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ReSTORE Innovation Portfolio Team Two

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ReSTORE

Restoring ReSTORE: Making Their Name Known

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"Design Thinking to Meet Real World Needs"
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Design Brief

The Story of ReSTORE

Susana Villagomez and Rachel DeWitt were students at Grand Valley State University (GVSU) who had a vision and a will to make that vision come true. They recognized a need in the GVSU community after hearing from friends and other students about the difficulty of meeting the financial requirements of attending classes, and having a secure source of food. With food insecurity plaguing their community, they decided to stop waiting for something to be done and take action. With support from the Women's center, in April of 2009 the GVSU Student Food Pantry was born. This year (2015), in an effort to expand the outreach of the pantry, the Women's Center has rebranded the GVSU Student Food Pantry as ReSTORE, with the goal of "ReSTORING Students for Academic Success." Although the name may be new, the goals and services remain consistent with what Susana and Rachel saw in their initial vision. ReSTORE offers food and personal care supplies to the GVSU community thanks to two courageous students who were spurred to action by the idea of food justice and the real needs within their community.

The food pantry is located within the Kirkof Center on the Allendale campus. It recently expanded into a larger, dedicated space located on the lower level (0072), physically separated from, yet operated under the services offered by the Women's Center. Recent additions include more shelf space as well as a refrigerator capable of storing fresh food. This expansion is important as the demand for ReSTORE's services has grown year over year since 2009. In fact, according to reports generated by ReSTORE, the pantry experienced a 72% growth in total visits, and a 94% growth in unduplicated users between Fall 2011-Fall 2014. Included below are two graphs showing the year over year growth in services provided by ReSTORE.[1]
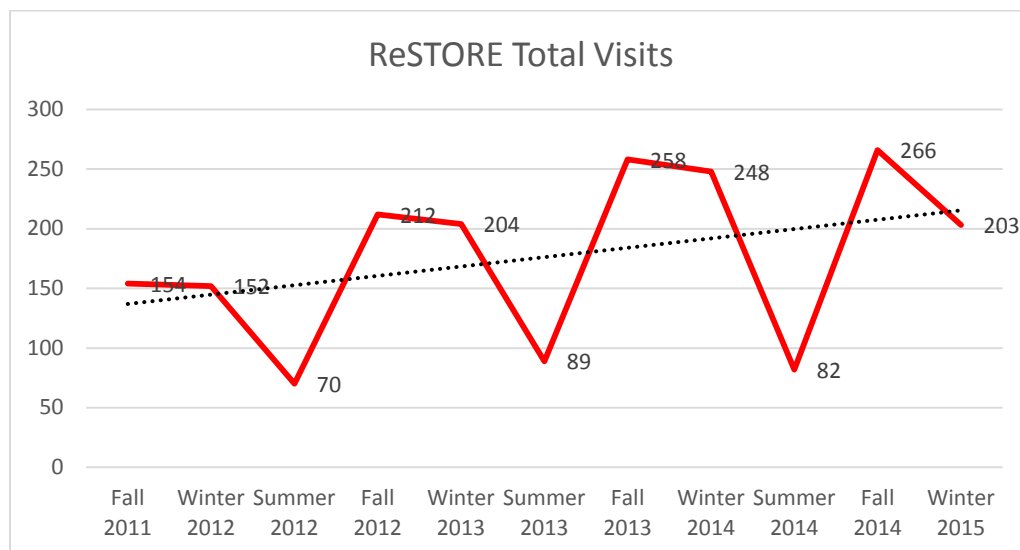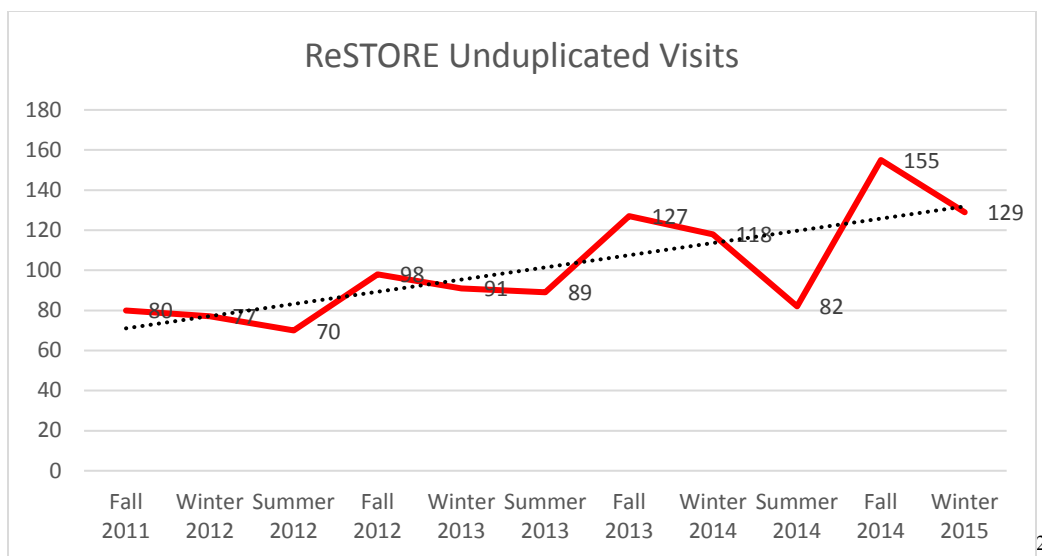

Figure 1.1: ReSTORE Total Visits by Academic Semester

ReSTORE Unduplicated Visits

A National Issue

Student food pantries are not unique to the GVSU community. In fact, college campuses around the country have sought to create organizations within the college or university structure that support students, faculty, and staff dealing with food insecurity. The first such organization was started on the campus of Michigan State University (MSU), which opened in 1993 in response to growing need of students who were facing difficult challenges accessing food on a regular basis. MSU also helped co-found (along with Oregon State University) CUFBA, or the College and University Food Bank Alliance. According to their website, "as of September 29, 2015 there are 216 active member institutions of CUFBA." Grand Valley State University is currently a member of CUFBA, which seeks to act as a resource for current and future college and university food banks.

The full scope of food insecurity on college and university campuses is not entirely clear. However, the American Council on Education, with the support of data from Feeding America, "estimates that nearly half (49.3 percent) of its clients in college must choose between educational expenses (i.e., tuition, books and supplies, rent) and food annually, and that 21 percent did so for a full 12 months" (higheredtoday.org). If those numbers were to be accurately reflected within the GVSU community, then potentially 12,371 students could experience food insecurity at some point during the year, with potentially 5,270 students experiencing this for a full 12 months.

In its mission to "ReSTORE Students to Academic Success", the student food pantry is currently confronting many challenges. Through a combination of interviews from stakeholders in the organization, members of the Grand Valley community (including current students), other like organizations around the State of Michigan, and extensive research on food insecurity on college campuses, we have identified a number of the most pressing problems ReSTORE faces. These include:

- Increasing the awareness of ReSTORE as a resource for the GVSU community.
- Alleviating potential stigmas associated with using the services of ReSTORE.

Figure 1.2 Total Independent Users by Academic Semester

- Removing confusion about ReSTORE as a service only for women, as it is under the umbrella of the Women's Center.
- Increasing supplies on hand to meet the needs of current and future users of ReSTORE.
- Diversifying the product offering of ReSTORE, including access to fresh produce and food that meets the needs of clients with allergies (such as gluten free).
- Easing the workload of transporting supplies between the main facility in the Kirkof Center and a secondary location within the Murray Living Center.

Problem Statement

Ideally, the entire Grand Valley State University community should, at all times, have access to sufficient, safe, and nutritious food to meet their needs and live a healthy, active life. Within the current reality, however, food pantries such as ReSTORE are beneficial organizations that aim to distribute food to those who struggle with purchasing enough food to avoid food insecurity. Unfortunately, studies of universities similar in size to GVSU have shown that nearly half of GVSU's community may experience food insecurity this year. This means that despite ReSTORE's best efforts to reach the GVSU community, its services are most likely not reaching its full potential. Given our current research efforts, we believe much of the underutilization of ReSTORE's resources is due to a lack of awareness among the GVSU community (potential users appear to be unaware of ReSTORE's very existence, let alone its mission or services). In response to this problem, **we propose to raise awareness about ReSTORE through an advertising campaign in order to increase the number of users who can utilize its services and thus better meet the immediate needs of those who are food insecure in the campus community.** We plan to carry out an investigation on the most effective way to reach the GVSU community in order to reach potential ReSTORE users who are in need of assistance.

The Ecosystem

In order for ReSTORE to be successful, we must involve and integrate several segments of the community that have a stake in ReSTORE. Based on our research of the ecosystem surrounding the GVSU food pantry, we have determined this must include the following:

1. Women's Center leadership
2. Food pantry staff and volunteers
3. Clients who need the services offered by ReSTORE
4. Support services and faculty, who often refer clients to ReSTORE
5. Potential donors

This dynamic group of stakeholders each plays a critical role in not only the day to day operations of the food pantry, but also in its ability to reach the clients who are in need of its services.

The leadership for ReSTORE consists of the director and associate director of the Women's Center. This team generally decides on the physical space required for the food pantry, recruits volunteers, and helps to market the services and solicit donations from the community. ReSTORE relies on minimal staff and volunteers to run everyday operations such as stocking the pantry, assisting in food drives, and maintaining inventory. These individuals have key insights on ways to make ReSTORE more successful, including what foods are desired by users, and the most effective way to raise awareness.

Beyond the day to day operations of ReSTORE, other stakeholders have the potential to impact the current and future status of the food pantry. Specifically, the pantry's long-term sustainability is likely to require additional resources and continued support from the surrounding community. This could include the President of GVSU, the provost, and other members of the administration.

The most important stakeholders in the success of ReSTORE are the current and potential patrons who use or have yet to use the service. The food pantry is open to the entire GVSU community, which creates a wide range in ages, occupations, and physical locations of potential users. General awareness within the GVSU community has proven to be one of the hardest objectives for ReSTORE to accomplish. Referrals are a great way to get potential users to benefit from the pantry services. Referrals can come from various resources such as faculty, friends, other students, resident assistance, and organizations like the Women's Center and the campus health center.

Finally, ReSTORE could not operate if it did not have a means of gathering donations, including both physical sourcing of food as well as monetary. These can come from the public, student organizations, alumni, and campaigns put on by volunteers and staff. Many food pantries at neighboring universities are connected with other local food based organizations. These organizations can help with the funds and donations, as well as providing invaluable information on how to operate effectively.

The ecosystem does have limitations that will challenge our team as we begin to prototype solutions for increasing awareness of ReSTORE within the GVSU community. They include:

1. Money – While our team has yet to discuss any idea of a budget with the client, we are certain that any budgeted amount would be limited in nature. Also, we are aware that any financial resources allocated to an advertising campaign may come at the expense of another service or need that ReSTORE values.

2. Personnel – As this team starts to ideate solutions to our problem statement, we understand that we do not have an army of personnel to spread the message. Our prototypes must strive to be efficient and scalable in nature.
3. Time – While the Women's Center, and ReSTORE, have volunteers and staff that support the distribution of food, this work is time consuming. In addition to being efficient with the amount of people we may need, we must likewise be efficient with their time.

Our team will leverage these barriers to further our creative capacity, designing and prototyping a solution that satisfies the requirements of ReSTORE while being mindful of these barriers.

Research Methodology

For our research, we plan to (1) review and analyze pertinent articles, (2) conduct ethnographic interviews with key individuals identified through our stakeholder map and secondary research, 93) conduct observations of ReSTORE, as well as (4) immerse ourselves by utilizing ReSTORE's services. Principally, our articles will inform us of various food pantries' goals and services. Additionally, the articles we will review cover topics such as the stigma that may or may not surround them, the advertising/promotion of food assistance programs, as well as the population that food pantries typically serve.

The most significant portion of our research will be conducted through one-on-one, as well as group, interviews of our stakeholders. Our stakeholders do not only include the staff and volunteers at ReSTORE, but also professors from Grand Valley who are experts in advertising and event planning. In hopes of better understanding who ReSTORE is aiming to serve, we will also interview students of Grand Valley including those who live on campus and those who commute. We intend to interview directors of various other food pantries in order to gain a better understanding of how a developed food pantry has thrived and made their services well known. Furthermore, we will interview a dietician and food expert in order to gain knowledge surrounding food security and healthy foods.

Our team members will spend time observing ReSTORE by simply watching who comes in and out of ReSTORE, what they are carrying, how they appear to be feeling, etc. Given an interest in talking with us, we will also potentially interact with some of the people we observe.

Finally, as an immersion, we will send an individual from our team into the food pantry to utilize its services. We will ask them to report back to us on the process, their findings, how it made them feel, and how they interacted with the employees/volunteers.

By integrating our findings from the aforementioned methodologies of research—a literature review, ethnographic interviewing, observation, and immersion—we intend to gain a better understanding of how ReSTORE functions, as well as gain empathy for the population in need of its assistance, in order to best promote and advertise their services.

Outcomes

From our team's perspective, the ideal outcome would be to better meet the needs of food insecure members of the GVSU community who are not currently utilizing ReSTORE's services. We are not quantifying the specific increase in any sort of percentage, but rather we are simply stating that we want to double their current number of users. Whether this is an additional one or two people per week, or hundreds more per month – we believe any sort of growth in numbers is

beneficial to ReSTORE as well as the new patrons. There are so few people who are utilizing ReSTORE's services, let alone know about their services, that any growth in the amount of people using it would contribute to an ideal outcome. Yet, in order to increase the number of people utilizing its services, we must first increase awareness about ReSTORE. Therefore, the first step to achieving our ideal outcome is to increase the number of people who simply know about ReSTORE's presence and services. This would not only be increase awareness of ReSTORE, but also broaden its message of food justice as a form of social justice, in which no student will have to worry about where to find their next meal. From our research, we hope to grasp a better understanding on what is the most effective way to communicate with the Grand Valley State University community, so as to ensure our information regarding ReSTORE is being heard by as many people as possible. With help from other organizations on campus, as well as students, faculty, and staff, we will be able to address as many potential pantry users as possible. Through this promotion of ReSTORE, we will achieve our ideal outcome. By raising awareness and knowledge of ReSTORE and the services it has to offer, we hope to also raise the number of hungry users who are not currently utilizing its services.

Stakeholder Map

Our stakeholder map included all of the people we believed would somehow be affected by or have an impact on ReSTORE. By mapping the ecosystem, we were then able to determine who we should and should not include in the next step of our design thinking journey, the interviewing process. Therefore, it was essential for us to "go wide" when initially brainstorming. This helped us to ensure that we included all potential stakeholders. Obviously, it was imperative to include students on our map, and not solely students who lived on the Allendale campus, but commuter students and students who lived at the other campuses as well. Yet, our map did not end with students, branching out to include faculty and staff at Grand Valley, the directors of ReSTORE, the student staff of ReSTORE, donators, personnel from other food pantries, and administration. From this web of stakeholders, we were then able to determine the most critical people to interview, thereby allowing us to continue down our design thinking path.

Insight Map (Affinity Mapping of Insights)

Our insights map included all of the fundamental insights each of our group members gained during stakeholder interviews, research, observation and immersion. During our research, we would hastily jot down all information provided to us by our stakeholders. Later, we would come together as a team in order to make sense of all of our information.

Chalk on the sidewalks

Individual colleges within a university vary on how they operate

Utilize student services (financial aid, housing, etc.)

How do we narrow in our target market?

Under current students on GV website needs a ReSTORE tab

More people = More Funding

Make donating easy and meaningful

Reach out to other organizations to spread the word

Find ReSTORE's niche (What makes them different/distinct)

Know your audience

SAP has food that they might give away

People may visit on end of week for weekend

Not all students "need" ReSTORE

Talk to local food banks

Erasing a stigma takes time

Atmosphere can eliminate stigma

A small % of GV students use food pantry compared to universities of similar size

Need to identify the population

Gathering Information

Meet the client where they are at

Stigma

Inverse stigma: "Poor college student"

Make it feel like any other student service

Communication

Humor/shock-value help add "stick"

Demographic

INSIGHT MAP

General Facts

Word of mouth is crucial

Attention

How to Relate

Tuition is going up, students'/family income remains constant

Get students attention (pizza)

Need to EDUCATE

Food Justice

Remove one more burden from students

Vouchers may be a hassle

Make advertising campaign relatable

Fear of overuse of service (insight from MSU but has not occurred yet)

Need to let people know the importance of food security

People talking about it leads to people helping others

"Grandma's kitchen"

1/5 of users have been repeat users at public food pantries

Food justice is one symtom of the uneven distribution of wealth in society

Word of mouth is powerful but comes with stigma

Food needs to look appetizing

Try to appeal to all people

Make ReSTORE relatable

Ultimately, our group relied on nine general categories, or themes, for our key insights, those including communication, demographics, attention, food justice, how to relate, general information/facts, stigma, and gathering information. These central themes became critical to our prototyping, which was the next step in our design thinking journey. Through our insight map the main information, concerns, and ideas from our stakeholders, our team was able to ensure we were utilizing each of our insights throughout our prototyping process. [3]

Figure 3.1 Affinity Mapping helped us turn the messy process of collecting insights into developing themes.

Research Bibliography

Citation: Jordan, Miriam. April 17, 2015. Colleges Launch Food Pantries to Help Low-Income Students. The Wall Street Journal. http://www.wsj.com/articles/colleges-launch-food-pantries-to-help-low-income-students-1428408001
Reason for including this source in your work: To gain a general knowledge of what food pantries offer to students, and how necessary food pantries are to universities.
Main argument: Write 1-3 complete sentences in your own words that summarize the The tuition at universities across the US has drastically increased in the past decade, but the number of students from low-income families has increased. This has proven difficult for many students who are going through financial hardships, and struggle to afford the food they need to get by.
Important ideas: Write a **bulleted** list of 3-5 main ideas from the essay. v The cost of tuition has increased v The number of students coming from low-income families has also increased v There is a stigma attached to receiving food assistance, but it has diminished as food security is now being viewed more as a right of the students. v Food pantries are there to help students when they are in need of assistance.
Evidence: Provide 1-2 examples of evidence used to support the author's argument. v Tuition has soared 25% at four-year public institutions since 2007 v About 14.5% of U.S. households experienced some form of food insecurity in 2013 according to the Department of Agriculture. v A survey at Virginia Commonwealth University showed 57% of students at the state institution had unwillingly gone without food at some point. v Many of Virginia Commonwealth Universities customers are first-generation college students. v At the University of California nearly 20% of low-income students come from households with annual income under $26,000, compared with 13% in 2008.
Notable quotes, terms, and concepts: Include all new terms and concepts as well as at least 3 quotes that exemplify the essay v "We have students receiving full aid, but then sleeping in somebody's car because they could not afford to pay rent." v Referring to the stigma at Virginia Commonwealth Universities food pantry: "We had assumed a stigma would keep people away, and that just hasn't been the case." v Food Security - a term used by the U.S. government to describe reliable access to a sufficient quantity of affordable, nutritious food.

Strengths: This article gives a good insight for the need of food pantries at universities.	Weaknesses: The article does not dive into the benefits that a food pantry has on its students from a health perspective.

Connections: Write 3-5 insights about how this resource connects to your design thinking team insights thus far.

v   There is an obvious need for food pantries at college universities, but the majority of the students Grand Valley do not know a food pantry exists.

v   The article mentions many food pantries are connected with local food banks, supermarkets, restraints and farms. This was one of our thoughts with our problem statement to increase the variety of products at ReStore.

v   ReStore has a much larger need that it is showing at Grand Valley right now (approximately 30 students a month). At the University of California 300 students utilize the pantry each week. For perspective the University of California has 35,415 students, while GVSU has 25,094.

Questions/Concerns: Write 1-3 questions or concerns this research raises for you and your team's work this semester.

Is there as big of stigma about food assistance as our group originally thought, or is it solely based on the fact that students are not aware that the ReStore exists?

Citation:
Romer, Nancy. 2014. The Radical Potential of the Food Justice Movement. Radical Teacher. Pages 5-14. DOI 10.5195/rt/2014.78

Reason for including this source in your work:
The reason we're including this source in our work, is because the coordinators of ReStore defined their problem statement as a Food Justice issue in their presentation and that is essentially the heart of the issue that we are trying to spread awareness about across campus, through our campaign to restore ReStore.

Main argument: Write 1-3 complete sentences in your own words that summarize the main point of the work:
This article highlights all of the sectors that food justice movement plays a role in, and makes the argument of how pressure in each sector from those that are oppressed, leads to improvements in large-scale issues of food insecurities in America and across the world.

Important ideas: Write a **bulleted** list of 3-5 main ideas from the essay.

·   Nancy highlights that the two main threats to the people and the planet are climate change and corporate control of our economy and polity.

.

The sectors that play a role in the Food
Justice Movement Include: farmers in the US, farmers across the globe, food
workers, hunger and Poverty in the US as it is institutionalized, health,
anti-obesity, and the school food movements, community gardens and urban
agriculture, and food and climate change as it relates to the environment.

.

All of these sectors include millions of
people who are oppressed, feeling over worked and under-justiced.

Evidence: Provide 1-2 examples of evidence used to support the author's argument.
Nancy uses the example of the "Mother Hubbard's Cupboard" food pantry to demonstrate a
more effective way of curing food justice instead of just treating it's symptoms. They have a
multiservice approach including "offering food, job training and placement, as well as political
education and organizing to create policy change" (Romer p.9).

She also brings up the examples of New York City's Mayor Bloomberg's proposed ban on
oversized soda and ban on trans fat, as well The San Francisco City Council passing a ban on
prizes in kid's fast food meals, so that kids would be less manipulated into requesting the.
These examples are a way of signaling the perspective that to change the cycle of obesity as it
affects the poor most, we have to get at the heart of the issue by challenging the corporate
food system.

Notable quotes, terms, and concepts: Include all new terms and concepts as well as at least 3
quotes that exemplify the essay:
She brings up a great point about campaigning for change, which is our group strategy.
"Campaigns to eliminate fast food and junk food commercials from children's TV
programming could be another national campaign, much like the anti-tobacco and alcohol
campaigns of the past" (Romer p.13). Hunger and obesity are two symptoms of the same food
justice problem and she argues that we need to treat them as a priority.

Notably she brings up that the quality of food is also presented as a structural issue. "The
availability of this cheap, disease-causing food is due to the overproduction of corn, soy, and
rice, subsidized by tax dollars via the U.S. Farm Bill that is used to produce cheap, processed
food that causes obesity and diet-related diseases including diabetes, and heart and joint
diseases. The food is deliberately developed by food corporations to hook their customers and
push this addiction though advertising to kids" (Romer, p10). She argues that the fact that
what is available for poor people to eat is so low quality, is a red flag as an societal issue, and
is not something we should all blindly accept and settle for.

Another notable quote is in the last paragraph, she ends with "the hard reality is that our planet
is changing and there is a growing number of hungry, sick, and non-empowered people living
on it. The world has never more emphatically needed a change in direction: we all know it and

we need to make it happen" (Romer, p13). I think this is a great way to conclude and it will inspire our group to empathetically approach the issue of Food Justice through ReSTORE.

Strengths:	Weaknesses:
However, this article was clear, well organized and tremendously informative. There was no lack of examples, clarifying statements, and especially no lack of passion. After reading this I felt upset at the disproportionate distribution of wealth and how it has held back millions of people from living long healthy lives. I also felt empowered that change is possible; the truth is that the oppressed outnumber the people in power, and if enough people pressure the issues that matter, it will result in the change that is desperately needed.	The only weakness I am aware of in this article, is that opposing views were not represented. To effectively argue, often representing the conflicting view in the way people opposing this see it and then attacking it with facts on way their view is wrong or unjust, is an effective persuasive strategy. This article did not present this strategy, it assumes that the reader has some background on the topic of food justice and why capitalism may be a large factor in the inequality.

Connections: Write 3-5 insights about how this resource connects to your design thinking team insights thus far:
We now have experienced a paradigm shift in the issue of ending hunger, we want to empower the oppressed, because they have the power in numbers, and by educating on the underlying causes of injustice will allow for a call to action.

For an article to have a great impact and ability to offer such important insight, we think is very valuable for our project and will fuel our efforts to be that change we want to see, starting with ReStore.

We recognize that for students to feel restored after visiting the food pantry, they need to be served in more ways than with a bag of food. This food needs to be nourishing, and they need to walk away informed on food justice and how they can join the movement.

Questions/Concerns: Write 1-3 questions or concerns this research raises for you and your team's work this semester:
How can we create a campaign that will increase foot traffic at ReSTORE and will also increase awareness of the Food Justice Movement?

How can we help empower people in our community to take action in the movement towards food security?

How can we as a group create structural and institutional change at GVSU, in the same way that models the structural change society needs in order to distribute wealth more justly?

Citation:
Fram, Maryah, Frongillo, Edward, Fishbein, Eliza, Burke, Michael. 2014. Role for Schools and School Social Workers in Improving Child Food Security. Children & Schools. 36/4: 231-239. *10.1093/cs/cdu018*.

Reason for including this source in your work:
This source discusses children dealing with food insecurities in school (K-12) and the stigma that is associated with being food insecure. The study includes interviews with several different parents, as well as countless students, on how they perceive food insecurity and what it is like being a parent/child in the school system while being food insecure and needing assistance from the school. Learning about and attempting to understand the stigma that is associated with families that are considered food insecure is an imperative part of setting up an adequate advertising campaign for a food pantry.

Main argument: Write 1-3 complete sentences in your own words that summarize the
There are countless children today who are experiencing food insecurities in their homes, and this in turn is affecting their success in school. Although most schools offer some sort of food assistance for children who are food insecure, many parents/children are too embarrassed about the associated stigma with being food insecure to accept the assistance they so desperately need.

Important ideas: Write a **bulleted** list of 3-5 main ideas from the essay.
v Children experiencing food insecurity can be gravely affected in school settings, due to their lack of food causing distraction, anger, depression, relationship issues, sleep during school, sadness, anger, physical tiredness, and ultimately declining success in schoolwork.
v   Both children and parents often times attempt to hide their food insecurity issues from schools in order to protect themselves from the stigma associated with being food insecure, even when the children/parents are aware that students could be receiving assistance at school.
v It is imperative that schools attempt to recognize food insecure students and offer the appropriate assistance.

Evidence: Provide 1-2 examples of evidence used to support the author's argument.
The study was carried out by interviewing 26 families at risk for food insecurity in South Carolina. There were rural and non-rural families, white and African American families, and children within the families ranged from elementary school to high school. The results of the interviews led to findings on how food insecurities affect nearly all aspects of a child's success in school. The paper has an entire section focusing on the secrecy of having food insecurities due to the parents/children seeing the problem as embarrassing, thus, keeping their food problems hidden.

Notable quotes, terms, and concepts: Include all new terms and concepts as well as at least 3 quotes that exemplify the essay.

"…This involved fears about the social implications of receiving food assistance and related stigma. A seventh grader explained: 'I get free breakfast, but I don't eat breakfast because . . . the cafeteria, it's really just for, like, sixth graders and, you know, it's kind of weird going in there, like, by yourself . . . it's like all the people from the buses go, you know, and I'm just, like, I'm not, most of my friends are, like, car riders, so then I got to, like, sit by people I don't know.'"

"In addition, parents often tried to hide food problems from their children, seeking to protect them from worries and hardships. Children generally were aware anyway and, at times, tried to hide their awareness and efforts to help make food last from their parents—for instance, cutting back their own eating and telling the parent they were not hungry. In addition, both parents and children reported discomfort at letting people outside the family know about their challenges."

"One particular challenge to identification of child food insecurity in school is the secrecy that children and parents sometimes create to protect themselves from stigma. Simply offering resources or inviting children and parents to ask for help may not be adequate. Even when children know that they can access food-related help at school, the fear of being seen, labeled, and stigmatized can be a strong deterrent, particularly for older children who are more aware of stigma and peer judgment (McLoyd et al., 2009). For instance, recall the middle school boy who often went hungry but would not risk the embarrassment of teachers knowing about his situation. Extending this thinking, school-based approaches that rely on child and family self-identification may exclude some of the most vulnerable children due to family fear that drawing attention to food needs will lead to unwanted systems involvement, such as a child neglect report."

Strengths:	Weaknesses:
There are in fact schools that provide food assistance to those students who truly need it. This is crucial to countless students, who otherwise would be left hungry, and would drastically suffer in school.	It is difficult to pick out what children may or may not be experiencing food insecurities in their homes, especially when so many children and their parents attempt to hide it due to the stigma associated with being food insecure.

Connections: Write 3-5 insights about how this resource connects to your design thinking team insights thus far.

v   It is evident that many students, no matter the age, fear the stigma that is associated with needing food assistance. This could have a large impact on why so few students are using the pantry at GV.

v   It is imperative that we remember that food insecurity very likely is not the only hardship a student is facing, and to remain mindful of this fact when attempting to make an effective campaign.

v   Feeling embarrassed or ashamed to ask for food assistance is common; therefore, it is crucial for any form of food assistance to be made well known in order for students to know that assistance is available.

Questions/Concerns: Write 1-3 questions or concerns this research raises for you and your team's work this semester.
v   How are we going to help future food pantry users overcome the stigma associated with needing food assistance?
v   How can we show students through our campaign that it is more important to receive food assistance than it is to go hungry?
v How can we come up with a campaign/movement that is free of a stigma, and focuses on food justice and ensuring everyone has enough to eat?

Citation:
Kicinski, Leah R. 2012. "Characteristics of Short and Long-Term Food Pantry Users." *Michigan Sociological Review* 26: 58-74.
http://search.proquest.com/docview/1291896323?pq-origsite=summon

Reason for including this source in your work:
With an advertising campaign it is important to know your audience. This article and research study explains who is using food pantries and touches on why they are using it. It also explains how some of the clients are finding out about organizations.

Main argument: Write 1-3 complete sentences in your own words that summarize the source
The use of food pantries is on the rise as the amount of food insecurity increases along with the use of government assistance. There are a wide variety of customers that use food pantries as observed in their research survey of 104 pantry users including both long-term and short-term users.

Important ideas: Write a **bulleted** list of 3-5 main ideas from the essay.
- The majority of users are Caucasian and unemployed.

- Most food pantry users are also using another government-funded program.

- Fifty percent of food pantries users that were surveyed started coming in the past two

    years but twenty percent have been coming for decades.

Evidence: Provide 1-2 examples of evidence used to support the author's argument.

The surveys that they did for their research as part of this article supports all their arguments as they surveyed both the food pantry directors and clients. However, it is hard to gather accurate information on these subjects because each pantry gathers data in their own way.

Notable quotes, terms, and concepts: Include all new terms and concepts as well as at least 3 quotes that exemplify the essay.

"Both public and private policy makers wanted to address the hunger problem without creating a system of dependence or abuse."

"The General Social Survey suggests that 75 percent of adults believe poverty is the result of the first cause - the poor are in their situation because of individual attributes of alcoholism and drug abuse. Furthermore, 90 percent of adults feel that those in poverty are not making changes to improve their situation."

" Among those in the sample aged 1929 (n =18) 70 percent selected either brochures at the center or mailed to their home to learn about additional services. Fourteen percent suggested TV commercials, while ads on the internet were only suggested by 5 percent of the age group."

Strengths:	Weaknesses:
They were able to get a good sample size along with covering 11 pantries. They also answered a wide range of questions from both the perspective of the client and the director.	The study was not a random sample since it was based on who was willing to do the survey so it may have not been representative of everyone who goes to a food pantry.

Connections: Write 3-5 insights about how this resource connects to your design thinking team insights thus far.
- Statistics prove that there is a need for food pantries for both the use of students and faculty.
- Clients prefer something they can physically have for information and advertisement over internet advertisement.
- There is a stigma associated with food pantries that must be overcome as referenced in the quotes section.

Questions/Concerns: Write 1-3 questions or concerns this research raises for you and your team's work this semester.
- Is social media and emailing not the way to go for our generation? If so, how are we going to create awareness?
- How many of the faculty/staff have food insecurity and are they aware that the food pantry is open to their use?

Citation:
Hensel, K., & Deis, M. H. (2010). Using Social Media to Increase Advertising and Improve Marketing. Entrepreneurial Executive, 15, 87.

Reason for including this source in your work:

Social media is a prominent way of advertising that is essential for our advertising campaign for ReStore. As we begin to prototype it will be important to have research on what works and what doesn't.

Main argument: Write 1-3 complete sentences in your own words that summarize the article: Social media is expanding the use of the internet in marketing and advertising as more and more companies use it to their advantage. With this comes opportunities to reach the clients in a more personal way and the ability to receive feedback almost instantaneously.

Important ideas: Write a bulleted list of 3-5 main ideas from the essay.
Social media has been expanding and now the amount of sites classified as social media is abundant.
People (potential clients) spend countless hours on these social media websites so it creates an easy way for advertising campaigns to reach them.
In order to have a successful campaign you must first know your audience and who you are catering to(empathize).
Social media should not be your only means of advertising.
Evidence: Provide 1-2 examples of evidence used to support the author's argument.

To show that social media is continuing to grow they gave the statistic that "Facebook traffic has increased over 200% in the past year and Twitter traffic has increased over 1500%"
There were also statistics concerning business who use social media.

Notable quotes, terms, and concepts: Include all new terms and concepts as well as at least 3 quotes that exemplify the essay.
"social media presents tremendous opportunities for networking, collaborating, sharing best practices, communicating and connecting to a nearly unlimited pool of people with similar needs and wants."
Attention Age:
" The Attention Age, which began in the first years of the 21st century, is relevant because it has given individuals the ability to create and consume information immediately and distribute it on the Internet."
"We are now definitely in the social media era, and the use of blogging is continually increasing because feel that they are actively engaged in a conversation."
"When developing a social media strategy, you must determine (a) who the customers are and what they do, (b) does the information that a firm can provide to the customers mean anything, and (c) is it valuable."
"follow the sequence below when developing an effective media marketing campaign.
1. Identify your audience
2. Define your success measurements
3. Plan a Strategy that Includes All Stakeholders
4. Be transparent
5. Recognize that it's not about you"

Strengths:	Weaknesses:
They provided both the advantages and disadvantages to using social media so that you	There are some contradicting ideas that seem confusing at times. The article also

can decide whether it is worth it for your company. They also give lists that are easy to understand and comprehend.	seemed repetitive throughout. It seems like a lot of sources that are thrown together in certain parts.

Connections: Write 3-5 insights about how this resource connects to your design thinking team insights thus far.
Social media is a necessary component for our advertising campaign.
We need to establish a clear audience of who we want to receive our message.
Although social media will reach a large amount of people, it is important to use other means of advertising as well.
Social media will be time consuming.

Questions/Concerns: Write 1-3 questions or concerns this research raises for you and your team's work this semester.
Who will maintain the social media for ReStore?
Which sites should we use?
How do we go about getting the approval for a social media page for a GVSU program?

Citation:
Sandoval, T. (2012). Lingering insecurity sends students to campus food banks. *The Chronicle of Higher Education*, Retrieved from http://search.proquest.com.ezproxy.gvsu.edu/docview/1040844091?accountid=39473

Reason for including this source in your work:
This article touches on the number of students that may be impacted by food insecurity, thereby creating a measurable target for us to use as we seek to define the success of our advertising campaign. The article also touches on several ways in which student food pantries have sought to reach potential users in need of the service, as well as reduce any stigma that may be attached to using a food pantry.

Main argument:
Despite improvements in the economy, the need to food pantries continues to exist and in fact grow. The article cites studies from the City University of New York, which concluded that as many as 39% of their students are at risk for food insecurity.

Important ideas: Write a **bulleted** list of 3-5 main ideas from the essay.
v An improved economy does not always correlate to a decrease in need.
v Despite over a third of students at CUNY are profiled to be at risk for food insecurity, only 7.2% reported using local food pantries.

v Stigma can play an important role in deciding whether or not a person may or may not choose to use a food pantry.

Evidence:
The primary source of evidence on the potential impact of food insecurity was a localized study conducted by Nicholas Freudenberg, a professor at the CUNY School of Public Health at Hunter College. The study was based on surveys given to students by faculty in 2010.

Notable quotes, terms, and concepts:
- Nicholas Freudenberg - "Students who have limited access to food have higher levels of stress and more trouble concentrating on academics, he says. 'We were concerned from a social-welfare point of view.'"
- "No data fully capture the extent of college students' hunger nationally, but some localized studies offer a glimpse. Faculty in the City University of New York system, for instance, surveyed students in 2010, finding that in the previous year, 39 percent had either gone hungry for lack of money, skipped meals, or been unable to afford balanced meals."
- "The staff is also trying to make visiting the Rack less embarrassing, she says. They provide nondescript bags from the university bookstore, for instance, so no one will know what students are carrying."

Strengths:	Weaknesses:
The article explores the problem of food insecurity on college campuses from multiple vantage points, including potential demand for the service, reasons students may/may not use it, and examples of how to reach the clients who need this service.	The article admittedly focuses on a narrow scope, choosing to highlight data from one university. This limits the point of view on campus food insecurity to one type of demographic. The City University of New York is located in Manhattan, a far cry from Morgantown, WV (home of West Virginia University), or even Grand Valley State for that matter. The data used in the survey is also five years old at this point, leading to questions on its relevance today.

Connections: Write 3-5 insights about how this resource connects to your design thinking team insights thus far.
v The article highlighted multiple ways in which the Rack (WVU's food pantry) sought to reach students. They highlighted multiple types of social media as well as printed material.
v The subject of stigma was broached, as the Rack has implemented countermeasures to reduce any potential stigma associated with the food pantry. This was also highlighted in one of our stakeholder interviews.
v The problem is multi-faceted. The article references food insecurity in regards to students going hungry for lack of money, skipping meals, or being unable to afford balanced meals.

Questions/Concerns: Write 1-3 questions or concerns this research raises for you and your team's work this semester.

v   Will our team consider students unable to have balanced meals as a target audience, or will our focus be narrower?

Citation:
Hoye, Sue. 2007. Charity's Clever Promotions Attract Headlines and Contribution. Chronicle of Philanthropy. 19(7): 1.
http://web.a.ebscohost.com.ezproxy.gvsu.edu/ehost/detail/detail?vid=24&sid=ec360e3f-cc55-42a4-bba0-cec687a6ac10%40sessionmgr4003&hid=4107&bdata=JnNpdGU9ZWhvc3QtbGl2ZSZzY29wZT1zaXRl#AN=510575073&db=bft.

Reason for including this source in your work:
This source discusses how a food assistance organization went about promoting their services through creative and inventive ways, which is exactly what we are trying to do for ReStore through our marketing/advertising campaign.

Main argument: Write 1-3 complete sentences in your own words that summarize the
The main argument of this brief article was how absolutely fundamental it is to not just spend the money and time and creative effort on campaigning, but to spend these things on a *meaningful* campaign. What makes all of the efforts and money worth it is the fact that the campaign is ultimately benefiting those in need.

Important ideas: Write a **bulleted** list of 3-5 main ideas from the essay.
·   It is important to remember that some sort of money does need to be spent on any sort of marketing campaign. Although it seems as though a campaign that is benefiting those in need shouldn't cost a dime, it is unlikely that an effective campaign will have no cost.
·   It is so important to be creative when designing a campaign that you need to be effective. In order to raise awareness and, in turn, increase funding for any sort of philanthropy, you need to have advertising and promotion that draws attention and makes people truly want to contribute to the cause.
·   Food banks (or any philanthropy, for that matter) will likely find it extremely beneficial to work in conjunction with some other business or organization that is willing to help promote their cause. By doing so, a food bank will only get the word out to that many more people, not only increasing their funding or donations, but also increasing the number of users.
·   A marketing/advertising campaign needs to the play to the strengths of the population they are attempting to attract, so to speak. In this article, they implement a campaign that uses lunch boxes filled with things such as peanut butter and jelly in the month of June, to not only feed those in need, but also increase awareness that thousands of children go without lunches starting in the month of June, when school lets out. They utilize this fact to arouse an empathy

in people, not only to make people want to donate (that are able to donate), but also to let the people in need know they are not alone.
Evidence: Provide 1-2 examples of evidence used to support the author's argument.

The first campaign the author discusses is when Second Harvest created a nine piece puzzle that they put inside a generic looking can of food and sent that as an invitation to their annual Nation Hunger Awareness Day in Washington, not only to inform donors of the cause, but also people who may be in need of their services. This event attracted about 1/3 more people than they had anticipated, and it even ended up being covered on a live, national network. The second campaign the author discusses is when Second Harvest worked in coordination with Southwest Airlines to make 100 lunch boxes with typical lunch items inside (including PB&J), simply to increase awareness among local reporters, news stations, and other important people. At the end of the promotion, along with help from Southwest Airlines, Second Harvest had collected thousands of pounds of peanut butter to give to those in need, as well as $135,000 when they had only anticipated about $70,000. Further, they had a large event at the end of the campaign that was advertised on live TV, as well.

Notable quotes, terms, and concepts: Include all new terms and concepts as well as at least 3 quotes that exemplify the essay.
"Keep hunger in the headlines -- that's the goal of the communications staff at America's Second Harvest. But since press releases often fail to interest reporters and editors, the food-bank network sometimes uses more-creative approaches to win news coverage and to promote fund-raising and other events."
" 'It made so much sense to attract attention to the cause we were promoting,' Ms. Jones says. 'Yes, it does cost money, but the attention was worth it.'"
"The campaign goal was to raise $70,000 but nearly $135,000 was donated in response to the promotion."- (in reference to the promotion involving Southwest Airlines)
"The puzzle, when completed, depicted young and old faces with the following message: 'The face of hunger will surprise you. More than 38 million Americans are on the brink of hunger, including nearly 14 million children. Thank you for being part of the solution.'"- (in reference to the campaign involving a puzzle-invitation)

Strengths:	Weaknesses:
The various creative ways they went about promoting their organization in incredibly inspiring, and it clearly attracts many people to the cause that would not have known about it before, including both people in need and people wanting to give.	Second Harvest did have to spend a fair amount of money to make these promotions possible, which is unfortunate because they are a philanthropy seeking to help those in need.

Connections: Write 3-5 insights about how this resource connects to your design thinking team insights thus far.
·   It is so critical to have a campaign that is creative and inventive and draws all sorts of people in- people that are in need, as well as people that could help.

·   Not only should a campaign be creative, but it should also be relatable, be something that others can empathize with. It needs to be meaningful and make others understand the purpose behind why you're promoting what you are.

·   Someone could design a creative advertising strategy that they threw an enormous amount of money at for any campaign, yet what truly drives the campaign home and makes it marketable to others is the fact that it is benefiting people in need.

·   We should definitely find an organization on campus that is willing to help us in promoting ReStore. I personally do not see how they will be able to get the word out on their own, even with our help. There need to be more organizations on board with what ReStore is trying to do and understand how important ReStore is and how important it may be to some students on campus that aren't familiar with it yet.

Questions/Concerns: Write 1-3 questions or concerns this research raises for you and your team's work this semester.

How can we make a campaign that makes others *feel* something? Makes others empathize?

What organizations would be the best for us to attempt to reach out to in hopes that they will want to help promote ReStore and what it stands for?

How can we make a creative and effective campaign that is attention grabbing without spending too much money (or any money at all)?

Citation:
Mortimer, Kathleen. 2008. Identifying The Components of Effective Service Advertisements. The Journal of Service Marketing. 22.2: 104-113.
http://search.proquest.com.ezproxy.gvsu.edu/docview/212667680?pq-origsite=summon

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Reason for including this source in your work:
This source focuses identifying the components that make up an effective service advertisement. The goal for this research is to learn what components need to go into our advertisement/campaign in order to effectively bring in more users to ReStore.

Main argument: Write 1-3 complete sentences in your own words that summarize the
The main argument of this article is that through their research, it was shown that emotional appeals are a very effective way to advertise services. It indicated that consumers do not need a logical or rational reason for choosing to buy or use a service. The consumers were being influenced by appeals such as tradition, affiliation, and distinctiveness.

Important ideas: Write a **bulleted** list of 3-5 main ideas from the essay.

· Consider the use of emotional appeals for experiential and utilitarian services. There is a strong emotional link between consumers and a service, particularly due to the personal involvement and commitment that is provided by both sides. Utilitarian services show an emotional link to security, trust, and having a feeling of belonging. Experiential services show that the link is based off of enjoyment and pleasure.

· The practitioner should consider ways to include tangible elements of the service, which can be remembered easily to keep the service in the minds on the consumer. This can be done by presenting the service encounter so that the consumer has an idea of what to expect and can shape their expectations accordingly.

· There is not a need to include lots of facts and figures to assist consumers to evaluate their options. This means that decisions may be being reached based on emotional response rather than rational comparison of the attributes available. The research shows that people are influenced by past experiences, word of mouth, and brand image.

Evidence: Provide 1-2 examples of evidence supporting article

Note:

The results from this article are based off of case studies on the following advertisements:

Halifax – the sixth biggest bank in Britain in 1997. Ad was to make more progress in consumer banking.

Orange – A pre-paid phone company who wanted to separate itself from its rivals by being seen as "honest, friendly and straightforward."

Pizza Hut – Pizza company who wanted to persuade lapsed customers to return to their company by emphasizing the "relaxed fun" of sharing a meal with friends and family.

Frizzell – An insurance company who wanted to move into consumer advertising. The objective of the advertisement was to create enquires from people similar to their current consumers who valued loyalty and integrity.

Alcoholics Anonymous – A recovery and breakdown company who wanted to emphasize the friendly aspect of their service and reinforce that image, while placing more emphasis on professionalism.

Barclaycard – A global payment business who wanted to increase turnover and the share of new cardholders.

These advertisements were the most successful of the 800 samples reviewed and tested by the UK Institute of Practitioners in Advertising Effectiveness Databank. (Referred to as the worlds most rigorous and comprehensive examination of marketing communications working in the marketplace.)

The results from the review showed three different approaches were being adopted: the rational appeal only, and the emotional appeal only.

Orange Company utilized the rational appeal, while Pizza Hut, Frizzell Insurance and AA used emotional appeals to communicate their message. Halifax Bank and Barclaycard credit card used both rational and emotional appeals. The emotional appeal in these advertisements seemed to weigh in more with consumers more than the rational appeal.

Notable quotes, terms, and concepts: Include all new terms and concepts as well as at least 3 quotes that exemplify the essay.

Message strategy (appeal) - is the general overall approach that the advertisement adopts. Despite an array of terminology there is general agreement that there are two types of message appeal.

1. Rational Nature of Appeal - a presentation of factual information in a straightforward way, characterized by objectivity.

2. Emotional Nature of Appeal - associated with such feelings as adventure, fear, romance and status. Referred to as the self-congruity route which is defined as the matching of the product's value-expressive attributes and the consumer's self-concept and likened to peripheral processing in the ELM

"Effectiveness has been measured in a number of different ways i.e. recall, persuasion and key message comprehension."

"It should be noted that the overview of the conceptual frameworks identified two other tools which are not being examined in this research. The first is the role of services advertising to stimulate word of mouth activity. The second is advertising continuity and brand image development. These have been excluded because they are considered to be more long-term consequences of an effective services advertising campaign and can consequently not be analyzed by examining one campaign in isolation."

"The main findings indicate that emotional appeals are effective when advertising services and more specifically, are effective when advertising both experiential and utilitarian services. This would indicate that consumers do not need a rational or logical reason for choosing to buy a service. Instead they are being influenced by appeals such as tradition, affiliation and distinctiveness."

Strengths:	Weaknesses:
The strength of this article is that it is based off or real life advertisements and real life responses. It is because of this that the study does not suffer from various issues relating to experimental studies.	There are several weaknesses however. There are, relative to the number of advertisements around us, a small samples of advertisements examined. The article does not take into effect the impact of culture on services advertised, so that should be considered before transferring findings across a large area. It does not take into consideration the ineffective advertisements, which would have been interesting.

Connections: Write 3-5 insights about how this resource connects to your design thinking team insights thus far.

· To create an effective advertisement we need to find a way to emotionally connect with the users. This reminded me of an interview we conducted where a female student said " An advertisement needs to mean something to me in order to get my attention."

· We should keep in mind that our advertisement should match the feeling that you get at ReStore, or the users expectations might be different from what is perceived. We want to make sure that they feel welcome at ReStore.

· An effective ad does not have much documentation on it. We need to portray what ReStore does with our images more than our text.

Questions/Concerns: Write 1-3 questions or concerns this research raises for you and your team's work this semester.

· How can we make a campaign that gets at peoples emotions, and draws them into the ReStore?

· How are we going to measure the effectiveness of our campaign? Is it only based on the number of people who visit ReStore or the people who know about it? (If more people know about it, they could relay it on to other people who are in need)

Citation:

1. Strand, Ron. 2010. 25 Ways to Increase Awareness for Your Cause. (1-25). http://ezinearticles.com/?25-Ways-to-Increase-Awareness-for-Your-Cause&id=5214005

2. Miller, Kivi. 2014. Top Ten Ideas for Raising Awareness. (26-32). http://www.nonprofitmarketingguide.com/blog/2014/02/19/top-ten-ideas-for-raising-awareness/

3. Snyder, Timothy. 2015. 5 Great Ways to Raise Awareness. (33-37). http://www.rollxvans.com/5-great-ways-to-raise-awareness/

4. ANAD, 2012. Fundraising/Awareness Ideas & Events. (38-43). http://www.anad.org/wp-content/uploads/2012/01/Fundraising-Event-Idea-Packet-2012.pdf

5. Toner, Lisa. 2014. 11 Ideas to Grow Brand Awareness at Lighting Speed. (44-46). http://blog.hubspot.com/marketing/14-ideas-to-grow-brand-awareness-at-lightning-speed

6. Bartz, Bianca. 2009. 50 Unconventional Ways to Spread a Message. (47-51). http://www.trendhunter.com/slideshow/ways-to-spread-a-message

7. Bradley, Steph. 2015. Awareness Raising. https://www.transitionnetwork.org/ingredients/starting/awareness-raising

Reason for including this source in your work:
I wanted to focus this week on various ways to raise awareness. I may be looking forward a bit in our design process, but I wanted to utilize this week's research to help my group move forward.

Main argument: Write 1-3 complete sentences in your own words that summarize the article: This may be a little different than the other research papers; however it should be extremely useful to help us brainstorm ways that we can increase awareness for ReSTORE. This is not an article, but rather a collection of ideas proposed by others on how to raise awareness.

Important ideas: Write a **bulleted** list of 3-5 main ideas from the essay.
See ideas for raising awareness at bottom of research.

Evidence: Provide 1-2 examples of evidence used to support the author's argument.
Uniqlo sponsor free admission to the Museum of Modern Art every Friday from 4pm - 8pm. This gets their name in front of a brand new audience that they may never have reached before, and generates positive word of mouth from people who get to enjoy the museum compliments of the clothing company. Growth from this tactic is shown below:
At Upworthy, the curators need to come up with 25 headlines for every piece of content. They then select their favorite four, and the managing editor selects two, which are rigorously tested. Upworthy saw nine million monthly unique visitors in just nine months. Coming up with an attention-grabbing headline for your content can help maximize the reach of your content, and your brand. Results can be seen below:

Notable quotes, terms, and concepts: Include all new terms and concepts as well as at least 3 quotes that exemplify the essay.
"Most of these ideas are for activities that can be done by volunteers or students. Try one every two weeks and in a year your cause will be well-known in your community." **– Dr. Ron Strand (1-25 on list)**
"If you have an important message to get across, then the easy answer is to be innovative in your delivery—but the tricky part is figuring out how to stand out and be heard." – **Bianca Bartz (47-51 on list)**

"Some people learn and absorb information mentally, through exposure to ideas, concepts and written or spoken information. Some respond more on an emotional level, through being engaged by what they care about; what they fear or hope for." – **Steph Bradley**

Strengths:	Weaknesses:
The ideas/ways to generate awareness are derived on a large variety of goals. Some of these are to raise awareness for a cause, while others are to raise awareness for a product. Both could end up being useful to our group.	There are no ways to specifically generate awareness for a food pantry, however, I doing know if this is a weakness as most of these ways can be applied to any situation.

Connections: Write 3-5 insights about how this resource connects to your design thinking team insights thus far.
· 	We may want to, if time permits, try multiple small prototypes to raise awareness for ReSTORE rather than one large prototype.
· 	Delivering the message in a unique way may help ReSTORE's services get recognized easier.
· 	It may be beneficial to create an emotional prototype and an informative prototype to appeal to a larger majority of GVSU's students, since everyone retains information in a different way.

Questions/Concerns: Write 1-3 questions or concerns this research raises for you and your team's work this semester.
· 	How much time are we going to have to implement the prototypes that we come up with?
· 	Should we try to do multiple prototypes to raise awareness about ReSTORE?

· How can we be creative in our approach to deliver the message about ReSTORE?

Citation:
Megan M Patton-López, Daniel F López-Cevallos, Doris I Cancel-Tirado, Leticia VazquezPrevalence. (2011). Prevalence and correlates of food insecurity among students attending a midsize rural University in Oregon. Oregon State University. Retrieved from library.oregonstate.org

Reason for including this source in your work:
Those effected by food insecurity, experience it differently depending on their circumstances. A mother of 4 experiences food insecurity differently from a college student who only has their own mouth to feed. For this reason it was important to understand the perspective of food insecurity from college students, specifically as the frame of reference.

Main argument: Write 1-3 complete sentences in your own words that summarize the main point of the work:
In this study of a midsized rural university in Oregon, comparable to that of GVSU, food justice as it pertains to students and the way a lack of basic recourses effects college students is discussed.

Important ideas: Write a **bulleted** list of 3-5 main ideas from the essay.
· More students are attending college, many of whom are from lower class families, who are less likely to have financial resources supplied from their parents.

· Tuition rates are increasing yearly, however minimum wage is not. Students are forced to make their dollars stretch, and healthy nutritional meals do not often make the budget.

Evidence: Provide 1-2 examples of evidence used to support the author's argument.
On average at this University, students work 18 hours a week and among the students who work, they were twice as likely to experience food insecurity, suggesting that financial assistance and part time employment are not meeting student financial needs.

Notable quotes, terms, and concepts: Include all new terms and concepts as well as at least 3 quotes that exemplify the essay:
· "The results of this study suggest that students who report experiencing food insecurity, are less likely to report a GPA of 3.1 or higher" (2011).
· "Food insecurity among college students may signal pervious trajectories of disadvantages and shape future trajectories into adulthood" (2011).
· "At this stage of transition into adulthood, more robust support systems might lead to successful educational attainment and social mobility" (2011).

Strengths:	Weaknesses:

This study clarified how the statistical analysis well and explained how the various factors of food insecurity limit college students specifically	The survey they conducted was limited to the sample they gathered which cannot be generalized to the entire population of college students.

Connections: Write 3-5 insights about how this resource connects to your design thinking team insights thus far:

· This article mentions how students from middle class families also reach periodic point of food insecurity as well. We can use this insight to help brand ReSTORE is a student service to anyone n need, at any time.

· Students should be the biggest priority to a University, and we ill be to make that clear in our campaign.

· Since most student that experience food insecurity, also work part time, its important that we emphasize the convenience of ReSTORE.

Questions/Concerns: Write 1-3 questions or concerns this research raises for you and your team's work this semester:

· Will increasing awareness about ReSTORE, bring deeper issues of stigma to the surface?

· This article did not address stigma as an issue with students skipping meals and facing food insecurity. Was stigma not a prevalent factor, or did they not consider it at all?

Collaborator Debriefs

Collaborator debriefs played a critical role in the design thinking process. These debriefs were a brief 5 to 10 minute in-class summary highlighting the status of our design challenge. By presenting our status in front of the other design thinking teams, professors, and important collaborators, this allowed our team the opportunity to gain feedback and insights that pushed our design thinking process forward. These debriefs were essential for our team to continually ideate and iterate from our new insights pushing us past the obvious solutions into something meaningful and innovative. The open dialogue at the end of each debrief was also essential to the design thinking process. This allowed us to directly interact with the collaborator and gain their unique perspective on our progress.

<u>Collaborator Debrief and Dialogue #1</u>

Our first collaboration took place with the Associate Director of the Women's Center, who is also the current Director of ReSTORE. Our focus prior to the collaborator debrief was to zero in on our team's problem statement, gathering together our own personal insights from our time spent with members of ReSTORE in learning more about their organization. We shared our problem statement, as well as the insights from our secondary research that lead us to our problem statement. We also listed barriers our team was facing as we continued down the path towards ideating. We received feedback on our secondary research, specifically on reconciling the idea of stigma as a barrier to awareness that we needed to dive deeper into as we prepared for ideation.

Flipchart #1: Problem statement:

We are going to raise awareness about ReStore through an advertising campaign in order to decrease the number of hungry clients who are not currently utilizing its services.

Flipchart #2: List of 3 key insights from research/interviews/observations

·   Education is going to be critical to our success. Very few people even know that ReStore exists because there has been little promotion or awareness.

·   Stigma is not as big of a constraint as we had initially thought. Not many people associate food pantries or food assistance with negative connotations.

·   It will be crucial to find ReStore's niche, or what makes them different or distinct and then proceed to market that authentically. We need to have clear and accurate perceptions of ReStore's goals and fundamentals in order to represent them properly.

Flipchart #3: List of barriers team is facing

·   Money- most advertising campaigns require some sort of monetary value to drive them

·   Manpower- our group alone cannot let every person in need know about what ReStore offers. We need to have other people and organizations helping us in our efforts to promote ReSTORE.

·   Time- finding time in our own lives, taking other peoples time to interview or survey or educate. We need to learn to be efficient with the time people are willing to give us.

Collaborator Debrief and Dialogue #2

       Our second collaborator debrief with the Student Manager of ReSTORE focused on how our stakeholder interviews drove insights towards ideation. We then turned our insights into need statements as a guide for our team as we continued towards prototyping. Critical to this work was creating From-To statements that continued to narrow focus on our problem statement yet pushed us to be truly innovative. Finally, we continued to share what we believed to be our barriers, while simultaneously being challenged as to whether or not these were real or perceived. While engaging with our collaborator, it was made aware to us that we needed to keep ReSTORE's mission on food justice as an extension of gender justice in mind.
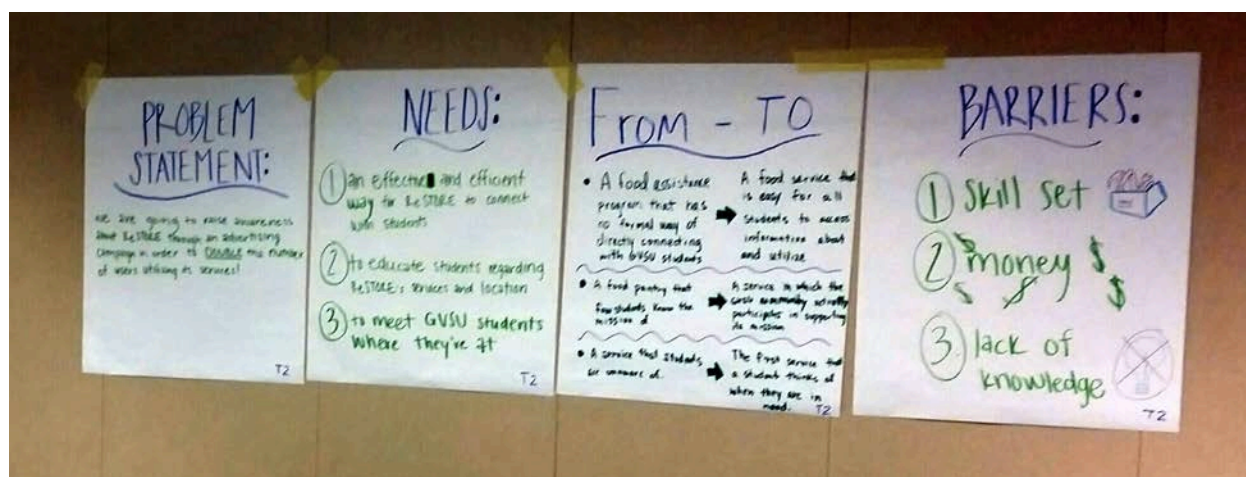
Problem Statement:

We are going to raise awareness about ReSTORE through an advertising campaign in order to double the number of users utilizing its services.

Needs:

1.   An effective and efficient way for ReSTORE to connect with students
2.   To educate students regarding ReSTORE's services and location
3.   To meet GVSU students where they're at

FROM: A food assistance program that has no formal way of directly connecting with GVSU students.		TO: A food service that is easy for all students to access information about and utilize.	
	FROM: A food pantry that relatively few students know the mission of.		**TO:** A service in which the GVSU community actively participates in supporting its mission to go beyond solely providing food.
	FROM: A service that students are unaware of.		**TO:** The first service that a student thinks of when they are in need.

Barriers:
1. Skill set – ability to change and modify website
2. Money – lack of funds to generate awareness
3. Lack of knowledge surrounding food insecurity and food justice

Questions to ask:
1. Have you had any feedback about your website?
2. What is holding you back from using social media?
3. What barriers are we missing?

Collaborator Debrief and Dialogue #3

Our last collaborator debrief prior to our final presentation focused on sharing the prototypes our team prepared and determined to best fulfill the needs generated by our problem statement. After sharing a wide array of prototypes, we narrowed the list down to our top two, sharing these along with insights from members of our stakeholder map. Our final selections were a food truck, and a promotional video. We presented to the Associate Director of the Women's Center, who also collaborated with us in our first debrief. Her feedback focused on the immediacy of the promotional video, and how ReSTORE could benefit from this quickly.
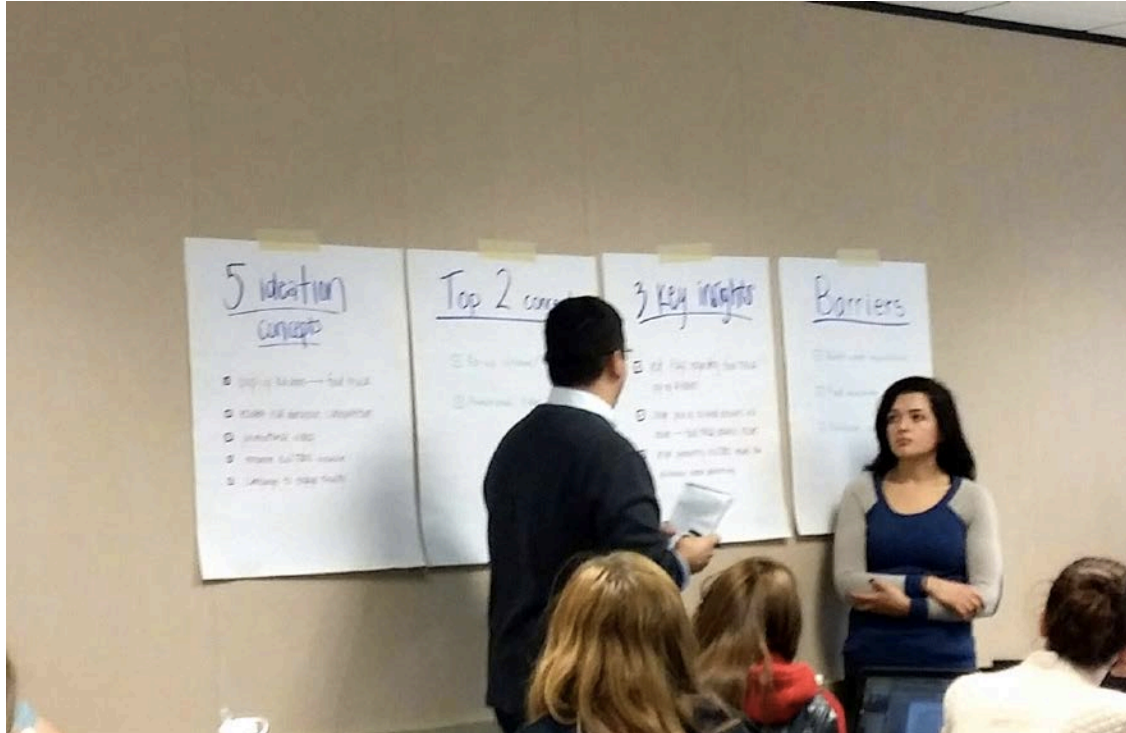
Flipchart 1: Bullet list of prioritized concepts from ideation
- Pop-up kitchen/food truck
- Resident hall donation competition
- Promotional video for ReSTORE
- Improve access/search-ability of the current ReSTORE website
- Campaign to engage faculty in sharing ReSTORE

Flipchart 2: Bullet list of the team's top two prototype concepts
- Pop-up kitchen/food truck
- Promotional video, use staff/faculty for publicity

Flipchart 3: Bullet list of three (3) key insights from prototype(s) review with stakeholders

- Red flags regarding pop-up kitchen/food truck- health code, money, food availability from ReSTORE, could potentially use Niemeyer kitchen to get started to avoid some of these aforementioned barriers
- A single pop-up kitchen would not reach many people, a food truck has the potential to reach more people (stakeholder seemed more excited about food truck rather than pop-up kitchen)
- Don't want to converse with people just to get food- "I don't want an awkward social interaction"

Flipchart 4: Bullet list of barriers your team is facing

- Health code regulations that need to be met before beginning a food truck or pop-up kitchen
- Food availability for pop-up kitchen/food truck- could potentially be donated from students/organizations
- Professors cooperation- taking time to learn about ReSTORE, being willing to show the video to students, telling other faculty/staff about ReSTORE and the video

Summaries of Top Five Innovations

1) Facebook/Twitter/Instagram campaign
Our idea is to create a more proactive social media presence through the use of Facebook/Twitter/Instagram. These types of social media are interconnected, creating an easy to use, low time commitment solution to advertising. Social media is widespread and easily accessible to college students both on and off campus. Insights from our stakeholder interviews drove this idea, as many referenced social media as a medium through which they experience advertising. Facebook/Twitter/Instagram are easily learned, are easy to use, and also easy to control. Messages can connect to a wide array of students easily and quickly. Potential drawbacks include the need to have users add ReSTORE as a contact or group on these platforms.

2) Resident Hall Donation Competition
We are utilizing the idea of raising awareness for ReSTORE through gathering donations in support of ReSTORE in a Resident Hall Competition. Insights from our personal design challenges have lead us to believe that competition is a driving factor in performance, with the potential of a reward for the winning residence hall. In addition to donation boxes, fliers or posters can provide information so that students understand what ReSTORE is and why it is an important service to the GVSU student community. We would connect with other campus organizations on what an incentive can be.

3) Promotional Video
The promotional video would be a 5 minute long narrative of the purpose of ReSTORE, a brief overview of food justice and how it relates to GVSU (comparing statistics on food insecurity with other campuses) while simultaneously showing how to find ReSTORE in Kirkof. Not only could this be added to the ReSTORE website, this video could be used across campus (in residence halls, Kirkhof, dining halls, and classrooms). After creating a rough draft of the video utilizing our own resources, we could partner with audio/visual students to create a more professional looking video.

4) Improve access/navigability of the current website
The current website, while now separated from the Women's Center with its own domain name (www.gvsu.edu/restore/), is still very difficult to find. Current searches on Google and within the GVSU website, unless searching specifically for "ReSTORE", illustrate this point. We would partner with a web-based advertising class to improve the following: Search-ability of the website; Access-ability of the website; Connect to other forms of social media (please see above for more information). A focus on improving access for students would come in the form of a more prominent location on the GVSU website, as ReSTORE is not even listed in the site index.

5) Campaign to engage faculty in sharing ReSTORE
Research on other university food pantries in the State of Michigan have indicated that a strong connection to university faculty is essential. Their primary form of advertising is through faculty connections, due to the proximity of the faculty to students on a regular basis. This connection can manifest itself in one of two ways: (1) Faculty/Advisors recommend ReSTORE to students that may be in need AND/OR (2) Faculty gives time and space to volunteers from ReSTORE to share its mission and message within their classrooms.

Written Descriptions of Two Design Prototypes

Promotional Video

The design of the promotional video will seek to bridge the gap in general awareness about—and understanding of—ReSTORE, its mission, and its location within the student population at GVSU. In order to prototype a promotional video, we will focus on three core components within the presentation. These are the mission of ReSTORE, its location on the GVSU campus, and establishing an emotional connection with the audience through sharing the ReSTORE mission.

We will develop a prototype of this video by first developing a script that will state the information we will share. We will also build into the script information on food insecurity on college campuses, referencing information from the American Council on Education. After seeking agreement from our collaborator on the script, we will utilize the camera feature on iPhone to create the video itself. As a setting, we will start on the main floor of the Kirkhof Center (a central location on the Allendale campus that is familiar to many students), and slowly make our way to the current location of ReSTORE on the lower level. This will not only educate students on what ReSTORE is and who it is for, but will also provide an easy visual as to where it is located. Editing of the video will be done on iMovie.

A crucial component to our prototype will be engaging one of the separate departments within GVSU, such as the Liberal Studies department, to aggressively "push" this video into the classrooms. This will involve seeking a commitment from faculty within the department to agree to show the video prior to the start of their classes. Based on feedback from this group, we could adjust our approach to other departments/colleges within GVSU in order to see this video shown in every classroom across campus throughout the semester.

Food Truck

Feedback from stakeholders within the GVSU community have shown that traditional marketing methods on campus, such as fliers, information booths, and even social media are not always effective in capturing the attention of students. Also, members of the GVSU community outside of Allendale, such as students in downtown Grand Rapids or commuter students, are often not aware of the services or organizations that exist on the Allendale campus. A ReSTORE food truck, serving food you can make from supplies available at ReSTORE, will capture the attention of students across different campuses with its mobile ability and tangible product.

As opposed to committing immediately to a food truck (and the additional overhead needed to operate, such as fuel, insurance, etc.), a prototype of the food truck will be a small pop-up kitchen that is easily constructed at any of the GVSU campuses, starting with the Pew campus. We will set up a small tent in the courtyard of the Richard M. DeVos Center (or a set of tables the dining area of the DeVos Center, depending on the weather). Pre-cooked individual meals, made from food available at ReSTORE, will be available to students in exchange for a donation to ReSTORE. This food will be cooked by volunteers prior to the opening of the kitchen. Volunteers will also be available to discuss the mission of ReSTORE and hand out information to students. We will also show a promotional video about ReSTORE that details information about ReSTORE, as well as shares its location on the Allendale campus.

Final Prototype

In choosing our final prototype and designing how to test it, we relied heavily on re-engaging stakeholders in order to gain further insights as to the best prototype to support generating awareness for ReSTORE. This was also very important for our team in developing our understanding of the design thinking process, tying in the insights about our problem statement from the stakeholders of ReSTORE to their perspective on solving the problem. In doing so, we've concluded that our final prototype will be a food truck, bearing the logo of ReSTORE, which will travel between the various GVSU campuses and serve ready-to-eat food in exchange for a donation.

We envision the food truck with the ReSTORE logo painted along the side. One side of the food truck will be used to serve food, and will also have a TV screen viewable from those standing in line. This screen will be playing a video discussing the purpose of ReSTORE, the potential impact of food insecurity on the GVSU community, while visually showing students how to find ReSTORE within the confines of the Kirkof Center. On the opposite side of the serving window will be a chalkboard, describing the meal available for that day as well as detailing the cost of the meal, which will be entirely up to guests.

Staff and volunteers will be running the food truck, preparing and handing out ready-to-eat food made from ingredients that can be found within ReSTORE. As opposed to utilizing

ReSTORE's stock of food in order to create the menu, we would engage with a community partner willing to donate food. Advertising opportunities for community partners willing to engage or donate to ReSTORE will also be available on the exterior of the food truck. Examples of such organizations could include:

- Local corporations in the Allendale-Standale-Grand Rapids area (Meijer, SpartanNash)
- Student organizations
- Alumni organizations
- Individual colleges within Grand Valley State University

In terms of the food itself, there will be no required donation in order to receive a meal. The team staffing the food truck will be ready to accept cash or credit donations, as well as receive donations of food. This, along with the mobile nature of the food truck, is critical to meeting GVSU students wherever *they are at* physically, financially, or emotionally. The food truck also addresses insights we learned from stakeholders on how students process advertisements in that:

- The food truck provides an active, participative experience
- The food truck will stand out beyond normal advertising methods, such as fliers and social media posts
- The food truck will address additional senses, such as taste and smell which can help students remember ReSTORE.

(In order to trial our food truck prototype, we are suggesting a "minimally viable product" (MVP) approach where, we can create a series of pop-up kitchens around the various GVSU campuses that will recreate the food truck experience without the overhead of a vehicle. Campus housing, such as Niemeyer East/West, that provide access to community kitchens will provide the space for preparing food. This can also serve as a way of soliciting additional insights from guests on ways of improving their experience, and how this will translate to a food truck.

Process Presentation

The process presentation was an opportunity for our team to spread the word about the problems that ReSTORE is facing, share our design thinking process, showcase our innovative prototypes, and highlight potential for the future. In our presentation we wanted to share our journey through the design thinking process, and build excitement about our prototypes. By presenting to an audience made up of fellow design thinkers, ReSTORE administration and volunteers, and GVSU staff and faculty it allowed our team to elicit feedback about our design challenge. With all of the stakeholders in the room we wanted to conclude our process presentation by finishing with a "call to action." With our prototypes laid out, we attempted to recruit interested stakeholders, experts, and communities into the process for future implementation. A dialogue proceeding our presentation was conducted in order to gain additional advice and aid from those in attendance to further improve our prototypes, in hopes to implement them.
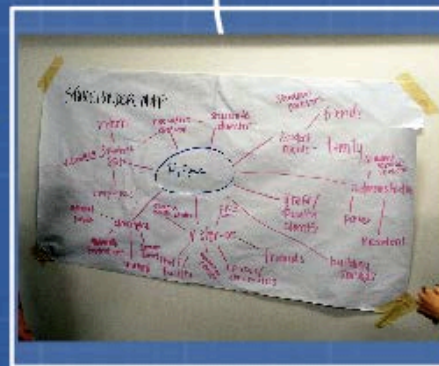
https://prezi.com/mjqmuikf6kid/design-thinking-process/
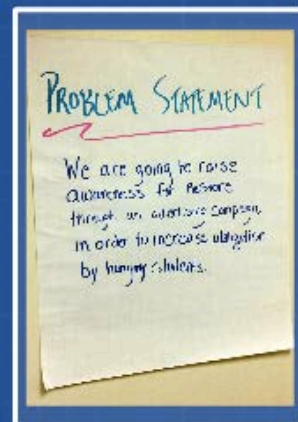
Empathize

- Need to spread awareness about ReSTORE's services.

- Identifying the community members that have a stake in ReSTORE.

- Understanding the perspective of ReSTORE's guests, through interviewing Grand Valley students who may benefit from it.

Redefine

- Should we quantify the need?

Final Problem Statement:We are going to raise awareness for ReSTORE through an advertising campaign in order to decrease the number of hungry Grand Valley students who are not currently utilizing its services.

Ideate

- Pop-up kitchen/food truck
- Resident hall donation competition
- Promotional video
- Improve access/ search-ability of ReSTORE website
- Campaign to engage faculty

Prototype - Envision the Future
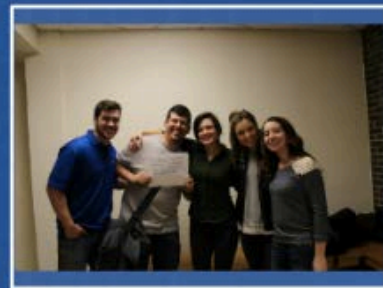
Prototype 1: Promotional Video

Prototype 2: Food Truck

Call to Action - Test

- Collaborating with an AD&PR class

- A series of promotional videos created by a class or group

- Pop-up kitchen in Niemeyer

Team Video

Our final team video captures what our team envisions as a promotional video for ReSTORE. Our video focuses less on our Design Thinking process, and more on increasing awareness of ReSTORE for any and all potential users. The video follows our group member, Brittany, as she walks the viewer through the Kirkhof building until you reach ReSTORE. It is informative and personal, and most importantly, it lets the viewer know that ReSTORE is a readily available resource for anyone in need. Not only does our video include countless insights that we gained throughout the course of the semester, but it is a minimally viable working prototype; a promotional video for ReSTORE that could be utilized beginning now.

https://youtu.be/l66HP-kO4Mc

Team Narrative

Design Thinking: Our Journey to Make a Difference

At the beginning of the fall 2015 semester, we were just a group of five strangers, coming together for a Wednesday evening class. We all had different majors, experiences, strengths, and weaknesses. Little did we know that these differences – and the Design Thinking process – would create the stage for limitless possibilities!

Our paths crossed through the course "Design Thinking to Meet Real World Needs." Not only did we develop relationships as classmates within the course, but also as a team striving to create a difference in the real world. For us, the "real world" focus of our work surrounded the food pantry at Grand Valley State University, recently renamed ReSTORE.

We began our journey by uncovering and discussing our individual strengths and experiences, sharing with one another what we each separately brought to the table. Since we were required to hit the ground running, we quickly determined how to function as a team, by integrating recommendations from Buckenmeyer's Using Teams for Class Activities: Making Course/Classroom Teams Work. For instance, our team sought to "develop structure and structural relationship, develop roles, have open communication, maintain consensus" (Buckenmyer, 2001) and more. We ultimately formed a Team Charter, with broad team goals such as making a true difference at ReSTORE and having fun while doing so. This charter set the stage for our entire semester spent working as a team, ensuring that we had a proper communication plan, missed work protocol, as well as individual goals and concerns. Not only did this charter help to guide us through our design thinking process, but it also served as a constant reminder that our ultimate goal was to make a difference at ReSTORE.

Uncovering the Problems

Through various means such as secondary research, empathetic listening, touring ReSTORE, talking with ReSTORE's directors, and much more, our class recognized that ReSTORE was having several problems that needed to be addressed. As we learned more and more about the food pantry and its lack of presence within the GVSU community, our team felt a compelled to act. We needed to spread the word about ReSTORE, including its services, mission, goals, and location, in order to ensure that our fellow GVSU community members were fully aware of this resource. Additional research on the problem of food insecurity and food justice on college campuses yielded surprising information; according to the American Council on Education, up to 49% of students will experience food insecurity at some point during their college experience. At GVSU, this could equate to approximately 12,250 members of our community, a staggering number. The scale of the problem brought a sense of urgency to our team. This problem of food insecurity is real, the problem is relevant to the community in which we belong, and we had an opportunity to impact this problem in a positive way.

Therefore, our team decided to focus on publicity and advertising for the food pantry. It was evident from the beginning that ReSTORE was, figuratively, equivalent to a buried treasure; a friendly and welcoming food pantry hidden behind the shadow of the Women's Center and

tucked away, almost hidden from students. This spurred us to action; we could not bear the thought of fellow classmates going hungry solely because they don't know about ReSTORE.

Prior to the interviewing process, we created a stakeholder map, visually representing all potential persons who may, in some way, have a connection with ReSTORE. We decided upon 16 various stakeholders to interview from our map, ranging from students and faculty, to the director of ReSTORE, to directors of various other food pantries. Through this process we learned that "human-centered design is uniquely situated to arrive at solutions that are desirable, feasible, and viable. By starting with humans, their hopes, fears, and needs, we quickly uncover what's most desirable" (IDEO.org, 2015). We intently listened to each of our stakeholders, discovering insights and ideas that none of us could have possibly envisioned prior to our interviewing. Several key insights emerged through this empathizing, "human-centered" process (a process that became essential to the work we were doing for ReSTORE). According to An Introduction to Design Thinking Process Guide, we had entered Design mode: "an endeavor to synthesize your scattered findings into powerful insights" (Plattner, 2011).

After "downloading" and synthesizing our research each week, an affinity map was generated, which allowed us to gather all of our key insights and organize them into groups based off of their relationships. Four key insights emerged:

1. Very few people, including potential guests and faculty, are aware of ReSTORE, what its services are, where it is located, what its mission is, etc.;

2. Stigma pertaining to the utilization of food pantries is not as prominent of a problem as we had initially suspected;

3. Fliers or posters, mass-emails, and general advertisements on social media tend to be dismissed by students, and are likely not the most effective form of communication;

4. We need to meet students where they are. Students are constantly busy, therefore, it is essential that any sort of advertisement or promotion comes to the student, rather than the student having to go to it.

From these key insights, we developed "needs statements," determining the needs of our stakeholders by reviewing our interview notes. From here we reviewed research on the most effective advertising and publicity strategies. Then, we molded our needs statements into a new format: "from-to" statements. These allowed us to both clearly articulate the problems ReSTORE was currently facing, as well as envision a better future. Our "from-to" statements, listed below, directed our next-step actions, catalyzing the ideation phase.

We envision transforming ReSTORE…

1. From a food assistance program that has no formal way of directly connecting with GVSU students, to a food service that is easy for all students to access information about and utilize;

2. From a food pantry that relatively few students know the mission of, to a service in which the GVSU community actively participates in supporting its mission to go beyond solely providing food;

3. From a service that students are unaware of, to the first service that a student thinks of when they are in need.

Our Prototypes

With these "from-to" statements, we began to ideate, uncovering tangible, practical pathways to lead us from ReSTORE's current state, to a brighter and more hopeful future for the food pantry. After many meetings chocked full of collaborative thinking and brainstorming, we settled on our top five prototypes (i.e. actionable ideas): (1) a pop-up kitchen/food truck, (2) a resident hall donation competition, (3) a promotional video for ReSTORE, (4) improve the access/search-ability of the current ReSTORE website, and (5) a campaign to engage faculty in spreading the word about ReSTORE

We truly felt a connection with each of our prototypes, so when we were asked to whittle down our list to solely our top two, we felt uncomfortable and challenged. After grappling with this request, we decided to pursue a pop-up kitchen/food truck in promotion of ReSTORE as well as a promotional video for ReSTORE as our final two prototypes.

The Promotional Video

For the promotional video, we would create a short video for ReSTORE that could be shown in classrooms throughout the campus. Recognizing its potential reach, we felt this prototype could have a mass impact in the short-term: it could be seen by many GVSU students, thereby broadening ReSTORE's reach. Within the promotional video, we would not only discuss ReSTORE's services and location, but the driving goals and mission behind this specific food pantry. This promotional video provides the pantry with a very plausible advertising strategy that would be capable of being implemented as soon as possible. Not only could implementation occur quickly, but additionally it could immediately meet students wherever they currently are, whether that be online from home, within their classroom in Allendale, or walking through the halls of a building on the DeVos campus. A promotional video would spread the word quickly and efficiently, allowing ReSTORE going to engage directly with the students rather than the student in need having to seek out ReSTORE.

The Pop-up Kitchen

For our second top prototype, we would create a pop-up kitchen and/or food truck that would not only be in promotion of ReSTORE, but would serve meals that could be prepared with the foods available on the pantry's shelves. People who would come to the pop-up kitchen/food truck would watch a video in promotion of ReSTORE while waiting in line, receive a brief pamphlet on ReSTORE and its services, and would be given the option to make a monetary or food donation.

Ultimately, through these prototypes, our goal is to increase awareness regarding ReSTORE within the Grand Valley community. As a team, we believe it is imperative that people continue to spread the word about ReSTORE, including information on its services, its location and its mission. In doing so, not only will our own Grand Valley students who are going hungry be able to utilize its services, but also all Grand Valley students will become aware of this resource and its mission to strive for food justice.

A Possible Future

Looking to the future, we hope that ReSTORE would join forces with a promotional team, class, or organization in order to spread the reach as far as possible within the GVSU community.

By spreading the word, we increase the likelihood that someone who is in need will indeed learn of this resource and utilize it in order to avoid going hungry, while also providing opportunities to educate the GVSU community about food justice more broadly. We hope that (as an initial step towards a pop-up kitchen and/or food truck) an event would be held that serves warm meals, promotes ReSTORE, and spreads awareness about food justice issues on and off campus. Such an event could provide meals made with foods that could be found within the pantry, as well as hand out pamphlets, and start a discussion about this extremely helpful resource.

We hope to inspire others with all of the knowledge we have gained through this design thinking journey, spurring the GVSU community to shine a light on ReSTORE and begin a discussion about the services it offers and the mission it has. We were merely five strangers who met on that first day of class, unaware of the adventure we were about to take together. We came together to form an unstoppable team, each of us recognizing that "neither the enormous challenges human beings face today, nor the wonderful promise of the future on whose threshold we seem to be poised, can be reached unless human beings learn to think together in a very new way" (Isaacs, 1999). We ended up venturing out on a bold and chaotic expedition in order to better ReSTORE, and not only did we find ways to better the pantry, but thanks to this journey, we also bettered ourselves.

Final Presentation Integration

As a team, we were afforded the opportunity to present our work to a diverse group of members of the Grand Valley community. These included representatives from ReSTORE, as well as students, faculty, administration, and community members. From this presentation, we were able to solicit feedback in the form of advice or even potential aid. After evaluating this feedback, we were able to formulate several themes.

First, our audience shared advice and aid in support of our promotional video. Within this there were four key insights that could serve to further our prototype:

1. Could we utilize the freshman orientation program Transitions as a platform to show our video?
2. Could we leverage social media in order to share the video?
3. Could we work with faculty to help them access the video, whenever they feel they have a student in need?
4. Have we considered other platforms, such as Blackboard, the GVSU Design Thinking website, or even showing the video as a football game?

These insights into the promotional video prototype could serve to provide more platforms to utilize in spreading the message of ReSTORE, and they tie into our initial stakeholder prototype interviews in which it was stated that a promotional video, once created, could be very versatile. The majority of the aid offered towards either of our prototypes was geared towards showcasing the promotional video.

Second, the audience turned information from our presentation into insights into our food truck prototype. Much of this came in the form of advice, which really served as an extension of our team ideation on multiple prototypes while sticking with the theme of making food accessible, a tie into one of our most powerful need statements:

"ReSTORE needs to meet GVSU students where they are at."

As a team engaged in turning insights into innovation, we believed physically bringing ReSTORE to students was critical and the food truck prototype is result of this need statement. The advice we received in regards to the food truck fell into three different insights:

1) Consider partnering with another organization that already delivers food, or may have a food truck you can use a certain amount of time.
2) Consider alternative forms of delivery that can spare overhead costs, complications of delivery, or be incredibly unique with the thought of "going viral." These ideas included:
    i) Using a food cart or bicycle instead of a truck
    ii) Using a drone to deliver food to those in need
3) Change the format of the food truck idea, focusing on simple distribution as opposed to food preparation

As we look at the future viability of our prototypes by soliciting advice and aid from different people, it is noticeable that many come from within the GVSU community and thus fall within our stakeholder map. They offer a fresh eyes perspective on our process of design thinking, from our initial problem statement all the way to prototyping, via mapping and engagement with stakeholders. This feedback is critical moving forward in determining the best approach for our collaborator, as they see to "ReSTORE students to academic success."

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