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Design Thinking to Meet Real World Needs
Grand Valley State University
Fall 2015

Small Successes: A Semester of Design Thinking

Innovation Team 4

Tyler Alcantara, Luciano DeLorenzo, Kayla Dora, Laura Sample & Hannah Swanson

"Doubts in one's creative ability can be cured by guiding people through a series of small successes… People who have creative confidence make better choices, set off more easily in new directions, and are better able to find solutions to seemingly intractable problems. They see new possibilities and collaborate with others to improve the situations around them. And they approach challenges with newfound courage. But to gain this creative, empowered mindset, sometimes you have to touch the snake."

Tom and David Kelley,
Creative Confidence: Unleashing the
Creative Potential Within Us All

Table of Contents

"When you want to know how things really work, study them when they are coming apart."
William Gibson, American-Canadian novelist & essayist

In higher education, the start of a new semester—like anything—is the coming together of many parts and pieces. Students, staff and faculty alike return to campuses, bringing with them hopes and desires for a successful succession of weeks—one which will leave bodies, hearts and minds transformed. The power of having such a diverse array of people working closely together, in the pursuit of common goals and objectives, is fully realized: from the falling of leaves to the first snowfall, the air on university and college campuses possesses a contagious drive, an undeniably enthused and hopeful taste, unlike that of the air anywhere else on earth.

It was in this context— in the warm late-August weather, that our team came together to embark on one of the many transformative quests taking place this fall at Grand Valley State University.

We were brought together by a new course being offered through the Liberal Studies department, titled "Design Thinking to Meet Real World Needs"; the premise of the course being, that, "[on] interdisciplinary teams, students in this course will use the Design Thinking process to better facilitate the chaos of innovation through collaborating with stakeholders to meet real world needs" (Chamberlain & Lake). And it was from this premise, that our collective work for the next 15 weeks was outlined: we were to be organized into teams and dive into a simultaneous (1) understanding of the Design Thinking process, and corollary skill/mind sets, and (2) engagement with a messy problem in the real world. Unbeknownst to us was the radical change in perspective— a dramatic rethink of the way we see and engage with the world—that would come, beginning in our very first interaction with one another.

On the first night of class, we were introduced to our teammates: Tyler Alcantara, Interdisciplinary Engineering with an Emphasis in Biomedical Science; Luciano DeLorenzo, Business/Marketing; Kayla Dora, International Relations; Laura

Sample, Liberal Studies with an Emphasis in Experience Design; and Hannah Swanson, Liberal Studies with an Emphasis in Creative Community Development and Social Justice.

Our academic endeavors alone illustrate vast differences between us; our childhoods, experiences, current careers and employment, values, goals and belief systems only encouraged the notion of a gap— a world of differences living in the spaces between us.

Roger Martin, renown business-man and design thinking enthusiast, believes, "You learn nothing from someone who tends to think the same way you do". Rather, as individuals, we need to lean into the things that make us different—it is in these places that we are able to learn and grow.

Facilitated by our professors, Danielle Lake and Linda Chamberlain, we were encouraged to dialogue about these differences—flattening any doubts we had, the correlation of cookie-cutter homogeny with harmonious and trouble-free collaboration defied. We were quickly taught to value our differences, leveraging our skill sets to maximize not only our individual contributions, but the impact of our collective output. Investing the time early on to learn about one another bred a common ground of understanding; we had already developed our first set of insights. This became the foundation for the work we were to begin the following week, starting with defining the problem at hand.

It is more common to apply knowledge in post-secondary education; much of what you are taught in elementary school lives in "content-silos"; you learn about history in History, you do math in Math, and scientific endeavors are reserved for Science. Translating the curriculum and learned ways of thinking to interdisciplinary problems doesn't happen, most usually, until college or after. But that is not the lived reality of problems; they are everywhere.

Complicating this even further, is the awareness of the complexity of many of the problems we now face— wicked problems adapt rapidly, they thrive in chaos and are often impossible to diagnose. This is where we had to begin: we were introduced to our collaborator, GVSU ReSTORE, and were tasked with identifying and defining the problem at hand.

To develop a sense of context, we visited the Grand Valley State University Women's Center in Kirkhof; here, a group of collaborators at the Women's Center presented us with information about ReSTORE and allowed us to engage in both the previous and current physical locations. Engaging with the space first-hand developed the framework for half of our research: we wanted to experience as much of our

context as we could. In their explorations of Design Thinking, brothers and innovators Tom and David Kelley claim, "[Our] first-person experiences help us form personal connections with the people for whom we're innovating... An empathic approach fuels our process by ensuring we never forget we're designing for real people". Our first experience at ReSTORE confirmed this sentiment: we would focus much of our research on real people, listening to their stories and experiences. This would be supplemented by extensive secondary research, enlightening us on many of the larger themes and institutional structures lending themselves to the existence of this problem.

And where did we go from there?

- We created a stakeholder map to chart the relationships in ReSTORE's ecosystem.

- We took note of and integrated our assumptions, observations and insights (as they were collected from both primary and secondary sources).

- We used these discoveries to question our initial objectives, rewriting our desired engagement with stakeholders, encouraging us to be open, empathetic listeners.

- We challenged ourselves to think differently about the patterns that were emerging, pushing ourselves to develop an insightful and action-oriented problem statement: "We are going to redesign the physical space and service of GVSU ReSTORE in order to build and maintain GVSU use and support."

- We ideated around that problem statement, using "big-picture", integrative thinking to model ideal states.

- We developed a series of prototypes that all worked to fulfill user needs in varying styles and capacities.

- We isolated and refined prototypes as we continued—even in late stages of the Design Thinking process—to redefine the problem, leaning into our knowledge of the user and desired user experience.

And this is where we need your help.

We have a vision for the future of ReSTORE, which in itself is only a part of the future we have in mind for this campus, our community and the world. So,

- We invite you to share with us—take the time to understand the journey that we have been on and gather your own insights.
- Use your skills, talents and resources to help us move our prototypes forward, actualizing the potential change within our community.
- Dive into the Design Thinking process, and invite into your life a radical reformation.
- And most importantly, disseminate!

Through our engagement with this problem we were able to create a substantial body of work, one that you are just getting into—but it is not the real fruits of our labors. The turning stone is YOUR interaction with what we have done: this note, and this binder, are only the beginnings of a lifelong dialogue—one aimed at sensational, life-affirming positive change—a dialogue aimed at confronting the messy problems existing in our current society.

Here it is: the reality of our world is that these types of problems, similar to the one we explored this semester, are inevitable. The dynamic motion of our worldly life is sure to cause some bumps and bruises. It is our duty to address those bumps—it is our responsibility to study the world as it appears to be coming apart. And it is our purpose to put it all back together; not for just ourselves, but for all the rest, the ones that live in our communities, homes, hearts and minds.

EMPATHIZE

DEFINE

RE-DEFINE

IDEATE

PROTOTYPE

TEST
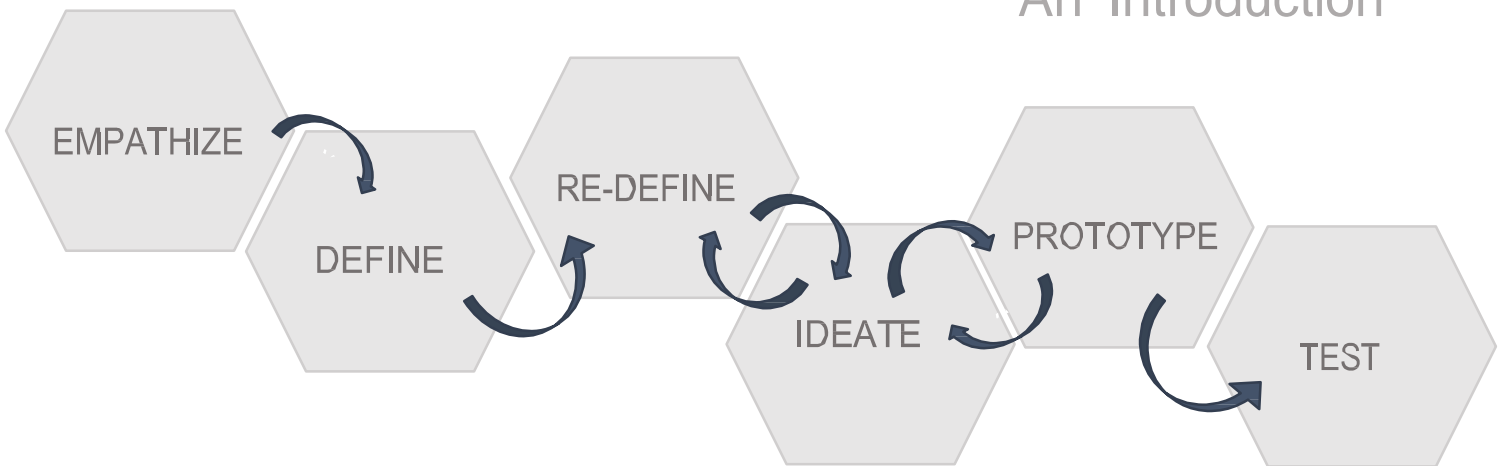
In order to understand the work that we have done over the course of the semester, it is important to create a common ground of understanding about the process we engaged in—additionally, it is vital to have a common understanding of the language that we use when talking about this process; using the model above is one of the best ways to accomplish both of these things.

At the beginning of our course—Design Thinking to Meet Real World Needs—we were introduced to DESIGN THINKING, which we have come to understand as, "a methodology for innovating routinely… the sweet spot of feasibility, viability and desirability [that] takes into account the real needs and desires of [our] customers" (Kelley, p. 4 & 21). Understood as a "system of overlapping spaces" (from, *About IDEO*), the process works to get the designer closer to the real problem, encouraging the development of effective solutions in ways that conventional problem-solving methods are unable to do.

Embracing the role of 'design-thinker', or DESIGNER, we dove into the six spaces, outlined below.

The six spaces are: EMPATHIZE, DEFINE, RE-DEFINE, IDEATE, PROTOTYPE, and TEST.

In EMPATHIZE, the designer works to understand people. As a team, we tried to understand:

- the way people do things
- what motivates them to act the way they do
- the met and un-met needs of the people we were trying to serve
- how they think about the world around them
- And, who/what plays a part in their ecosystem

In DEFINE, the designer works to understand the challenge at hand. As a team, we tried to:

- integrate our understandings of the people we empathized with
- use these insights to rethink the space in which we saw our problem
- create an actionable problem statement; a point-of-view that would become the framework for the rest of our journey

In RE-DEFINE, the designer is able to continuously incorporate new observations and insights. As a team, we tried to:

- challenge the perceptions and insights we gathered earlier in the process
- find newly emerging patterns,
- And, organize them as they helped us refine our point of view

In IDEATE, the designer focuses primarily on the generation of ideas. As a team, we tried to:

- illustrate "current states", based on all of the data we had gathered
- project "future states", based on the disconnect between the current state and the user needs we had identified
- dismiss constraints and barriers, in an effort to defy self-imposed limits that could potentially harbor viable solutions
- create as many ideas as we could

In PROTOTYPE, the designer works to create a rough working model of the potential solution(s). As a team, we tried to:

- think about ways that our users would be interacting with potential solutions
- model these interactions in a variety of methods
- elevate our thinking by making physical objects
- push the boundaries of potential solutions with these models/objects

And, in TEST, the designer has the opportunity to gain feedback and buy-in. As a team, we tried to:
- dialogue with users about our prototypes
- make improvements based on feedback
- And, leverage feedback as additional insight

Movement through all six of these spaces is fast, messy and iterative; it is extremely common to find yourself— and your team moving— back and forth through all of the layers, continuously learning and integrating new, relevant information.

Creating a unique path—a Design Thinking journey specific to not only you and your team, but the problem at hand—is just another trademark of the process. It is almost guaranteed that every time you engage using this model, the experience, insights, prototypes, and outcomes will be beautifully varied, yet equally dynamic and innovative. So, we encourage you to keep track of your journey! Creating traceability will not only increase stakeholder buy-in, but it will allow you to celebrate all of these variances.

It is important to note that this introduction is merely that—there are abundant, differentiated sources and models available regarding the Design Thinking process and the merit of the different steps and stages. We encourage you to step outside the context of this portfolio and explore such sources, developing your own unique understanding of the Design Thinking process, one which resonates with your authentic self and the types of problems you are trying to solve.

In the development of a personalized Design Thinking model, it is probable that you will be simultaneously encouraged to develop an understanding of value of the process and how it makes sense as an effective model, versus more conventional methods. This cross-road can be a cause of conflict, but again, we encourage you to push through the mess.

As a team, we were encouraged to create a collective point of view, which you will have a chance to explore in our Design Brief (p.13). This vision helped shape the sense of meaning we were able to derive from our journey, cataloguing this specific Design Thinking journey in our larger, individual understandings of the process and its benefits.

Regardless the differences in our individual understandings, one thing was very evident: Design Thinking had changed our lives. Through our engagement, we were transformed: each one of us an advocate for a process that will forever impact the way we see, smell, taste, listen to, and interact with the world around us.
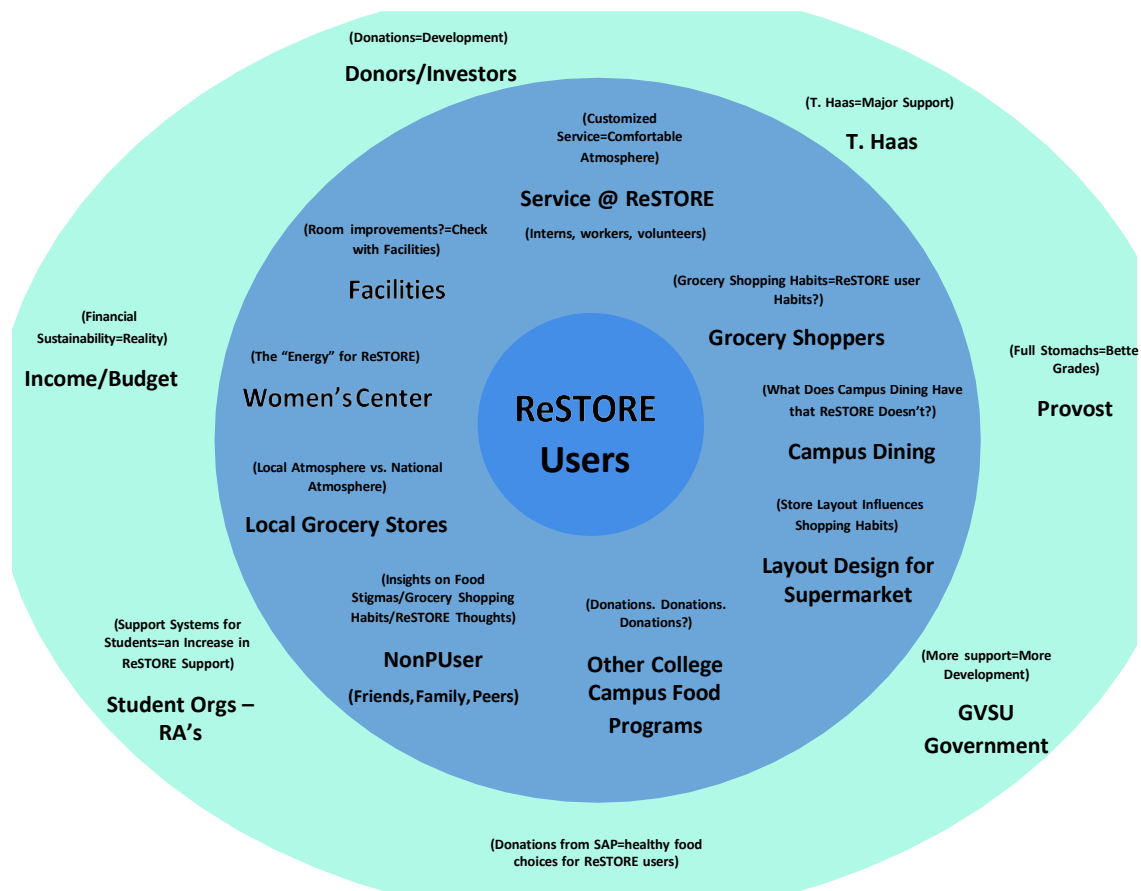
The 'why' is a journey, and we are excited to see where you might go.

In an effort to understand the ecosystem—the larger context in which our problem lives—we were encouraged to create a Stakeholder Map.

Essentially, Stakeholder Maps work to illustrate the relationships in any ecosystem or environment; the real value comes in thinking divergently. As a team, we pushed ourselves to envision the existing relationships, and thought widely to include potential future partners—individuals, organizations and institutions we saw as relevant, in our current understanding of the problem.

Additionally, it was important to us to include some sort of "tag-line"— a reference to how that particular stakeholder was related to our central stakeholder, the ReSTORE user.

(Donations=Development)
Donors/Investors

(T. Haas=Major Support)
T. Haas

(Customized
Service=Comfortable
Atmosphere)
Service @ ReSTORE

(Room improvements?=Check
with Facilities)
(Interns, workers, volunteers)

Facilities

(Grocery Shopping Habits=ReSTORE user
Habits?)
Grocery Shoppers

(Financial
Sustainability=Reality)
Income/Budget

(The "Energy" for ReSTORE)
Women's Center

**ReSTORE
Users**

(Full Stomachs=Better
Grades)
Provost

(What Does Campus Dining Have
that ReSTORE Doesn't?)
Campus Dining

(Local Atmosphere vs. National
Atmosphere)
Local Grocery Stores

(Store Layout Influences
Shopping Habits)
**Layout Design for
Supermarket**

(Insights on Food
Stigmas/Grocery Shopping
Habits/ReSTORE Thoughts)
NonPUser
(Friends, Family, Peers)

(Donations. Donations.
Donations?)
**Other College
Campus Food
Programs**

(More support=More
Development)
**GVSU
Government**

(Support Systems for
Students=an Increase in
ReSTORE Support)
**Student Orgs –
RA's**

(Donations from SAP=healthy food
choices for ReSTORE users)

Harvard—one of the most prestigious post-secondary educational institutions in the United States—was founded in the year 1636. Educated Puritans living in the Massachusetts Bay Colony attributed their faith to the development of both technological revolutions and a systematic discipline of higher education, similar to the education provided at universities, such as Cambridge (Cambridge, UK). Using Cambridge as a model, the council of Newtowne created the first 'American' university—one that, within the same calendar year, would become the beneficiary of both material and monetary inheritances, left by Cambridge alumnus, John Harvard.

Almost unbelievably, it wasn't until 1993 (three and a half *centuries* later) that our country's first campus food-assistance program was started, at Michigan State University in Lansing, Michigan.

Whether or not it was in dialogue, food justice for college students existed outside the sphere of praxis for over 350 years. In a way, this time 'gap' illuminates the complexity of wicked problems, such as food justice: These problems take advantage of the disconnect between our identities and the structures we have out in place to manage those identities. People are complex; unfortunately, the systems we have developed don't account for complexity. This structural incapacity means that people get left out of or included in groups that don't necessarily fulfill their complex needs and desires.

The work of food pantries across the nation, starting with the one at MSU, address this very principle: not only do they strive to make food accessible, but they actively work to exploit intersectional injustices, forcing the public to recognize the interconnectedness of liberty, gender, race, class, education and food equity, among many others.

College students have been voicing their trying economic situations for many, many years. Between vehicle, food, living, school, and gas bills (plus many more), the cycle of going to school, trying to provide for oneself and finding the time to achieve it all is incredibly daunting. College is a critical point of vulnerability for students, where living hardships challenge the constituents of campuses; and college communities need to develop a greater awareness of it. That is why April of 2009 marks an essential

day for Grand Valley State University: the day that students could access the "Student Food Pantry" on campus.

While the Student Food Pantry was wedged within the Women's Center (the facilitator of the pantry), GVSU students could visit the location and acquire food items that would help sustain themselves for the days to come. However, through substantial resources/support from the Women's Center, GVSU/faculty/staff, as well as various Grand Rapids locals, the pantry has undergone further development.

In August of 2015, the Student Food Pantry blossomed into a new name (ReSTORE) as well as a new location (Kirkhof 0074). Their hope through this transition was to provide a more comfortable environment for the users and to alleviate the "stigma." Partnered with their transformed name/location, they have also gained the ability to store fresh food options as well as new hours to accommodate for student schedules. In the future, ReSTORE hopes to pull away from their Women's Center "backbone" so that it can become a differentiated entity from the Women's Center and to increase awareness of the service/resource on campus.

While ReSTORE provides immediate resources for food insecure GVSU students/faculty, they also understand that being hungry has roots to much bigger problems. Food insecurity totally correlates with race, class, gender, food injustice, location, social injustice, politics, economics, environment, and more. As ReSTORE continues to grow in and with donations/users/workers, they also hope to continue to fight against the injustices attached to these systemic issues.

In 2011, the food pantry (now known as ReSTORE) had a total of 119 unduplicated student visitors. Just last year they had 246 total student visits. This is a jump of almost two times as many visitors in just 3 short years. The majority of users identify as African American or Black at 52%. At the highest percentage, 32% of student visitors' primary source of income is from student loans. In addition we know that the majority of the students that use the food pantry are not a current or previous Bridge card participants. However just over 50% (57% to be exact) of people who visit the food pantry have either an on or off-campus job. This information counters assumptions that student visitors to ReSTORE just need to "get a job". An overwhelming majority of students visiting the food pantry are women, in fact women make up 81% of the visits. Across the board the main referral source was friends or classmates.

In the beginning of the project we were presented with some challenges that ReSTORE is currently experiencing. Those original challenges include, accessing fresh stock such as fruits and vegetables and keeping enough current non-expired product on the shelves. The biggest challenges are getting the word out that GVSU has a food

pantry. They said that they only on average have 16 visitors a month. They also said that they were trying to rebrand ReSTORE to mitigate the Women's Center association.

 "The canned good" is a phrase all-too-closely related with food justice— from a very early age, we are taught to associate non-perishable food items with food assistance. Canned food drives dominate the world of 'social good' at elementary schools across the nation, actively reinforcing this relationship.

It's easy to think that this is just an insignificant observation—who cares if people think of "cans" when they think of food justice?
But under the surface, "associations" as simple as this can work as staples in the development of stereotypes and stigmas.

Close your eyes and imagine,… green beans. Or carrots. Or bananas.
What do you think of?
Perhaps the way you feel after eating them—accomplished, healthy, maybe even "good" about yourself.
Or maybe you think of where they are in the store—in the front, under the skylights amid all of the other kinds of "fresh" food.
What do you see and feel?

Now imagine a can of Spaghetti-o's.
How do you feel?
Do you see something different—because we do.

We see and feel a lot of things, and none of them are very easy to talk about. How can foods be displays of racist or classist stereotypes? How might the location of a food in store work to create stigmas about that food?
It's messy and complex, but we believe that by looking closely at the physical relationship between different types of food—such as fresh foods and non- perishables— we can begin to understand the stigmas and stereotypes surrounding food justice in a different light.

We are going to redesign the physical space and service of GVSU ReSTORE—in order to build and maintain GVSU use and support.

Description of the Ecosystem:

In order to put the ecosystem in a visual context, we want to compare the cyclical process to an onion. Beginning at the center of the onion are the ReSTORE users. These are the people who use, and continue to use ReSTORE, as well as most directly feel the impact of any changes made within the ecosystem, or in this case, the onion. The second layer of the onion is compiled of various differentiated groups that directly impact the ReSTORE users. This layer consists of groups such as campus dining, facilities, the Women's Center, local grocery stores, non-users (family, friends, peers), other college campus food assistance programs, the service aspect at ReSTORE (including interns, volunteers, and workers), layout designers of supermarkets, and experienced or inexperienced grocery shoppers. This second layer, as well as directly affecting ReSTORE, also plays a major role as a middle group connecting the center of the onion, the user group, with subsequent layers. The outermost layer of the onion is made up of those that indirectly affect the ReSTORE users. Student organizations, Resident Assistants, donors and investors of GVSU, President Haas, the provost, GVSU student senate, SAP/catered donations all serve functions in ways that act as a "skin". This skin filters different decisions on campus, such as legislation and monetary delegation, that will, in the end, have an affect on the ReSTORE users.

Research Methodology:

Our research has consisted of ethnographic interviews, immersion, and observation, in addition to a review of a range of secondary sources. Secondary sources have been found in different forms of scholarly works such as journals, articles, books and literature reviews. We have each done individual research of other food pantries and CUFBA (College and University Food Bank Alliance) to compare where ReSTORE is presently, and where it could be in the future. We have also utilized the documents available to us on GVSU Blackboard that provide statistics on ReSTORE. Each secondary source has provided legitimate support and insight for each of our decisions regarding our project thus far.

We simultaneously compiled many different interviews with a number of diverse individuals from our stakeholder groups. We have interviewed family members as experienced or inexperienced grocery shoppers, peers at GVSU who have never visited ReSTORE, workers at ReSTORE to understand the service/observational aspects, and lastly participants in student-led groups such as Transitions. Each of these groups have helped us to develop key insights that have contributed to the frame and redesign of our problem statement.

When considering the outcome of any endeavor, it is hard not to imagine the 'ideal'—cloudless blue skies for a baseball game; a succulent, golden Thanksgiving turkey, perfectly-timed in preparation with the yams and stuffing; a tender kiss under the soft lamplight on your porch after the first date. In all of these hypothetical situations, the ideal is achieved without much consideration for any type of 'contextual variance'—it is assumed that everything leading up to the event or experience will also be ideal.

If anything, our knowledge of the nature of wicked problems—such as food injustice— has helped us understand how potentially damaging this mindset can be when trying to understand and solve complex problems.

Consider our ideal: a revolutionized socio-cultural mindset about food; a mentality that would ultimately support the development of a food-minded community, each body of individuals actively exploring, cooking, and learning alongside one another. In theory, this is a wonderful picture. It speaks volumes about the capability of food to create and sustain meaningful relationships.

But, is this attainable? In our current ecosystem, with the body of stakeholders already in place, can this be achieved?

We don't think so; we believe in something even better.

Instead of falling prey to the assumptions of context that support so many ideals, *we believe in the power of connection.*

The very same foundation we often seek in meaningful relationships with friends and family has an important place in all of the connections we make: empathetic listening that seeks to develop an understanding of the other person; dynamic dialogues that work to challenge the values and beliefs of ourselves and all those around us; and contagious fervor for solutions that are beautiful, safe, and sustainable.

When we make connections with others, we are able to develop presence. We become familiar with one another through sheer proximity.

When we extend a hand or word, we begin a dialogue. We are engaged in a dialogical relationship that leaves an immediate cognitive impression.

Over time, as these relationships are maintained, we become witness to sustainability in it's most-human form—a living, breathing bond between people, one that has the ability to bridge space and time.

It is in all of these thing, that we believe. And it is all of these things we seek to achieve solutions in our imporved problem statement: the redesign of the physical space and service of the GVU ReSTORE. It will take time and work; it will not be easy.

But by accepting the challenges that come with the pursuit of a strong foundation, we can bypass the hurt that comes when an unachieved ideal—instead of hoping everything falls into place to give us 'happily ever after', we are going to dive into context, exploiting it for all it is worth.

We have high hopes for the success of ReSTORE: We believe that through sustained collaborative efforts, this institution can implement an exceptional service model and cultivate a dynamic body of knowledge around space-facilitation. It is this that we will work to achieve: researching, discussing, analyzing, interpreting, testing, re-testing and believing one step at a time.

"Best Practices": Our Research Bibliographies

        A few years ago, one of our team-members came across a video that made mention of the sheer volume of information available to us: it was said an individual today comes across more information in a single copy of the *New York Times* than a person living in Shakespeare's time would have come across in their whole life.

        This abundance of resources can seem overwhelming, but it is critical and helpful to seek out secondary sources. The work already done by experts in the fields within which you are engaging can be instrumental in the development of your own understanding.

        As we were engaging in the empathy-building work of primary research, we were also committing a lot of time to exploring these "best practices". The sources below are ones that had heavy influences on the development of our problem-frame perspective.

        The format of the research bibliographies helped us to organize the information we found in these sources, in a way that was most efficient, relevant and meaning-making.

Research Bibliographies:

"Food Insecurity as a Student Issue"
from, *The Journal of College and Character*   Reviewed by: Kayla Dora

"Food Security"
                       Reviewed by: Luciano DeLorenzo

"Food Stamp Program Participation, Informal Supports,
Household Food Security, & Child Food Security:
A Comparison of African American and
Caucasian Households in Poverty"
from, *Children and Youth Services Review*   Reviewed by: Tyler Alcantara

"Food Insecurity as a Student Issue"
from, *The Journal of College and Character*

Citation:
Cady, C. L. (2014). Food insecurity as a student issue. *Journal of College and Character, 15*(4), 265-272. doi:http://dx.doi.org/10.1515/jcc-2014-0031

Reason for including this source in your work:
 This source directly addresses food insecurity among college students which will help us to have a better grasp on the subject of food insecurity but more importantly to recognize the effects it is having on college students' overall wellbeing. It will help to support us in the ultimate reason we want ReStore to be successful: so all college students can be in academics and in life.

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

The author's main argument is that food insecurity can greatly affect a student's academic performance, behavior, and health. The author backs up this statement by drawing from previous research done on this very topic and doing a bit of her own analyzing of it. More research is needed to provide a direct correlation between student food insecurity and success in college, but based off the findings from K-12, food insecurity is an issue that deserves greater attention.

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

- Data and information on student food insecurity is sparse and under researched, but the research that does exist points to it being a growing problem in higher education.
- Food insecurity disproportionately affects the underserved populations on college campuses, such as African American, Latino/a, people with disabilities, LGBTQ, and women.
- There are short term and long term responses that need to be put into action by campus administrators in order to better address the problem of food insecurity on college campuses.

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

By utilizing a pipeline approach of studying K-12 research and relating that to college students, the author has found that elementary and postsecondary students who are food insecure perform at lower levels and based off this the author assumes the same for college students. Specifically in the field of education, students are found to have "lower math scores, decreased memory, and lower reading scores." In relation to behavior she found that absenteeism and suspensions are just a few among the sea of behavioral issues linked to food insecurity. In the realm of health, it has been found that "the effects of poverty and financial stress increase risks of mental health issues such as depression among K-12 students and college students. Poverty also contributes to a higher likelihood of anxiety and suicidal ideation at the college level."

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

Food insecurity: a condition when persons do not have adequate resources to feed themselves, either nutritiously, or at all

Food Insecure: includes experiences of reduced caloric intake, quality of foods, lack of variety in diet, disrupted eating patterns, and hunger

> *Food insecurity without hunger:* indicates times when the issue is lowered caloric intake, lack of food variety, and lower quality of foods

> *Food insecurity with hunger*: not enough food to maintain oneself physically

Pipeline approach: assumes that issues that occur in elementary school will move forward along the pipeline into secondary schools, which in turn will move forward into college.

"Food insecurity can have detrimental outcomes on student success in elementary and secondary schools, where studies indicate that students who experience food insecurity often do not achieve at the same levels as their peers who are food secure."

"Given that food insecurity has negative impacts in elementary, and then in high school, one could make the assumption that the same impacts would be present for college students experiencing food insecurity."

"Food insecurity has the potential to impact student academic success, health, wellness, and behavior."

Strengths:	Weaknesses:
She tried to address or at least mention each of the weaknesses she found in her research.	None of the studies referenced are consistent in how they measure food insecurity, which makes it difficult to draw any conclusions about food insecurity including its affect on student wellbeing.
She uses many other pieces of research to help illustrate her argument.	
She draws out the tough questions of food insecurity such as how it can be so vaguely defined or misinterpreted.	The studies she used to support her view didn't say the type of food insecurity that was measured (with or without hunger). This variety in type of food insecurity has the potential to effect the outcomes for students.

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

- In class a group mentioned how there is "no stigma problem attached to food banks according to their research". This article clearly backs our thought that there is a stigma attached and that the fact that most people who are experiencing poverty want to keep it off the radar of their peers and others. This helps us in figuring out how to address the service end of our problem statement because we were trying to choose between discreet and a more intense welcoming feel. I think this helps us to narrow that down a bit.
- When reworking our problem statement we hit on how there are different levels of food insecurity. Before reading this article I was thinking how there is a spectrum of this but didn't know exactly what that looked like. The article referenced a spectrum or range defined by the Department of Agriculture. This will help us to better address all users of the food pantry

and help others understand that food pantries aren't necessarily for those that have no food but can also be used as a supplement.

- After reading this article I am beginning to think that our team may want to consider different ways to address with hunger vs. without hunger in terms of food insecurity. Now that we now there is a real difference between the two that could definitely impact how we go about innovating a solution for the problem.

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

- The resource wrote that "Current national trends show that in 2012, 14.5% of U.S. households were experiencing food insecurity with or without hunger (USDA, 2013), while the data on college students indicate that food insecurity is significantly higher than the general U.S. population." This raises an interesting question that might deserve a little digging into: if college students really are experiencing higher food insecurity than the general U.S. population, why is that?

- How can we create a solution that addresses both the food insecure with hunger and without hunger? How will knowing the difference affect our problem statement?

"Food Security"

Reason for including this source in your work:
 This article briefly talks about how food security is different from case to case
and not generalized across the board. It also talks about how to ensure food
security.

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

 To have food security you need to have Production, reserves and restocks.
Restocks also need to be readably available, this is especially important in
developing countries. Both FFS and IFS are required to be met to be completely
food secure.

Important ideas: Write a bulleted list of 3-5 main ideas from the essay.
- Describe food security
- How food security is achieved
- What needs to take place to become food secure
- The governments role in food security
-

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

 The author used different categories to display her theme, being objectives and
priorities, food safety, HACCP safety management, food traceability and
conclusions.

She talked about not everyone having access to healthy food because of the
way its made may not be as quality as the consumer might like.

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

"Quality, safety and food product security is one of the most important concerns of all stakeholders in agriculture and food industry, one of the reasons being the wish of consumers that the food products to be guaranteed in terms of food safety and to contain informations to certify this"

The definitions of the concept are multiple and widespread. The most widespread and general definition would be "permanent access for everyone to the nourishment necessary for a healthy and active life" 1

by ensuring its effective demand as required. Food security of families (FFS) is required for assuring individual food security (IFS), but it is not sufficient because the food available may be unevenly distributed between family members. National food security (NFS) corresponds to the possibilities that different countries have to ensure both FFS and IFS without sacrificing other important objectives

Strengths:	Weaknesses:
Lot of detail about food security and safety	A bit focused on the process of food from a to b rather than the consumer obtaining the product

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

- We were kind of on the path of the process of ReStore and this article details the process of obtaining food.
- We were asking about food security (not directly) in our interviews
- Our group was pressing the question about how everyone can get a sustainable food source on assistance.
-

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

- This article mentions farming as big stakeholders; this would be useful for the fresh food ideas.
- Logistics of having this be sustainable for everyone in need
- what is The immediate govt. doing to assist people.

"Food Stamp Program Participation, Informal Supports,
Household Food Security, & Child Food Security:
A Comparison of African American and
Caucasian Households in Poverty"
from, *Children and Youth Services Review*

Citation:
Yu, ManSoo. Lombe, Margaret. Nebbitt, Von E. 2010. Food stamp program participation, informal supports, household food security and child food security: A comparison of african american and caucasian households in poverty. Children and Youth Services Review. Volume 32, Issue 5: 767-773. doi:10.1016/j.childyouth.2010.01.015

Reason for including this source in your work:
I found this source interesting because it directly compares the ethnic background, specifically Caucasian with African American, of a household in relation to their food security. On top of this, it looks at the different health and developmental effects that a family that is food insecure may go through. It takes data as far back as 2003 so it gives insight into where our country has been in recent years and helps us to compare it to where we are now and see the trends.

Main argument: Write 1-3 complete sentences in your own words that summarize the
Although the United States is a world power, poverty and hunger, along with their relationship, are serious issues that are often overlooked within our own borders. In some ways, these problems are fought on a national scale with the use of welfare programs such as food stamps, which are paid for by federal taxes. The physical make-up of a household is shown to have a major role in determining the state of food security in this country, such as, the gender of the 'head of house' or the ethnic background of a family.

Important ideas: Write a bulleted list of 3-5 main ideas from the essay.
" Millions of households in our country, including so many children, live in poverty and food insecurity everyday

- Minorities and female-head households are more likely to fall into an impoverished or food insecure position
- Assessments of the many factors of food insecurity for children are rarely analyzed
- Food pantries and other informal food supports typically assist those below the federal poverty line

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

"There is evidence to suggest that African American and Latino households experience higher levels of food insecurity and hunger than Caucasian households. The research Suggests that rural African American households remain especially vulnerable to the food insecurity and hunger. Furthermore, evidence suggests that food insecurity and hunger are more prevalent among female-headed households with dependent children." (2.1)

"African American households reported higher levels of education, more female heads of households, more participation in the FSP, and more informal food supports than Caucasian households. On the other hand, Caucasian households reported more hours of work, more household income, and higher household food security. The two groups did not differ in terms of age, number of children and child food security." (4.1)

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

"Food vulnerability among the poor, both working and on welfare, suggests the need for continued examination of public assistance programs. The main concern, in relation to the FSP, has been how effective the program is in meeting its primary objective of providing basic protection against food insecurity."(2.1)

"Invigorated by the magnitude of governmental resources devoted to FSP and the continued vulnerability experienced by households in poverty, a plethora of research has focused on understanding the relation between household characteristics and food stamp take-up."(Intro)

"More than 12 million children in the U.S. live in a food insecure household. Insufficient nutrition puts children at risk for health and developmental problems. "(Abstract)

Strengths:	Weaknesses:
- Clear and concise comparisons between different household characteristics for the same requirement - Scientific findings throughout the paper that are cited for easy reference - Fact driven, not opinion based	- I view this as a very well done and thoroughly thought out article, no obvious weaknesses

Connections: Write 3-5 insights about how this resource connects to your design thinking team insights thus far.
- The statistic that ReStore gave about the highest percentage of users were African American and female expands on a national scale in this article
- There is not much research/information available on "informal food supports" such as food pantries
- Food insecurity is not a third world problem, it is prevalent on campus and in homes all across the country

Questions/Concerns: Write 1-3 questions or concerns this research raises for you and your team's work this semester.
- Why does gender and race play such a large role in food insecurity?
- Is there a way to translate the way a food stamp program works for the nation to how ReStore could help those with food insecurities on campus?
- Why do people not ask for help when they are alone, but when a child is involved, they are more likely to ask for aid? (As seen in the increase of use of informal food supports with homes with children)

Introduction: Operationalizing Food Justice and Sustainability
from, *Theory in Action*

Reason for including this source in your work: This article looks at food justice and sustainability as issues that would be best tackled together. I found this interesting because usually sustainability is seen as a major problem with our culture, but I have never heard of it tied to food justice or seen how easily they can go hand in hand. I feel this is relatable to our project with the food pantry because really we are fighting both issues ourselves.

Main argument: Write 1-3 complete sentences in your own words that summarize the article.
   - Food justice and sustainability are both concepts that are intertwined and should be investigated to find deeper relation, by doing this, we can find possible responses to these ever-growing problems. Sustainability has deep-rooted issues in racism, sexism, and class inequality that are easily tied over to food injustice that we see today.

Important ideas: Write a bulleted list of 3-5 main ideas from the essay.
   - Food Justice and Sustainability are deeply connected under the surface
   - Looking further into Food Justice will help open up new ways over perceiving it
   - Sustainability falls into three pillars: environment, economy, and social
   - Food Justice and Sustainability are compatible along all three pillars

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

   - The author discussed how these ideals of fighting food injustice and poor sustainability have been fought or feared by many throughout history
   - The author found an example to compare every pillar of sustainability with issues related to food justice to show how relatable they are

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

Terms
-Operationalize – defining a variable in a precise way so it may be properly measured

Quotes
- p. 3 "This gives us a good start for defining food justice as both a negative project – one that rejects structured inequalities – as well as a positive project – one that seeks to transform where, what, and how food is grown, produced, transported, accessed, and eaten."
- p. 3 "Often, among members of food movements, we are encouraged to engage in strategies of consumption, eating or buying local or supporting small business without ever considering that we might build alternatives to systems of generalized commodity production, exchange relations, or property norms that allow some people to rent others – however large or small, however well-paid or low-paid, however kindly or small-scale that exploitation may be."
- p. 5 "It is also my hope that conceiving of food justice in this way will open up social science scholarship of traditions it often overlooks – particularly the anti-capitalist and anti-state wings of political and social theory."

Strengths:	Weaknesses:
- Many examples of the comparison or sustainability and food justice	- Theory does not really help give a plan of true change in the future
- Great theory to expose a new way of attacking these problems	

Connections: Write 3-5 insights about how this resource connects to your design thinking team insights thus far.
   " Food Justice is a major concern on GVSU and with ReStore.
   " Connections can be found between anything if you analyze enough
   " Many times, a new/different way of looking at something will help open up new solutions

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

- Is it possible to relate sustainability, which is huge on Grand Valley's campus in an environmental sense, to food justice and other necessary social aspects of reform?
- Can we really make a lasting change, or will it just get swept along by the masses and forgotten?
- How can one small group of people really affect a social norm, like campus food justice, regardless of its necessity of change?

"Obtaining the Commitment to Making a Change
Through Quality Management"

Citation: http://studiaeconomia.uvvg.ro/images/2001/v1/20.%20OBTAINING%20THE%20COMMIT MENT%20TO%20MAKING%20A%20CHANGE%20THROUGH%20QUALITY%20MAN AGEMENT.pdf Last Name, First. Year Published. Title of Piece. Journal/Book. Edition/issue: pages.
Reason for including this source in your work: This peer-reviewed work directly relates to our problem statement. It talks about service and how management can effect the overall atmosphere and quality.
Main argument: Write 1-3 complete sentences in your own words that summarize the This article talks about how quality management specifically leadership, organization, and quality management. All 3 are key factors in any organization. I think that this is more true for NPOs.

Important ideas: Write a **bulleted** list of 3-5 main ideas from the essay.
    "   Leadership Skills/Qualities
    "   Organization skills
    "   Strong leader but poor management is bad mix
    "   Culture
    " Human interaction with others vs. tech communication

Evidence: Provide 1-2 examples of evidence used to support the author's argument. The author talks about how without quality management skills it will be hard to stay successful, this can also affect employee moral. Its important to have a specific culture at work so everyone can be on the same page, if everyone has the same values and morals its more likely that people will align with each others way of thinking and there is less probability that conflict will arise.
Notable quotes, terms, and concepts: Include all new terms and concepts as well as at least 3 quotes that exemplify the essay. "A strong leadership with weak management is not a good combination. The leadership produces changes. This is its main function. In cases of effective leadership, the direction of that change is carefully selected in an activity that is the essence of what leadership means. Establishing a pattern is never the same as planning or long-term planning, although people often confuse them." "The organizational culture that focuses on quality is a guarantee for any organization to survive and to continue development of activities whether if they operate on a highly competitive market environment or in an economically, socially or politically unfavorable climate. This is because the organizational culture, through its components, is that which dictates certain rules of

products, services, processes that take place in this organization have to be
improved, upgraded and brought into   line with customers requirements."

Strengths:	Weaknesses:
Great	Limited to 3 categories
categories	There can be different factors that
Analytical	effect overall product of

Connections: Write 3-5 insights about how this resource connects to your design
thinking team insights thus far.
- " The culture is a big part of quality
management. " Quality over
quantity "
   Conflict resolution
- " Values
- " Job delegation

Questions/Concerns: Write 1-3 questions or concerns this research raises for you
and your team's work this semester.
- "
- " How can we implement this into practice?
- "

"Rethinking Subsidized Meals for the Elderly
at The Good Kitchen"
from, *Solving Problems with Design Thinking:*
Ten Stories of What Works

Bennett, King and Liedtka. "Solving Problems with Design Thinking: Ten Stories of What Works". (Chapter 9) "Rethinking Subsidized Meals for the Elderly at the Good Kitchen". pp. 143-159. Columbia Business School Publishing; 2013.
Reason for including this source in you work: The detailed discussion of the use of the design thinking process (specifically, in the effort of understanding and creating food justice for a group of people) serves as a great model for our group.
Main argument: To better understand possible "solution-areas" for any problem, one needs to think of the problem in its entirety. Looking at an entire system is daunting, but yields insights more reflective of the situation in reality; the parts of a system operate with one another—the workings of one piece can (and should) be used to reflect the possible problems in the workings of another piece. For example,.. Headaches and nausea can be isolated maladies, but oftentimes, in conjunction with other symptoms, point to a larger systemic problem.
Important ideas: Write a bulleted list of 3-5 main ideas from the essay. ● The perceived primary stakeholder group is often more narrow than the set of stakeholders that could (1) contribute to the understanding of the problem within a system and (2) benefit from inclusion in all stages of the DT process. ● Stigmas contribute to the development of 'imagined constraints'. ● The use of analogies can work to expand a stakeholder's understanding of the current system. They are great tools for facilitating 'What if?' dialogues,.. utilizing the understanding of the elements of a familiar system to understand the parts and pieces of an unfamiliar system

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

"It was not going to be enough to focus on the needs of the consumers, team-members realized; they would need to address the problems of the employees producing the meals as well." (pg. 146)

Public perception of the service-providers (the chefs at The Good Kitchen) negatively impacted the way the service-providers felt about themselves and their work.
"The more the team from Hatch & Bloom got to know the kitchen employees, the more it became apparent that this was a skilled workforce. Public perception and reality were quite different. The workers were making boring, low-cost meals because of perceived economic and logistical constraints, not because they faced a skills gap."

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

"When we set out to explore an opportunity, we often find that our initial scoping of the issue was flawed… It's not easy to reframe an issue or problem. But it can help to think of the initial scope of the project as a hypothesis that you must revisit and refine along the way. This does not indicate a mistake in our early scoping; it is a sign of important learning." (pg. 146)

"Facilitators used analogies as trigger questions to help shift participants' mental models of food service. They asked participants to think of the kitchen as a restaurant,…
'Just thinking about themselves as a restaurant instead of a public kitchen changed their perceptions completely', 'Because they said, 'Okay, so we must be chefs. And if we're the chefs, who are the waiters?'' " (pg. 150)

"The process also yielded a new name: Hospitable Food Service became The Good Kitchen…. 'So we changed the name; we changed the identity… It's an ambitious name, which is exactly what we wanted, and we are working hard to live up to the expectations.' " (pg. 153)

"You didn't get it wrong— you learned. So many of our flawed solutions can be traced to having stuck with a limiting question. One of the most significant contributions of design is to help us live longer in the question." (pg. 157)

Strengths:	Weaknesses:
➢ the discussion/explanation of various DT tools and models ➢ encouragement and support, regarding process	➢ A text elevating the benefits of DT,.. What about the costs? What about the barriers and constraints of Design Thinking? (Are there any?)

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

- Last week, we took a long look at our problem statement and felt compelled to rethink the perceived problem,.. It is important (to the morale of our group) to understand that we did not mess up or make a mistake—we consciously decided to take action in a direction and are allowed to reroute as often as necessary, as we build a more thorough understanding of the problem and our stakeholders.
- Insight!: Understanding your stakeholders through ethnographic work is one of the cores of DT. You don't need to know the 'problem'— you need to intimately know the people. They will tell you what is hard, what could be better.
- Maybe,… we should be developing tools for ReStore. Maybe we should invite them to learn more about their stakeholders, through the DT process and models, to encourage them to understand the needs, wants, thoughts, and desires— THE LIVES— of the people the ReStore system is impacting?

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

- How might the stigmas and stereotypes associated with food justice be impairing or affecting the work/participation of our current stakeholder groups?

- How might the stigmas and stereotypes associated with food justice be impairing or affecting our ability to see the issues/problems?
- How might we get ReStore to look at their name change in the development and utilization of an analogous working system?

"The Effects of Atmosphere on Customer
Perceptions and Customer Behavior Responses
in Chain Store Supermarkets"
from, *African Journal of Business Management*

Chen, Han-Shen and Tsuifang Hsieh. (2011). "The effect of atmosphere on customer perceptions and customer behavior responses in chain store supermarkets." *African Journal of Business Management*. Vol. 5 (24), pp. 54-66. Retrieved from: http://www.academicjournals.org/app/webroot/article/article1380366336_Chen%20 and%20%20Hsieh.pdf

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Reason for including this source in your work:

I included this in our work to get an outsider sense for what sorts of atmospheric conditions in a grocery store affect consumers. While this article is more so directed toward impulse buying, it provides key insights as to how to make a consumer have an enjoyable experience in a supermarket. This will allow us to make connections between the articles findings and how we can use their insights to provide a better user experience for GVSU ReSTORE users (in terms of atmosphere and service realms).

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

This article was written based from a study in which explored the factors for how environmental/atmospheric conditions affect consumers in grocery stores. Through thorough research and the differentiations between models that were incorporated in the article, information/data was collected in order to understand what exactly affects a customer in his/her grocery shopping experiences.

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

- "Mehrabian and Russell (1974) propose the stimulus organism-response (S-O-R) model, which indicates that the external physical environment can influence an individual's internal state and behaviors (approach or avoidance)."

- "Customer perceived value refers "value is the consumer's overall assessment of the utility of a product based on perceptions of what is received and what is

given" (Zeithaml, 1988). Monroe (2002) defined it as "Buyers' perceptions of value represent a tradeoff between the quality or benefits they perceive in the product relative to the sacrifice they perceive by paying the price". Woodruff (1997) interpreted it as "customers' evaluation of attributes and performance of products for achieving their goals". Mathwick et al. (2001) considered it was "a kind of cognitive status of consumers on product attribute and service performance, facilitating or hindering the realization of consumers' goals by interaction."

" "Bitner's (1992) service scapes model was the earliest theoretical model that involved the concept of perception in store atmosphere. It considered that in store atmosphere, customers would have perceptional, emotional and psychological reactions against the environment he was in; these three kinds of reactions would have effects on customer behaviors. To customers, store atmosphere could provide the clues of products and services and create real-time impression of perception in customer minds (Kotler, 1973); customers would establish beliefs on ambient store atmosphere and take the beliefs as the basis of determining commodity and service quality (Bitner, 1992)."

" "Among the factors, the most influential kind is ambient factors, including intangible factors and visual arousal, that is, music, noise, temperature, lighting and colors etc., which can imperceptibly influence customer emotions, enable customers to retain active and positive emotions as well as acquire pleasant experiences. This verifies the opinions of Bitner (1992), who thinks customer will always choose to avoid from unpleasant environment and approach to the environment that can makes him happy. By controlling factors such as lighting, music and flavor etc., retail operators can create a pleasant environmental atmosphere and make customers' shopping more relaxed and enjoying."

" "…..another factor that has great impact on customers' positive emotions is design factor, the decoration function of which can bring customers the enjoyment of aesthetics and happy moods."

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

- "The findings showed that emotional condition and perceptional process could interfere with the impact of musical stimulus on approachavoidance behaviors at the same time. The characteristics of the model were to add the impact of cognitive process onto traditional S-O-R model, taking commodity and service quality as the measurement of cognitive process."

- "Parasuraman (1997) pointed out that driven factors of customer cognitive value included product quality, service quality and price factor. This research achievement has received universal recognition from the academia. Among the aforementioned three factors, service quality is more difficult to be duplicated by competitors than product quality and price. Therefore, how to present the optimal service quality becomes the source of sustainable competitive advantage of an enterprise."

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

"One of the ways in which the shopping experience is changing is that more consumers are turning their attention to the question of whether shopping itself is a pleasant experience or just a chore."

".....retailers are working toward strengthening the environment in their stores in order to create a store atmosphere that can make consumers more loyal."

"Baker (1986) considered that the design of business environment could produce unique emotional impacts in customers' minds and could increase buying possibilities. He divided environmental factors into three categories: (1) Ambient cues, that is, the ambient conditions that could influence customers potentially, such as attributes of temperature, music, noise and lighting; (2) Design cues, referring to those aesthetic feelings that could be perceived by customers directly, including style, layout and architectural etc.; (3) Social cues, referring to factors related to people in the environment, including customers and store employees. The number, type and behavior of people are proposed to influence customers' perceptions of stores."

"Customer's behavioral response to consumption environment can be sorted into two categories; one is approach while the other is avoidance. Approach behavior means to approach certain environment, stay, explore, interact and identify in it, having good impression on the environment and holding the intention to return to that environment again. Avoidance behavior is just the opposite: To express dissatisfaction, worry, boringness and irritableness to the environment, hoping to leave from the environment without any intention to return. Customers' responses depend on the extent initiated by environment and can be used to predict customer emotions and their responses to environment."

Strengths:
- Provides insights on customer perceptions/feelings in supermarkets
- Propels the thought that the quality of service is most important
- Differentiated models/insights proposed for why customers respond the way that they do
- Provided hard evidence for the "intangible" design uses in supermarkets that play a vital role in making the customer happy while shopping.

Weaknesses:
- This article focus more on impulse buying and whether or not a specific model would increase consumption habits
- I was hoping it would include customer quotes (primary research) for what they feel are the most important components in an enjoyable shopping experience.
- Seemed a bit too repetitive

Connections: Write 3-5 insights about how this resource connects to your design thinking team insights thus far.
- There is a relationship between customer behavior and customer experience.
- Because ReSTORE as well as Innovation Team 4's motives align with the idea to make ReSTORE a place to "shop," the behavioral insights drawn from this article can help us elude to the idea of what might make ReSTORE users have an enjoyable experience.
- This article gives insight on successful layout styles of supermarkets as well. This can, in turn, help us to understand a better layout for ReSTORE.

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

- " Which insights can we take from this article to put into practice at ReSTORE?
- " Which models from this article seem to connect best with the kind of atmosphere, we feel, should be created for the ReSTORE location?
- " Of course, our project includes both the physical appearance and service components, but should we put a little more focus into the service aspect? Especially based from our interview insights?

"The Elements of a Great Shopping Experience"

Citation: The Elements Of A Great Shopping Experience. (2009, July 13). Retrieved October 28, 2015, from http://www.forbes.com/2009/07/13/retail-customer-service-entrepreneurs-sales-marketing-wharton.html
Reason for including this source in your work: This source directly relates to some of our ideas about possible outcomes for the food pantry. It talks about what makes up a great shopping experience including convenience, service, and problem-solving. It gives ways for retailers to best execute each of these in order to provide the best experience for a user. I think this will be helpful in giving us a general base of what consumers expect in a grocery store and to know what they may expect or like to see at ReSTORE.
Main argument: Write 1-3 complete sentences in your own words that summarizethe source. The main point of the article is to inform readers about what the "wow" shopping experience might look like and how it can be displayed by retailers. It discusses what the ten elements are and how they all tie together to provide a great shopping experience.
Important ideas: Write a bulleted list of 3-5 main ideas from the essay. • It recognizes that elements that may be good for one individual may not be key for another. • Engagement, executional excellence, brand experience, expediting, and problem recovery are identified as five of the major areas that contribute to a great shopping experience. • It identifies that proper training of staff is one of the best ways to lay down the foundation for a great customer experience • The components of a great retail experience vary somewhat by the age, gender and nationality of shoppers.

Evidence: Provide 1-2 examples of evidence used to support the author's argument.
According to a New Wharton research study, only 35% of shoppers have had an extraordinary retail experience in the last month. There are as many as ten different elements that users identify as things a store must deliver on in order to provide them with a "wow" experience.

Notable quotes, terms, and concepts: Include all new terms and concepts as well as at least 3 quotes that exemplify the essay. -*Engagement:* being polite, genuinely caring and interested in helping, acknowledging and listening. –*Executional excellence*: patiently explaining and advising, checking stock, helping to find products, having product knowledge and providing unexpected product quality. –*Brand Experience*: exciting store design and atmosphere, consistently great product quality, making customers feel they're special and that they always get a deal. –*Expediting*: being sensitive to customers' time on long check-out lines, being proactive in helping speed the shopping process. –*Problem Recovery*: helping resolve and compensate for problems, upgrading quality and ensuring complete satisfaction. "The top response was related to engagement, with 63% of those reporting that during their great shopping experience, store employees were very polite and courteous." "Brand experience includes store design and atmosphere, consistently great product quality, making customers feel they're special and the sense that customers always get a deal." "Younger shoppers' retail experiences are colored by greater comfort with multitasking and familiarity with the Internet, making them more transaction-oriented than relationship-oriented and less tied to brick-and-mortar stores."

Strengths:	Weaknesses:
The article provides various statistics of retail experiences and even utilizes an online survey to help validate their point. It also provides links to a report that was based on the survey which comes in handy as it provides a more in-depth explanation of the different elements. The article does a great job of relating their statistical or survey findings to the different elements that make up a great shopping experience.	It is really just giving the statistics of what consumers want and not specifics of how to implement it. It kind of leaves that part open (which can be good and bad). It could be considered limited on information as the statistics provided are from only two sources.

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

- One of our insights has been about the lack of proper training for the volunteers and employees of ReSTORE and this article helped to emphasize the importance of that and it being a foundational piece to growing in providing a great experience for consumers.
- Each of the factors listed in this article and even the others in the link within the article will be helpful in guiding us as we try to figure out *how* exactly we plan to redesign the physical space and service of ReSTORE.
- It really helped to accentuate the fact that service really is key to providing consumers with a great experience. Before reading the article I was questioning how much service really has a role or how much of it is impacted by convenience. Though they do both have a big role, it seems as though from the article service is what makes the experience stand out as a great experience.
- Our team seemed to be questioning what some of the common factors were that made up the variation of what users preferred, as our answers from our interviews varied. The article brought up the point that maybe it is all of what we thought and even more. Age, gender, and nationality all can play a role in the components of a great experience.

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

- How can we implement these elements of a great experience into our redesign of ReSTORE? What does this look like in a food pantry? Do we

still want it to be a food pantry or maybe pursue the idea of a co-op or something similar?

"The Hunger Crisis in America's Universities"

Resnikoff, Ned. (2014, August 18). "The Hunger Crisis in America's Universities." Retrieved September 23, 2015, from: http://www.msnbc.com/msnbc/the-hunger-crisis-americas-universities

I included this source because it shows the relationship between "the stigma" of food pantries and how needed they are on college campuses.

Main argument: Write 1-3 complete sentences in your own words that summarize the This article delved into the realities of food pantries that are on college campuses and how students view them. This kind of necessity is a must because as higher education costs increase, so do living costs which makes the accessibility to food transfer to the "back burner." Thus, the hunger epidemic is on the rise at and food pantries at college campuses are sweeping in to fill the "gap."

Important ideas: Write a bulleted list of 3-5 main ideas from the essay. • Hunger is not decreasing and can be found almost everywhere, even within higher institutional settings. • Undergraduates are not the only students that need to be focused on. There is information about graduate students and how badly they need resources. • There are specific ways each pantry tries to counter the stereotypes of food pantries by revamping the experiences for the clients. Some create the "invisible" effect while others try to create a more open and visible effect. Both are trying to diminish "the stigma" in different ways.

Evidence: Provide 1-2 examples of evidence used to support the author's argument. 1. "In June, Goldrick-Rab helped arrange a "Housing and Food Security Workshop" through the University of Wisconsin-Madison's Wisconsin HOPE Lab, which she directs. She described the event as "a pretty heartbreaking day." Students who attended the program discussed the trouble they have publicly admitting that they're hungry, fearing that it

would socially isolate them or help to reaffirm some of their classmate's racial stereotypes."

2. "Between 2007 and 2010, the number of doctorate-holding food stamp recipients *tripled*, according to a 2012 *Chronicle of Higher Education* analysis. The number of food stamp recipients with a master's degree wasn't found to have tripled over the same time frame, but it got remarkably close, going from 101,682 to 293,029."

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

*Rhondalisa Roberts, a LaGuardia sophomore and food pantry client, has witnessed that stigma firsthand. She says that when she suggested that a hungry classmate of hers visit the pantry, the classmate told her, "Oh, I'm not going to go there. I'm not poor."

*"Poor people and people who struggle with food insecurity didn't used to go to college. … If they were going to get education, they were going to get the free part and that's it," said Sara Goldrick-Rab, professor of educational policy studies and sociology at the University of Madison-Wisconsin. "But there's been such a strong cultural push and a strong economic push for college that people with no means are pursuing it."

*Hungry students don't enter the on-campus food pantry at New York's LaGuardia Community College; instead they sit in an office in the college's financial services center while a staff member or volunteer runs upstairs to get their food, bringing them unmarked grocery bags to take home."

*""As a kid myself, I had experienced hunger," said Sewell. "I grew up with a single parent in Southern California and we often went to bed hungry. I didn't want my kids to experience that, so I didn't hesitate to go to the food pantry when I needed to.""

*"Every week, CUFBA receives at least one email from a new university where people are interested in establishing a food pantry."

*"In some places, it's practically a pandemic: At Western Oregon University, 59% of the student body is food insecure, according to researchers from Oregon State University (OSU). A 2011 survey [PDF] of the City University of New York (CUNY) found that 39.2% of the university system's quarter of a million undergraduates had experienced food insecurity at some time in the past year."

*"Data published by Feeding America in April suggests that 27% of food insecure people don't qualify for food stamps because their incomes are too high. And even as food insecurity continued to climb, so did college enrollment rates, in part because college is seen as a stepping stone to economic security."

*"At one large research school, Michigan State University (MSU), the on-campus food pantry reports that more than half of its clients are graduate students."

Strengths: Use of statistics from Feeding America that specifically researches college students and hunger (research that hasn't been done too much before), implements insights from other various food pantries that are successful (MSU and CUFBA), use of students' insights about food pantries/what he/she thinks about them/why he/she uses them, backs up each point with statistical information, and presents the reality for the need of food pantries on college campuses.	Weaknesses: The article is not peer-reviewed, it is not too lengthy in comparison to separate articles (question of having a good amount of information), and insights from students are mainly from women.

Connections: Write 3-5 insights about how this resource connects to your design thinking team insights thus far.
- Presents various perspectives about "the stigma" that our team has not discussed before
- Provides statistical data that shows the dire need for food assistance on college campuses
- Gives insight on various food pantry perspectives in terms of the "openness" of the pantry (like MSU) vs. the "invisible" aspect of another pantry (New York's LaGuardia Community College food pantry)

- Provides readers with quotes from food pantry users. SO IMPORTANT because this is such a "secretive"/unspoken concept in most cases and it is immensely hard to retrieve this kind of information. This shows us that we can get a sense for what a couple of student users are thinking in terms of food pantries.

Questions/Concerns: Write 1-3 questions or concerns this research raises for you and your team's work this semester.
- What is the best method to keep ReStore clients feeling comfortable in terms of service/how the pantry works? Private vs. Open
- What does Michigan State University's pantry look like?
- What are the requirements to receive Government food assistance (SNAP/Food Stamps)?/Why are there students not receiving this assistance if they are in need of it?

"The World House"

King, Jr., Martin Luther. 1980. The World House. "Living Beyond Crisis: Essays on Discovering and Being in the World": pp.74-90.
https://gvsu.ares.atlas-
sys.com/ares/ares.dll?SessionID=V142626179R&Action=10&Type=10&Value=11736   0

Reason for including this source in you work:

This essay offers a propelling argument for the search and development of intersectional-problem solutions; the GVSU Women's Center has identified much of the 'grey area' surrounding the GVSU ReStore to be intersectional in nature, as food justice is also gender justice, wage justice, assistance justice, etc.

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

Dr. King proposes that the entirety of the world is living in one house; despite all of our perceived differences, we are functioning within the same plane and must interact intentionally.
Despite our current scientific and technological state, many problems still exist, ie. hunger, poverty, war; and the only way to confront these issues is to actively pursue their opposites.
However, it all starts with the collective adoption of "otherness".
King states "otherness-preservation" is the first law of life, and that by adopting this lens (putting people back at the center of our work), we will be able to overcome wicked problems and move into a space that promotes peace.

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

- Otherness-preservation is the first law of life.

- Peace is not an end, but a means.

- In order to achieve change, we will need a 'revolution in values' to accompany our scientific and technological revolutions.

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

In support of a 'revolution of values':
"Why should there be hunger and privation in any land, in any city, at any table, when man has resources and the scientific know-how to provide all mankind with the basic necessities of life?...We cannot complain of a lack of land, for there are 25 million square miles of tillable land on earth, of which we are using less than seven million. We have amazing knowledge of vitamins, nutrition, the chemistry of food and the versatility of atoms. There is no deficit in human resources; the deficit is in human will."

And, in support of 'peace as a means':
"One of the most persistent ambiguities we face is that everybody talks about peace as a goal, but among the wielders of power peace is practically nobody's business.... The large power blocs talk passionately of pursuing peace while expanding defense budgets that already bulge,..[..,yet they come to the peace table accompanied by bands of brigands each bearing unsheathed swords."

and, "The stages of history are replete with the chants and choruses of the conquerors of old who came killing in pursuit of peace."

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

"A genuine revolution of values means in the final analysis that our loyalties must become ecumenical rather than sectional. Every nation must now develop an overriding loyalty to mankind as a whole in order to preserve the best in their individual societies."

def.'n: ecumenical: promoting or relating to unity

"We must rapidly begin the shift from a 'thing'-oriented society to a 'person'-oriented society."

"Our hope for creative living in this world house that we have inherited lies in our ability to re-establish the moral ends of our lives in personal character and social

justice. Without this spiritual and moral reawakening we shall destroy ourselves in the misuse of our own instruments.

Strengths:	Weaknesses:
The lens of this piece encourages us to remind ourselves of the large lens of the problem of food justice. The words of Dr. King are accessible and motivational; not only will they help us stay inspired, but they can act as a touchpoint for other people interested in our work, ie. Most people know who Dr. King is and will identify positively with the causes he supports. This correlates (subconsciously) with a positive association with our work.	It is not specifically targeted on food justice. The lens may be too broad for immediately relevant data.

Connections: Write 3-5 insights about how this resource connects to your design thinking team insights thus far.
- This problem is a systemic and intersectional.
- We believe there is enough food, but there is disconnect between the resource and the users.
- We see a stigma around access to food/asking for help that has been perpetuated by the absence of a value-revolution.

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

- Are students aware of the implications of living in a 'world house'?
- What kind of real affect or impact can we have on ReStore?,.. a sustainable initiative that gets at the core of the issue. Are we capable? Consider schedule, other commitments, timeline, budget, scale, etc.
- Is our research focused enough? Can we work with a micro and macro lens?

Running parallel to any Design Thinking journey, is a process, methodology or framework that best enables the designers and innovators to make sense of the information they have gathered and generated.

For us, that looked like affinity-clustering. As a team, we recorded individual data points (all of our observations and insights) and clustered them based on similarities. Analyzing and ideating on the relationships between the individual data points in each cluster, we were able to identify themes and patterns. The themes generated helped us understand the spaces of research we had identified, and these were quickly turned into Need Statements.

These statements were to guide us on the rest of our journey— they helped us envision an ideal state, centralized our focus and infused our work with a renewed sense of actionability; we were going somewhere.

'clusters of insights on an affinity map', Allendale MI (near GVSU campus)

In all of this work, it is essential to remember your purpose and higher objectives; in this specific Design Thinking journey, that looked like (1) fufilling the unmet needs of ReSTORE users, and (2) satisfying our collaborator (ReSTORE).

It became clear to us that maintaining a healthy relationship with our collaborator would be vital in helping us actualize both of those objectives.

At three different points throughout the semester, our collaborator was invited in for facilitated debrief sessions: each team was given time to present their current state and ask/field questions from other teams, our professors, our collaborators, and any other guests in attendance.

These sessions—like much else in the Design Thinking process—were fast and iterative; each team quickly moved through their material, making observations and developing insights as they presented.

These new developments, however, were only secondary to the real work being done at the Collaborator Debriefs: we were generating collaborator buy-in.

Engaging with our client (ReSTORE) throughout the process created an unorthodox sense of transparency, and it was through this visibility that we were able to further our connection with ReSTORE. Once again, the power of authentic connection was at the center of our innovations.

The following (3) documents are outlines of the information we presented at each of our Collaborator Debrief Sessions.

Collaborator Debrief Session 1:
"Articulating and Revising the Initial Vision"

Collaborator Debrief Session 2:
"Telling the Story"

Collaborator Debrief Session 3:
"Envisioning the Future"

Collaborator Debrief: Session 1
Wednesday, Oct. 21, 2015

Problem Statement:
We are going to redesign the physical space and service of GVSU ReSTORE in order to build and maintain GVSU use and support.

3 Key Insights:
1. While observations/perceptions of the physical space at the GVSU ReSTORE location play a huge role in the user experience, the service really provides the atmosphere for the experience in it's entirety.
2. When in dialogue about food assistance services, multiple stakeholders have reaffirmed the notion of a stigma surrounding both the work of food assistance services and the "type" of people such organizations serve.
3. The nature of the constraints—when addressing a problem as complex as food injustice—are very competitive in nature. They are often at odds with one another, moving left to right, in a perpetual tug-of-war.

3 Key Barriers:
1. What are we allowed to change in this space?
- Are the components/shelving movable?
- What is ReSTORE doing currently to adapt or take ownership of the physical space?
- Is there a budget in place for these types of changes/remodels?

2. We are wrestling disconnect between our group and some of our key stakeholders.
- Looking at our stakeholder map, whom would you identify as 'most important' for us to get in contact with?
- What are your suggestions in way of making this process (creating lasting contact/meaningful connections) more efficient and successful?

3. Is there are a current process in place for the training/facilitating of ReSTORE workers, volunteers, and interns?
- If so, what does it look like?
- Of the skills implemented by the training procedure, which are measurable?
- How do you monitor the manifestation of necessary interaction/experience skills?

Collaborator Debrief: Session 2
Wednesday, November 4, 2015

Problem Statement:
We are going to redesign the physical space and service of ResSTORE to build and maintain GVSU use and support.

Top 3 "Needs" Statements:
1. ReSTORE needs to prioritize the development of connections—empathizing with the needs of the user and the capacities of the service-provider—to facilitate customized, exceptional service.
2. ReSTORE needs to be navigable in a way that resonates with the needs and preferences of the college student user, in the context of a "consumer".
3. ReSTORE needs to have an educational training program that serves as a supplement to that which is already provided by the Women's Center. It needs to be an individualized assessment of each volunteer, intern, or workers' gifts and talents.

3 "From/To" Statements
1. From: a service that creates a comfortable setting for each user,
   To: a malleable and responsive service model that is capable of reacting to the individual needs and desires of each ReSTORE user upon arrival
2. From: a layout that emphasizes the maximization of space,
   To: a layout that emphasizes the maximization of autonomy and is reflective of the process a "typical consumer" would engage in during a shopping experience.
3. From: a supplemental training platform,
   To: a dynamic, modular training experience that utilizes the individual interests/skills/talents of the intern/volunteer/worker, encouraging the development of authentic and meaningful interactions and relationships.

3 Barriers

1. *Understanding the scope of change we have access to.*
   Think: How might we continue to explore our team goals as they work to fulfill the needs of ReSTORE?

2. *Identifying ways to create traceability.*
   Think: How might we develop a system or framework to help us understand our metrics and track our progress?

3. *Identifying feasible options of expanding the training program to better service the ReSTORE user.*
   Think: How might we work with our collaborators to develop an attainable training program that is cohesive with their brand, mission, and values?

Collaborator Debrief: Session 3
Wednesday, November 18, 2015

5 Prototypes:
1. Space ReDesign
2. Guest Assessment
3. "ReSTORE Cares"
4. Body-Reading
5. Prior Knowledge

Top 2 Prototypes:
1. Body-Reading
[from Need Statements (1) ReSTORE needs to prioritize the development of connections—empathizing with the needs of the user and the capacities of the service provider—to facilitate customized, exceptional service AND (2) ReSTORE needs to have an educational training program that serves as a supplement to that which is already provided by the Women's Center. It needs to include an assessment of each volunteer, intern or worker's gifts and talents.]
2. Prior Knowledge
[from Need Statement: ReSTORE needs to be navigable in a way that resonates with the needs and preferences of the college student user, in the context of a "consumer".]

3 Key Insights:
1. "ReSTORE Cares" is very attractive/ has high stakeholder buy-in.
2. There is speculation among our stakeholders concerning the "science" of nonverbal communication; many are hesitant that student workers would be able to harness and apply these skills.
3. We need to encourage ourselves to keep thinking big-picture; think: wholes vs. pieces, long-run vs. immediate, etc.)

3 Key Barriers/Concerns
1. How might we develop a sense of "priority" in prototype?
2. How might we understand the purpose/function/role of metrics in wicked-problem-solving?

3. How might we continue to use Design Thinking? How might we continue to be mindful of our thinking?

Space ReDesign   Kayla Dora

Pie in the Sky: a completely new location, modeled after a popular grocery/convenience store, including floor to ceiling displays of various foods and other goods

Bare Bones: we rearrange the furniture/appliances currently in the space to better serve student need (modeled as "consumers")

On a small and attainable scale, we have come up with the idea of rearranging the present space of ReSTORE. A main focus in this change is on moving the fridge to an easily visible space. Ideally we want to create a blueprint of a possible layout that would best utilize the space of ReSTORE. From our research we learned that users of grocery stores tend to work in a clockwise fashion. Arranging the space in a way that recognizes this would help the accessibility and efficiency for the user by making it more easily navigable. On a big scale this redesign would provide a whole new "shopping experience" for the user.

Guest Assessment   Luciano DeLorenzo

Pie in the Sky: a computer system linked to GVSU Student identification cards that gives volunteers access to pertinent student demographic/behavioral/preferential information

Bare Bones: a pamphlet/document that provides a line of question to develop trust (and direction) between a volunteer and a user

One of our prototype ideas is to incorporate an online intake form paired with a GVSU ID scanner, we also wanted to create a pamphlet of suggested "Assessment Protocol". Creating an online intake form would help ReSTORE staff gauge a GUEST'S personality and what to expect Behaviorally. The Pamphlet would further assist the ReSTORE employee on how to handle the GUEST. It is important to our group to ensure that the employee handles each GUEST differently based on their personality or behavior. The ID scanner would improve this portion of the Training and can be used for other various applications (Guest orders/Online availability of products)

ReSTORE Cares   Tyler Alcantara

Pie in the Sky: an entirely new business model that replicates the one used by PaneraCares

Bare Bones: a differentiated business model that allows students to make donations for products taken from ReSTORE

Taking our ideas in a different direction, our team developed a prototype of changing the overall nature of ReSTORE itself. Instead of remaining a typical food pantry in its current capacity, we would refit it as a place where patrons could potentially leave a donation of a suggested fair-market value for the food and supplies they would be taking. This could help ease the stigma of those who come to use ReSTORE out of necessity because it would allow them to pay a little bit for the supplies if they could, but also because it would open up ReSTORE to a greater number of users. Also, it would help ReSTORE make some money to help with employees, stock, renovations, and etc and would allow more widespread use of the pantry which would rotate the stock out more quickly, which would prevent spoilage and waste.

Body-Reading   Hannah Swanson

Pie in the Sky: a professional behavior-analyst hiding in the space 24/7, assessing each guest individually to provide custom service models

Bare Bones: a partnership with the CJ department to provide training on non-verbal language with the ReSTORE volunteers

Because of John Berry's (amazing) divergent thinking skills, we really grasped onto his suggestion of studying justice system workers who are experts at reading body language. Since one of our needs statements centers on the idea that ReSTORE employees should have the skills to assess each "guest" as he/she walks in, why not hire an expert in reading body language, who can train the staff at ReSTORE? Through this, the staff could acquire "body language reading" skills beforehand and transcend those skills onto the "field." The expert could then stand by while everyone has earpieces placed so that if suggestions need to be made to the staff, the expert could secretly direct them while helping users of ReSTORE. That is our "thinking big" mentality, but in reality, it might look something more like connecting with professors/departments within Communications and/or Criminal Justice to get further help in "body language reading."

Laura Sample

Pie in the Sky: an interactive, online experience that allows a user navigation of/access to a space virtually, with a real-life delivery of the goods/products acquired in the virtual space,.. think SIMS

Bare Bones: an online blue-print (or set of similar tools) that allow the user to develop a body of knowledge about the ReSTORE space before ever setting foot in the door

The way a person uses a particular space or service (the way they navigate the space or service) has a lot to do with both (1) their need of the output of that space/service and (2) their current knowledge on that space or service.

As long as the need for food exists, we can focus our efforts on understanding how knowledge works to impact/affect a user experience.

Think: How does someone's body of a knowledge impact/affect their engagement with a space or service?

The easy way out is by eliminating any need for real-time engagement with the space/service,..

We could create a business model that allows access to output without the interaction,… an online SIMS-esque model would work to deliver output, sans real-time navigation.

Stemming from our second 'needs statement' (focusing on the need to develop/maintain a navigable space that works to facilitate exceptional user experience) we would like to prototype a perceived difference in space 'navigability',.. with and without a body of prior knowledge.

Prototyping a blueprint/set of tools would allow us to test this,…

Prototype: <u>Facilitating Improved User Navigability</u>
(Space ReDesign + Prior Knowledge)

In an effort to comply with time constraints, we have decided to model a two-part prototype.
The first part, Space ReDesign, can be completed almost immediately. In this, we would like to test the redesign of the layout of the current space; we believe that by creating a 'user path' more similar to the one a user would experience at a grocery store will empower the user and facilitate a more comfortable guest experience.
The second part, Prior Knowledge, will take a little more time to reach fruition. In this, we would like to create a medium (either electronic or on paper) that allows the user to 'navigate' the space before real-time engagement with the space; we believe that by providing outlets to develop 'prior knowledge' we will empower the user and create more meaningful and confident engagements with ReSTORE guests.

Thinking big picture, this would include the implementation of a new business model. The new platform, coined 'ReSTORE Cares', would allow the guest to determine price points in the acquisition of goods. (Items could be taken for free, or purchased by individual donation; each guest could determine if and how much they would like to donate during each service-encounter with ReSTORE.) We believe this would broaden the target market and create a steady source of revenue for ReSTORE.

From: A multiple platform redesign of the physical space, that: (1) repurposes the current layout of the physical space to better accommodate a user, and (2) offers the potential user a medium in which to become familiar/knowledgeable about the space/service before real-time engagement with the space/service

To: A new service model that embraces customization at every level of the business model; price-points have become 'negotiable' and liquid; in collaboration with service providers, users can determine the price of the offered goods and services.

Embracing the idea of a 'final' prototype, our team was encouraged to reconsider the notion of sustainability. It's a hot word right now—being tossed around casually in nearly every conversation, almost always related to business in one way or another. With sustainability on the lips and minds of so many people, it makes sense that companies and organizations are feeling pressure to "go green" even more than usual, leaning operative systems to increase efficiency and maximize the bottom line.

In the context of a wicked problem, prototypes also have the capacity to be sustainable—and for us, it was a matter of identifying a space in which we could promote intrasystem viability. Pairing system viability with the space/service frame emphasized in our problem statement, the question became: How might we maximize a guest's interaction with ReSTORE?

And we believe the answer is in the 'lifetime of an interaction'.

Our final prototype consists of three parts: knowledge, journey, and legacy.

In 'Knowledge', we hope to develop a sense of security and empowerment by allowing individuals to virtually access the ReSTORE space before real-time engagement. One of the ways in which this could be achieved is by creating a blueprint or map of the space, which would be made available to potential users on the ReSTORE webpage.

In 'Journey, we hope to promote autonomy by designing a physical journey within the ReSTORE space that is not only navigable, but familiar; the layout should work to achieve a layout similar to those of other food/good providers, such as grocery stores and supermarkets. Rethinking the physical layout, with the guest's journey in mind, allows for a radical connection to be made—service providers even more in-tune with the experience of their guests.

And in 'Legacy' we hope to promote goodness. Implementing a business model similar to the one of 'Panera Cares' maximizes the culture of the ReSTORE community. Liquidating price points and allowing individual guests to determine the cost of acquired goods promotes engagement and gives the guest space to interact with other potential users. Simultaneously, it develops a sense of accountability between the guest and others, while creating a differentiated source of income for ReSTORE.

In conjunction, these three things, knowledge, journey and legacy, work to maximize the lifetime of an individual's engagement with ReSTORE. By turning our attention solely to the nature of interactions—and the human thread that connects one to the next—we will be able to promote one another, sustaining one of the most meaningful elements of our human lives: the ability to help one another.

Process Presentation: Soliciting Feedback, Setting the Path

On Wednesday, December 9th, the efforts of our Design Thinking journey culminated at the *Design Thinking Symposium*.

We gave a process presentation that invited attendees into our world: together, we revisited crucial steps of our journey, explored the process of Design Thinking through a custom experience, and had the chance to engage in dialogue.

This presentation gave us the opportunity to celebrate all that we had accomplished, but even more importantly, it was a chance for us to recruit new stakeholders.

By participating in the dialogue session, attendees became stakeholders; they left the Design Symposium with a different relationship to our teams, ReSTORE and the issue of food justice on our campus. Additionally, through our call to action in our Design Challenge Video (p.128), we encouraged viewers to consider extending this engagement, introducing the potential for long-term partnerships and collaborations.

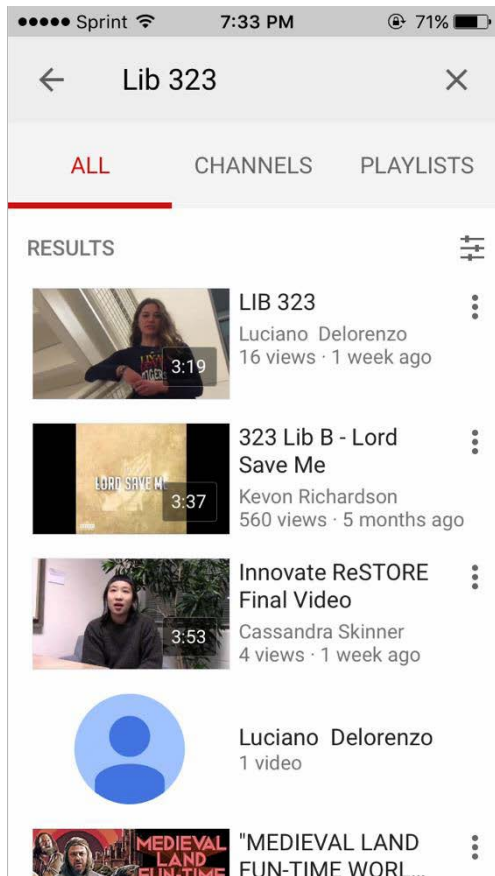Ideating with others is priceless. Share, listen and develop together.

Design Thinking Symposium, Wednesday, Dec. 9 2015
Team-members, (left to right): Laura Sample, Luciano DeLorenzo, Kayla Dora, Hannah Swanson, & Tyler Alcantara
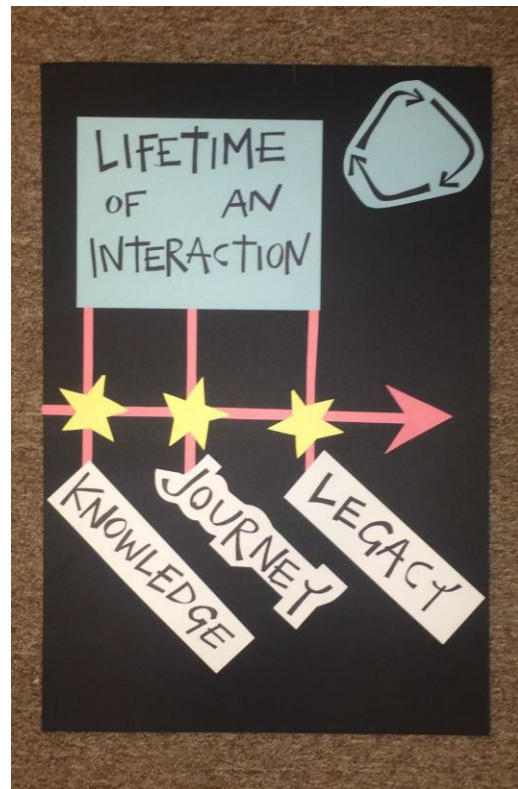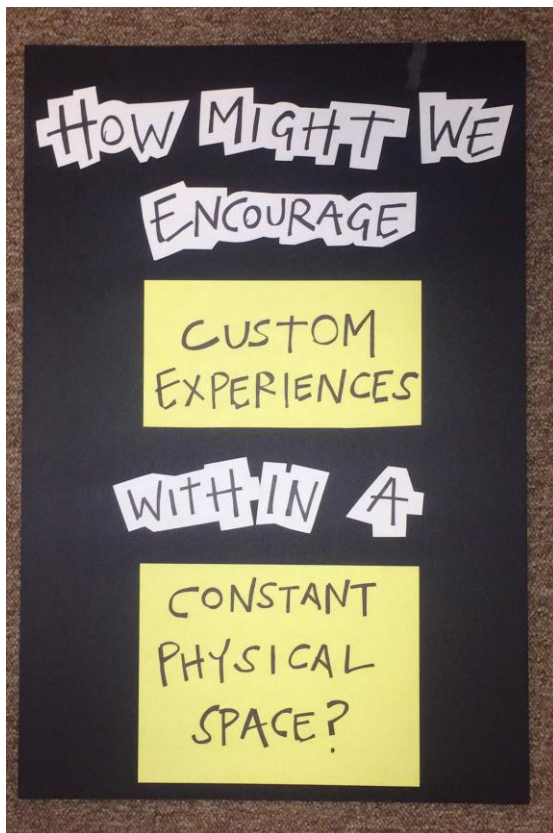
'prototype storyboards created for the Design Thinking Symposium'

Our Design Challenge Video: Making a Connection

As evidenced by almost every stage of the Design Thinking process, authentic connection is essential.

It follows that the same level of care and intentionality in which we establish connections should transfer to the development and implementation of strategies in which we communicate our Design thinking journey.

As facilitated by our professors, Linda Chamberlain and Danielle Lake, we were encouraged to create a Design Challenge Video. The purpose of this work was to:

(1)   disseminate our innovative ideas,

(2)   encourage future collaborative endeavors, and

(3)   (3) encourage implementation

Our team decided to use this platform specifically to:
 (1) articulate the nature of wicked problems,
(2) introduce the viewer to our Design Thinking journey,
and (3) leave them with a call to action.

Our video can be found on YouTube, through the search "LIB 323".
(the top video, as shown in the photo above)

The following link can also be used to access the video:
https://www.youtube.com/watch?v=pCt9gIATA_I

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