So sometimes that means the amount of time a student gets on an exam is adjusted based on their needs or the space that a student takes an exam in needs to be adjusted.

Sometimes students need specific furniture even, in classrooms, like the traditional desks that are kind of fixed in some rooms don't fit all body types. So we will work with facilities management, as well, to kind of make sure that the correct furniture is in place for students.

ALEESA: So the thing that I always -- when I think of the McBurney Center, like right away I think -- Yogev can maybe speak to this, too -- you think on your syllabus you say if you need a McBurney visa or you always hear kind of your professor or your TA mention, oh, if you have a McBurney visa come up to me. And that's, I think, kind of the only place students really understand that. So what is the visa and how does that play in a role with everything that you just mentioned?

MARI: That's awesome. I'm glad asked because there are no
more McBurney visas. Is it actually a thing of the past.

ALEESA: Oh, wow.

MARI: I know, welcome us, probably, to the year 2018, right. We're finally getting caught up with really moving to an all-electronic system. So our new system is called McBurney Connect. And students can initially get started with us by going to our Web site which is McBurney.wisc.edu. And then there's a button for McBurney Connect.

Students who aren't yet connected with our office can click on an application button and fill out some basic information to tell us about them. What is their experience? Do they have a diagnosed disability? Are they struggling with certain areas they're not sure of? And then what happens is we reach out and we schedule an appointment. So they come in and meet with one of our accommodation specialists to just -- so that we can get to know them to learn more about their situation.

If a student kind of goes all the way through our process and is determined to be eligible for accommodations, then they will use McBurney Connect every semester to select the accommodations that they want to use in each class. So one of the cool things about this new system is that instead of having the old visa, which was Verified Individualized Services and Accommodations Plan, that's what it stood for.

ARGYLE: And that was our acronym, right?
MARI: That was our acronym.
ARGYLE: Not necessarily a national or a legal term?
MARI: Exactly.
ALEESA: I didn't even know that.
MARI: It was very unique to UW-Madison.
ARGYLE: Which, you know, immigration-wise sounds confusing.
MARI: Yes.
ARGYLE: We just help that, right?
MARI: Exactly. Definitely, I think, created some confusion along the lines. So that used to be a paper-based form, and we would check some boxes. We would laminate the forms and then students could take them and present them to faculty members.

Now what they do is they go online. They go into McBurney Connect, and they see a list of the accommodations that they have been approved for. And they will be able to select per class which accommodations they want to use. So for example, a student can determine they know that they need a notetaker in their chemistry class, but they don't need it in their English class. So they'll select the notetaking for chemistry, but not English.

And it actually gets as specific as sections. So if a student is taking a class with a lecture and a lab, they can choose, again just as an example, notetaking for the lecture, but not the lab and get to that level of specificity.
ALEESA: So then how do professors and faculty then look at that per student? Are they like notified or how do they get through that system?

MARI: Yes, exactly. So once a student makes their selections in McBurney Connect, then that generates what we call a faculty notification letter. So those letters, depending on what time of year it is that the student is requesting, they'll either sit in a queue, so for example when registration opens for spring, students will be able to go in as soon as they register for classes, and select their accommodations.

So then what'll happen is those letters will all sit in a queue until about two weeks before the semester begins. And we'll kind of click a button, and all of the letters will go out at once just so that most faculty are getting most letters all at the same time rather than kind of every day getting one or two.

But then what happens going forward is a student can always select their accommodations at any point during the semester. So as soon as they select their accommodations, like if someone did that today for fall semester, the letter would automatically be sent out then to faculty. So faculty get an email with the faculty notification letter attached. And they also will be able to go online to McBurney Connect, and that includes an instructor portal.

So I think it mostly will be beneficial for faculty that are teaching large classes. So they'll have lists of students that they
maybe need to arrange exam accommodations for. They can go to McBurney Connect, they can look at a list of all students receiving accommodations and print that list out and take action accordingly.

ARGYLE: But is it right, Mari, that it's still kind of implicit upon the student to try to help make that kind of conversation? It's not just the fact that the faculty kind of got the email.

MARI: Yeah.

ARGYLE: There's still some work to be done?

MARI: Absolutely. Students still should be approaching their faculty and making that face-to-face communication. Some accommodations will need logistical support, right. Exams are a good example of that. Where notetaking accommodations doesn't really require faculty to do anything, exam accommodations very much do.

So if a student sends the letter but then never has a conversation with the instructor, they might not -- the instructor might not know what exactly they need. So scheduling those exams, making sure the students know where and when they need to go, all of that still needs to be discussed.

ALEESA: Okay. So that's probably why professors are still bringing it up like if you have a -- I mean, I guess they're using old language now.

MARI: Yeah.

ALEESA: But if you have a visa, come talk to me or if you are
a McBurney student, come talk to me.

MARI: For sure. This is our first fall semester using faculty notification letters. We started using our new system last fall just for notetaking. And then this summer, 2018, we started using the faculty notification letters. So we've sent out some email communication to folks, to students, and to faculty, but this is definitely the first major busy semester where it's in use. So I'm sure it'll take a little while for that language to catch up.

ALEESA: Does someone have to have a specific disability or -- I mean, I think you can really put ability in general on a very large spectrum as to what it is. So you know, does someone have to have a certain level of ability to work with McBurney?

MARI: Yes, so the short answer to that is no. Really, we work with students with a, you know, all sorts of types of disabilities. And I think it brings up a good point, too, that many people, when they hear the word disability, they think of a visible or apparent disability, like someone in a wheelchair or someone who is blind using a cane to navigate. And those are actually very small minority in the overall population that we work with.

I would say safely over 80% of students that are affiliated with the McBurney Center have what we'd call a non-apparent disability. And so those can be, you know, anything from -- it could be a mobility-related disability. It could be attention deficit. A host of medical conditions: diabetes, epilepsy, an immune system
functioning-related disability. And then also mental health conditions. And mental health conditions like depression and anxiety, bipolar, those are -- mental health conditions are the largest group of disabilities that we work with currently.

ALEESA: Wow.

ARGYLE: And both temporary and permanent disabilities? Or are they -- are you only dealing with one or the other?

MARI: Sure. We generally work with students that have continuing or permanent disabilities. However, they're really -- it can be a gray area at times. So depending on a student's situation, we might refer them to work directly with their instructor. A student who maybe breaks their wrist and needs some support in the classroom. If their instructor is unable to help them out, we're certainly happy to consult and to provide accommodations if we can.

And so it really depends. I would say if there's ever any question, we're always happy to consult. So students can definitely call us, and check in to see what their situation is. Similarly, faculty can also give us a call to see, you know, maybe we already have a notetaker assigned in a particular class for a student that broke their wrist, and just needs that kind of support. That's something we'd be happy to provide.

ARGYLE: Hmm.

ALEESA: So how many -- do you have like a number on the percentage or the total number of students that use the McBurney
MARI: I do. Last year we ended -- we ended the year with 2,220 students affiliated with our office. And thinking about that overall number, I think since 2012-13, that number has increased overall by almost 150%.

ALEESA: Wow.

MARI: So we're seeing a growth rate of between 15-19% a year. And the mental health conditions are the largest growing population within that. So of the 2,200 students, looking at my little list here, 777 of those students were students with psychological-related disabilities. So about a third of the students we're seeing have mental health conditions as their primary disability.

Then after that, it goes to our next largest group is attention deficit. The third largest is chronic health. So again, that goes into things like disability -- like diabetes, excuse me, or a variety of health-related conditions, Crohn's, IBD.

And then from there, learning disabilities. And so learning disabilities used to, I think, on college campuses be the top largest population served. And now we're seeing them as the -- as they've fallen fourth in rank, at least in our -- in what we're seeing.

ALEESA: And do you think that -- I mean, when I think about that, I think a lot of the conversation on that is usually that and more people are just understanding what mental illness is or what
these different kinds of disabilities are. And the stigma is kind of lowering a little. Would you agree with that?

MARI: I -- that's what I hope. I definitely think we're trying to definitely to get the word out. I think there's a lot of misunderstanding and misconception around disability in general. Certainly around mental health. I think that we are doing a better job as a country, as university campuses across the country talking mental health, certain as one.

And I think we still have a ways to go, for sure, both in mental health and just disability in general and kind of what it means to be a person with a disability. What disability looks like. But yes, I think that we're doing a better job. I think that addressing some of that stigma is helping people find their way to offices like ours.

ALEESA: That's really awesome. So what is kind of the first point of access for students if they think they want to go to the McBurney Center? Is it like the portal, the Connect? Or how would someone go to McBurney?

MARI: Yeah, I think our McBurney Connect is the best way, certainly, to get connected. Students can access it 24/7 just by going to our Web site and clicking on that link that is applying for services.

What we ask students to do in that is just to tell us a little bit about their backgrounds. Some students, of course, have lived with disability for many years. They might have had accommodations in
high school or a previous -- a different college that they're transferring from. And so they're kind of coming in and knowing exactly what works well for them in terms of accommodations. And that's great.

They can give us all that information online. They can upload documentation if they have a form from their health care provider. We have forms that we ask them to have providers fill out. And then really getting scheduled to have that initial appointment with an accommodation specialist on our staff is what -- that's -- I think that's where we put most of our weight.

So really getting to know the student and having them tell us what their experience has been, where the barriers are that they have experienced and kind of what's worked and not worked for them in the past.

A lot of students don't -- either don't know for sure if they have a disability yet, or maybe suspect but don't have a diagnosis. So those students are welcome to come into our office, as well. We don't do any assessment in our office. So we don't do any diagnosing of students. But we do work closely with a variety of offices and departments around campus that do.

So we'll make referrals definitely to UHS. There is a Student Assessment Services Office on campus that will do learning disability assessments, attention deficit assessments, and things like that. So we can kind of help students get connected with providers if they
want to explore that.

And sometimes in cases where a student may be -- like a student, for example, that has a hearing loss that has worked with interpreters. If they don't have documentation, that's not something that we're going to require. In some case it just -- you know, we have the information we need just by having that conversation with students, and we can take some action based on that.

ALEESA: And how do you work with people like Argyle? What's your relationship with like the Dean of Students Office, the Dean of Students and -- yeah.

ARGYLE: And then the other departments around campus. I know that you work with a lot of different units.

MARI: Yeah. So well, Argyle hired me, I should mention that first and foremost, right?

ARGYLE: You're welcome.

MARI: Yes, all right.

ARGYLE: And it was a great find, by the way. We stole one from Minnesota.

MARI: There you go. So we work closely -- the Dean of Students Office, I would say, is one of the primary offices that we work closely with. So when there are students that are experiencing challenges that are ongoing, when we're concerned about students and maybe we're losing touch with them. When students are having
experiences that aren't necessarily disability-related, we often will connect them with the Dean of Students Office to help find other resources that will be appropriate in supporting them, for sure.

And then I would say we work closely with our other divisional partners, just you know, as we think about students with disabilities and the focus of our office being on disability. Disability is just one identity type, right? So students that come to our office that identify strongly with disability as one identity is not their only identity, right.

So there are students from the LGBT communities or there are students of color or, you know, the list goes on and on. So we try to help students know about what other kind of affinity groups are available so that they can be connected in ways that support their whole selves and not just pieces and parts of their identities.

ARGYLE: So Mari, if I'm a student in a classroom or have a roommate who has a -- who's told me that they have a disability or I'm planning an event for campus as a student or faculty or staff member, can you give me a sense of how do I help, you know, create an environment where students with disabilities can kind of really enjoy our campus. Is there anything any kind of things you think about when think about an ally to people with disability?

MARI: Sure. I think one of the things is just to -- like anything, if you don't know much about the topic, get educated. Try not to rely on the folks with disabilities to do that for you. But really
learn what you can.

I think some of the common assumptions that people make are that if I look at you and you look fine, you don't really have a disability, right? So I think students with disabilities often feel that pressure both coming from classmates who may be aware of accommodations that they're using in classes. Or unfortunately in rare cases, from faculty who feel like I don't know why you're asking for this accommodation.

And really, we want to just impress on people that, again you know, disability can be very fluctuating in nature. We all have good days and bad days. I might be able to show up in this space today and be really -- feel really good, and then tomorrow I'm stuck in bed and I can't -- you know, I can't move.

And so really understanding that there is a spectrum and allowing people to kind of be where they're at just believing people's stories I think is very important. There are also several students organizations around on campus that -- welcoming not only people with disabilities, but also just people that are interested in supporting folks with disabilities.

There is the ADA group, which is the Advocates for Diverse Abilities on campus, that's connected with our office. And that's definitely open to students with disabilities and student allies. There is a chapter of Eye to Eye, which are college students here at UW-Madison that go out -- with learning disabilities or attention
deficit, that go out, then, into middle school in Madison and work with similarly situated students through art projects.

There is a chapter of NAMI on campus for sure. That's the National Alliance on Mental Illness. There is a chapter of ASK.LISTEN.SAVE. So there are several students organizations that I think are great places for students to get involved in. There's also a sign language club if folks are interested.

There's not -- American Sign Language as a credit, a language credit is not offered currently at UW-Madison. We'd love to see it offered here at some point in the future. But there is a very active sign language club. I met with a couple of students leading it this morning, and they had over 70 students show up to the first week. So they're really excited about that group and that activity this year.

ARGYLE: What I've always heard you talk about is like the ideas of universal design really help more than just people who have a disability.

MARI: Right.

ARGYLE: That really can help many different people in our community experience things better. Do you want to speak a little bit more what that could be like?

MARI: For sure. So universal design principles, absolutely that's, I think, part of the work of our office is encouraging faculty members and departments to incorporate those ideas into their courses.
So if we think about a classroom environment and maybe a student who has attention deficit who is struggling, really, to engage in the -- a lecture-only style class. Some things that an instructor could think about are mixing up the ways that they're presenting information. So maybe doing some lecture, but also maybe doing some multimedia presentations, including some small group discussions, presenting information in a variety of ways so that students that receive information have some options.

And then also, equally important is to think about when you're presenting information, especially visually and auditorily that you're also presenting it in the other mode. So if I'm showing a video, for example, I want to make sure that it's all captioned. If I have auditory information, I want to make sure that that's captioned. If I'm showing information that's visual only, I want to make sure that it's auditorily described. So that people are able to sit and participate in class and take in that information in whatever way works well for them.

And then I think, too, about flexibility when I think of universal design. Are there different ways that students can demonstrate what they've learned? So I don't know numbers here on campus, but just thinking about your standard kind of quizzes and exams, right. That's a very popular way of assessing student knowledge.

Are there other ways that we could be assessing student knowledge? What is the magic about a 50-minute timed test, right?
Could there be a project, perhaps, that a student could work on or a paper that they could write or, you know, kind of that list goes on and on. So we look for faculty to try to be a little bit more creative and really think about flexibility and options and what they're offering.

**ALEESA:** I think one of the experiences that comes to my head in general on this campus is I'm part of the Distinguished Lecture Series. So we bring speakers on campus.

**MARI:** Yes.

**ALEESA:** Just -- I think it was just last year was when we started doing closed captioning. And we always had sign language interpreters for all of our lectures. But then we started doing closed captioning, so there's like a TV with a screen and a closed captioner typing.

**MARI:** Right.

**ALEESA:** And then last year we brought Nyle DiMarco, who is a model and activist and won "Dancing with the Stars," a lot of thing who is deaf. And being in that room was an amazing experience. Like people of hearing were the minority in that room of Shannon Hall. Like 800 people capacity -- even more than that, 1200-1300 capacity.

**MARI:** Yeah, it was packed.

**ALEESA:** It was like -- I had never experienced that before. And it was so cool to see the opposite where like instead of having
someone signing, there was someone in the back with -- with a microphone interpreting what Nyle said for the people who could hear.

So it was -- I mean, and also just to see the excitement of all these -- there were like high schools from Milwaukee that came, all around Wisconsin, all these groups of people that came to see him. And it was a very eye-opening, really cool experience to see him and to see the excitement of everyone around us to see them all interacting with each other. But like not actually verbally talking, but signing.

MARI: For sure.

ALEESA: So very cool experience.

YOGEV: Yeah, and I kind of want to ask a secondary question based off of something you mentioned earlier about having the sign language interpreter at the event.

So I'm in ASM. And we have this ASM accommodations line worked in the budget that seems to go underspent every year. Possibly due to different reasons. A lot of them is probably lack of outreach on our part. Could you talk a little bit about what that line is for, if you know what I'm talking about.

MARI: I do.

YOGEV: And how the McBurney Center works on outreach themselves.

MARI: Sure. I think that is something -- and I've just -- I've
been on campus just two years now. October 1 was hitting my two year mark. But I've had meetings with the students who are the chairs of the --

YOGEV: Equity and inclusion.

MARI: Equity and inclusion. So this year, I think my meeting with Agalia (pronounced a-GAIL-ya)? Is that right?

YOGEV: It's Agalia (a-GAL-ee-a).

MARI: Agalia. Agalia is coming up next week. It's either this week or next week to talk exactly about that fund.

So it's always challenging to know how much to budget for when you're thinking about accommodations. And we would always -- I think that ASM can -- I think ASM can decide how to do more. So our students that have disabilities connected with the various student orgs, do they know that there's funding available for accommodations, for example, on campus? I think that's something that we could do a better job of for sure.

Then I think to some extent, it just depends every year on who are the students that are on campus and how active do they want to be, right. So you have -- you could have a year with a very small student group, but they're super active and want to go to everything. And your accommodation funds are all used up. And you could have another year where the students just -- that are around are maybe not so active. And then you have funds sitting. So it definitely is a tricky balance to try to strike there.
YGVEV: Yeah.

MARI: Yeah.

ARGYLE: But impressive that, you know, you guys are looking at that. I mean, I think that is not something that I find to be the norm with student governments is to be that, you know, thoughtful and have that much foresight. So kudos to you all.

YGVEV: Well, thank you.

MARI: Definitely.

ALEESA: All right, we're going to wrap it up with our last question which we ask all of our guests, which is what is your favorite Wisconsin tradition and your favorite Babcock ice cream flavor?

MARI: Oh, gosh. Babcock ice cream is new to me, right. I've only been here two years, so I haven't tried many. But I'll start with that one, right, because who doesn't love to talk about ice cream. I think I tried, is it the orange with chocolate orange? Orange with chocolate, and that was darn good. I really like that a lot, yeah. That would be my fave.

ARGYLE: Your face is lighting up.

ERICA: Is it?

ARGYLE: I think it is.

MARI: And I'm talking in front of an orange microphone, so that's very exciting. And I think Wisconsin traditions, I mean, cheese curds, right? I don't know.
ALEESA: Like fresh cheese curds -- I'd say fresh or fried.
MARI: Yeah, I mean, I would definitely eat a fried cheese curd should there be one in front of me. But there's nothing better squeaky cheese. I mean, it's yeah. It's a good thing.
ALEESA: I recently watched this news segment of this other station that was doing a story on like the Brewers versus the Rockies. And they were a station in Denver, and they were like can you guess the name of the Brewers mascot? And if they got it right, they got -- he had fresh cheese curds. And no one wanted to take one.
MARI: What?
ALEESA: Everyone in Denver was like, no thanks.
ERICA: What is that? Oh, no.
ALEESA: Also I was looking at it, and they looked like bad quality --
ALL: Oh!
ARGYLE: Yeah.
ALEESA: -- Cheese curds.
ARGYLE: Probably shipped in or maybe not quite fresh.
ALEESA: Or just like -- exactly, not fresh. But it was funny to watch. People were like no. She's like, want a cheese curd? They're like no, thanks.
MARI: Yeah.
ALEESA: But we understand here what a good cheese curd is.
I always -- when there's people out of town, I'm like I'm buying you cheese curds to try because you do not realize when it squeaks in your mouth, it's a whole different sensation.

All right. Well, thank you everyone for tuning in. Thanks, Mari, for being here and having this conversation.

You're listening to WSUM 91.7 FM. If you ever have any questions, anything you want to tweet into us about the show, any questions you have for Argyle or our guests or us, use the #BascomBeat. You can just tweet out a tweet into the Twitter universe with the hashtag and we'll find it. You can tag Argyle Wade @ArgyleWade. You can tag WSUM. And we'll answer your question on the show. But thanks so much for tuning in, and we'll see you next week.

ARGYLE: Bye.

YOGEV: Bye.

MARI: Bye, thank you.

[MUSICAL WRAP-UP]