

## TOPcast Episode 55: A Journey from Faculty Member to Digital Learning Leader

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*(upbeat music)*

Tom Cavanagh: From the University of Central Florida's Center for Distributed Learning, I am Tom Cavanagh.

Kelvin Thompson: And I am Kelvin Thompson.

Tom: And you, dear listener, are listening to TOPcast: the Teaching Online Podcast.

Kelvin: They're dear to me.

Tom: Yes! I thought I'd, you know, mix it up a little today.

Kelvin: Kiss up to the listeners.

Tom: *(laughing)* Both of them, right?

Kelvin: *(laughing)* There's at least six. Our statistics tell us that there's at least six.

Tom: At least six, yeah.

Kelvin: Something like that.

Tom: Cool. Alright, so we have a very special TOPcast today.

Kelvin: Aren't they all?

Tom: And one of the things that makes it so special is that you've brought in coffee.

Kelvin: Yeah, I mean I guess we haven't said this in a while. You know the conceit, right? Is it's a collegial conversation over a shared cup of coffee.

Tom: That's a lot of alliteration.

Kelvin: Is it? Yeah, I guess that's true.

Tom: "Anxious anchors." That's a line from broadcast news.

Kelvin: *(laughing)* So, you know, we gotta have the coffee. We occasionally hear from the tea drinkers. I occasionally hear from people, “I fast-forward,” but we try to make it relevant, right? The coffee bit tries to relate to the—

Tom: We have gotten—you’ve told me because you track this closer than I do—but we have gotten some comments that people who like the banter.

Kelvin: Yeah, that’s true. I hear that. It’s like, “Hey, it humanizes.” It’s more of a conversation, you know, and it’s not just, you know, kind of so intense and dense in terms of content that it’s hard to process while you’re driving down the road or walking your dog or whatever.

Tom: Yeah. They don’t want us sitting here going: “Here’s what you need to know!”

Kelvin: That’s right. “Oh, I gotta write this down quick!” *(laughing)* It’s like video lecture capture students at double speed.

Tom: *(laughing)* That’s right. I wonder how many people do listen to us at a different speed.

Kelvin: Some people, I’m sure, would like to get it done as fast as possible. *(laughing)*

Tom: I’ve done that on occasion, I think. I can’t do double speed. That’s just too fast. But I have on occasion. I have an Apple iPhone and so the podcast app allows you to go one and a half speed.

Kelvin: Yeah.

Tom: And I’ll do that sometimes, depending on what it is.

Kelvin: Do you?

Tom: Or if I’m like near the end and I kinda don’t...I need to finish it—

Kelvin: Yeah, yeah, yeah. OK.

Tom: —even though I kinda don’t need to finish it, but I need to finish it. It’s my own anal-retentive, sort of obsessive-compulsive.

Kelvin: I think I’ve experimented with it a couple of times, but generally the stuff that I listen to, I’m not motivated to speed it up.

Tom: I rarely do, but occasionally I will.

Kelvin: So, do you think it is like really didactic content that you find yourself doing that on? Like it’s more dry and you want to just kind of get through the—

Tom: The main points?

Kelvin: Yeah.

Tom: Yeah. A couple times it's been that, yeah.

Kelvin: I wonder about that.

Tom: But usually I don't because I listen to it for enjoyment, right? Not for information.

Kelvin: So, the banter, one might say, is a strategy for helping people slow down.

Tom: Slow down, folks. Have a cup of coffee.

Kelvin: *(singing)* Slow down, you're going too fast.

Tom: Pull up a chair.

Kelvin: *(singing)* You've got to make a—

Tom: Careful, we're going to have to pay—

Kelvin: That's all we got. *(laughing)*

Tom: —royalties to Simon & Garfunkel.

Kelvin: That could be expensive. *(laughing)*

Tom: It can. Yes.

Kelvin: That's right.

Tom: That Garfunkel is litigious.

Kelvin: *(laughing)*

Tom: I don't know. I don't know.

Kelvin: I don't know if that's true or not. Yeah, that's it.

Tom: So, we are drinking a cup of coffee.

Kelvin: We are. So, today's coffee, I'm sure you want to know.

Tom: I do.

Kelvin: *(laughing)* Is called: "Taste of Austin." So, they—

Tom: Austin, Texas, right?

Kelvin: Yeah. They took, just, went sweeping around the town and just took that name. It's a taste—

Tom: *(laughing)*

Kelvin: No, that's not what it is. So, it's called—

Tom: Some good barbeque in Austin!

*(both laughing)*

Kelvin: Yeah, but it's not in this cup, though. But yeah that's—and it's weird, too. They say keep Austin weird, but I don't think the coffee's that weird. Well, it's a little bit weird, but it's not too weird. So, it's called Taste of Austin and it's not surprisingly, as you said, from Austin, Texas.

Tom: Not from some guy named Austin.

Kelvin: That'd be good, too. *(laughing)* We could have this guy named Detroit, and it could be Taste of Detroit.

Tom: *(laughing)*

Kelvin: It could be fun.

Tom: *(old-timey accent)* Hey, you want a taste?

Kelvin: *(laughing)* Oh, man. So, this is a flavored coffee blend from a brand called Cafe Ole, which is a Texas grocery store brand.

Tom: So, it's "O-L-E" ole? Not café au lait.

Kelvin: Right. That's correct. You know *(singing)* "ole, ole."

Tom: Yes.

Kelvin: That's a whole other thing.

Tom: More Español ole, yeah.

Kelvin: That's correct. Ole! So, interestingly I have to say—I don't know, you take a whiff yourself—but I think, apparently, Austin, Texas, smells and tastes quite similar to Jamaica. At least if the "Jamaica Me Crazy" coffee from back in episode 49 is any indication. Maybe it's the cinnamon. I don't know. *(laughing)*

Tom: Maybe! I don't know. I don't know if my palate is so refined that I go, "Ooh, that's what that one tastes like." I think that it tastes similar as, to me, all coffee tastes similar. *(laughing)*

Kelvin: OK, great. Thanks, Tom. Really. Goodness, I'm just going to start picking up come McDonalds on the way over.

*(both laughing)*

Tom: I do occasionally taste differences that—

Kelvin: That's good.

Tom: Yeah! And different hints of something.

Kelvin: It's because you're froof has changed.

*(both laughing)*

Tom: That's right. Over time.

Kelvin: Something like that. At any rate, so how's the coffee and how's the connection to today's episode?

Tom: The coffee's good and the connection's pretty good. So, I get it. I think I get it.

Kelvin: OK.

Tom: It's one of those "on the nose" connections that I'm such a fan of.

Kelvin: Yes. *(laughing)* Yes, so, do tell. What's today's episode about?

Tom: So, your coffee is from Texas.

Kelvin: Yep.

Tom: Central Texas. As is our guest on today's episode.

Kelvin: Indeed.

Tom: So, back during the Online Learning Consortium's—OLC—Accelerate Conference back in 2018, you, Kelvin, interviewed Dr. Susan Wegmann.

Kelvin: I did.

Tom: And Dr. Wegmann served as Associate Dean of Digital Learning and Innovation at the University of Mary Hardin-Baylor, in Belton, Texas. It's an hour or so northeast of Austin.

Kelvin: Yep, there it is.

Tom: So, central Texas. Some years ago, Susan was also a fine and favored colleague of ours here at UCF.

Kelvin: I miss her.

Tom: I do too. And has been on a journey from successful online faculty member to a positional digital learning leader.

Kelvin: That's right.

Tom: With some gravitas and authority.

Kelvin: Yeah, for sure.

Tom: Yeah. And then, by all accounts, she's doing a great job.

Kelvin: Sure seems like it to me.

Tom: So, you spoke to her at OLC Accelerate last year and through the magic of podcast time-travel—

Kelvin: Oooh, I love that.

Tom: —we can now go back and revisit that interview and maybe come back on the other side and have a few reflections.

*(upbeat music)*

Kelvin: Well thanks, Susan, very much for being on TOPcast. We so much appreciate it.

Susan Wegmann: Absolutely! No problem. Wonderful to be here.

Kelvin: Yeah. So, as we were talking about right before we hit record, I think you've got a really interesting perspective. Gosh, I don't know how many years I've known you, but you used to be a faculty member in our College of Education back when it was called that at UCF and then you went to a smaller, faith-based institution within the state, and now you've gone out of state into another bigger-than-the-last-one but smaller-than-the-first-one kind of institution.

Susan: *(laughing)* Yeah.

Kelvin: Along the way, but along with those institutional types, your role has changed. You've been a faculty member and now you're in this leadership role, and I thought that's an interesting story, right? So, digital learning leadership for an institution versus being a faculty member. You were very successful as an online and blended educator, so I just thought, "Gosh, tell us that story, and how's that transition been for you?"

Susan:

*(laughing)* Well, thank you for the opportunity. You know, in part, the success I think came from the incredible beginning I had with online education and that is just, you know, the processes I went through and the learning that occurred. You know, UCF has such a great way of starting us out as faculty members and going through and really learning about the important things, you know, what it takes to become a really good and effective online educator. So, I learned a lot, and I've always had this interest in online education, online interaction. And so, it was natural for me when I became a dean of a college of education and also teaching online. Then I was asked to do some professional developments in online education across the campus, and so all of a sudden, I was tasked with this huge job of taking what I knew about teaching online and then moving it into other fields. And so, that provided me the opportunity to think outside my own content and really try to investigate, first of all, what others were doing, and so the first place I looked was UCF and then other places—the OLC, the WCET—and just try to figure out, you know, how can I translate what I know and what I've experienced in online learning and make that jump.

Well then this last institution, the University of Mary Hardin-Baylor was firmly in this idea of—since I'm the Associate Dean of Digital Learning—that is an expectation of, you know, providing professional development and making sure that across campus we have really good notions of, you know, online learning and teaching. So, it's been an interesting, I guess a focus shift, from my own courses and my own content. How do I translate that to online learning? But then, OK, now I need to shift focus to other content. OK. And then I need to shift focus to institution-wide, and my provost has given me the opportunity to look at, you know, really a challenge to do a strategic plan for the next five years or so. You know, what is it going to look like, online education? I think some really interesting thought-leaders have asked us to look at the future of online learning, too, and that's, I think, an interesting prospect in that we don't know, of course, the future, but I think as we develop and learn as educators we have to be open to, you know, whatever's coming next.

Kelvin:

So, you've been at several different kinds of institutions, as we mentioned. I would imagine but don't know for sure, that online, blended, digital, whatever label we want to use, education, its purpose at an institution say like at UCF, I would imagine has some similarities but some marked differences at an institution like Mary Hardin-Baylor. Can you comment about that? I mean, you've been at UCF. You've been at Mary Hardin-Baylor. What roles are served similarly and differently?

Susan:

Yeah, I think that there are certainly some similarities in terms of, you know, the old, "Let's fill in the schedule with an online course" kind of things. I think the students see online learning in probably some similar ways but where I am now, we have such a definite place-based institution. So, students come to Mary Hardin-Baylor because they love the place. It is an incredible campus, this beautiful campus. We have one of the, well, I'll say, the number one football team in our division. We're actually—

Kelvin:

We name ourselves number one, too, at UCF.

Susan: *(laughing)* I said our division!

Kelvin: *(laughing)*

Susan: But we're actually in the playoff just this coming-up weekend! And so, we are, you know... There's a lot of fantastic things happening on campus, and so when you come to campus, you are definitely... It's definitely an experience. And you become a member of "the crew" we call it. We're the crusaders, so we call it the crew. And so, it's an interesting look at, you know... I was tasked with this job of developing online courses, yet we don't want to do too many online courses because we are still very, very happy with our face-to-face courses.

Kelvin: So, don't mess up the value proposition.

Susan: *(laughing)* Exactly. However, our president and our provost are very forward-thinking, and we all certainly understand that online learning and online education is certainly a prospect of the future, and so they're very progressive in that way, and we do have several online programs that are undergraduate and as well as our master's programs. So, and one, I think, very progressive initiative that we have is the competency-based education programs we have. We have three—or two—that are fully online programs. Then we have a teacher education initiative fully online that's starting up in January. So, in a way, I think because we're so small, I think we have a lot of flexibility. And so digital learning, in fact, was chosen. That phrase was chosen as part of our title, part of my title, and then also part of the fabric of what I do and my identity on purpose so that digital learning can occur in a face-to-face course but it can also occur fully in the online platform. So, it's just an interesting way to think about, you know... Again, you can use an online course to fill a schedule, make it a little easier to mete out, you know, what you're going to do for that semester, but you can also look at it in terms of, "Yeah, I really need to make my courses online because I'm teaching full-time or working full-time while I'm going to school." Our competency-based education courses that I mentioned before are interesting in that our students start at the 15<sup>th</sup> of every month. They pay a subscription fee for six months. And we are also veterans approved, so we have VA benefits. We sit next to... Our campus is next to the largest army base in the free world, in Killeen.

Kelvin: Wow.

Susan: Yeah. So, we have a lot of the military influence. And so, we're definitely looking at, you know, where we are, what we're doing, who our identity is. And of course, again, we're faith-based, so we're unabashedly... We have that in our mission. And so, the degrees that we offer, we offer RN to BSN and that program, and then we also offer Business Organizational Leadership. So, it's a nice, wide degree that, I think, is interesting in that there's a lot that you can do with those degrees. Both of them, actually. So, it's interesting to think, you know, this week at the Online Learning Consortium conference, we've heard a lot about what the future, again, is going to hold and what digital learning really means, and in different arenas and in different contexts it certainly means different things.

Kelvin: So, it sounds like at Mary Hardin-Baylor, there's this place—a sense of place and experience is a big deal—but is it true then that the online aspect of digital in particular is a way of reaching beyond the place, or is it a way of...So, in other words, the students who are not going to be part of that place, or is it a way to better serve, in some ways, the students who are going to take advantage of that place?

Susan: I think both, but certainly our online courses and our CBE programs are those that are not place-based. So, those are the ones that are traditionally older than traditional students and they're certainly a different population.

Kelvin: So, you're explicitly going—

Susan: Yeah, marketing toward.

Kelvin: Yeah, those students and, because you wouldn't have come here otherwise, but now we're going to reach out to you. And there's that—

Susan: Right, exactly. It's an intentional thing.

Kelvin: —Enrollment growth.

Susan: Certainly, and in the past several years, they've experienced wonderful growth, and it's, you know, a testament to certainly the place, but it's also a testament to online and hybrid. They've got several hybrid programs that are, you know, succeeding very well. We have several in our master's, especially in our business programs.

Kelvin: I was just about to ask you about that. So, hybrid or blended learning seems like it would be an opportunity to try to...It's almost, well, it is cliché to say "leverage the best of both worlds," right? But that place-experience thing with the affordances online. Not everybody can manage the hybrid program development. How has that been? What's that been like?

Susan: From what I can tell, now—I've only been there about four months—but I think it's been really helpful, and in fact, we're just putting the last three programs in place and they've really had great success because they've done it well and they've thought it out very well in the College of Business. They've got modular programs and so they're seven- or eight-week courses, and they're hybrid in that they meet face-to-face the first week and the last week. And then online in-between and so they overlap the first and last in the middle, if that makes sense. So, the first week and then the last week and the first week are the same in the middle so that the students are on campus three times a semester. And when they, you know, are on campus, they can take full advantage of, you know, football games if they want to come if it's during the fall season or, you know, whatever the campus may have to offer. So, they'll typically come in on a Friday, you know. Maybe spend all night Friday night and then Saturday as well, spend all day. So it's been a really interesting opportunity for them and I think, again, I think the faculty and the leadership have done a great job just because they've organized it well, thought about it well, and, you know, looked out to see what

other institutions are doing. I think that's the way to do it and make sure that they're not overlapping, yet they're doing enough overlap that it makes sense.

Kelvin: So, clearly your institution has been active in this space before your arrival, but if we use Susan Wegmann's arrival at Mary Hardin-Baylor as a line of demarcation. I'll ask you: what is different about where digital learning is headed after your arrival there?

Susan: A couple of things. I'm tasked with this job of strategic plan, like I mentioned before, and part of that is our course refresh. Our courses have not been refreshed online. And so—

Kelvin: Since their—

Susan: Since their inception.

Kelvin: Yeah.

Susan: And we have an incredible team of instructional designers and there's not one online course that goes up that our instructional designers haven't been involved with and they have just an amazing work ethic and they work hand-in-hand with the subject matter experts and it's quite a process they go through. However, about three years or four years into it, some of the courses have really needed refreshing and so one of the things that I've instituted is the OSCQR rubric, and—

Kelvin: Out of colleagues at the state University System of New York?

Susan: Exactly.

Kelvin: Alex Pickett and her shop for Open SUNY.

Susan: Yes, and so I'm anxiously awaiting—that's our first semester—this is our first semester doing that and we're having our subject matter experts go through their courses doing that and also our instructional designers, and then we're going to meet together and, you know, kind of figure out where to go from there. Thankfully, we have some money in the budget to incentivize that as well, so that's been a nice process. And then also we're looking for these, you know, I hate to say high impact practices, but the other hat that I wear is I'm also the University Assessment Coordinator, so I'm very much involved with the SACSCOC world, and—

Kelvin: Your regional accreditor.

Susan: —Yes, exactly. Regionally accredited by SACS. And all of those wonderful things that we need to do for our regional accreditation, we also, of course, have to look at our online courses and those high impact practices and those things that make sense with our courses online. I'm not sure that that's really been paid attention to in the development of the courses. So, as we refresh, my eye is really

looking toward, “OK, what are we doing with, you know, active learning and what are we doing with...?” Even though it’s online, we still need to pay attention to those things. So, I think that’s one thing that that we can look back, I hope, we can look back on this year and say, “OK, that’s where Susan... When Susan got there, that’s where she led.”

Kelvin: Now, is that—that latter part about the high impact practices, is that something you’re weaving into the OSCQR review?

Susan: It is, and it’s also outside of in that it’s an additional piece that I’m working on with each course. So, everything goes through my offices and my eyes before it finally gets to the very end.

Kelvin: That’s cool.

Susan: Yeah. So, it’s been interesting in that regard and, you know, as the year goes on, I’m sure a lot more—part of my title is also innovation, and so I’m looking at doing some focus groups. I’ve got a faculty group that I’m beginning to work with now. I’m also looking at some student groups because I know that our students are going to lead the way in terms of innovation and what’s happening in their world, in their realm and then also what’s happening in the faculty realm. And I want to be able to listen to a lot of different voices and also, hopefully, be able to, you know, make some space for them, you know, to bring in what they’re doing—maybe in the outside world—bring it into their education space. We’ve heard a lot about gamification and those sorts of things, and I think we can learn from that. I don’t think it’s the exact same thing in education, but I think that we can learn from those same techniques. So, I think innovation probably has been overused. *(laughing)* But I think it’s something that we can keep our eye toward and it’s an exciting way, I think, to think about education in general.

Kelvin: Thanks very much for sharing a little bit about your journey, career-wise and role-wise and digital learning-wise, and we should probably check back in with you in a year or so and see what kind of an update there is on the journey at Mary Hardin-Baylor with digital learning.

Susan: Thank you, I appreciate it! This has been fun. Thank you.

*(upbeat music)*

Tom: So, that was your interview with Susan, or should I say Dr. Susan Wegmann?

Kelvin: Indeed, yeah.

Tom: Yeah. She had a lot of interesting things to say. You know, I think maybe something that has been part of her journey that might be relatable for others who might be listening is that she came from a kind of a pure faculty position—

Kelvin: Right.

Tom: —and became, I think, an expert in online learning. She's actually one of two faculty members here at UCF who have won online teaching awards from the Online Learning Consortium—

Kelvin: Yeah, that's right! Yeah!

Tom: — or Sloan as it was previously called. So, she knows what she's doing.

Kelvin: For sure.

Tom: She's really good at it, and she's transitioned now into an administrative role helping other faculty to have the same kind of success she has, and I wonder how many of our listeners have had that same kind of a journey: from a faculty member to an administrative role in digital and online learning.

Kelvin: Yeah. And, you know, for some that might be an aspirational career path. For others you're like "Ehh, I don't wanna do that. I don't wanna go to the dark side."

Tom: *(laughing)*

Kelvin: But nevertheless, I think there's still some lessons to be learned from Susan's career path. Like I didn't ask her this but listening back to it I thought, you know, some of the things she emphasized seemed to me to be skills that she honed and carried with her across her whole journey. That's not always the case, right? You know, the conventional wisdom is the stuff that gets you to your position is not the stuff that keeps you there.

Tom: Yeah.

Kelvin: Right? But I think in her case, some of the things that I heard her talking about, about the importance of listening, or I might think about as being "other focused." The importance of taking personal responsibility. She talked about having her "eyes on stuff." Being evidence oriented. You know, she's been a researcher, a research faculty member, and an accreditation and assessment kind of person and all of that, I think, she's carried with her from the whole time that I've known her over all the years as a faculty member and an administrative leader.

Tom: Yeah. And I—you know, of course knowing Susan, I think all of those things are true. She kind of embodies an awful lot of that really, really good practice, good character.

Kelvin: Right.

Tom: But, you know, another thing that I thought that she said that was interesting, that was sort of thematic, was this idea of institutional senior leadership support. Specifically, the Chief Academic Officer or the Provost. You know, that was certainly the case at the institution she was at prior to going to Mary Hardin-

Baylor. It's the case there, now, where she is, and even though she might have been removed from it a little bit as a faculty member here, that's certainly been the case here.

Kelvin:

Yeah.

Tom:

If we didn't have senior academic or even presidential support here, we wouldn't be able to do the things that we want to do. So, I think that's been a bit of a theme that runs throughout her journey a little bit as well. And it's interesting to note, too, that we had a recent episode of TOPcast where we talked just about that topic with Casey Green. You want to share what episode number that was?

Kelvin:

Episode 52, Tom. Five two.

Tom:

Episode 52. I'll have to check my tattoos.

Kelvin:

*(laughing)*

Tom:

Every new episode gets a new tattoo. But I might need the mirror to see that one.

Kelvin:

I'm just—you went for the tattoo route. I'm just going body modification. I'm just taking off a quarter of an inch off of my left pinky for every episode.

Tom:

*(laughing)* OK.

Kelvin:

No, that's not true.

Tom:

That explains your odd handshake.

Kelvin:

*(laughing)* That's not true at all.

Tom:

*(laughing)*

Kelvin:

Just to be clear. I also liked that Susan talked/gave that shout out to high impact practices.

Tom:

Yeah.

Kelvin:

A term, I think, that was coined probably by, what, George Kuh? And, we'd be remiss, perhaps, if we didn't plug a relevant book co-edited by another TOPcast guest, our friend and colleague, Dr. Katie Linder. Her book: *High-Impact Practices in Online Education: Research and Best Practices*. We'll stick a link in the show notes to that text, but in fairness, in full disclosure, I did write the forward to that book.

Tom:

*(laughing)*

Kelvin:

So, you don't need to go buy it just because we gave the endorsement.

Tom: I've seen your name on the cover. "With a forward by Kelvin Thompson."

Kelvin: Yeah.

Tom: Yeah. Well that's cool. You know, maybe the last comment—I'll make this another plug. The episode after Casey Green's episode, 53, was the one that we, you know, very recently within the last few months recorded at our live IELOL—Institute for Emerging Leaders in Online Learning—event here on campus that's part of OLC professional development offerings, and Susan was one of the participants this year in that cohort. She was able to kind of come back here to Orlando and be a part of that here at UCF. As part of that episode—or actually, maybe as an extension of that episode—we recorded some bonus material that was a Q&A in the room with the cohort and it was, I don't know, 60 or 70 people in the room—

Kelvin: Yeah, right.

Tom: —at the time.

Kelvin: It was a highly engaging question and answer section.

Tom: It was, yeah. And so, I'm going to encourage you, listeners, to maybe go listen to that bonus material for episode 53, and in fact, Susan asks a question in it so you can hear from her again and maybe get a little more of her perspective. And you'll know it's her because—

Kelvin: You'll recognize her voice.

Tom: —And we call her out by name, I think, too.

Kelvin: Oh, that's true.

Tom: Yeah.

Kelvin: So much for anonymity.

Tom: Yeah.

Kelvin: We did tell everybody we were recording, though. We did embargo that for one month, but it's now live on our website. Again, if you don't—if you're kind of a the smartphone app kind of a listener—feel free to go over to the website. It's [topcast.online.ucf.edu](http://topcast.online.ucf.edu) and you can go through our entire backlog, get all the show note material, but for this episode—excuse me, for episode 53—just look down there and you'll see the bonus content Q&A. It's worth a listen.

Tom: I think so. I think it's really good.

Kelvin: I think it's almost thirty minutes, I think. Twenty, thirty. Something like that.

Tom: Yeah. It was a great discussion.

Kelvin: It really was. Alright. Well, should I try to bring us in for a landing, Tom?

Tom: Do so.

Kelvin: Alright. Well, let me try it this way. After listening back to this interview with Susan, it might be worth saying that each institution's digital learning story and each digital learning leaders' journey are unique. But they each contain lessons to be learned by all of us, and we might ask ourselves: what lesson does our story teach? Hopefully it's a good one.

Tom: That's a good one. Boy, I've learned some lessons along the way.

Kelvin: *(laughing)* No kidding, right?

Tom: *(laughing)* Well great. Well, you know, on behalf of TOPcast, thank you, Susan Wegmann—

Kelvin: Thank you, Susan.

Tom: —for being a guest on our show.

Kelvin: Come back anytime.

Tom: Yeah. We were looking for an opportunity to get her on the show for a long time.

Kelvin: Yeah.

Tom: I'm glad we were able to work that out.

Kelvin: We ought to check back in with her and see how things are going there.

Tom: Right, absolutely. So, until next time, for TOPcast, I'm Tom.

Kelvin: I'm Kelvin.

Tom: See ya.