Design Thinking

+ Social Media In Museums

Spring 2021 *University of Florida*School of Art + Art History*College of the Arts*Museum Studies

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COURSE INFORMATION

ARH 6930

Course Meeting Time: 10:40 am-1:40 pm

Course Meeting Day: Wednesdays

Course Meeting Modality: Hyflex

Physical Location: FAC (Fine Arts Building C) Room 116 A

Online Location: Zoom

https://ufl.zoom.us/j/96922792161?pwd=NHpCcDkxVXlQWDdpRldxZ1VmNFY0dz09

Additional Information is also available via UF Course Canvas

PROFESSOR CONTACT INFORMATION

Professor: Dr. Porchia Moore

Email: pmoore@arts.ufl.edu

Office Hours: Wednesdays directly after class via course Zoom link

Additional Meeting times: Calendly appointment (Thursdays)

Calendly Appointment link: https://calendly.com/meetwithdrmoore/meeting

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Pronouns

My pronouns are She/Her. I recognize the fact that pronouns are not preferences; they just are. Please feel free to alert us what your pronouns are. There is the full expectation that as a class group we are respectful of all pronouns that we have been directed to use as a collective. In

return, there is the expectation that allowing for proper/correct use of directed pronouns come with possible learning curves for some as they adjust to that notion grammatically.

A Note on Meetings:

Out of an abundance of caution, I am setting a goal/making an ask for all one-on-one meetings in Spring of 2021 to take place online. You can request meetings two ways:

1) Meet via Zoom in our course Zoom link directly after class
2) Book a meeting with me on Thursdays via Calendly
3) Meeting requests can be made for additional times but students are being asked to please consider email "meetings" if necessary before making those requests.

Course Prerequisites/Corequisites

There are no course prerequisites for this course

Course Description

21st century museums are in flux. They are growing, shifting shape, redefining themselves, and under great fire for their colonialist and imperialist roots. In recent years, museums have been invested in social justice, empathy, and innovative technological advances. This course is an in-depth study on museums, museum visitor experience, and the application of Design Thinking. What is design? The answer to this is complex. Here are a few definitions:

Noun:

1. a plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is built or made.
2. an arrangement of lines or shapes created to form a pattern or decoration

Verb:

1. decide upon the look and functioning of (a building, garment, or other object), by making a detailed drawing of it.

For the purposes of this course we will expand the understanding of to include a more modern definition of design that encompasses design as a discipline that includes shaping systems, institutions, experiences, services, and the multitude of ways that visitors interact with these entities in museums (and other cultural heritage institutions).

The Interaction Design Institute states that Design Thinking can best be understood in this way:

Design Thinking is an iterative process in which we seek to understand the user, challenge assumptions, and redefine problems in an attempt to identify alternative strategies and solutions that might not be instantly apparent with our initial level of understanding. At the same time, Design Thinking provides a solution-based approach to solving problems. It is a way of thinking and working as well as a collection of hands-on methods.

When we apply this concept to museums it I critical for us to understand the power of Design Thinking as transformative tool for strengthening the 21st Century museum and solving its many complex problems.

Course Objectives

1. Introduce students to the foundational basics of Design Thinking
2. Explore Design Thinking and its process as a tool for innovation in museums
3. Develop students' professional skills in Design Thinking, Social Media and Design, and Communication
4. Students develop a portfolio of work/relevant project assignments that they can apply to their professional development
5. Provide opportunities for students to develop teamwork, leadership skills, and more as they explore social justice, empathy, visitor experience, social media and more in museums.

Course Materials

- Computer/Computer access
- Pens/Writing materials
- Post-It Notes
- Paper

Required Textbooks

- None/Reading Materials As Assigned

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Course Modality

What is Hyflex? (Excerpted from UF's Center for Instructional Teaching and Technology)

HyFlex, short for Hybrid-Flexible, is a course design method and teaching approach that was designed to better accommodate student needs by combining online and classroom-based components. Its beginnings are credited to the Instructional Technologies (ITEC) graduate program at San Francisco State University, where instructors were looking for ways to make their courses more accessible to students who could not attend in person while still maintaining a traditional classroom component. Their solution: create class content and material that could

be accessed either in the classroom or online and allow students the flexibility to choose their learning path.

At UF, classrooms with HyFlex technology give instructors the ability to teach in-person and remote learners simultaneously, or to record their lectures for their online sections while teaching face-to-face, depending on their preferences, needs, or course design. Instructors will therefore prepare course content and material for both in-person and online access. Though it may seem daunting, with some guidance and preparation, the HyFlex model can help overcome some of the obstacles posed by the uncertainty surrounding our future learning environments.

For more information about the Hyflex modality of teaching, accommodations, expectations for a Hyflex learning environment and more please review this website: https://citt.ufl.edu/resources/teaching-in-a-classroom-with-hyflex/

Zoom for Beginners

https://www.youtube.com/watch?v=-2pq4I1urXA

How to Join a Zoom Meeting

https://www.youtube.com/watch?v=fGbpwZNW3oI

Canvas

The (printed) syllabus is highly subject to change. More detailed information on assignments, weekly readings, and schedules, along with the complete syllabus will be posted on the Canvas site for this class. Canvas will serve as the most current resource for the class. However, as a rule, email correspondence is also a primary means of correspondence and information-gathering. Students are responsible for consulting the site and UF email for the latest course information regularly.

Attendance Policy

Attendance and participation are critical components of this course and your success. If, for some reason, you are unable to be in class please let me know in advance via email. If a crisis or life-threatening emergency has occurred; please alert me as soon as possible after your absence should advance notice is not feasible. Please note that in many cases accompanying documentation might be required. More than three absences will impact your participation grade. A point will be deducted for each additional absence. Upon noticeable absences; I will call for a one-on-one meeting.

Additionally, I mark attendance by your being fully present physically, cognitively, and intellectually. Showing up, weighing in, and making powerfully creative and significant

contributions to course discussion can greatly contribute to the success of your final grade in the course.

Continuity of Learning

In this critical time of Covid-19 it is critical that we practice the highest precautions for our collective safety. No later than the end of our first week, I am asking that you please email me a plan and procedures for what are the best ways for keeping in contact and community in the event that you or your loved ones all ill. This plan can be as detailed as you would like it to be. It can include anything from your social media platforms, emergency contacts, and more. In the event that I fall ill, someone from the SA+AH history will contact you with a specific plan for how the course will continue. My cell phone and other pertinent information regarding our continuity of learning will be provided in the course Canvas.

A Word on Timeliness and Engagement

Students are expected to be on time and prepared to begin at 10:40 AM. When the class is meeting at a site other than the classroom please arrive at least 10 minutes prior. Students should also familiarize themselves with the institutions we are visiting and the biographies or careers of the people that we will be meeting with. Students should also prepare questions for the speakers in advance of these classes. The relational landscape of a classroom is an important factor in creating an **energetic learning environment**. I want us to be energized; always. The most conducive way to achieve this landscape is to practice empathy. There are a myriad of definitions for "empathy". I offer that empathy in the university classroom has two goals:

1. Helping students understand how seeking to make connections with the unfamiliar/their own information gaps can transform their learning experience
2. Helping students navigate modalities of Discernment, Agency, and Empathy.

I believe that museums can change the world; but we need empathetic, inspired museum workers to do so. Empathy is a way for us to understand how others are feeling even when it does not make sense to us. There are three types of empathy: 1) Cognitive, 2) Emotional, and 3) Compassionate. As such, I ask that you maintain these basic classroom behavior for our greatest possible learning experience:

Students should dress, behave, and treat their fellow students and instructor with professionalism. This includes giving them your full attention, not speaking over others, and respectfully responding to others' ideas or comments.

Political Landscapes, Intellectual Debate, Being In Flux

Museums and cultural heritage spaces are places for debate and conversations about important issues facing us today and in the past. In short, cultural heritage spaces function as a kind of site of consciousness and/or a site of memory. Memory is political. Current issues that are at near-crisis point in museums include: structural racism, repatriation, single-use plastics/environmental stewardship, pay wages, and more. While this course is primarily focused on specific ideologies and philosophies; there will be times when we will engage with museum studies literature and/or current topics in museum studies in order to flesh out ideas. Therefore, there is a possibility that the class will also serve as a place for debate and discussion. At times we might discuss sensitive topics. It is essential that students are respectful of each other's viewpoints and comments. We will also be learning what might be new language and frameworks. I encourage you to be comfortable with being uncomfortable. Similarly, I encourage students to speak with me if they feel upset, unsafe, and unheard based on the discussions or atmosphere in class. I welcome the opportunity to shore up any issues of safety, inclusion, empathy, etc.

Focus Skills		Focus Skill in Action	Key Experiences
COLLEGE PREPARED	Discernment	Thinking critically about rigorous content. Telling truth from fiction. Weighing arguments against context to find the right next step.	Small Group Instruction Balanced Literacy Academic Discourse College Exploration & Planning
CAREER INSPIRED	Agency	Exploring potential paths. Possessing the skills to plan, act and reflect. Responsibility. Using your voice effectively. Applying theory to practice. Leveraging opportunities.	Worthy Problems/Projects Exhibition Field Work Goal Setting Public Speaking/Presenting
COMMUNITY CONNECTED	Empathy	Seeing and seeking multiple perspectives. Valuing difference. Caring about others even when you don't agree with them.	Circle Practices & Conflict Resolution Student Led Conferences Service Learning

Credit: "Helping Students Develop Discernment, Agency, and Empathy" *By Sherre Vernon, Shelli Kurth and Joe Acker*

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A Statement on Privacy

Our class sessions may possibly be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live (this is not a guarantee). Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. For full disclosure, as this is a course taught using hyflex; monitoring of the chat will likely be monitored at a minimum. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Spring 2021 Important Dates and Deadlines

No Class Days

MLK Day	Monday, January 18
Inauguration Day	Wednesday, January 20
Recharge Day	Thursday, February 25
Recharge Day	Wednesday, March 24

Review this link for any changes or updates: https://catalog.ufl.edu/UGRD/dates-deadlines/2020-2021/#spring21text

Dates and Deadlines	
Advance Registration (at or after assigned start time)	**November 16 - January 7**

Dates and Deadlines	
UF (EEP) and State Employee Registration	**January 11 - 15** (8:00 am of the first day to 11:59 pm of the last day)
Regular Registration ($100 late fee after 11:59 pm deadline)	**January 8** (11:59 pm)
Classes Begin	**January 11**
Drop/Add (at or after assigned start time)	**January 11 - 15** (11:59 pm of last day)
Late Registration	**January 11 - 15** (11:59 pm of last day)
Non-Degree Registration (at or after assigned start time)	**January 13 - 15** (11:59 pm of last day)
Withdrawal from All Spring Courses with No Fee Liability	**January 15** (11:59 pm)
Fee Payments (3:30 pm, University Bursar)	**January 22** (3:30 pm)
Residency Reclassifications	**January 22**
S/U Grade Option	**January 29**
Degree Applications	**February 5**
Withdrawal with 25% Refund (W assigned to all Spring courses)	**February 5**
Drop Deadline (W assigned to individual course(s). Drops of individual courses must be approved by the student's college)	**April 9** (11:59 pm)
Withdrawal Deadline (W assigned to all Spring courses)	**April 9** (11:59 pm)
Faculty Course Evaluation Period Opens (Dates can vary by course. Log on to GatorEvals[1] to verify.)	**April 10**
Drop or Add a Course after the Drop/Withdrawal Deadline (students must petition their college with appropriate documentation for approval to drop or add after the deadline)	**April 21**
Withdraw from All Spring Courses after the Drop/Withdrawal Deadline (students must petition their college with appropriate documentation for approval to withdraw from all courses after the deadline)	**April 21**
Classes End	**April 21**
Honors Theses due to College Advising Offices	**April 21**

Dates and Deadlines	
Reading Days (no classes)	**April 22 - 23**
Faculty Course Evaluation Period Closes (Dates can vary by course. Log on to GatorEvals[1] to verify.)	**April 23**
Final Exams	**April 24 - 30**
Commencement (Dates of graduate and professional school commencements can vary. Please refer to the official schedules.[2] Dates/times of all ceremonies will be posted when officially scheduled.)	**April 30 - May 2**
Degree Status Available (on ONE.UF)[3]	**May 5**
Final Grades Available (transcript view, on ONE.UF)[3]	**May 5**
Faculty Course Evaluations Available to Instructors (on GatorEvals)[1]	**May 6**
Holidays (no classes)	**January 18: Martin Luther King, Jr. Day**

Course Schedule

*This schedule is highly subject to change

*Readings/media added weekly and available on Canvas

Week 1: January 13

Course Intro

Key Frames: Course Objectives, Expectations, What is Design Thinking?

Week 2: January 20 (No Class/Inauguration Day/Research Day/Early Recharge Day)

What is Design Thinking?

Key Frames: A History of Design Thinking, Continued exploration of definitions, Key Concepts (Human-Centered Design), Tools, etc.

Recorded Lecture

Readings As Assigned

Suggested Reading: https://ed.ted.com/lessons/rapid-prototyping-google-glass-tom-chi

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Week 3: January 27

A History of Design Thinking

Review and Discussion of Week 2 Key Frames: A History of Design Thinking, Continued exploration of definitions, Key Concepts (Human-Centered Design)

Recorded Lecture

Readings As Assigned

Week 4: February 3

Empathy, Design Thinking + Visitor Experience

Key Frames: The Empathetic Museum, Empathy, Emotional Intelligence in the Museum, Falk & Dierking

Primary Readings:

1. https://new-ideo-com.s3.amazonaws.com/assets/files/pdfs/news/Empathy_on_the_Edge.pdf

2. https://www.interaction-design.org/literature/article/empathic-design-is-empathy-the-ux-holy-grail

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Week 5: February 10

Case Studies and a Deeper Dive Into Ideo & The Museums and Design Thinking Movement

Key Frames: Exploration of Ideo, Case Studies,

Primary Readings:

1. https://www.wired.com/2015/03/disney-magicband/

Short Papers Due

Short papers presentations due

Week 6: February 17

Design Thinking + Social Change

Key Frames: Social Justice, Social Issues, Transformation and Change in Museums

Week 7: February 24

Criticism of Design Thinking

Key Frames: The downside and criticisms of DT, Opportunities for growth

Week 8: March 3

Design Thinking + Abilities/Accessibility Discourse

Key Frames: Accessibility, Disability Discourse

Primary Readings:

1. https://slate.com/technology/2015/02/technology-and-disability-design-lacks-the-imagination-to-make-the-world-accessible.html

2. https://www.wired.com/2015/06/can-typography-help-us-empathize-others/

Week 9: March 10

What is Social Media?

Key Frames: Exploring and defining social media, defining social media within the context of museums

Week 10: March 17

Let's Design

Key Frames: In-course ideation and design lab, hands-on activity based on problem-solving

Week 11: March 24

Recharge Day (No Class)

Week 12: March 31

Social Media + Museums: What Does the Research Tell Us?

Key Frames: Social Media, Museum apps, Museum technology

Week 13: April 7

Museums and Technology

Key Frames: Museums and Technology, MuseTech

Primary Reading: https://www.humanfactors.com/newsletters/cross-cultural-considerations-for-user-interface-design.asp

Week 14: April 14

Bringing It All Together: Museum Storytelling Through Design

Key Frames: What is Storytelling in Museums?

Suggested Reading:

1. https://uxmag.com/articles/owning-your-story

2. https://uxmag.com/articles/why-we-need-storytellers-at-the-heart-of-product-development#.T52qqSog1VU.twitter

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Week 15: April 21 (Classes End/Last Day of Class)

Final Project Presentations

Grading and Assignments

Grading Scale

Grading Scale

Grade Scale

93.4-100=A;

90.0-93.3=A-;

86.7-89.9=B+;

83.4-86.6=B;

80.0-83.3=B-;

76.7-79.9=C+;

73.4-76.6=C;

70.0-73.3=C-;

66.7-69.9=D+;

63.4-66.6=D;

60.0-63.3=D-;

The assignment needs to demonstrate rigor, be well-researched, provide references/citations/ and be ready to share online.

In addition, I expect as much depth and breadth as possible. Your assignment needs to use illustrations/images/statistics/ and peer-reviewed articles, books, etc. which can be accessed via the UF library databases.

Assignments (Additional Details Provided via Canvas)

Assignment 1   Short Research Paper   Due February 10

10%   100 points

Students will submit a short paper 5-7 pages on the visitor experience in museums. What constitutes a good visitor experience? Why is that important? What are the connections between museum visitor experience and Design Thinking? Opportunities? Challenges?

Assignment 2

Short Paper Presentation   Students will present their papers   Due February 10

10%   100 points

Assignment 3

Design Thinking Project   Semester-long research and design project   Due April 25

60%   600 points   Students can work individually or in teams to ideate and design a critical Design Thinking project. More information is available via Canvas.

Assignment 4

20% Short presentations   On-going throughout the semester

200 points   Short presentations will include project updates, assigned seminar lead discussions, miscellaneous presentations.

How to Submit Deliverables

The submission process for the course is fairly simple:

Written assignments should use 1.5 spacing, 12 point font in Times New Roman, edited for proper grammar and spelling and stylized for Chicago OR APA. All assignments should include pagination.

Submitting Assignments--Written assignments and presentation PowerPoints should be uploaded to Canvas by 11:59pm the day they are due AND emailed.

Student Resources & Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. Please alert Dr. Moore immediately if you have problems connecting with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. Please do not hesitate to alert the instructor of any learning and instructional needs.

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at http:// writing.ufl.edu/writing- studio/ or in 302 Tigert Hall for one-on-one consultations and workshops.

Basic Needs Security

Any student who facing challenges securing their food or housing and believes this may affect their performance in this course is urged to contact the Dean of Students for support. But also, please do not hesitate to contact me directly as well.

Academic Integrity Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and

integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click here to read the Honor Code. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult Dr. Moore

(*Image taken from: https://www.prepostseo.com/p/4-types-of-plagiarism

Class Behavior & Expectations

All students are expected to attend class on time. Online students are asked to mute and umute themselves as appropriate. Online students are also asked to turn on their cameras to their best of their ability. Above all, our collective mental health and well-being is what is most important. We have and will continue to experience a collective trauma event. Therefore, it is imperative that you share any relevant information with me regarding your information, course, and personal needs. We are creating an inclusive learning community and our collective successes are intertwined.

Course Evaluation
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Click here for guidance on how to give feedback in a professional and respectful manner. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students here.

Software Use
All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules,

disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Important Student Information + Resources

Academic Resources

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](#).

[*Career Connections Center*](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[*Library Support*](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[*Teaching Center*](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[*Writing Studio*](#)*:* 2215 Turlington Hall*,* 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).

On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#).

Campus Resources

U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](#), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road,

Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

Tidbits of Miscellany

I love writing letters of recommendations for my students. Love! However, I have some hard and fast rules for this privileged action.

Here they are:

1.   Be outstanding. Demonstrate your intellectual and professional acumen in and outside of class.
2. Ask for the letter a minimum of ONE MONTH in advance of the deadline
3. Include information about the position, internship, academic opportunity, etc. that you are applying for. If there are specific highlights that you want me to include please clearly identify those things and make your case for how they are apropos in my letter.
4. Include your CV and any additional sparks of interest that are suitable for the letter. Be specific.
5. Clearly state the deadline and how the letter should be submitted
6. Gentle reminders leading up to the deadline are critical!
7. Thank you for allowing me to be a part of your academic and professional journey.

Positionality

I am a Critical Race Theorist. As a researcher, this means that I wholly accept that a fundamental responsibility in my works is that as an activist-scholar. At the personal level, this means that my work and research is concerned with intentionally being in tension with academia while joyfully working within it. In addition, this activist scholarship means that I am

executing research, education and learning as a teacher, and disrupting best practices for the benefit of communities; specifically, museum visitors. Furthermore, activist-scholarship means that I am working to take what we learn as researchers, students, practitioners, and have it applied for the acquisition of knowledge in the field *and for* the benefit of communities. With that made clear; race matters. Not because of my lived experiences as a black woman; but more importantly, because race is the primary lens (not only) with which I make meaning of what I learn and the content I create as part of my pedagogy of critical praxis. We will be discussing the function or race, structural racism, and institutional racism in the museum field. The goal is for transformation and change as we evolve as museum practitioners—it is not about bashing individuals or groups. My focus on race is not bias (although bias exists in us all) or part of an agenda. As Critical Race Theorist it is a function of my learning process and research. Therefore, it is my deepest desire that you see and recognize my blackness. I also want you to understand that this is only one aspect of my lived experiences. We all live at the cross-sections and intersections of life in a multitude of identities. Our collective goal, then, is to honor and celebrate all of these multifaceted aspects of our lives. Understand that if we agree and believe that museums can change the world; we must begin by recognizing the ways in which –isms of all forms hinder or impact the good work that we are all doing to make museums vital, healthy systems in our world. Therefore, please expect that we will confront our biases with love, empathy, and compassion throughout the semester. We are all learning all the time. We will be uncomfortable. We will explore. Examine. Interrogate. Grow. Transform. LAUGH! Therefore, I view race as neither a Republic, Democrat, or Independent issue. It is not a black and white binary. It is neither Southern nor Northern. The work that I do is about cultural competence, relevance, and responsiveness. This is where I sit. With an ever-present desire to continue my learning. That's my positionality.