Shawn Miller - Intro

[00:00:00] **Derek Bruff:** Sean, thanks for being on Center and Centers. It's good to connect with you and talk with you a little bit today.

[00:00:05] **Shawn Miller:** Oh, you too. It's been a while. It has

[00:00:07] **Derek Bruff:** been a while. I was just thinking I think it was either February or March, 2020 when I was at Duke and cuz I, because cuz you were already working with Duke's China campus Yeah.

[00:00:18] On some kind of pandemic response, although we didn't know it was a pandemic at that point. If I recall.

[00:00:22] **Shawn Miller:** Such a crazy time that ended up being a story for us, right? Everyone was scrambling to figure out put together a strategy to figure out how to handle the pandemic and help our campus in China do Kucha University.

[00:00:34] Pivot to remote learning and such a novel idea. And all my staff was like super psyched about doing this thing. We understand it was a serious situation, but they were excited about, Hey, big challenge. Let's drop everything. Let's do this. And so like everyone did that for two or three weeks, right?

[00:00:48] And then we moved it. We moved the whole. Teaching Fang at D K U online. And then about a week into the end of that I get called into the provost office and she says, so y'all think you could do that for Duke?

[00:01:05] And we knew things were getting worse in the US but no one had really thought we were all gonna shut campuses down at the time. And

[00:01:11] **Derek Bruff:** I remember on my campus, we were thinking about our study abroad students who might have to discontinue their studies. And so we, that was a problem.

[00:01:18] Yeah, certainly. But it was a much smaller scale of a problem than what we had two weeks later,

[00:01:22] **Shawn Miller:** Yeah. Yeah. So it was good. Ithaca did a case study on us Ithaca. Sorry, because they so weird that we did this micro cause of the whole pandemic.

[00:01:33] Preparation, pivot, preparation thing, and then Oh yeah. We ended up basically expanding on that playbook for the first wave of the pandemic here in the States. But yeah. Over time that evolved of course, but that's exactly what we did. It was like a practice run. Yeah. The only thing that made it so hard was that everyone gave their all for the campus in China, because we didn't, we thought we were gonna just take a break after that.

[00:01:56] That was your heroic move. Yes. It was it was so interesting to try to get staff motivated again, right? Yeah. When everyone was, like, everyone had personal stuff happening by then. True. Yeah. What about my family that is immunocompromised? Or what about, where are we gonna work?

[00:02:13] Or, we're all going home now, yeah. All that. Yeah. Absolutely. Yeah. Yeah. I forgot that you were there, at the site, right at the, yeah.

[00:02:20] **Derek Bruff:** Yeah. You're the Duke was one of the last campuses I've visited before all the travel. So I'm gonna, I'm gonna, I've got a question here though, to take you back a little bit further, I think, than 2020.

[00:02:30] So LinkedIn tells me that you have a master's degree in rhetoric and writing science. Oh boy. Yeah. How did you end up directing a unit that supports Oh my gosh, innovative teaching?

[00:02:40] **Shawn Miller:** Yeah. I'm like one of the weirdest outliers probably in this field, right? So I was at the University of Texas at El Paso, and I started my, I was a first gen college.

[00:02:50] I started my career there. I worked in a, in what was then a digital media center. They like the new, back then it was like a new hot thing to do CD ROMs for faculty or create multimedia for faculty. I thought that was a great job. I had done some web design and stuff in the early days of the web it, and it was hack at graphic design.

[00:03:09] So I thought if I could get a job at this digital media center, that'd be awesome. It'd help me pay for school outside of my financial aid, my scholarships and stuff. And it was, So as that century evolved though they decided, Hey, what are you doing after you get your undergraduate? Maybe you should stay here and work here.

[00:03:25] Maybe you should manage a team. And I was like, I don't know anything about management, but Sure. And so I gave that a shot cuz I was like I'm not really, I'm gonna go somewhere else, get my master's and my PhD. And

all along my dream was to be an English faculty member. Okay. Yeah. Like a literature profess.

[00:03:41] Okay.

[00:03:42] **Derek Bruff:** I did not grow up that way, but

[00:03:43] **Shawn Miller:** that is a dream. Yeah. You and I are like on two sides of the thing. I, those were poor choices really but I figured I'll figure out what I wanna do with a PhD later. For now, I'll just do this in, I'll work here at utep, but over time, I realize I could get a master's degree for nothing if I worked at utep.

[00:03:58] But they had also created a new rhetoric writing and rhetoric program. There. That was a new PhD program that was not only gonna be about writing and rhetoric, but they were going to focus on the digital, the aspects of digital learning, like early aspects of digital learning. And I had worked professionally with some of the faculty there on launching some of the first hybrid courses for utep, right?

[00:04:24] Even though I knew next to nothing about that too, and Sort of two things happened. So I was in this PhD program where I was also earning my master's degree, and at the same time my center had been subsumed. This is like a common story for everyone, right? Subsumed by a teaching and learning center that was established because UTEP had not had a teaching and learning center before, but a new pair of people came.

[00:04:49] Spousal hire and a and another person came in that had a lot of experience in teaching and learning across the field overnight. I found me and a lot of my staff worked for a teaching and learning center, not [00:05:00] for a digital media center anymore. Okay. Yeah. And so that basically meant even though the digital stuff was still happening, we were still doing hybrid courses, we're still writing online courses.

[00:05:09] We also, those of us in leadership also had to learn to talk the. For faculty development pretty darn fast. And gosh, I had barely been in the classroom though as a PhD student. Okay. Yeah. And I was teaching some, writing, some hybrid writing courses. I was teaching some of their first hybrid writing courses.

[00:05:26] But. I was not like prepared but I, so about a year or two, I was basically trained trial by fire in all sorts of faculty development, steeped deep into all of the literature at the time, learned all the techniques, gave workshops

for things that I had no experience. Doing workshops and honestly, but I was paired with a lot of great mentors and I worked with a lot of great people who did have experience. And so out of that I had this, I gained this set of skills for that would align you with a traditional teaching learning center, right? In addition to being a digital media all online learning person.

[00:06:05] So all that. And then my wife, I was. Pretty newly married at the time too. So here I am teaching classes, working full-time, newly married, and life is pretty stressful, although whenever I talk to you, Derek, I think. You take on a lot of stuff, so maybe it wasn't that stressful, but at the time it seemed super stressful.

[00:06:27] I was spending most, I was spending like all day Saturday reading and writing, right? Yeah. And then I was spending all day Sunday like grading and prepping, and then I'd go back to work, right? So yeah, life was getting a little sad and my wife said, Hey how about next summer? You go on the job market just for fun to see what what comes.

[00:06:48] Yeah. And you don't have to take anything, you don't have to bail on your program. You could, but if you do find something great, like maybe that's something, maybe life will create this, right? Sure. Yeah. And I was like, you're right. There's no reason to be, not to look at my options just for fun.

[00:07:02] So a job at Columbia and a job at Duke came up both kind of these academic technology consulting type gigs. Okay. Yeah. And the people at Duke were. And very great people. I didn't know what I thought of a Duke as an institution. I did think oh, interesting career move, right? I spent most of my career doing working at a state institution with tight budgets, with first gen college students.

[00:07:29] What if I went to an elite institution with nearly unlimited budgets and At the time I thought entitled kids right. Yeah. And just to see what it's like gain that experience, sure. Yeah. He was like, I was like, I don't have to stay there forever. It could be fun. We talked about it a lot and I decided, okay, like I'm gonna bail my PhD and I'm gonna go move to Durham, North Carolina and start over basically.

[00:07:51] Yeah. And that's how I ended up over here at Duke. But then, a whole series of other things like, so I worked for the Center for Instructional Technology at the time, right at Duke that was not, also not a traditional teaching and learning center. My understanding is that several years before I came to Duke, the traditional teaching and learning center had been dissolved

and out of the ashes of that was formed, what they called the Thompson Writing Program, the writing across the curriculum program at Duke and.

[00:08:23] Our center, the Center for Instructional Technology at the time. But it does come up once in a while, like, why doesn't Duke have a teaching and learning center? And it's because our center is the defacto teaching and learning center. But at the time, our mission was the Center for Instructional Technology's mission was of course getting faculty to use educational technology and like what that meant at the time was like, Start using Blackboard, right?

[00:08:47] Sure. Or yeah, the early iPod project that put Duke on the map for some people, right? Oh, yes. So when I started, like I had to learn all about the iPod project and how great it was and how Duke had made this big investment into digital hardware for students and so that was the ethos of the organization that I got into.

[00:09:03] Yeah. And. Over time, like we evolved past that. And one of the things that evolved out of that though was that some of the academic technology consultants like myself, we had either instructional design skills that we came in with, or some of us were previously faculty, so we also had a pedagogical bed to what we were doing.

[00:09:22] And we started to see that there wasn't much difference between teaching faculty to use. Technology versus getting faculty to think about more effective ways to teach. Especially like with the new ways of active and active learning. Flipped classes. Yeah, team based learning, all that stuff.

[00:09:39] So we started adding, like sprinkling that in to our programming and pretty soon, like we were basically doing. The brunt of the Teaching and Learning Center work, in addition to running the L m S and doing other things, right? Yeah. And so that's like the first, to me, the first iteration of the Center for Instructional Technology is basically like teaching and learning center [00:10:00] mashed up with your educational technology group, but never really like separate from the start.

[00:10:05] And so people ask me a lot about how they could create these combined centers, like pulling these different centers together and how we've done it. And like the answer for us is we really didn't do it. Like we grew it. Grew it.

[00:10:16] **Derek Bruff:** Yeah.

[00:10:16] **Shawn Miller:** Yeah. Because like you fast forward a few more years, duke took on Coursera, started doing online learning pretty heavily.

[00:10:23] We built an online learning team, even though they, it looks like on paper they were separate from our team. Most of our team in the Center for Instructional Technology also participated in that. And then like we just basically, Combined all that together later. And rebranded his learning innovation.

[00:10:37] Nice. So far up until this point in history, like we've basically evolved three different types of units into the same thing. And we just have teams that basically are those de facto centers. But they all cross collaborate too. So that's a really long way

[00:10:54] **Derek Bruff:** to answer your question.

[00:10:55] Yeah. No, but you touched on a lot of things I wanted to ask about, which was Yeah. There I've seen lots of different ways that teaching centers and academic technology units have been either smashed together or pulled apart. Yeah. Or one was sucked up into another one. And sometimes that works well, sometimes it doesn't.

[00:11:13] At Vanderbilt, We started with a traditional teaching center and grew out our technology wing over time, and there were some growing pains there, but that was generally a pretty good approach, I think to doing it. And it sounds like at Duke that was, there was an organic nature to it, right?

[00:11:28] You didn't have the kind of challenge of taking two units and smashing them together. But you do have, as you said, these kind of different areas and different teams. So one of the things I wanted to ask you about, I've found that faculty developers, instructional technologists, instructional designers, they all have somewhat different ways of approaching their work with faculty.

[00:11:50] They have different kind of paradigms, different epistemology, sometimes different ways of doing support, if we can call it that. And I'm wondering how do you go about blending those approaches on your team?

[00:12:04] **Shawn Miller:** This is a, this is an ongoing challenge. This is a really great question. We actually have we call them learning experience designers, but they're basically people that are mostly trained in instructional design and they do hybrid online course development.

[00:12:18] And a lot of what they do is backwards design processes. Now, I would say our consultants who work directly with faculty, whether it's residential or online, They also have some instructional design and back backwards design aspects to what they do, but they're very much more about the relationship, right?

[00:12:43] And creating the relationship with faculty and trying to set goals that way versus just designing a product. I think those are like, those are big differences, but we've been talking about this internally a lot because. Our consultants do also manage programming for faculty, like workshops, events, A lot of the outreach, a lot of the day-to-day sort of consulting, like different questions, whereas our instructional designers are usually on projects.

[00:13:13] But we've also been talking about what actually makes those two peop. Groups of people separate because they do share a lot. Like during the pandemic, we put them on these matrix teams, right? And sometimes one person's a project manager and one person's a developer or whatever, but like they all had skills that were very much interchangeable up to a point, right?

[00:13:32] And so we've been talking about whether we should. Rethink the consulting role is more of an educational developer or a faculty developer to make it even more clear. But to your question, I think there's so much overlap between those two roles that we've talked about whether those teams should be one team, but the main thing that separates them to me is like one is focused very much on.

[00:13:53] Developing a certain product, right? Like the product is an online course or a hybrid course, or Yeah a series of courses or an online degree. And the other team is really about Impacting the learning for the particular faculty member or department. And that's a product too, but it's not like really like a start to finish on the shelf.

[00:14:14] Sure. And so it's like the goals are a little more ethereal even though they're, they would hate that I said that.

[00:14:20] **Derek Bruff:** Here's what I found as we, when we took over LMS support at Vanderbilt, that our colleagues in IT who had been doing that, They saw their job as solving problems for faculty.

[00:14:34] Faculty member presents a problem. Their job is to come in and fix it as efficiently as possible. We at the Teaching Center thought about faculty development, right? We were teaching faculty to do things in their professions.

And so where we landed eventually was that our general goal is that we are trying to teach faculty to fish, right?

[00:14:53] We are not gonna fish for them. And depending on the technology request we might get. The faculty member [00:15:00] might expect us to be fishing for them. And sometimes it was just like, yeah, there's a thing that's broken in the LMS and we need to fix it. Like that. That's not a faculty development opportunity.

[00:15:08] But generally we try to approach it as we were trying to build skills in faculty in using technology while in their teaching. And so I'm wondering if you ever have that kind of teaching to fish versus fishing for them that you have to

[00:15:20] **Shawn Miller:** navigate? For sure. Like every, everyone on our team basically, Defaults to the teach to Fish.

[00:15:27] Unless like you said, there is some sort of fire that has to be put out. But another thing that we. Have had an issue with those, like no one wants to put out the particular fires. Cause everyone wants to be the teach to fish people because they're highly skilled. And yeah. And people don't, you become highly skilled.

[00:15:43] You don't wanna be like the person who just says, do this thing and click this thing. But I think some of our staff are okay with that because they understand it's in the service of creating the relationship, right? Yes. Or benefiting the relationship. I struggle with that a little bit because one thing I've tried to do over the years I've been at Duke is elevate, try to elevate the expertise of the unit, right?

[00:16:04] Like I try to make my, I try to put my people forward, right? And then I want them to look like the experts they are, because I want them to be treated as colleagues and not service people, right? Yes. Even though we are definitely a service organization. But, and this could be like, maybe this is every institution.

[00:16:22] When I started at Duke, it was a different institution than it is now. It was very much like old school, southern elite institution when I started at Duke. And there was definitely like a. I'm the faculty. You all are the helpers kind of situation back then, right? And I'm not saying that of everybody, that's not a blanket statement about everybody, but that was the vibe, right?

[00:16:39] And over the years it's become, and I think this is the way this field has changed too. So much more collaborative, right? Yeah. Now it's more like faculty are saying, can I get someone to partner with me on this thing because I don't know. I can't do this without somebody else to help me do X, Y, Z.

[00:16:56] And then our people are like, this sounds really interesting. I wanna work with you on this difficult problem. Yeah. Totally. Totally different frame of mine. But also the collaboration is just so much better and I, that is not, there's still like people answering questions about the LMS and stuff, right?

[00:17:11] Yeah. We just, we don't escape that. But I also chalk some of that up to that's. Your critical value, right? If you shut your center down tomorrow, people are gonna hurt a little bit. Long term, they're gonna hurt a lot, but they don't realize that. Yeah. But short term, they're gonna hurt some because no one's gonna be there to answer their questions right away.

[00:17:29] Longer term, they're just gonna suffer from the. The lack of the overall enrichment of the culture. But

[00:17:34] **Derek Bruff:** But I like how you frame that around building the relationship, right? That sometimes it's, yeah, I'm just gonna help you solve this problem really quickly or I'm gonna fix this thing for you.

[00:17:42] But it's part of an overall relationship where you are trying to empower that faculty member to be a fantastic teacher, and to, yeah, to develop really useful skills. Using technology and I found that, in 2020 when we had to pivot at Vanderbilt and help hundreds and hundreds of faculty figure out how to teach remotely and online, the fact that our unit did both of those types of things, right?

[00:18:04] Like we did the troubleshooting, but we also did the faculty development and the kind of the course design, the pedagogy, but also like where the buttons and how do you press them and what are the tool options, right? Having one place to do all of that, I think gave us a leg up that year as we were working with

[00:18:18] **Shawn Miller:** faculty.

[00:18:18] Yeah, I mean for sure we if you didn't know who we were before that you knew then. And you know the parable about the elephant. I really need to look this up cuz I keep referencing this. And it's, everyone knows this parable

though, right? Like where there's pe people are in a dark room or whatever, they're touching different parts of the elephant.

[00:18:34] They all think it's a different thing, but it's really an elephant that's like such a, so much like my. Center and the team, right? Like they, over the years, it's people come in for the L m s or they come because they need help with some teaching question, or they wanted to develop an online course and then they go through their lives basically thinking that's what we do.

[00:18:56] But then during the pandemic, when we ended up, Publicly putting out newsletters every week and communications every week and new websites about how to deal with, inclusive teaching questions in addition to moving your class online. They see that the, the entire elephant kind of rose from the right, yeah.

[00:19:15] **Derek Bruff:** It's like the lights turned on in the room and we're like, oh wait, there's a lot here. Yeah.

[00:19:18] **Shawn Miller:** Yeah. And I think that was overall really good for our organization, but also just, it made a lot of sense because we had, it was critical to bring all those pieces together at the time.

[00:19:27] **Derek Bruff:** This may be a slight detour, but Sure.

[00:19:29] Why is your unit not called a center for something or the other?

[00:19:33] **Shawn Miller:** Ah, yeah. We were, we rebranded Matthew Rascoff, who's at Stanford now, when he was at Duke, he was the Associate Vice Provost for Digital Education and my, I was as the director of the then Center for In Instructional Technology.

[00:19:52] I reported to. And we also were overseeing this online Duke unit that I mentioned earlier, but they also [00:20:00] reported to him, so that was like a dual thing, right when he started, him and I started talking and we said let's just rebrand this thing. It's time Duke had been talking about whether they should, and this is funny too.

[00:20:12] Duke had been talking, they were working on a strategic plan. They had been talking about whether they should. The desire to form a teaching and learning center in the strategic plan. And along the way, some faculty said whoa. What about c I T has been doing all of that stuff that you just listed, right?

[00:20:28] And they're like, bring Sean over here. Bring some of his team over here. Let's talk to them. So I got involved in the strategic plan process, and so when Matthew started, I said, There's this thing going on, this conversation. I feel two ways about it. I feel like if someone strikes a teaching and learning center here, that's good, but also it's gonna, like some of my people are gonna go work for it.

[00:20:49] And then also they're gonna do the exact same thing that we're doing over here. And later someone's gonna say, can't we just combine these things? Yes. And so let's avoid that. And so instead we started pitching this idea. Learning had the approach to teaching and learning had changed.

[00:21:05] It had moved away from, and I do believe this, like this wasn't just a pitch, but it wasn't just about helping faculty teach better. Our ultimate goal is to help students learn better. Yeah. And it's yeah, that, that involves faculty training and faculty development, but it also involves like the staff, the programs, the technologies, everything that goes into trying to help students learn better.

[00:21:29] And so we like, we were like what do you call an organization like that? We kicked around some names and we decided learning innovation is what should happen, right? And so we pitched that. The provost liked it, put it in her strategic plan. Boom. Learning innovation. There you go. Not the Center for Learning Innovation.

[00:21:49] Just learning innovation. And it's caused me endless problems since then because at Duke, people call us Learning Innovations, learning and Innovation. The Office of Learning Innovation, the Center for Learning Innovation, and it is what it is. But we like it. And it's been super, yeah, it's been convenient because It's amorphous enough that you could, it could mean many things, but it also.

[00:22:10] Pretty squarely puts us in the realms that we need to be in. So at the end, the word innovation's overplayed, and we understood that at the time. But, we were using innovation to be more like incremental progress. And so I think it's worked. Like I, it took us a few years to reestablish that brand, right?

[00:22:29] Sure. Yeah. And then the pandemic kind of cemented it. And so even now we're talking about whether we should. Rebrand again because I don't know if I told you this, maybe I did. We are we're moving our continuing studies unit at Duke into our operation. Okay. Yeah. So we got a presidential award for our work in the pandemic, and part of that elevation is like, Duke's let's do some more with this great stuff, right?

[00:22:53] Yeah. Yeah. What are we doing with lifelong learning? And so now our part of our mission is not only for the core of the undergraduate graduate experiences, but also to emanate that out to like pre-college to post-career, right? Sure. Yeah. I don't know if we'll rebrand again or we'll stay learning in animation.

[00:23:11] There's a lot of discussion there, but Sure. Even more, it's gonna be odd because we'll be like the Teaching and Learning Center, but also the continuing education unit.

[00:23:18] **Derek Bruff:** Yeah. But I hear you. One, the. There are some verbal gymnastics at play in not being an office for or center for.

[00:23:27] Yeah. But I do like the idea that learning innovation is ambiguous enough that it allows you to go in the directions that are useful. It's one of the reasons that I liked being the director of a center for teaching. Yeah. Because it wasn't. Online teaching. It wasn't excellent teaching. It wasn't the advancement of teaching.

[00:23:45] It was like all teaching True. True. That what's our scope? Anything that's teaching, that's our scope. Yeah. It's a pretty big scope, which allows us to lean into different areas as needed. The other thing I'm hearing from you though is that, and I've seen this too, is as well, if you've got a really establish unit center office that's working really well, it can often be more efficient.

[00:24:05] And advantageous to have them do more. They already have good structures. They have good people. As long as it's not too far out of their scope. I find that's a lot easier in kind of launching new projects than to create a whole new unit to do those new projects.

[00:24:21] **Shawn Miller:** What are the subtexts I've heard from peers like you is there. Teaching and learning centers always struggle for relevance and to remain seen invisible, but also they understand some of their strengths, and some of their strengths are really about being like agents of change and drivers of change and transformation.

[00:24:41] And I think people leaning into that. Is really good. I think where Teaching and Learning center sometimes shoot themselves in the foot is where they're not willing to go slightly outside the scope of what they think their mandate is. Because I'll also say this with, and probably get in trouble for it, [00:25:00] but, academia's full of people who don't know how to manage processes.

[00:25:06] Project manage, see things through to a conclusion. But most teaching and learning centers are full of people trained to understand how to do that right? Yeah. And so if you get at tasked to like help with some wacky strategic project where you feel like this doesn't have a ton of relevance to teaching and learning, it probably does enough.

[00:25:24] And some of the best things in my career at least that have happened is because I said yes to things that I wasn't sure totally with what I thought the goal goals

[00:25:34] **Derek Bruff:** were. Sure. But you had a set of skills that would be useful for that project. Sure. And that was a strategic project for someone at the university.

[00:25:41] Yeah. And so you build those relationships, you build that trust. You were right. You were then seen as someone who can get stuff done and get it done well, and yeah. Do it in a collaborative way. Yeah. Yeah. I totally hear you. Yeah. On that note, let me ask about one piece of your puzzle.

[00:25:56] I gather that part of what learning innovation does is it serves as an in-house online program manager. An opm Yeah. For Duke. Yeah. And I think the, this kind of where to house that type of work, whether to do it in-house, whether to outsource it to some of these OPMs out there. This is, I think, a question that campuses are struggling with right now.

[00:26:17] What advantage do you see in doing that work in-house and in a unit like yours that is doing faculty development and academic technology and all these

[00:26:25] other

[00:26:25] **Shawn Miller:** things? Yeah. I think I have two, two different answers for that. So one thing I think is it goes back to that relationship thing, right? And I do you remember when learning engineering was like a hot topic? When people talk about learning engineers, you heard this phrase, I wrote a paper on this with somebody.

[00:26:47] I got invited to a thing at Harvard to talk about learning engineering because they, I wrote a, they ended up writing a book about learning engineering, a group of different people in this field. The idea was, Instructional design was really gonna turn into learning engineering. And anyway, my pitch was learning engineering is not a role, it's a team effort.

[00:27:08] And when we're doing, especially when you're doing online courses, the best way to teach an to build and teach and design an online course is not to do it by yourself. I, people can, and I know there's amazing faculty that do it, and there's instructional designers that have. By themselves and have to maybe, but the best way to do it is a huge collaboration amongst different people at different skills coming together at different critical times.

[00:27:31] And so to me, learning engineering is a team sport. And so this internal O P M thing, to me, it's really about having the team available and then working with that team and at least at the design phase. And the designed into some of the content development phase. I really think your team needs to be closer to the heart of the university than further away.

[00:27:55] And I'm not saying OPMs can't do a good job, cuz sometimes they do amazing, slick jobs of things. Yeah. Yeah. But if you, if your goal is to help the university transform over time and learned how to do this right. The teach the fish thing comes back to that too, right? Yeah. How do we do that? But also it's not even teach the fish, it's teach to learn.

[00:28:12] It's learned to, it's teaching someone. Learn to teach in a new way, right? Which is like a whole different thing cuz a lot of people hate team teaching. But this is beyond team teaching. This is working with a team and being dependent on people to help you do things that you can't do by yourself, right?

[00:28:28] And I think that's a great thing, and that's the thing that I don't want to give away to OPMs necessarily. I don't think. You have to give everything away when you do those. The other part of it, the answer though is duke has been reluctant to do a TOD of online where it gives a lot of its rev shares and other things away.

[00:28:48] So that's been helpful for us in that. Sure. I also though think there's a parallel strategy for us. So like we do work with Coursera, which is not really an op p m because they don't really produce this stuff, but they are a platform and a marketing thing for us. But I think those partners are great at helping us ramp up innovation faster.

[00:29:09] But the thing that universities miss is they should not have that as like the end goal to, to me in my mind. I'm saying In my mind, there's a parallel thing that's also happening where we're ramping up the internal abilities, the internal infrastructure. And it's not really to knock off the O P M, it's just to be able to do the things that we needed the O P M to do that we can't do now.

[00:29:28] Because universities, like everyone likes to say, like universities are like a big ship and it's hard to steer and change. But I think that's true and it's hard for innovation to happen, but innovation does happen in institutions. It's just slow and, but we will get. And so I, I said this in a meeting with a different OPM once, but I was like, at some point you like, sure, we need you today.

[00:29:49] But at some point we'll do what you're doing now better and with more quality than you can totally offer us ever. But I can't say that right now. I can say that five years ago, [00:30:00] right? But my goal is to do both, to work with you now to help us innovate, but also to plan ahead to be able to do what you're doing, but.

[00:30:08] Later. It's like we're the great assimilator of like ideas and all that. We should be getting better at what we're doing. Yeah. So like the O P M question isn't Oh, so much a either or to me it's yeah, you could do both if you're strategic about it. Yeah. Just don't be, I would, it would be foolish to put all your eggs in one basket.

[00:30:23] It'd be foolish to think the university can. Could kick up a startup real fast. Cuz I, my unit's basically been a startup off and on during, I've been at Duke, but even the scrappiest startup we don't have unlimited funding like real startups. And even the, even some of those are like there are stories like that.

[00:30:41] There's a few groups that have Texas and others that did have like unlimited funds and startup capital to do whatever they needed to do to help make this learning thing happen. And then it just like implo. So ask yourself why that is. And I think they move too far off the core of what the institution is.

[00:30:56] They're not helping to make that institution transform itself so they understand what's happening and all sorts of factors. Sure. And I'm not saying we've done it the best. I just think, I think our strategy is like, try to be smart about both those ankles. Don't just, so never say never about the LPMs, but also.

[00:31:14] I would never work with an OPM without having an exit strategy and knowing like what, how we could do the same thing later. Thank

[00:31:20] **Derek Bruff:** you Sean. This has been really great. I think our teaching center colleagues are really gonna appreciate this conversation and the work that you've done at Duke.

[00:31:27] Thanks for pulling back the curtain a little bit and taking us on a tour of learning innovation and how it does what it does. Yeah.

[00:31:33] **Shawn Miller:** Oh, my pleasure.