

SAN Podcast Transcript – May 2020

Dan Silverman: Good day listening public. Today is May 15th, 2020. Thank you for listening to General Disclosure podcast from SAN. My name is Dan Silverman and I'm joined as always by cohost Cheryl Dowd. Cheryl, do you copy?

Cheryl Dowd: Hi, how are you all today?

Dan Silverman: Today, we're very lucky to be joined by Emily Woods, the distance learning compliance coordinator at the University of Kentucky. Emily, how are you?

Emily Woods: I am great. Good to be with you guys.

Dan Silverman: All right. So we start this off at the same two questions every time, which is defining career, however you define it, why do you do this?

Emily Woods: So you mean like what I do here as a compliance person? Sorry.

Dan Silverman: If that's how you want to define it, you can define it as higher Ed administration, you could define it as regulatory compliance, however, whatever identity you would like to choose for this conversation.

Emily Woods: Oh, right. I actually started off as an instructor, teaching English language. And after that started really being interested in the administrative workings of higher education, how everything came together in chaos, the chaos of higher education, I call it the beautiful chaos, that the policy and the compliance elements came out of that. I am a policy nerd and love tracking with negotiated rulemakings and regulations. So I just fell into this lovely role of a compliance coordinator and I love it.

Dan Silverman: Are there other higher Ed compliance that you like to follow other than this stuff?

Emily Woods: Yeah, so very interested in title nine compliance. Really focused on compliance that deals with diversity issues and educational equity issues. So how are we helping students maybe from minority backgrounds, lower socioeconomic backgrounds, and how are we giving them a chance to access higher education. So those are some of my side research interests.

Dan Silverman: If higher Ed were to vaporize overnight, what would you do instead?

Emily Woods: Oh, vaporize over night. That's an interesting image. I would probably on the road playing music. On the side, I play piano and sing and really enjoy playing in bands. So that would be my alternative career.

Dan Silverman: Well, perhaps we will try to help utilize that even before higher Ed were to vaporize. We've been talking about adding a little musical start to this podcast. And if you recall from most recent coordinator call, I did play one chord on my ukulele as the opener to that one. So maybe if we add to a second chord, we'll give you a call.

Emily Woods: There we go.

Dan Silverman: So one of the things that really motivate us to have you talk today, just to come onto the show today, is the two interviews that you recently did with some licensure compacts. There were administrators at those compact. There was the national association of state directors of teacher education and certification and the nursing licensure compact. And we will put a link to those conversations in the show notes, as they say. But I want to ask a couple of specific questions about that experience and what you learned, but first, we'll give you 75 seconds. What would be a licensure compact 101?

Emily Woods: Compacts are organizations that attempt to pull together the different licensure boards of different states. And those maybe not even licensure, it could be trucking or waterways, but it's some kind of agreement between multiple states that they all agree to the same set of standards, so that it's easier for citizens of those states to be able to do the same kind of activities from one state to another bypassing a lot of regulations that perhaps each individual state might have. So that is the basics of compacts.

Dan Silverman: Do they tend more utility for people who are already licensed rather than in the pre-licensure stages or not?

Emily Woods: They definitely are focused on professionals who are already licensed, but some compacts do allow some pre-licensure like maybe recent graduates to be able to apply to a state perhaps easier than what would have been before the compact existed. For example, the teacher's compact, actually before the compact existed, it would be a lot harder for a student graduate to go to another state to become licensed. Then after the compact came into existence, actually made mobility a lot easier.

Cheryl Dowd: Could I follow up with a question on that though?

Emily Woods: Absolutely.

Dan Silverman: Anytime. Jump in anytime.

Cheryl Dowd: Oh, what I was wondering is does the student then have to complete the license in that state, then be able to have the access to the other state? Or is this something that is prior to them obtaining the license in the first state?

Emily Woods: Yeah. So there are two routes for teachers, really two general routes for teachers. I should say, there's always side routes, but the first one that is almost always encouraged is that the student, when they graduate becomes licensed in their own state, and then through the compact, it allows the student to move easier between the states. You could have a student graduate who decides I don't want to be licensed in the state where my institution is. I just want to go straight to the state. That makes it a lot more complicated. And the compact doesn't quite help that route as much. So that's a good clarification.

Cheryl Dowd: It's really interesting how that works because in law, it's interesting you talk about compacts. There are some agreements between some states that they can sit for the bar at two places at the same time. It's either a Tuesday, Wednesday, Wednesday, Thursday, exam multi-state on the Wednesday and then take the two state portions on Tuesday and Thursday to try to help facilitate. But it's still very interesting how, as you mentioned, they all operate very differently. So it's very important for the institutions to be very aware of the aspects of these different compacts. I appreciate you clarifying.

Emily Woods: Yeah, absolutely. Yeah. That is a really important thing to note is that each compact acts differently and how once you're used to one, don't assume that another compact is going to act exactly like that compact.

Dan Silverman: What was the most surprising thing you learned from each interview?

Emily Woods: Oh, wow. So much of it was the background of these compacts and how they were coming together. I did not realize that the council for state government, which is currently organizing a lot of different licensure compacts in different fields is actually based in Lexington, Kentucky, where I'm located. I had no idea. So that was kind of a surprise to me.

The other thing that I learned is how much the Department of Defense and the Department of Labor are very interested in the development of these compacts. So it's not just something that higher education institutions and individual licensing organizations are interested in. A lot of it has to do with the mobility of military spouses, the Department of Defense is pouring lots of funding and support into the development of these compacts. So a lot of political movement happening.

Cheryl Dowd: This is Cheryl. It's been very interesting to watch that. I'm glad you brought that up. It's been very interesting to watch about what the transport of a license can look like, because it does, it keeps you very stuck if you will, if you're not able to bring your license and there's some sort of movement in this mobile society, but again, we're still talking about transporting that something that's already licensed, I'm really hoping that that organization, as you've been talking about, will start thinking more about how do we work with the different boards to address pre-licensure in a more dynamic manner and the way that they're starting to do with post licensure.

Emily Woods: Absolutely.

Dan Silverman: How did you pick these two compacts to focus on and were there any that you wished you'd been able to connect with?

Emily Woods: Oh, it was really hard. I had five in mind, but these two: education, nursing, seemed to be, as I talked to other institutions, the two top ones, the top interests, I should say that I was hearing about. So I picked those two, but at the same time, I would love to eventually connect with the counseling boards. I think counseling and psychology are the next two that I've heard a lot of chatter on in the listservs and from different institutions I've talked to. And as I've done licensure research in those areas, it's another very complex. The way the compact work, the way the licensure field works, so if I was to take on another one, counseling or psychology would be next.

Dan Silverman: What are the ways that you keep your ear to the ground or keep in touch with other colleagues at other institutions about this stuff?

Emily Woods: SAN has been super helpful. The WCET mix listserv has been very helpful in seeing what other institutions are doing. I do have some connections that I made at [NESAPS 00:12:24] and we keep connected, just asking each other, something comes up, we'll send an email. Hey, do you have this issue? And are you facing this challenge? And they can give some feedback. So a lot of informal networks, but I will say a shout out to you all, SAN has been super helpful.

Dan Silverman: Thank you. I was not aiming for that in my question. [crosstalk 00:12:56]

Emily Woods: It was coming. And I do say it often. Thank you.

Dan Silverman: Well, but we're truly curious because the informal interactions within our network and what keeps it strong, and we're always curious to know what those are, because we don't hear about that as much as we'd like. So that's why, whenever I hear that, I do try to ask a couple of followups to find out what you guys are doing, because we want to know. And then by extension, if there's anything that we can do to help facilitate those, please do let us know. That leads to my next question was, did this experience, but we should say to our listeners out there, all of our friends and family who may not be familiar with the special interests team, the SAN SIT, which is on professional licensure, which is where this project came from. Did your experience with that, SIT, give you any ideas for further collaborations, formal or informal.

Emily Woods: The SIT team has been, Oh my goodness, it's been a really great resource. And in terms of collaboration, encouragement, just times when we're all really curious about how each other is tackling the licensure disclosure research, how to handle posting of licensure disclosures. I think there is a lot of new ideas that have come out of the group, that I really think in the future would be great.

I've know we've talked about just how asking how we can be a resource to other institutions that may be part of networks yet, like those informal networks, or maybe who are brand new to this and just being kind of, how can we be a resource or a soundboard for institutions who just have questions about how do I do this? Where do I start? Who do I talk to and where do I find this information? I hope that answered your question.

Dan Silverman: Definitely. Cheryl, do you have any follow ups on this?

Cheryl Dowd: No, this has been super helpful, because I think they're just like the paper, and I just want to give a shout out to the work that you and the special interest team did on a recent white paper to discuss the myths and the facts around compacts, because a lot of folks hear about them, but they don't really understand the workings. And so you all were very clear in your direction about those. And I know that some of that came from your experiences with the interview. So I am just really thrilled with the work you all were able to share on that, because it's super helpful for people who are trying to manage this work.

Emily Woods: Great. It was a really great experience putting that together.

Dan Silverman: Well, have I missed anything Emily? Is there something else about this project that you'd want to explain or pass along?

Emily Woods: Yeah. I would definitely encourage those who deal with the nursing and education compacts and licensure research, I would definitely encourage you to look at those resources, to look at the website resources that both compacts provide. There's just so much information, but I also want to throw out an encouragement for institutions to really take advantage of the opportunities to network with other institutions, reach out, see what others are doing. You're not in this alone. I've been there at the beginning when our institution had absolutely no process or anything and what that felt like, and it really does help if you reach out and connect with other institutions.

Dan Silverman: Thank you so much, Emily.

Cheryl Dowd: That is great advice.

Dan Silverman: It is great advice. And given that we've been talking so much about professional licensure on this episode, I'm going to go ahead and move forward with my third favorite segment of this show as always, the regulation of the month or a few months as the case may be. Some of you might know that the Washington board of clinical psychology, gets into the pedagogy, not just the content of the courses. It talks about a doctoral degree program having a certain amount of contacts between student and faculty in the form of group educational meeting.

And then it goes on to define group educational meetings. I'll give you part of it. They must include both faculties-student and student-student interaction. It

must be conducted by the psychology faculty of the institution, at least 75% of the time. Be fully documented by the institution and the applicant and relate substantially to the program components specified. So again, if you are a value [inaudible 00:18:27], for those of you who are trying to follow along with me at home, that's Washington administrative code 246-924-046.

So that's interesting to me because we talk about trying to figure out what my courses, if I'm looking to advise students on whether a particular clinical psychology doctorate would meet the requirements of Washington, not only am I going to have to look at the content of the courses, but the way they are taught, just shows how tricky this all can be.

We'll now move on to everybody's favorite segment feral on musical. We've covered a lot of ground recently on some of your preferences and recommendations, but I'm going to go slightly different track here today to talk about what about, if you Cheryl, could have any job in musical theater, what would it be?

Cheryl Dowd: Oh my goodness. Well, I have absolutely no talent whatsoever. I'm an aficionado. So I would say probably I would like to manage a theater. I think that's what I would want to do. To bring talent in, promote them, that's the kind of work that I would be able to do because I don't have any specific performance skills that would benefit when wanting to see it.

Dan Silverman: It sounds like more of the business side of the house. In other words, you don't want to be the prop person.

Cheryl Dowd: No. As a parent of a child who did a lot of theater, I've done a lot of volunteering, which meant promotions. I've done a lot of backstage dressing, which is tricky. I had all of the Von Trapp children to dress during the sound of music and they changed their clothes a lot. But I actually would be more in the management side. I think I would like.

Dan Silverman: During COVID, with all the theaters dark, have you found any replacements?

Cheryl Dowd: Oh yes.

Dan Silverman: I know you love to do that.

Cheryl Dowd: Those of you that follow the Friday afternoon, WCET notices, we'll note that Russ has done a variety of things with his movie posts. And some of them have been around the idea of what streaming, since we all aren't getting to movie theaters. And so we've been streaming theater opportunities. And so there are several platforms that have theater that was recorded. So the Newsies was recorded on stage in a Los Angeles theater. So you can find that on Disney plus. There are several other on Broadway HD, and then each week, one of Andrew Lloyd Webber's musicals has been released for 48 hours on YouTube. And so

those have been to raise money for the actors fund. So there've been a variety of live theater that has been filmed. So it's not actually live when we're seeing it, but at least it kind of fills in somewhat of a gap until we have live theater again.

Dan Silverman: What's the key for a particular production to translate well to being filmed.

Cheryl Dowd: Oh, well, it's really interesting that you say that because I went down the rabbit hole of watching YouTube videos about how Newsies was filmed. And they were talking about how they went through the show pieces many, many, many times, because it was being recorded by a number of cameras. And so it does kind of take some of it out of ... If you're just having somebody with their camera in front of the stage, you're not catching all the pieces. What they tried to record was definite visuals, definite choreography pieces to enhance the viewing. So it wasn't just a recording from somebody sitting in the center of the orchestra, looking at the stage. So it was designed to be recorded.

Dan Silverman: Emily, you've mentioned you have a musical background, have you ever either played in an orchestra or performed in a musical of any sort?

Emily Woods: Oh, I was in choir for four years, which was an amazing experience. In terms of the musical theater world, I always enjoyed watching it. And I always thought that I would be great up on stage until I took a drama class and found out otherwise. I definitely love performing musically and enjoy watching musicals. I've had many friends do musicals in high school, but never participated myself.

Cheryl Dowd: That's really interesting. Dan, can I ask her a follow up on that please?

Dan Silverman: Of course. Always.

Cheryl Dowd: With you having taken the acting class, did you then find that you are more critical when watching others on stage? Because you've learned a little bit and you're seeing what the effort is that they're putting into certain aspects of their performance?

Emily Woods: Oh yeah, absolutely. And the funny thing is, I loved my drama instructor, but she pointed out ... She was a great director and pointed out every detail and critique that there could be. So I always kind of had her voice in the back of my mind every time I watched a musical.

Cheryl Dowd: There you go. Because you're looking at the blocking. You want to know why the story is being told that way. I love it.

Emily Woods: Absolutely.

Cheryl Dowd: Thanks, Dan.

Dan Silverman: A little bit of knowledge can be kind of dangerous.

Emily Woods: It can.

Dan Silverman: Well, I think that's probably as good of a place as any, to leave it for today. So Emily Woods, thank you so much for coming.

Emily Woods: Absolutely. Thank you.

Dan Silverman: And Cheryl, always good to host these with you. And our listeners out there, we really do hope that's a plural. We will see you next month with another guest to be, Andre [Deb 00:25:11].

Cheryl Dowd: Thanks everybody. And thank you, Dan. Thanks Emily for being with us.

Emily Woods: Absolutely. Thank you.