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Grand Valley State University

ReSTORE Innovation Portfolio Three

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“Design Thinking to Meet Real World Needs”

LIB 322-01/HON313-02

Fall 2015

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Design Brief

1. Background

Food banks, food warehouses, and food pantries have been in existence for over 50 years, first opening in Arizona in 1967. The concept was run by the St. Mary's Food Bank Alliance and in particular, John van Hengel, who is often called the “Father of Food Banking” for his long history opening food banks across the U.S. and the world. The concept they started took a few years to catch on in a meta-cultural way but once it did, it became the ‘go-to’ method for local or community organizations to take on the issue of hunger. Furthermore, as government entities, the federal government in particular, began to reduce their spending on hunger related issues, most notably during Reagan administration in the 80’s, food banks began to form in many communities to fill the gap in food availability. In 1993, Michigan State University was the first college to implement a food pantry founded by students, run by students, and to be used by students. Their mission was to provide food to students that faced food insecurity so they could focus on their studies, families and work. After the launch of the MSU food pantry demonstrating benefits such as saving the state \$75 million in food related benefits and providing over 50,000 pounds of food to students, many other colleges followed suit. After the recession of 2007, college-base food pantries started popping up in greater numbers and now there are more than 200 U.S. colleges that operate food pantries for their students.

Enrollment at Grand Valley State has grown during the 2000’s and as the student community grew, so has the need for easy access to food for students. Recognizing the need on the GVSU campus, the Women’s Center opened a ‘food pantry’ in 2009 with the stated goal of meeting ‘the short term challenges that students sometimes face when it comes to accessing food.’ Since opening, the Student Food Pantry or SFP has become a recognized leader in addressing student hunger, leading to a certification by Feeding America of West Michigan and many visits by other universities looking to copy the program. Recently, the SFP saw a need to rebrand itself in order to expand its scope and better address its core mission, helping students be healthy and successful. Changing the name of the organization was integral to this rebranding and the name they chose to encapsulate their goals and desires was ReSTORE.

Every semester, ReSTORE feeds hundreds of hungry students. Between 2012 and 2014 they saw a 24% increase in use. However, there have been problems with reaching every demographic

of the student body. In particular, the ratio of females to males who use the center is 4 to 1. Over half of the people who use ReSTORE identify themselves as African-American. Both of these statistics are well outside the standard deviation for a student population like GVSU's and are a point of concern for the members of ReSTORE. Besides demographics, ReSTORE has issues with finding adequate space, with no location existing for the downtown Pew campus, and only recently finding an improved main campus location. Also, it is important to note the key issue ReSTORE was meant to address, which is helping students gain food security as a way to improve not only their academic performance but also their way of life.

2. Problem Statement

When ReSTORE was introduced to students and faculty around the Grand Valley State University campus, very few heard anything about it. ReSTORE recently moved to the lower level of Kirkhof Center, placing it further out of the way of regular foot traffic. Through talking with the directors and volunteers of ReSTORE, a problem that they consistently mentioned was that very few students know about ReSTORE. This includes both the location of the physical space, and the services that it provides to the GVSU community. This was clearly shown in the statistics about student use of ReSTORE, which described how only 25 students use its services each month. This number is tremendously low when one considers how approximately 20% of the students at GVSU are food insecure according to national averages. Of the many different needs of ReSTORE, and diverse reasons why this resource is being underutilized, we determined that the most pressing issue is the lack of knowledge of ReSTORE. Regardless of how great the services and items offered from ReSTORE, the service will remain unused as long as students and faculty are unaware of ReSTORE. **We are going to increase awareness of ReSTORE in order to better serve students in need.**

3. Ecosystem

In nature, an ecosystem is the living and nonliving components of a community that exist in conjunction with one another. As an organization focused on improving the community around it, it would be ill-advised to talk about ReSTORE without talking about its ecosystem.

One of the largest and most immediate components of ReSTORE's ecosystem is the college itself, Grand Valley State University. Being a food pantry on a University grants certain privileges but also provides hindrances. University faculty, staff, and the student body are much closer as a

community than most, and are more likely to help each other when in need. However, many people, students included, are not aware of the need for a food pantry on a University like GVSU, and some even question that need. Another factor to consider is that the University is much more of a closed system than most, as only certain types of people are likely to be on campus.

The GVSU ecosystem is also made of smaller ecosystems that are important to identify, the most prominent directly involve students. Of these, student run organizations, like fraternities and sororities, are the most likely candidates for involvement in student related causes, and are also the most likely to have an impact if involved. Some other components of the University that needs to be considered are future and past students, businesses that operate on campus, and any other entity that would like to be associated with the University.

Outside of the GVSU ecosystem, there are many other systems that will indirectly play a part in anything that happens at ReSTORE. Other universities can provide ours with support or simply ideas to emulate. Community organizations, like charities and food banks outside of GVSU also play a role in the larger ecosystem in this way. It is a fallacy to view these outside groups as ‘competition’ as the ‘customer base’ for ReSTORE is much more focused and ultimately, the goal for all of the groups is the same, to improve the lives of the community at large.

Some other things to keep in mind are the fact that time, money and other material resources are often in very short supply for both ReSTORE and the students it is trying to help. Another thing in short supply is data on college food banks, as many are very new and there is almost no uniformity in their design or in the populations they serve. As a result of being a new social service or at least a new take on a slightly older one, college food banks also have to face certain social stigmas, both towards their users and towards themselves, as many people have preconceived notions about what ‘type of person’ uses food banks. And finally, food banks like ReSTORE, have to not only deal with whatever legalities and bureaucracy derives from ‘normal’ food bank procedures but also the added weight of whatever the University brings to bear.

4. Research Methods

When determining how to best innovate ReSTORE, both quantitative and qualitative data needs to be collected. In order to better align interventions, it is important to understand the context of the situation surrounding ReSTORE and thus a large majority of data must be collected from primary sources. The largest source of collected data will involve face-to-face interviews about

food security issues, knowledge of ReSTORE, and understanding how our group can better distribute information and awareness of ReSTORE. Interviewing is a targeted way of getting perspective from a variety of individuals about a specific issue. By asking open ended questions, the interviewee can express themselves fully without being restricted to the questions on the interview sheet. Interviews with users can describe emotions and feelings associated with the food pantry as well as improvements they would suggest. Other interviews can show us knowledge and metrics about ReSTORE, and how to best communicate with students. Another method of gathering information is analyzing secondary written sources. These sources can describe what others in the same position are doing to develop their innovation, and can help gather data about individuals that would be effected by the changes made. Information can be gathered quickly and accurately without spending time to conduct surveys or interviews. With the limited market and resources available to our team, knowledge, information and data that could otherwise not be collected can be used and referenced when developing innovative solutions for ReSTORE. Lastly the knowledge from our team and professors will be used. The team and professors are made up of a diverse population, involving many different major and specializations.

5. Outcomes

Determining a measurable goal is a critical component in the design process. With a quantifiable goal, our team can determine whether or not implementation of the solutions was a success. Given a short time frame and limited resources, our team wanted to make sure our goal was realistic. The perfect, ideal state would be that one hundred percent of Grand Valley State University students and faculty are aware of ReSTORE. Our research estimates that approximately ten percent of GVSU students are currently aware of ReSTORE. We believe that through implementing our solutions, we could see awareness increase by one hundred percent. That increase would change the amount of students aware of ReSTORE from one in ten to two in ten. This would mean that approximately 5,000 students would have knowledge of ReSTORE, increasing the opportunity for word-of-mouth advertising to take hold.

Another outcome that our team would like to see is a reduction in the negative stigma that is associated with ReSTORE. This is hard to quantify, and is done using qualitative measurements. As the negative stigma is reduced, we feel as though students that are aware of ReSTORE, but do

not use its services for fear or being judged, will begin to feel safe acquiring food and other items from ReSTORE.

Overall, our team expects our innovation to increase the awareness of ReSTORE by one hundred percent, and reduce the stigma that is associated with food insecurity and receiving food from a food pantry.

Stakeholder map (archetypes)

When solving our problem for ReSTORE, one of the first things our group developed was a stakeholder map. This map was an important step in understanding who your stakeholders are, who are key stakeholders, where those key stakeholders come from, and what their relationship to the problem is. Throughout the semester, the stakeholder map continued to develop as stakeholders were added and removed as more information became relevant or outdated. Our final stakeholder map is shown in Figure 1. With this problem being so widespread and effecting so many different types of stakeholders, our group wanted to focus on what our research (interviewing and secondary research) showed us was the most affected group. We determined this group to be the college students, both those that knew about ReSTORE and those that did not.

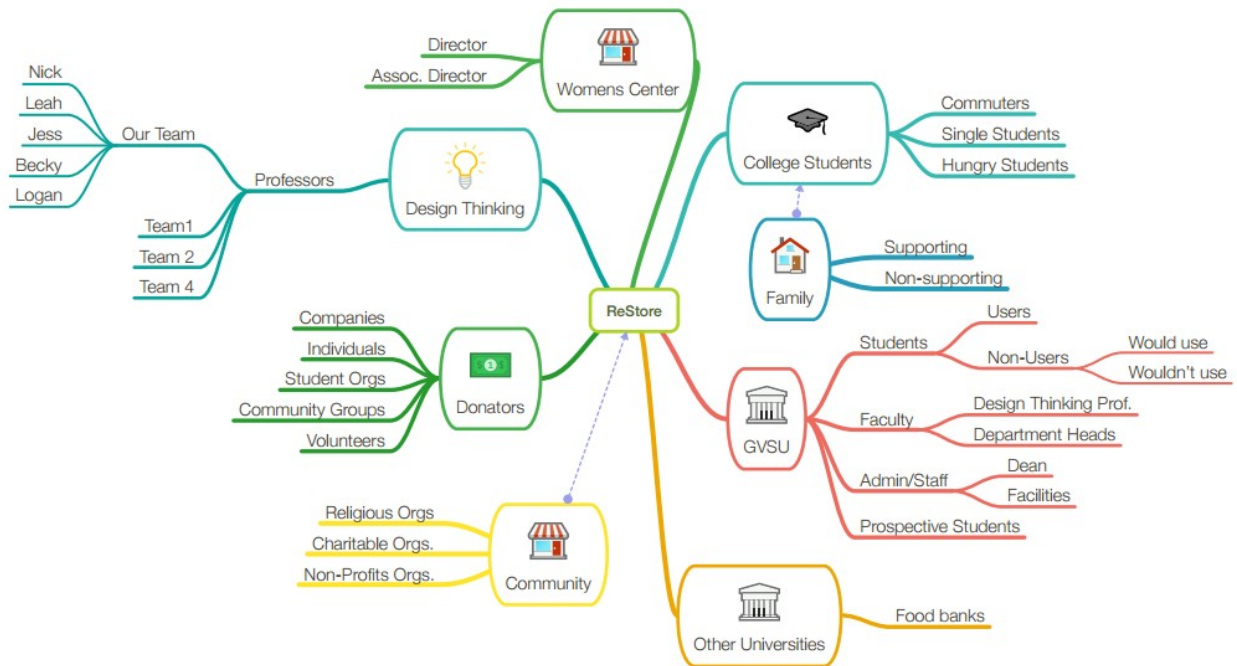


Figure 1: Final stakeholder map

Insight map (Affinity map)

Looking at all the research we completed, both primary and secondary, insights were generated on a weekly basis. All of our insights, or deep intuitive understandings, were placed into an affinity map. This map allows us to take large amounts of data (insights) and then organize the information into groups with similar overriding themes. This was done many different times throughout the semester, and used to develop the different needs statements. Affinity mapping allows a large number of ideas to come from a brainstorming session, and allows the team to go over each insight after the brainstorming session, further developing ideas.

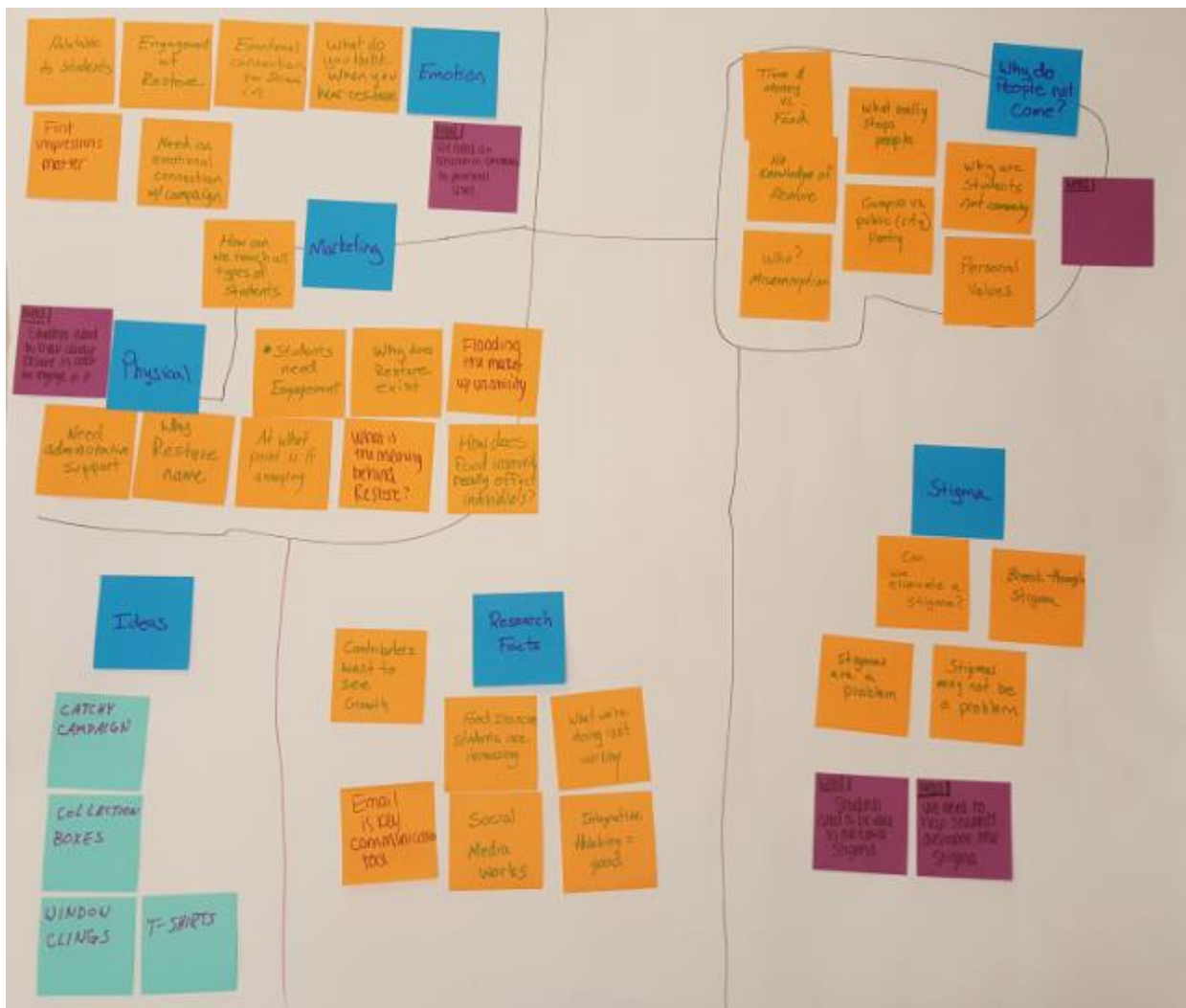


Figure 2: Insights/affinity map

Research Bibliography

In addition to our local outreach efforts, secondary research was completed. This research was done by looking at online or print articles or journals that were directly related to ReSTORE and the problems they are facing. These findings are shown below along with the template used.

<p>Citation: Martin, Katie. 2012. Food Insecurity, Poor Diet Quality, and Obesity among Food Pantry Participants in Hartford, CT. Journal of Nutrition Education and Behavior. Vol 45/Issue 2: 159-164. http://dx.doi.org/10.1016/j.jneb.2012.07.001.</p>	
<p>Reason for including this source in your work: This article talked about the demographics of different individuals that would be using ReSTORE. We can better reach the target group if we know more about who they are. The article also talks about attributes of this group of people.</p>	
<p>Main argument: Write 1-3 complete sentences in your own words that summarize the Dr. Martin talks about how over half the sampled group of individuals from food pantries were overweight and half as likely to eat fruits and vegetables. Many of these individuals were also black, unemployed and make less than \$1000 per month. The majority of the participants were also female.</p>	
<p>Important ideas: Write a bulleted list of 3-5 main ideas from the essay.</p> <ul style="list-style-type: none"> Black, overweight, female. Not eating enough fruits and vegetables. Making less than \$1000 per month. 88.8% of participants had low to very low food security status. Only 20.3% of participants were employed. 	
<p>Evidence: Provide 1-2 examples of evidence used to support the author's argument. The authors surveyed 212 different individuals and published the results. Other studies are referenced throughout the article.</p>	
<p>Notable quotes, terms, and concepts: Include all new terms and concepts as well as at least 3 quotes that exemplify the essay.</p> <p>Very low food security: experiencing food insecurity with hunger. Pantry users were predominately black (73.9%), followed by West Indian (19.0%), and female (59.0%). Median annual household income was \$8,088, and 74.4% had monthly incomes less than \$1,000. Participants visited food pantries on a chronic basis, with 62.5% going at least once per week. Over half (57%) received SNAP, and almost half (44%) ate meals at a soup kitchen. Approximately 16.0% of the sample was food secure, 33.5% had low food security, and the remaining 50.5% had very low food security.</p>	
<p>Strengths: Showed general facts about individuals that used food pantries. Published study indicating correct data.</p>	<p>Weaknesses: Smaller sample size. Sample was not of a college food pantry.</p>
<p>Connections: Write 3-5 insights about how this resource connects to your design thinking team insights thus far.</p> <p>This article showed who our target audience is at a deeper level. Advertising for healthier options is a good way to get individuals to come to ReSTORE. ReSTORE could be linked to LakerJobs to potentially help individuals in need of monetary assistance. Food insecure individuals need a place to get food without feeling judged due to race, gender, employment or educational background.</p>	

Questions/Concerns: Write 1-3 questions or concerns this research raises for you and your team's work this semester.
 How can we target black individuals and females without being racist or sexist?
 How can we look into advertising for healthier options?
 How can we target food insecure individuals without singling them out and embarrassing them?

Citation: Robinson, Sherry, and Hans Anton Stubberud. "Communication preferences among university students." *Academy of Educational Leadership Journal* 16.2(2012): 105+. *Academy OneFile*. Web. 29 Sept. 2015.
 Last Name, First. Year Published. Title of Piece. Journal/Book. Edition/issue: pages. Link or doi.
http://go.galegroup.com/ps/i.do?id=GALE%7CA289620442&v=2.1&u=lom_gvalleysu&it=r&p=AONE&sw=w&asid=986a77cca080099d468fd1f31828e261

Reason for including this source in your work:
 One of the "What do you want to learn through your research" questions we established, as a group, was to find out what the best methods of communication with people are.

Main argument: Write 1-3 complete sentences in your own words that summarize the
 The results of several surveys indicated that the majority of college students preferred instantaneous communication (face-to-face or telephone) in almost all circumstances and the least preferred method was something in paper format. The results did vary depending on if the communication was for work or school versus social needs. For work or school purposes email was ranked higher than phone conversations but for social needs, text messaging was ranked higher than email.

Important ideas: Write a **bulleted** list of 3-5 main ideas from the essay.
 Students prefer face-to-face communication
 For communication from non-social sources, students would rather get an email than a text message.
 Students do not want another piece of paper handed to them.

Evidence: Provide 1-2 examples of evidence used to support the author's argument.
 The results were based off of a survey given to 71 business students from 6 different countries.
 There were similar surveys conducted at the College of the Sequoias and the Ohio State University with similar results.

Notable quotes, terms, and concepts: Include all new terms and concepts as well as at least 3 quotes that exemplify the essay.
 When asked the preferred method that Ohio State University students preferred the school to communicate with them, 82% said via email.
 Students may feel their social interactions are being interfered with if an institution communicates with them using Facebook.
 "Asynchronous communication through paper was sixth for work/school and last for social communication" on a 7 point scale.

Strengths: Diverse group were surveyed	Weaknesses: Small sample size.
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Connections: Write 3-5 insights about how this resource connects to your design thinking team insights thus far.
 We have been trying to figure out what the best, or preferred, way to reach the GVSU community is.
 This shows that college students still prefer a face-to-face contact for communications.
 Mass emails may be the most convenient mode for getting the word out when ReSTORE is holding a special event.

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

- How can we get a mass email sent to the entire GVSU population with information on ReSTORE?
- How can we get information about ReSTORE added into a short brief during the school indoctrination process?
- How can we communicate with GVSU about ReSTORE without making any one individual feel they are being singled out?

Citation:

Jordan, Miriam. April 17, 2015. Colleges Launch Food Pantries to Help Low-Income Students. 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:

Understand how an established food pantry can affect a student body and learn statistics about college students using food pantries.

Main argument: Write 1-3 complete sentences in your own words that summarize the

With the rise in tuition of colleges, specifically in California, a rise in students from lower income households has been seen. This rise in tuition causes those students to have a harder time finding affordable meals.

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

- Without food pantries, students would have to work more hours, decreasing the amount of credits they can attempt.
- Tuition is rising at a fast rate.
- The stigma of receiving free food has decreased since campuses are now seeing this as a right and not a luxury.
- The number of food insecure students is increasing.

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

- "If the pantry wasn't here I might have had to consider taking time off school to work full-time."
- "Tuition has soared 25% at four-year public institutions since 2007".
- "The stigma attached to receiving free food has diminished among students as so-called food security—a term used by the U.S. government to describe reliable access to a sufficient quantity of affordable, nutritious food—is regarded on campuses increasingly as a right."
- "Nearly 20% 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.

- Food Security - a term used by the U.S. government to describe reliable access to a sufficient quantity of affordable, nutritious food.
- Stigma – The mark of disgrace associated with a particular circumstance, quality, or person.
- "We had assumed a stigma would keep people away, and that just hasn't been the case."
- "Nate Smith-Tyge, director of the Michigan State University Food Bank and co-founder of the College and University Food Bank Alliance, said more students now have to make "conscious choices" about whether to spend their funds on a meal."
- "The extent of the problem at colleges is unclear, but it is a growing concern among educators since it can affect academic performance and attendance."

Strengths:

Gives specific examples of why food pantries are required at universities.

Weaknesses:

Doesn't speak to how exactly what techniques food pantries are using that are effective.

<p>Connections: Write 3-5 insights about how this resource connects to your design thinking team insights thus far.</p> <p>UC Davis has a student body size of approximately 35,000 and sees 300 users per week. GVSU has a student body size of approximately 25,000 so ReSTORE should be seeing approximately 214 students per week.</p> <p>UC Davis does not use a sign in method, just the honor system where GVSU requires the student to fill out a form.</p> <p>News of free food with no signage spread quickly at UC Davis.</p>
<p>Questions/Concerns: Write 1-3 questions or concerns this research raises for you and your team's work this semester.</p> <p>If stigmas are not an issue, why exactly are GVSU students not coming to the food pantry even if it means they have to skip meals?</p> <p>Are students not coming to ReSTORE because of the embarrassment the sign in form? Would ReSTORE see more traffic if this sign in form was removed?</p>

<p>Citation: Cady, C. L. (2014). Food insecurity as a student issue. <i>Journal of College and Character</i>, 15(4), 265-272. doi:http://dx.doi.org/10.1515/jcc-2014-0031. Web. 29 Sept. 2015.</p> <p>Last Name, First. Year Published. Title of Piece. Journal/Book. Edition/issue: pages. Link or doi. http://search.proquest.com.ezproxy.gvsu.edu/docview/1702665064/fulltextPDF?accountid=39473</p>	
<p>Reason for including this source in your work: This article references several surveys where college students were classified as food insecure.</p>	
<p>Main argument: Write 1-3 complete sentences in your own words that summarize the</p> <p>We need to get the word out about ReSTORE because food insecurity on college campuses is a big problem. This article sites surveys conducted at the University of Oregon, the University of Hawai'i at Manoa, Bowling</p>	
<p>Important ideas: Write a bulleted list of 3-5 main ideas from the essay.</p> <ul style="list-style-type: none"> Many college students can be considered food insecure This can lead to lower retention and academic scores. Students who do not get enough, or the right, nutritional needs are often less healthy and therefore miss more school. 	
<p>Evidence: Provide 1-2 examples of evidence used to support the author's argument.</p> <p>In a 2014 study, 59% of students surveyed at the University of Oregon were found to be food insecure with, or without hunger.</p>	
<p>Notable quotes, terms, and concepts: Include all new terms and concepts as well as at least 3 quotes that exemplify the essay.</p> <p>"Food insecurity is defined as a condition when persons do not have adequate resources to feed themselves, either nutritiously, or at all (United States Department of Agriculture [USDA], 2013). The United States Department of Agriculture furthers this definition, utilizing a food security range from "high food security" to "very low food security" (USDA, 2013)."</p> <p>"The issue is hard to see because of its cross-cutting nature and the fact that most people who are experiencing poverty want to keep it hidden due to stigma and shame."</p> <p>"It is also important to note that food insecurity disproportionately impacts populations that are already underserved on college campuses. In the United States, populations such as African-American and Latino/a and Chicano/a (Nord, Coleman-Jensen, Andrews, & Carlson, 2009; Coleman-Jensen & Nord, 2013); Native American (Gordon & Oddo, 2012); persons with disabilities (USDA, 2013); persons who identify as lesbian, gay, bisexual, transgender, or queer (Abelda, Badgett, Schneebaum, & Gates, 2009; Badgett, Durso, & Schneebaum, 2013) and women, particularly single women with children (USDA, 2012), have higher percentages of food insecurity than the U.S. population as a whole."</p>	
<p>Strengths:</p> <p>Diverse groups were surveyed.</p>	<p>Weaknesses:</p> <p>Lack of studies conducted on how food insecurity effects college students.</p>

<p>Connections: Write 3-5 insights about how this resource connects to your design thinking team insights thus far.</p> <p>Our first three interview questions ask students about their knowledge of ReSTORE. This article can help us understand the need for a food bank on the GVSU campus.</p> <p>From this we can extrapolate that more students are in need of a food bank than are currently utilizing ReSTORE. This may be due to a lack of communication about its existence.</p> <p>It can help us find out the best way to target different groups that may be more in need of a food pantry than others so we know where to concentrate our efforts.</p>
<p>Questions/Concerns: Write 1-3 questions or concerns this research raises for you and your team's work this semester.</p> <p>How many means of communication do we need to utilize to effectively reach the entire GVSU student population?</p> <p>Where, on campus, should we focus our efforts?</p> <p>How do we work around a person's emotional response to the need for a food bank?</p>

<p>Citation: Pidaparthi, Umika.2011. How colleges use, misuse social media to reach students. CNN. Web Article.http://www.cnn.com/2011/10/20/tech/social-media/universities-social-media/index.html.</p>	
<p>Reason for including this source in your work: This article can give insight on how top colleges are reaching their students using social media and the mistakes they are making. Many interviewees state that the best way to get in contact with them is through social media.</p>	
<p>Main argument: Write 1-3 complete sentences in your own words that summarize the essay. To have a successful campaign, the students must feel a one on one connection, speak directly to the source and receive some sort of new information. Without this connection, it does not matter how flashy or showy the campaign is, it will fail. Students will see through campaigns when information is invalid or non-responsive.</p>	
<p>Important ideas: Write a bulleted list of 3-5 main ideas from the essay.</p> <ul style="list-style-type: none"> There is not a single best way to advertise to college students. Information must be thoroughly investigated before being used in the campaign. Get a sense of what the campaign is really about from the advertisements. Paper and brochures are seen as dated. Becoming passionate about what you are campaigning for. 	
<p>Evidence: Provide 1-2 examples of evidence used to support the author's argument.</p> <p>"There were all these kids that were so passionate about sharing their experience," Fink said. "It was then that going off to Hopkins became a no-brainer, because I had already fallen in love with the school."</p> <p>"Students view the brochures similarly to school propaganda," he said. "There's an aversion among them to the glossy versions that colleges put out."</p> <p>"You can have an awesome page and gorgeous features, but you need to have real engagement,"</p>	
<p>Notable quotes, terms, and concepts: Include all new terms and concepts as well as at least 3 quotes that exemplify the essay.</p> <p>Social Media: Websites and applications that enable users to create and share content or to participate in social networking..</p> <p>"A successful social media campaign is when students are able to have a one-to-one connection, speak directly to the school and get interesting information that they never knew before,"</p> <p>"It shows a personality to the school that I would have never seen before," Tsouvalas said. "They are having a good time, and I loved it. That's what makes it special."</p>	
<p>Strengths: Talks well about how social media campaigns work for colleges when trying to reach college students.</p>	<p>Weaknesses: No analytical data to support their findings, just experience.</p>

<p>Connections: Write 3-5 insights about how this resource connects to your design thinking team insights thus far.</p> <p>We need to make sure our advertising is grounded in fact and not speculation.</p> <p>Engage by participating in events that are relevant to college students.</p> <p>Our team needs to be passionate about what we are campaigning for, otherwise students will dismiss the campaign as just another class project.</p>
<p>Questions/Concerns: Write 1-3 questions or concerns this research raises for you and your team’s work this semester.</p> <p>How can we show passion to our target audience through the campaign?</p> <p>How can we connect on a deeper level to our target audience so they feel connected to the campaign?</p>

<p>Citation: Kansier, Brooke. 2015. <i>Campus food banks expand to feed hungry students</i>. Grand Rapids Business Journal. 25 Sept, 2015. http://www.grbj.com/articles/83402-campus-food-banks-expand-to-feed-hungry-students</p>	
<p>Reason for including this source in your work: This article explains the need for a campus food pantry and what a successful one can do.</p>	
<p>Main argument: Write 1-3 complete sentences in your own words that summarize the</p> <p>Michigan State University founded its food pantry in 1993 and now serves roughly 4000 students annually. This program became even more important in 2011 when the state of Michigan made cuts to its food assistance program making it extremely hard for a single student to receive state aid. Since the cost of tuition, books and lodging goes up a lot faster than the average student income this created a disparity for students just trying to create a better situation in life.</p>	
<p>Important ideas: Write a bulleted list of 3-5 main ideas from the essay.</p> <ul style="list-style-type: none"> 13 institutions in Michigan have functioning food banks for students in need. Most campus-based food banks rely on donations It has become increasingly hard for students to be able to afford school, food and housing. Michigan State University founded the national College and University Food Bank Alliance. 	
<p>Evidence: Provide 1-2 examples of evidence used to support the author’s argument.</p> <p>Since Michigan State University founded its food bank program in 1993, they now serve roughly 4000 students annually and have helped 13 other institutions in Michigan form pantries of their own.</p>	
<p>Notable quotes, terms, and concepts: Include all new terms and concepts as well as at least 3 quotes that exemplify the essay.</p> <p>“About 20 percent of students we (MSU) see in our pantry did have a Bridge Card and lost it (because of the state food assistance program cuts).”</p> <p>“They help to relieve that stressor in their lives so they can focus on their academic, professional and family lives, and be successful there.”</p> <p>“It doesn’t matter if it’s our administration, our faculty, our staff, our student organizations-they all want to support it.”</p> <p>“Nationally, one in ten adults in need of emergency food assistance is a student.”</p>	
<p>Strengths:</p> <p>Statistics were used to back up the need to a food pantry.</p>	<p>Weaknesses:</p> <p>Only staff from two of the 13 universities were interviewed.</p> <p>No suggestions were made by the interviewees as to how communities can get involved.</p>

Connections: Write 3-5 insights about how this resource connects to your design thinking team insights thus far. Western Michigan University's program is seeing tremendous support from students, faculty, and staff. If the word could be spread about ReSTORE, our program could be just as successful. Michigan State University helps approximately 8% of its students annually. If the word was more widely spread, ReSTORE may be able to serve roughly 2000 students annually to reach the same percentage. With 25325 students enrolled at GVSU for fall 2015, approximately 2500 students may be in need according to the national average. ReSTORE is currently reaching about 10% of that. If the word gets spread, all the other problems ReSTORE is currently having may be able to receive more support to help tackle them.

Questions/Concerns: Write 1-3 questions or concerns this research raises for you and your team's work this semester.
 How do we spread the word about ReSTORE?
 How do other universities in the area advertise for their food pantries?

Citation:
 "5 Must-Know Ways to Market to College Students, Presented By Study Breaks College Media." *PRWeb Newswire* 15 Aug. 2013. *General OneFile*. Web. 20 Oct. 2015.
http://go.galegroup.com/ps/i.do?id=GALE%7CA339666167&v=2.1&u=lom_gvalleysu&it=r&p=ITOF&sw=w&asid=2c905ab90d81ac9db942c24cef50f319

Reason for including this source in your work: This article lists several ways to advertise to a college student.

Main argument: Write 1-3 complete sentences in your own words that summarize the

We are trying to come up with ways to "advertise" to the GVSU college student to get the word out about ReSTORE. This article suggests five different ways to get the word out about a brand, or business, to college students.

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

- Augmented reality strategies can be added to flyers to catch the eye of the student.
- Proximity marketing can be used to get the word out about a store when someone is within a certain radius of the store.
- Social media contests can be a good way to draw someone in that wouldn't normally be interested in your "brand."

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

Today's traditional college student tends to be very tech savvy so using high tech methods to reach them works better than some more traditional methods.

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

- "Marketers can design flyers, posters, location artwork, all embedded with augmented code; highlight them either on campus or at one's location, and instantly be seen as a leader in a new cool trend."
- "The key to all social media success is harnessing an environment for participation."
- "Not only are those new to an area more likely to use their phones for guidance, but they will change their view of the standard itself as one's broadcasted message remains a piece of their first capitalistic excursion."

Strengths:
 Focuses on how to reach the modern college student.

Weaknesses:
 No numerical statistics to back the claims.

<p>Connections: Write 3-5 insights about how this resource connects to your design thinking team insights thus far.</p> <p>It highlights 3 usable ways that we can get the word out about ReSTORE. Adding low cost technological ways to catch the student's attention is a viable solution. Our generation is extremely social-media oriented so catching a person's attention on something like Facebook can be a very low cost way to spread the word.</p>
<p>Questions/Concerns: Write 1-3 questions or concerns this research raises for you and your team's work this semester.</p> <p>How many means of communication do we need to utilize to effectively reach the entire GVSU student population? How would we create an augmented reality insert on a flyer or poster?</p>

<p>Citation: Simmons, Kevin. 2003. Teaching Economics of Poverty Using a 'Service Learning' Approach. PDF. http://papers.ssrn.com/sol3/papers.cfm?abstract_id=457201</p>	
<p>Reason for including this source in your work: I included this source because I think this is a great way to get students aware of services that colleges could offer like ReSTORE. By taking this class, students gain awareness of the actual facts of poverty, which some of them may face, and how to utilize resources and go about helping others as well.</p>	
<p>Main argument: Write 1-3 complete sentences in your own words that summarize the Students at OCU, a medium sized campus, have the opportunity to take a unique economic class that focuses on service-based learning. While they started out making this class for purposes of higher enrollment of students, it ended up being eye-opening for several students and broadened their knowledge of the need in their community.</p>	
<p>Important ideas: Write a bulleted list of 3-5 main ideas from the essay.</p> <ul style="list-style-type: none"> Students who were non-business majors could take the class (open to all students) Main focus was higher enrollment, but ended up opening eyes of students Hands-on learning in vulnerable environments Students gained knowledge on unemployment, poverty, education, and welfare This experience broadened the knowledge of these areas for students to hopefully do something or be better informed about services to help people in need. 	
<p>Evidence: Provide 1-2 examples of evidence used to support the author's argument.</p> <p>The author used real examples from his students and the actual places that he went. He is also a professor at the college so he has more "real" experience working with colleges and the students and faculty that are associated.</p>	
<p>Notable quotes, terms, and concepts: Include all new terms and concepts as well as at least 3 quotes that exemplify the essay.</p> <p>"The student who helped at the Food Pantry found good intentions but poor organization in the program. Her first task was to bring some order to the chaos and inventory the food, much of which needed to be discarded." "Volunteers at the Food Pantry and Thrift Store performed clerical tasks, which enabled these organizations to operate" "It was amazing to witness the choices these young people made for their service."</p>	
<p>Strengths: Real stories, written from a professor standpoint.</p>	<p>Weaknesses: Not technically an article, but rather an essay written by a faculty member.</p>

<p>Connections: Write 3-5 insights about how this resource connects to your design thinking team insights thus far.</p> <p>The source is written by someone who works directly with college students</p> <p>Students learned hands on about the food pantry in their town and what improvements could be made by doing this.</p> <p>This is a realistic class that could be offered at GVSU</p> <p>With classes like these, awareness of the pantry could be spread more</p>
<p>Questions/Concerns: Write 1-3 questions or concerns this research raises for you and your team's work this semester.</p> <p>How many people would something like this actually reach? (regarding information about the pantry)</p> <p>Is the professor's viewpoint bias?</p>

<p>Shive, Steven E., and Michelle Neyman Morris. "Evaluation of the Energize your life! Social marketing campaign pilot study to increase fruit intake among community college students." <i>Journal of American College Health</i> 55.1 (2006):33-40.</p>	
<p>Reason for including this source in your work:</p> <p>This source covers an effective way of reaching American college students and also discusses reasons why students do not usually reach the daily minimum recommended fruit intake.</p>	
<p>Main argument: Write 1-3 complete sentences in your own words that summarize the</p> <p>Two California community colleges were targeted by the California Project Leaders Encouraging Activity and Nutrition (Lean) to discover an effective way to promote higher fruit intake and reasons why students were not reaching the recommended daily intake of fruit. Many students listed that food insecurity was a major reason for them not achieving the goal. The intervention campus saw a higher increase in fruit consumption after the 2 month campaign that the control campus did not have the benefit of.</p>	
<p>Important ideas: Write a bulleted list of 3-5 main ideas from the essay.</p> <ul style="list-style-type: none"> 24.2% of students at the control campus reported that their households ran out of money to buy food where as 27.3% at the intervention campus. The campaign produced theme brochures, posters, and table tents. They conducted demonstrations on how to prepare fruit smoothies and distributed 100% fruit juice at the intervention campus. 	
<p>Evidence: Provide 1-2 examples of evidence used to support the author's argument.</p> <p>Through surveys at both campuses the intervention campus saw an increase of 3.4% in typical fruit servings consumed daily whereas the control campus only saw a 0.9% increase.</p>	
<p>Notable quotes, terms, and concepts: Include all new terms and concepts as well as at least 3 quotes that exemplify the essay.</p> <p>"The percentage of students at the 2 campuses who reported that their households ran out of money to buy food was 24.2% at the control campus and 27.3% at the intervention campus, compared with 9.5% nationally."</p> <p>"Formative research resulted in a campaign theme that marketed fruit as a convenient energy booster that could also help with weight-loss efforts. This seemed to be a message with which students could identify."</p> <p>"In the current study, this finding may indicate that, especially among adults, the behavior may precede attitude changes-the students' knowledge and attitudes about perceived barriers, nutrition value of fruit, etc., did not change, but the awareness promoted by the intervention may have encouraged the students to actually eat more fruit."</p>	
<p>Strengths:</p> <p>Well thought out and conducted experiment.</p> <p>Large demographic of students was reached.</p>	<p>Weaknesses:</p> <p>Only conducted at 2 California community colleges.</p>

<p>Connections: Write 3-5 insights about how this resource connects to your design thinking team insights thus far.</p> <p>It lists several different ways that we can effectively market to college students.</p> <p>It re-iterates the need to get the word out about ReSTORE due to the large percentage of students facing food insecurity.</p> <p>We may not be able to change peoples' attitudes but the more people are reached, the more likely they are to make changes in their lives.</p>
<p>Questions/Concerns: Write 1-3 questions or concerns this research raises for you and your team's work this semester.</p> <p>How many means of communication do we need to utilize to effectively reach the entire GVSU student population?</p> <p>How can ReSTORE help make fruit more readily available and affordable on campus?</p> <p>How can our media campaigns also grab students' attention in a way they can identify with?</p>

<p>Olenski, Steve. 2015. 10 Tips For Marketing Your Startup To College Students. Forbes. Web Article. http://www.forbes.com/sites/steveolenski/2015/08/10/10-tips-for-marketing-your-startup-to-college-students/.</p>
<p>Reason for including this source in your work:</p> <p>This source seemed extremely relevant to reaching college students by practical methods.</p>
<p>Main argument: Write 1-3 complete sentences in your own words that summarize the</p> <p>This article is compiled of a list of ten items that are various ways to reach college students. Some of the elements on the list are expected. For example, "consider their budget." This is something many of us would anticipate when trying to reach college students. Some elements of the list are different, including things like "visit them at class." Overall, the list elaborates on the practical ways to reach college students on their level and in a way that would catch their attention.</p>
<p>Important ideas: Write a bulleted list of 3-5 main ideas from the essay.</p> <ul style="list-style-type: none"> ❖ The first week of college is crucial because students are finally away from home for the first time. Therefore, a "survival kit" or "care package" is useful. ❖ The age 18-30 demographic still hasn't formed unbreakable brand loyalties, which is why it's a good time of their lives for brands to reach them. ❖ If a brand/business can connect with a college student, they have a chance to continue to connect with that group of people as their graduate, get jobs, and start a family. ❖ Fellow college students can be the most trusted when recommending something through word of mouth. ❖ Videos are a great way to get attention because of their involvement with social media.
<p>Evidence: Provide 1-2 examples of evidence used to support the author's argument.</p> <p>College students have small budgets, limited time, and are more open minded and not set in their ways yet.</p>
<p>Notable quotes, terms, and concepts: Include all new terms and concepts as well as at least 3 quotes that exemplify the essay.</p> <p>"Word of mouth is huge on college campuses. If you can somehow infiltrate a small group of students who are influential with other groups on campus, you'll succeed."</p> <p>"Consider approaching student organizations or fraternities and offering free products in exchange for promotions."</p> <p>"Hire a couple of student ambassadors to hand out samples at events and local campus hangouts. Red Bull is one of many brands that has perfected the art of getting the word out through paid student brand managers."</p> <p>"If you can find a way to offer a product that fits within a limited budget, you'll be a hero to the college crowd."</p>

<p>Strengths: Relevant tips Easy to decipher Inspires more ideas.</p>	<p>Weaknesses: Could have more information Could provide more quotes from researchers.</p>
<p>Connections: Write 3-5 insights about how this resource connects to your design thinking team insights thus far.</p> <ul style="list-style-type: none"> ❖ This article is full of good tips and inspires more good ideas. ❖ Once we get into the mind of the student, we can better reach them. ❖ Word of mouth seems to be a great way to reach students! ❖ We should try to get student organizations to participate. 	
<p>Questions/Concerns: Write 1-3 questions or concerns this research raises for you and your team's work this semester.</p> <ul style="list-style-type: none"> ❖ How can we "infiltrate" a small, influential group of students? ❖ How can we make students treat ReSTORE with "Brand loyalty"? 	

Collaborator Debriefs

Throughout the design thinking process, the main concern of design thinkers is to be sure that they are addressing the correct problem and not one that they manufactured themselves. A great way to make sure that we stayed on track was our collaborator debrief presentations. These presentations were done by two group members and were approximately ten minutes in length. The content of the presentation depended upon where in the design thinking process we were at that point in time. The content of these presentations is listed below.

Collaborator Debrief One

Problem Statement – Insights – Barriers presented to Sharell

Problem Statement:

We are going to increase awareness of ReSTORE in order to better serve students in need and help community partners see the benefit and engage.

3 Insights

1. Most students do not know that ReSTORE exists.
2. Students pay attention to bright and colorful posters, and their social media.
3. ReSTORE is in an inconvenient location.

3 Barriers

1. Lack of campus participation
2. Lack of student awareness
3. Negative stigma around utilizing food pantry

Collaborator Debrief Two

Revised Problem Statement – Needs Statements – From/To Statements – Barriers

Revised Problem Statement:

We are going to increase awareness of ReSTORE in order to better serve students in need and help others see the benefit and engage in the future.

Top 3 needs statements:

1. Students need to know about ReSTORE in order to engage in it
2. We need an emotional connection to potential users
3. Students need to be able to overcome stigma.

From/To statements:

1. From: Students need to know about ReSTORE in order to engage in it

To: Students will know about ReSTORE through digital and physical media, prompting them to engage with ReSTORE as they can or need.

2. From: We need an emotional connection to potential users

To: We will understand the emotional connections between students and food pantries through further research and active participation with both users and the pantry.

3. From: ReSTORE needs to eliminate the stigma associated with using its services.

To: We need students to use ReSTORE regardless of the attached stigma.

Barriers we are still facing:

1. Lack of power within the university
2. Time
3. Personal relations with actual users

Collaborator Debrief Three

Concepts – Two Prototypes – Key Insights – Barriers

Prioritized Concepts:

1. Transitions Presentation
2. Campus Tours
3. Social Media Updates
4. Slogan
5. Marketing Interns

Top Two Prototypes:

1. Transitions Presentation
2. Campus Tours

Three Key Insights:

1. A video would be the best way to get the word out
2. Transitions would be an effective place to reach the majority of students
3. A flyer would not be effective

Barriers We Are Still Facing:

1. Time
2. Personal relations with actual users

Top 5 Innovation Summaries

Innovation Team Three came up with five prototypes to best fit the needs of students and ReSTORE. Through insights, our team learned that word-of-mouth and building a connection with students were ways to reach out to students. For our first prototype, we knew students heavily utilized social media, which led our group to create social media updates for ReSTORE. The second prototype was incorporating an informational portion about ReSTORE during transitions. The insight that led us to create this prototype was the negative stigma. Our group realized that this would be an effective way to have students know that they are not the only ones who would need to utilize a food pantry. This insight that led us to adding a pit stop to ReSTORE on campus tours was students not knowing where it was located. A slogan could help amplify the message to any prototype we selected, and add personality to the situation. A marketing intern would be a free way to spread word of mouth through campus that food pantry exists on campus. Following are summaries of each prototype our group created.

Social Media Updates: ReSTORE could increase its awareness by having a designated social media intern/volunteer. This person would update the Facebook page regularly and make announcements when necessary. Also, having a catchy hash-tag on a twitter account, Facebook account, or Instagram would be beneficial. ReSTORE could come up with one popular hash-tag and overuse it to the point where many people recognize it on their social media pages. This way, others will share the hash-tag and put it in their status so it catches on and more people know about ReSTORE.

Transitions: ReSTORE could increase awareness by applying a presentation or a video to be shown to incoming GVSU students through the Transitions program. By placing an "advertisement" for ReSTORE into Transitions, we could be confident that close to all incoming students would be subjected to ReSTORE's mission and services. By developing the presentation and video to show how ReSTORE is more of a campus service rather than something to be ashamed about using, and also how there are many other food insecure students, there could potentially be more students that would be interested in using its services.

Campus Tours: Having ReSTORE included in the prospective student campus tours would be a great way to get the word out about this great resource. Part of the problem for ReSTORE has been that very few people know where it is. Being part of the campus tour would remove this barrier. Not only would it make the student aware but it would also let the parents know that Grand Valley State University wants to help take care of their child. The parents would not have to worry about their child going hungry. This could be used as a selling point for ReSTORE as well as GVSU.

Slogan:

ReSTORE Health

ReSTORE Community

ReSTORE You

GVSU

(The design should have the U from GVSU be large enough to also be the u for You.)

ReSTORE is about health, community, and, most importantly, it's about *you*.

Taglines:

- You don't have to choose between eating and school.
- Helping the community, helping you.
- Don't make your health your last priority, visit ReSTORE.
- ReSTORE your health.
- GVSU cares about you.

Marketing Intern: We want to incorporate 2 marketing interns per semester to the Food Pantry. These marketing interns would work on guerrilla tactics, and street team marketing. In order for students to learn about ReSTORE, they must be know that the pantry exists on our campus. These street teams will go hand out free sample foods, talk with students about their food needs, and inform them that the pantry exists.

Written Descriptions of 2 Design Prototypes

Although we believe all five of our ideas have potential, we narrowed our list down to the two that we believe have the greatest potential for reaching the majority of Grand Valley State University Students before they even have the immediate need for the services ReSTORE provides. Through our stakeholder interviews and additional research we discovered that word of mouth was the most effective way of spreading the word. Since the majority of students go through Transitions at the beginning of their first year, or a campus tour shortly before that, we deduced either of these methods were effective ways to spread the word.

Transitions:

Interviewing GVSU students and faculty, we noticed that only an estimated 10% knew about ReSTORE. We also deduced from interviews and secondary research that one of the best ways to spread knowledge of ReSTORE is through word of mouth. Looking at all the different opportunities to of initiating this knowledge, we noticed that almost all freshmen are involved in Transitions, which is an event that initiates freshmen to the GVSU campus and its services. By giving a presentation to these groups of students, we can have a vast majority of GVSU students with knowledge of ReSTORE after four years. This presentation should be given either by the student that is in charge of the Transitions group, by handing out fliers at a Transitions event, or creating a short video. All of these methods would attempt to make an emotional connection with the potential user, or even students that can help spread the news with ReSTORE. The prototype will ask the students whether this method would work well to get news out about ReSTORE, and also inquire about which method of information distribution will make the strongest emotional connection and which one will be most effective. We will also inform the students of the content in the presentation, checking what will work well and what needs to be added.

Parent/Student Tours:

Our second prototype is to have ReSTORE introduced in the tours that GVSU gives to families and perspective students who are interested in the school. From our research and interviews that we conducted, only 10% of students knew about ReSTORE and what it was. Others did not even know GVSU has a food pantry. Our conclusions were that most people do not know about it because it is not large enough and its advertising is not distributed widely. It would make most

sense to start informing people about ReSTORE while they were making their decision on where to attend college. On these tours most students bring their parents, siblings, and others along. If ReSTORE is introduced to multiple people in the same family, then there will be more of a chance of the student remembering ReSTORE as they will have parents and siblings to remind them. We envision GVSU doing this by taking the tour group by ReSTORE and having them take a look inside. This way students and parents will know exactly where it is at, that it exists, and how to get there. At the end of the tour it would also be helpful to include some sort of brochure or information for them to take home.

Final Prototype

We chose our final prototype by collaborating as a team and laying out all the pros and cons of the two options we had. We decided upon transitions because it would reach more people in one space, year, and location than campus tours. Also, it would be very simple and adaptable for anyone to make a promotion video of ReSTORE, and keep it for years to come. This option would be more durable and last longer than choosing the option of implementing information about ReSTORE in campus tours.

Transitions: From our research and stakeholder interviews we have determined that one of the most effective ways to reach the majority of students at Grand Valley State University is through a video that is presented during the Transitions events on campus. This requires the least amount of work over the long term for ReSTORE faculty and volunteers. A well-crafted video can also provide the emotional connection that the people we interviewed said makes the information presented memorable. If 85% of new students attend Transitions each year then after four years at least 85% of the entire student population will know about ReSTORE.

Components:

The video presentation needs to include:

- What services ReSTORE provides
- Who it is intended for
- Where it is located
- Times that it is open
- Testimonials from people involved with it

Emotional Connection:

Without the emotional connection created through the testimonials, people are not as likely to remember it. The testimonials can be from staff, volunteers, and/or people who have actually used this service. If ReSTORE isn't explained in detail, then people won't understand why it is such a valuable asset or why they need to know about it.

Visuals:

In order to appeal to a diverse audience the video needs to persuade through narrative and visuals. This can be done through showing the location of ReSTORE on a map and by displaying various snapshots of major landmarks on the easiest route to the facilities. Directions and location markers would be an especially important component of any video because ReSTORE is not included in any campus tours at this time.

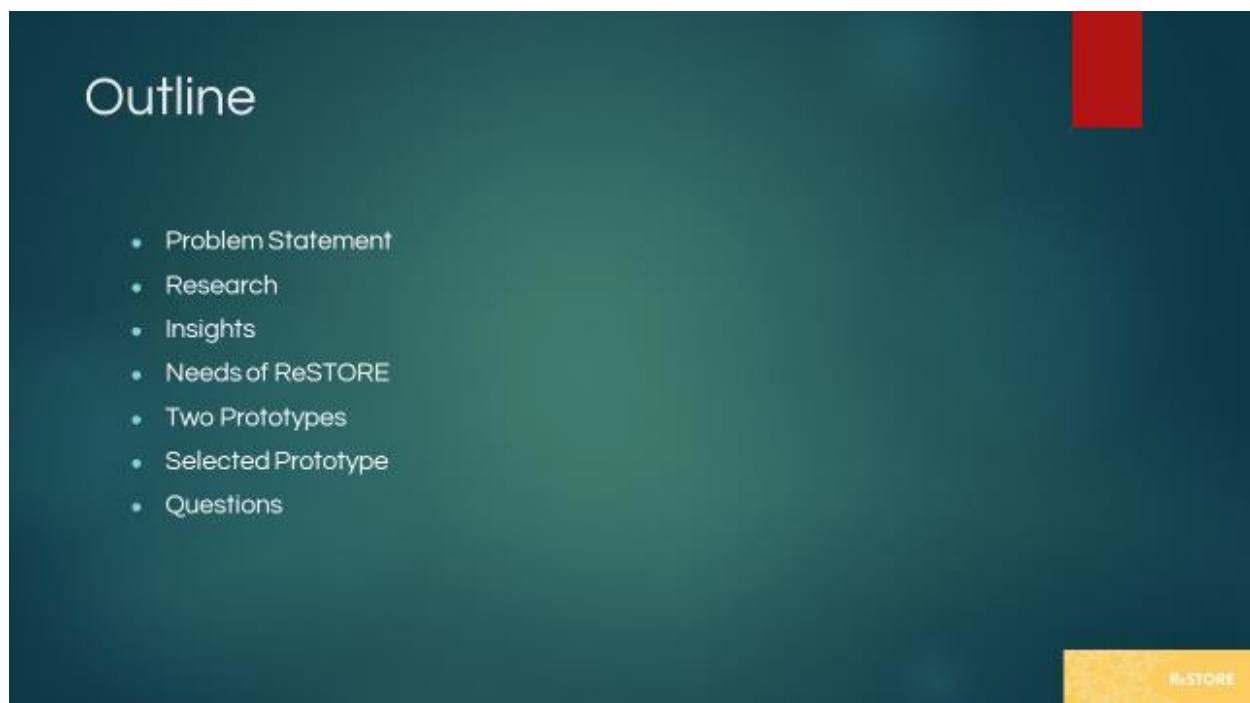
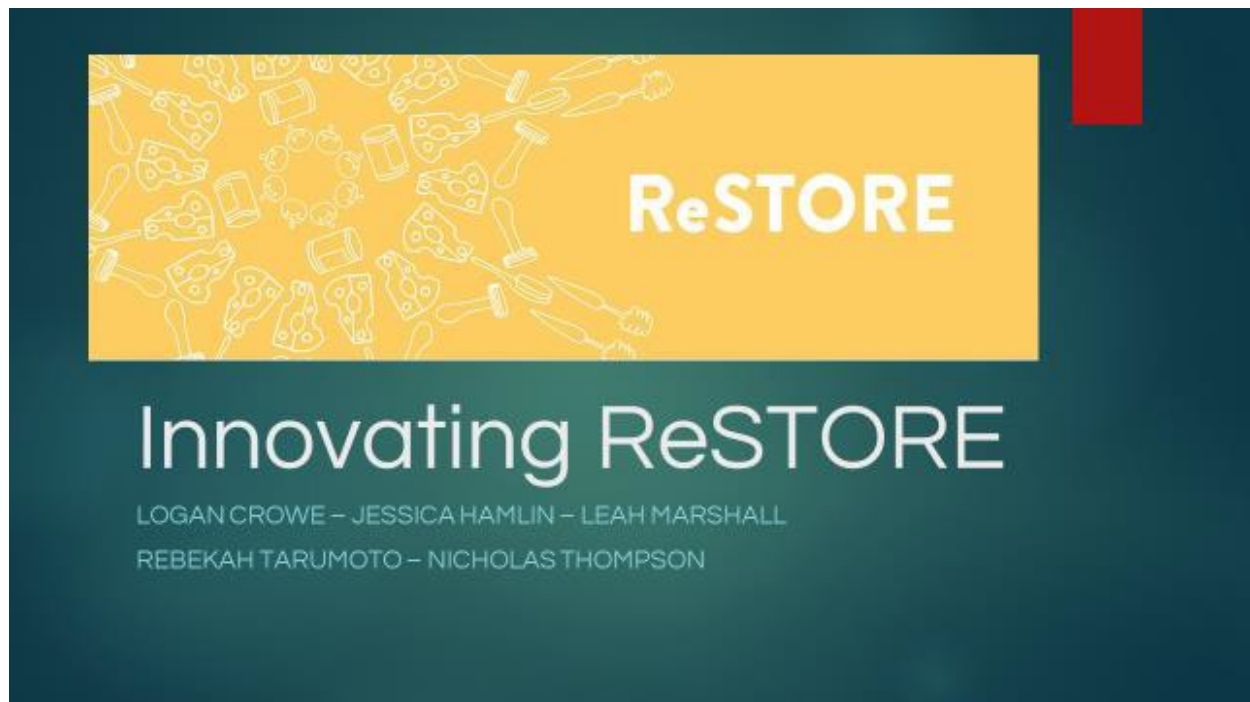
Timing:

We also suggest this information needs to be presented in as short a video as possible without leaving out any of the important information. If it is too long then people will zone out but if it is too short they won't know what they just were informed about.

Resources:

Our team suggests using as many resources available on campus as possible to help keep cost down. There are many intelligent and talented people who either work or attend classes on the GVSU campus every day. The short video can be created by a marketing or video team of students who need a senior thesis project. This would probably be the most economical way to get the project completed and it would also help the students who create it get credit for something they need to do anyways. Plus, ReSTORE will have a very well thought out and professionally put together presentation that they can be used for years to come.

Process Presentation: This presentation was a summary of our findings and a call to action for any interested stakeholders in the surrounding community.

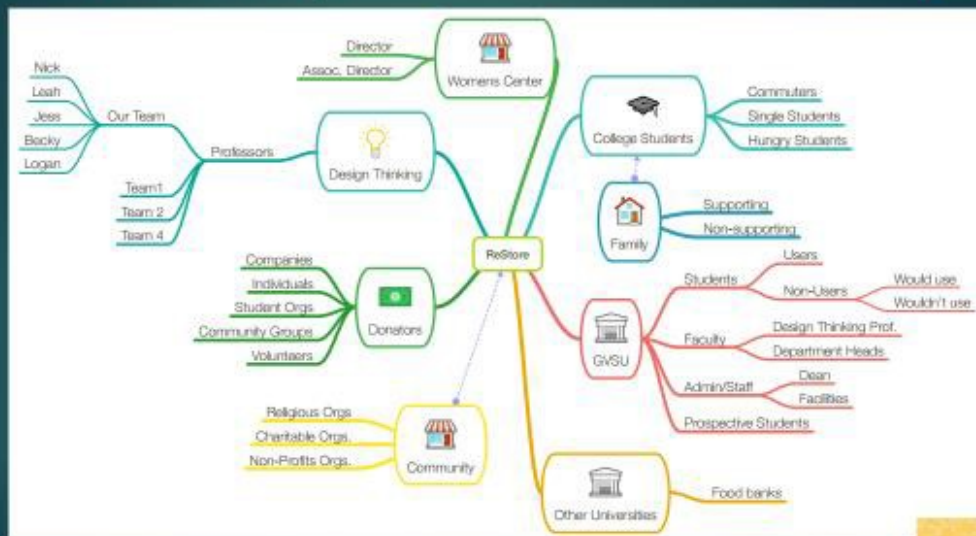


Problem Statement

- We are going to increase awareness of ReSTORE to better serve students in need.

ReSTORE

Stakeholder Map



ReSTORE

Research

- **Interviewing**
 - 75% of potential users have no idea where ReSTORE is located.
 - 87.5% of potential users do not know that ReSTORE exists.
 - 62.5% of potential users are wary about using ReSTORE due to negative stigma.
- **Secondary Research**
 - 20% to 30% of college students nationwide are food insecure.
 - Research and advertisements need to be grounded in fact.
 - Word of mouth is the number one way of spreading knowledge throughout college campuses.

ReSTORE

Insights

- We need a personal and emotional connection with potential ReSTORE users.
- Most students do not know about ReSTORE.
- There is a negative stigma attached with ReSTORE and its services.
- Videos and media are a great way to get information into the hands of students.

ReSTORE

Needs of ReSTORE

- Students need to know about ReSTORE in order to engage with it.
- The method used to promote ReSTORE needs to establish an emotional connection with its potential users.
- ReSTORE needs to eliminate the negative stigma associated with using its services.



ReSTORE



ReSTORE

Two Prototypes

- Transitions



- Campus Tours



R&STORE

Final Prototype - Transitions

Sad
Stressed
Hungry
Emotional
Alone
Tense
Worried



Getting the
Word Out



Happy
Relaxed
Full
Content
Loved
Calm
Comforted

R&STORE



Questions and Discussion

This presentation got a strong response from the viewers which included students, faculty, deans and many others. Part of the presentation was for the viewers to give the design thinking team both advice for how to continue and also show different ways that they could aid us in the future. The advice centered on considering the best content for the video as well as the best placement for the video within the Transitions experience. Some suggested making it personal and asking who has struggles with money. Along with the video, other things were suggested such as a potluck using food from ReSTORE and placing the info into other mediums. Some even suggested that we implement some of our other prototypes.

In the future, we want to see an advertising class pick this project up where we left off and team up with a videography class to create what we envision. Our group could further this prototype by scheduling a meeting with the head of Transitions, Valerie Guzman, in order to incorporate an informational section about ReSTORE to students during Transitions. When we began this class, we found that less than ten percent of the individuals we talked to knew about ReSTORE and we have the opportunity to change that. If the Transitions presentation is integrated, we could see upwards of 80% of the GVSU student body with knowledge of ReSTORE within four short years!

Team Video link

Our goal is help ReSTORE reach every possible user on campus and engage them in helping themselves be healthier. To do this we needed a quick way to get people's attention, grab them emotionally and get them involved. Our video aims to satisfy all these requirements and also be generic enough that it can be shown in almost any environment with little to no context.

The mechanisms at work are simple yet effective. First, we introduce the subject, ReSTORE, and state the problem in very clear terms; no one knows about ReSTORE. Then we hit them with the legitimacy of our research and the concreteness of our facts. Next, we describe the goals of ReSTORE to give them a picture of what they are buying in to. Then we wrap it up with a call-to-action and our slogan, which brings in a personal element to the call-to-action by leaving on the word 'You'.

Team Video Link

- a. iPhone version(most generic) - <https://youtu.be/PCnI8Ckwhco>
- b. QuickTime version(best quality) - <https://youtu.be/5MIqr19CPPw>
- c. LowStreaming(smallest size) - <https://youtu.be/z3JQ4iZ1n8M>

Team Written Narrative

This semester has been quite a whirlwind. As a team, we have experienced varying forms of inspiration, confusion, dedication, and triumph. Over the course of the semester, we have slowly but surely mastered aspects of the design thinking processes. Our interdisciplinary-powered team consisted of several different personalities: Nick led the team with his persistence and desire to get tasks done; Jes provided us quirky, fun insights each day with a public relations perspective; Becky got her portion of work done for the team in lightning speed; Logan was our computer wiz; Leah provided the tedious, but necessary, organization and edits to each of our projects. When we combined all of our unique traits, we realized we all shared a common passion for the restoration of ReSTORE.

The Design Thinking process demands we start by defining a problem statement. *An Introduction to Design Thinking Process Guide* states that the goal of the Define mode is to craft a meaningful and actionable problem statement. We had no idea where to begin! After a week of listening and empathizing with ReSTORE, we had a grasp on where we wanted to go next. We wanted to aim at the users of ReSTORE. After changing our problem statement that we thought was “it” each time, we came to the conclusion that ReSTORE needed to be recognized before it could be known. Although each of us possessed varying fields of study, we all had a common eye for marketing strategies. With our marketing goal in mind, we wanted to reach as many people as possible. In order for ReSTORE to grow and be effective, it needs people who desire to be there and are informed of its service.

With a goal to reach as many people as possible, we took several pathways to reach an end conclusion. Our interview questions were carefully crafted so that the questions would apply to anyone who might be taking it. A key insight we found in our interview process was that only ten percent of students actually knew about ReSTORE! Our stakeholder map, when we started, consisted of every possible person who was identified with Grand Valley. This included staff, faculty, current students, perspective students, other food pantries, other schools, and big food chains. We then took our broad range of stakeholders to the bright and appealing sticky notes to ideate. What did we want to do for *all* of these people? What problems needed to be fixed? Some of our sticky notes from ideating included key issues: students need an emotional connection; stigma is a problem associated with ReSTORE; and marketing with flyers is not ideal. Now it was time to choose where to go from ideating our ideas.

After numerous classes of draining our heads of all sorts of ideas, we eventually confirmed that our only stakeholders needed to be the individuals who are currently associated with Grand Valley. This relates back to our problem statement of wanting to increase the size of ReSTORE, but more importantly its awareness. Surprisingly coming to this conclusion was easier for us to do as a group than we intended. In the reading, *Collective Learning for Transformational Change*, they talk about how we must first learn about ourselves before we can effectively collaborate. With practice of learning about ourselves the first half of the semester, we discussed efficiently and effectively to produce our final two prototypes. We decided to further pursue implementing information on ReSTORE, through a video or presentation, into the freshman transitions program, and working to make ReSTORE a part of annual student/parent campus tours. After contemplating the time and effort involved in each prototype, as well as its possible impact, we decided that Transitions would reach more people at one time, which correlates directly to our problem statement. This led us to our final and revised problem statement which is,

*“We are going to increase awareness of ReSTORE
in order to better serve students and faculty in need.”*

The unfortunate aspect about having this class for only one semester, is that we don't have nearly enough time to accomplish all of what our hearts yearn to provide for Grand Valley's students. If we had enough time, money, and resources, we would love to invest in marketing ReSTORE broadly. Instead, moving forward, we want to recommend ReSTORE make the actual video for the transitions program. Once a concrete video is made, and has been given approval, the Transitions program at Grand Valley could view this every year to grasp students' awareness. It would require minimum work to the ReSTORE staff once the video is made and would only require small edits each year. In this way, ReSTORE could gain more awareness of its program and meet students exactly where they are at.

This Design Thinking course has stretched our brains more than we ever imagined. Throughout the semester we have learned how to work effectively, quickly, critically and creatively in only 15 short weeks. While this is only the start of our learning process in design thinking, we all plan on implementing the skills we have learned in our careers, classes, and hobbies in the future.

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