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# Multi-generational Design Thinking School

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# MULTIGENERATIONAL DESIGN THINKING SCHOOL

LIB 323 01 & HNR 313 01 - SWS Design Thinking (Fall 2016)

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## **Introduction**

Every great story is full of interesting characters, and one of those characters is always the hero. In each and every story, that hero wants something. Our hero is the GVSU Meijer Campus in Holland, Michigan, but as it is now, that hero is weak, lonely, and not flourishing. Our hero wants to be relevant for the Holland community, but it needs to overcome underutilization to get there. However, what makes a story great is not the resolution; rather, it is the transformation of the hero. Join us in our journey as we design thinkers work to transform the identity of the GVSU Meijer Campus in Holland to become the heartbeat of innovation for the Holland community.

## **Design Brief**

### *Background*

#### The Vision

Imagine a building that could host any program or project, academic or other, which is ready and available to be used by Grand Valley State University (GVSU) right now. This beautiful building already exists and takes the form of the Meijer Campus in Holland, Michigan. GVSU, while centered in Allendale, Michigan, functions and provides services throughout the state of Michigan through its many satellite campuses. Specifically, the Meijer Campus has offered various classes and programs since its opening in 1996. However, the Holland campus has struggled to undertake a clear identity and has reported a ten-year decline in both head count and credit hours (Annual Report 15-16). The Meijer campus began as a part of President Lubber's initial goal to have Grand Valley represented all along the West Michigan Lakeshore, particularly in Holland as a "community college." Unfortunately, this vision, due to other initiatives and a lack of support, never came to fruition. Since opening, the Meijer campus has offered general education courses, degree completion programs, and special certification and training programs (Holland Campus Plan 1997). In addition, campus leadership has always been committed to using this space as a point of interaction with the surrounding Holland community.

#### The Problem

Declining enrollment has plagued the campus. In 2005, for instance, a decline in enrollment was attributed to

- Rising admission standards of GVSU,
- Limited resources available at the Meijer campus, and
- Increased programming competition from nearby institutions such as Grand Rapids Community College (Meijer Campus Issues & Concept Paper).

This decline prompted action as the Meijer campus began to brainstorm new plans to increase enrollment. In order to bring more students and increase activity, the campus has since shared space with GRCC to hold classes at the campus and has also started hosting early college programs with Muskegon Community College and the Ottawa Area Independent School District (MCC/OAISD) for regional high school students seeking college credit. These programs still exist; however, the students enrolled in them are not necessarily GVSU students and are therefore often not generating tuition revenue for the university. Even with these programs in place, the 2015-2016 Annual Report for the Meijer Campus still shows a declining headcount. This mixture of programs has challenged the Meijer campus to try to determine how it can

accomplish its mission: “We provide access to excellent teaching and learning for the Holland Community.” In addition, the campus must determine what programs should be pursued in the future in order to most greatly benefit the Holland Community.

### The Challenge

Our team has been challenged to determine the role of satellite campuses in a community. More specifically, we will find ways to better utilize the resources available at the Holland campus in order to benefit the community. Though various plans have been suggested, as shown by the 2005 Concept Paper, there is currently no new plan in place to change how the Meijer campus operates; the institution is left wondering how it fits into the Holland community as well as how it could operate as a branch of GVSU. ***Our design team seeks to give the Holland campus a distinct purpose, direct next-step action plans, and an updated image.*** As the campus currently struggles to define itself, we will promote the campus in a way that gives it a clear identity that nearby communities and institutions will recognize. Ultimately, we would like to see the Holland campus become a relevant place to the community for today, tomorrow, and years to come.

### *Problem Statement*

There are financial, structural, and logistical complexities within the Grand Valley State University Holland Campus physical space itself (Holland Campus staff presentation, Sept. 14, 2016). Our team will be addressing how this space can be effectively utilized by the Holland and GVSU community. The campus currently lacks vision, relevancy, purpose, and use when most of those aspects are currently in the building. Constant, meaningful presence of people in the building is a potential solution. Without people in the building, the Holland campus does not have the funds to simply keep the lights on or the energy to maintain a productive environment for learning and collaboration. It is vital the space is filled with people and activity in order for the Holland campus to establish a strong vision and remain financially sustainable. We will promote the GVSU Holland campus as a physical asset, a resource, tool, or location for community learning. People utilizing the space will lead to creative promotion of the Holland Campus as the resource that it is, and understanding what resource that is will be explored in our work this semester.

Considering the unchangeable physical building structure, financial budget, community culture and needs, location within Holland, and capacity to hold people (size), our team will understand how these challenges and limitations can be leveraged into valuable dimensions of the space. For example, given the limited size we could work to create a more intimate, interactive, relational, and collaborative space. We have learned through our Design Thinking coursework first hand that if people are together in a setting that promotes intimate, interactive, relational, and a personable environment the potential for innovative energy is stronger. With that being said, ideas will be generated when the Holland Campus effectively brings people together and can in turn contribute to for formation and strengthening of this physical spaces’ mission and purpose. We believe that once these ideas have transpired from person to person the occupants could inspire a new use for the space.

### *Ecosystem*

The ecosystem in which this project lies is greatly influenced by the geographical location of Grand Valley’s Holland Meijer Campus. Independent of the parent campus in Allendale, this campus operates as a satellite. The ecosystem around this project most certainly

includes stakeholders from the Holland area, including those from the business and nonprofit communities, such as Holland-based organizations, local small businesses, local entrepreneurs and the businesses which are located physically near the campus. Another important stakeholder includes the Holland community itself, as understanding their wants, needs and views towards the Meijer campus is extremely important in creating a community space that is appreciated by all. Because of the nature of the programs offered by the Meijer campus, local area schools are also important stakeholders. These include all public schools, teachers, principals, the superintendent, the school board, students and those involved in career tech training. Of course, local schools and universities do not operate in a bubble; they operate under guidelines set by governmental bodies. Stakeholders representing these institutions are: the State of Michigan, the Governor, the Michigan Department of Education, the Holland City Mayor, City Council, the City Manager, and local police, fire and other first responder units. The local chapter of the Chamber of Commerce is another organization that is both important to the business and the governmental communities that are in the Meijer campus ecosystem.

We need to remember that because the Meijer campus is a satellite campus, GVSU is an important stakeholder. The administration, faculty, staff, and students all play a crucial role in determining the shape that the Holland campus will take. Finally, and perhaps most importantly, the various students who use the Meijer campus currently must be taken into account. These include the Early College high school students, adult learners, those taking community college classes there and the small number of GVSU students who take classes there as well. These stakeholders make up the ecosystem that surrounds Grand Valley's Meijer campus.

### *Research Methods*

Our first efforts towards grappling with the situation and defining our problem statement involved (1) active empathic listening, (2) immersing ourselves in and observing the Meijer Holland Campus, and (3) integrating our perceptions as a team. These efforts were tremendously helpful when beginning our 'define' and empathize portion of the design thinking process. Our initial meeting at the Meijer Holland Campus provided valuable information regarding the history of the campus, success and failures of the campus, as well as what resources the campus is currently utilizing and not utilizing. At that point, our team was fully immersed in the 'define' process of design thinking and had to narrow down what the problem we would tackle to help create a new reality for the Meijer Holland Campus.

Our team will now conduct primary research with our stakeholders to gain key insights on what assets the Meijer Holland Campus is currently/could potentially utilize for the maximum benefit of the stakeholders involved. These conversations are crucial in developing what the current role of a satellite campus is and what potential role it could be levied toward. For the 5 weeks we will talk with stakeholders, including students, staff, and local business leaders, to begin to craft early-stage concepts for transforming the Meijer Holland Campus into a valuable satellite campus for its community. Secondary research is, and will continue to be, gathered and integrated into our prior knowledge in order to help us ideate innovative prototypes later in the process. Our secondary research to date has come from a number of different academic sources, including from the Academy for Educational Leadership Journal and the Michigan Journal of Community Service Learning. The secondary research we have collected has focused on satellite campuses, two-year college program in Holland, and educational and community engagement in Holland. Once our team has been fully immersed in the contextual environment of the Meijer Holland Campus, patterns, similarities, and themes will be uncovered and

supplemented/validated by our secondary research. This research will help assess what the campus' strengths and challenges are as well as how we might harness these to greater effect. Dependent on the findings of our research, our team will begin observational studies to gain more insight into the contextual environment of the Meijer Holland Campus.

### *Constraints*

There are multiple constraints that limit our team's innovations. Our team is constrained to utilizing the Meijer Holland Campus. Our team is also separated geographically during most of the week, with members residing in Holland, Allendale, Grand Rapids and other cities. We also have a very short and defined time span in which to conduct our observations. Another constraint is the fact that we are students, and so obtaining access to certain Holland community officials could be problematic at times. As a team we have identified several constraints that we will place on ourselves. We will work within the constraints that we will not change the physical space that is the Holland Campus (ex: building auxiliary buildings, changing the layout of the inside of the building, etc.). We also are working within the constraint that any final solution must be financially feasible for Grand Valley. Finally, we are working within the constraint that the Holland Campus must bring Grand Valley State University and the Holland communities closer.

### *Outcomes*

Our vision for the Holland campus is to see the physical space being consistently and efficiently used. Bringing people together and meeting the communities needs through the offerings of the campus space can encourage innovative ideas to continue growing. We hope to see this space inspired as a community space for accessible learning materials and experiences. Our first step is to engage with the Holland community at large and begin to understand their needs, hopes, desires, and aspirations that could potentially fit into the campus building. By engaging with the surrounding Holland community we will connect the community voice with the Holland campus staff and vision, refining and strengthening their goals and mission, creating a more realistic and relevant purpose for the space. We will survey a larger community to gain statistics and big data on the potential ideas that arise for this building. Once we understand the connections between the campus' resources and community needs in regards to education access, we will prototype and "test drive" potential events, meetings, gatherings, and/or programs. Our first steps will include public feedback and outreach. Personal interviews, large surveys, campus visits, community events and conversation with the people of the Holland community and campus will be the starting point for discovering the needs and opportunities to collaborate. Overall, we will begin with conversation - connecting with people in and around the Holland campus, and then we will move towards collaboration and deeper empathy, finally, we will be able to take the information and ideas and create a new purpose and vision for the Holland campus space.

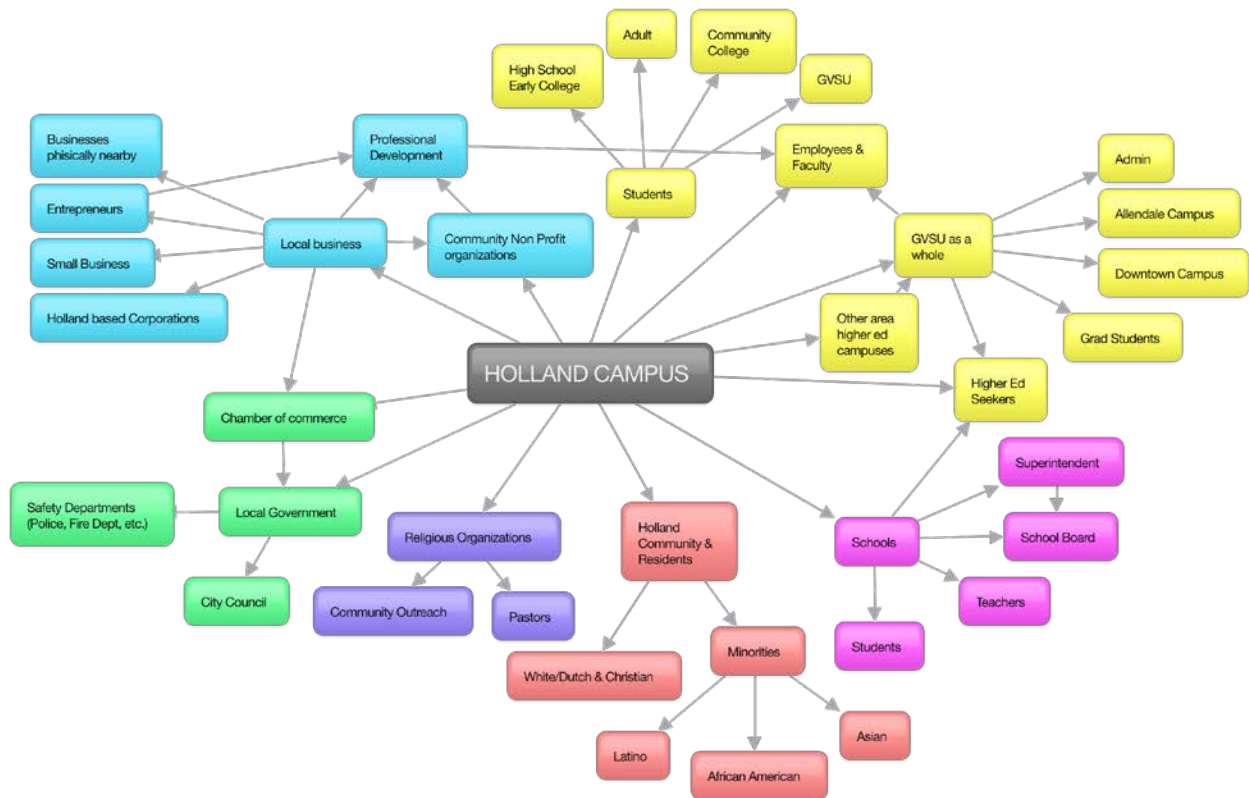


## Stakeholder Map

### Description

This is a stakeholder map that accounts for all entities, organizations, and people that are or can be affected by the GVSU Holland Campus. This map is also used as a basis for research, addressing the question, “who should we talk to?” The map allows for the demands of all parties to be taken into account during the entire process.

### Map





**Collaborator Debriefs**

Our class has the opportunity three times in the course of this semester to workshop our ideas with various stakeholder audiences. We edited content, got feedback on ideas, collaborated on addressing barriers, and identified more insights in these conversations and captured the feedback in the following three debrief tables.

**Design Thinking to Meet Real World Needs  
Debrief One**


1. Debrief Preparation Articulating and Revising the Initial Vision	
<b>Design Challenge Debrief</b>	<p>Flipchart 1: How can we transform Holland Campus from being a mere physical space to a purpose filled place?</p> <p>Flipchart 2: Key Insights</p> <ol style="list-style-type: none"> <li>1. There is a disconnect between the white Christian community and the minorities (mostly Latino) in Holland. Manifested in multiple ways...                             <ol style="list-style-type: none"> <li>a. Schools</li> <li>b. Poverty</li> <li>c. Housing Crisis</li> </ol> </li> <li>2. The Holland Campus is just a physical space, it is not a useful place for social things or collaboration, no social value</li> <li>3. The Holland Campus does not have a clear identity in the community —&gt; it is not a leader in anything to the Holland Community</li> </ol> <p>Flipchart 3: Three Barriers</p> <ol style="list-style-type: none"> <li>1. What are the actual physical assets of the Holland Campus?</li> <li>2. Lack of knowledge about and experience with from the Holland Campus from our interviewees.</li> <li>3. Proximity to GVSU Allendale pulls resources and students away from Holland</li> </ol>
<b>Questions for the Collaborators</b>	<ol style="list-style-type: none"> <li>1. How can we use the Holland Campus as a strategic location given its placement in the community?</li> <li>2. How do we handle the geographic location of the campus? Is it a strategic locations</li> <li>3. Why is it a socially separate community?</li> </ol>
4. Debrief Feedback Capture What’s Meaningful to Advance Effective Innovation	
<b>Instructor</b>	Look at potential issues community is having with gangs/violence/crime. How can place and space impact the safety and flourishing of a city?
<b>Collaborator</b>	-Transit between campus and Holland Campus – very few people use the bus – there is a disconnect with Holland transit.

	<ul style="list-style-type: none"> <li>- Is the staff engaged in activities in campus and community? To what extent?</li> <li>- Agree they are out of community a bit, they work with select groups but don't translate into campus entirely all the time. However, there are some examples of it (youth program)</li> <li>-Some disconnect between programs in the Holland community and on campus</li> <li>-Asian and Hispanic community are very strong and large, look at the Asian population</li> <li>- What comes first? The physical space or the sense of place?</li> <li>-WiFi broad width connectedness</li> <li>- Several churches in the area</li> <li>- Meeting with non profits that meet in the Holland Campus, of programs that have translated into students attending GVSU</li> <li>- Non profit alliance – several non profits looking for spaces to meet</li> <li>- List of non profits that have hosted themselves in the space</li> <li>- There needs to be a little bit more of an issue made of the events going on with non profits and community partners, they are not being talked about</li> <li>- Simone: How do you translate the return on investment by hosting non-profits to the institution?</li> <li>- Jane Clark at chamber of commerce</li> <li>- Business connection in addition to non profit connection</li> <li>-Jennifer owen at Lake Shore advantage</li> <li>-What are the workforce needs of the future</li> <li>-Co-creation space for entrepreneurs</li> <li>-Place to go and work, no one else is there – no meeting of other people in the community</li> <li><i>Other groups' feedback:</i></li> <li><i>-Is there a focus in the Holland campus? What is the purpose? We don't know.</i></li> <li><i>-Employment rate in Holland Community is pretty high – lot of positions available (manufacturing positions)</i></li> <li><i>-Talent 2025</i></li> <li><i>- Holland campus does not get a lot of support: how would you go about thinking about that?</i></li> <li><i>- Marketing is lacking on GVSU</i></li> <li><i>- Use facility as team meeting space for online courses</i></li> <li><i>- Do students/Adult/con't edu. want a campus experience</i></li> <li><i>- What do students want?</i></li> <li><i>-What will work look like in the future? How can people and spaces structure themselves in preparation for future?</i></li> </ul>
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**5. Post-Debrief Reflections**  
**Integrate the Feedback & Ideate Next Steps**

<p><b>DIVERGE:</b> How did the feedback provided <i>deviate</i> from your team's current insights?</p>	<ol style="list-style-type: none"> <li>1. Challenged us to explore existing non profit involvement</li> <li>2. Asian population is growing and has not been addressed by our team</li> <li>3. What comes first? Space elements or place elements?</li> </ol>
<p><b>CONVERGE:</b> How did the feedback <i>align</i> with and enhance the team's current insights?</p>	<ol style="list-style-type: none"> <li>1. There is a disconnect between community and campus</li> <li>2. Space is underutilized as a physical asset and social hub</li> <li>3. The campus is out of the community physically, and that poses some challenges</li> <li>4. The Holland community and its organizations have needs for a space like the Holland campus</li> <li>5. There is deep racial segregation in the Holland community</li> <li>6.</li> </ol>
<p><b>APPLY:</b> How can you <i>use</i> the feedback provided?</p>	<ol style="list-style-type: none"> <li>1. Make sure all stakeholders are being heard – focus on hearing from the pockets of community with a quieter voice</li> <li>2. Creatively connect with and insure non profits and local businesses are involved</li> <li>3. Focus research on Holland community more</li> <li>4. Understand the niche needs for collaborative spaces for Holland</li> </ol>
<p><b>ACT:</b> What are your next steps?</p>	<ol style="list-style-type: none"> <li>1. Examine the workforce forecast for Holland when considering the campus space</li> <li>2. Pursue further interviews with businesses, start ups, and non profits</li> <li>3. Spend actual time in the space being physically present to OBSERVE</li> <li>4. Connect with the non profit alliance in Holland</li> <li>5. In Ideation/Innovation Stage             <ol style="list-style-type: none"> <li>a. Co-create a vision for space use as a means of entering the placemaking process</li> <li>b. Refine Problem Statement</li> </ol> </li> </ol>

**Design Thinking to Meet Real World Needs  
Debrief Two**

<b>1. Debrief Preparation Telling the Story</b>	
<b>Design Challenge Debrief</b>	<p><b>Must include:</b>                      Flipchart 1: Team Problem Statement                      GVSU Holland is underutilized. It's just a space; we want to make it a place.</p> <p>Flipchart 2: Bullet list of top 3 "needs" statements (from affinity map)</p> <ul style="list-style-type: none"> <li>• The Holland campus needs to be a relevant place in Holland.</li> <li>• The Holland community needs opportunities to actively collaborate.</li> <li>• The GVSU Holland campus needs to meet the talent demand in Holland.</li> </ul> <p>Flipchart 3: Bullet list of 2 "From: To:" Statements</p> <ul style="list-style-type: none"> <li>• From being irrelevant to being the heartbeat of innovation in the Holland Community.</li> <li>• From an underproduction of talent to a wealth of skilled multigenerational leaders.</li> </ul> <p>Flipchart 4: Bullet list of 3 barriers your team is facing</p> <ul style="list-style-type: none"> <li>• Keeping the balance between revenue and value to GVSU.</li> <li>• Getting employers to buy in to the idea.</li> <li>• Marketing the idea and rebranding the college.</li> </ul>
<b>Summary Illustration</b>	<p align="center"><i>Optional (consider how you might visualize your findings thus far)</i>  <b>Wednesday at 1:00 in the afternoon</b></p> 
<b>Questions for the Collaborators</b>	<ol style="list-style-type: none"> <li>1. Is it necessary or worth it to host other colleges' classes?</li> <li>2. What does it take to convince businesses to take advantage of these resources?</li> <li>3. What are stakeholders looking for in a prototype?</li> </ol>

<b>2. Debrief Feedback</b> <b>Capture What's Meaningful to Advance Effective Innovation</b>	
<b>Instructor</b>	Troy Farley (already interviewed)
<b>Class</b>	Speak with John Berry
<b>Collaborator</b>	<p>Manufacturing @ 30%</p> <ol style="list-style-type: none"> <li>1. Employee need: Engineers</li> <li>2. Employee need: Skilled Trade</li> </ol> <p><b>Q:</b> How many GVSU interns are in business/opportunities in Holland community?</p> <p>Grow intern population: vast majority interns in summer time</p> <p>Innovations is what has kept the community strong: Creation + Innovations</p> <ul style="list-style-type: none"> <li>-What other skills do summer interns/students coming in need outside of their one internship assignment? How can we buff up an interns experience in Holland?</li> <li>-High schools students come in to understand what career opportunities actually exist? What can the facility offer beyond traditional college classes?</li> <li>-Intern awareness model</li> <li>-Love #2</li> <li>-Extend from college up in age to college down in age</li> <li>-Several educators in the area involved with design thinking, creative processes interested in doing such work</li> <li>-Hope HR consulting with students (hire Hope students to do some of that work?)</li> <li>-Consulting concept with student at GVSU in community</li> <li>- <i>Near peer mentoring</i>: effective way to get first gen, international, non traditional, uncertain kids and students to learn about college experience and feel encouraged to go to school – recruiting tool</li> <li>- Worth of non GVSU students in GVSU Holland building: are these students eventually trickling into GVSU (that makes it worth it)</li> <li>-NewNorth Center for Design</li> <li>-Strategic plan/emphasis: Build a model for sustainability</li> <li>-Greatest need for design thinking in small businesses</li> <li>-Disconnect between community and GVSU campus: lack of knowing what the other party is involved in</li> <li>-Classes need to at least have 15 students to run viably</li> <li>-Alumni in GVSU area: how many? Desire to be involved?</li> <li>-Holland Campus Marketing Team</li> <li>-What has the GVSU marketing team been up to until this point?</li> <li>-What are you marketing though?</li> <li>-Non profit Holland community collaboration problem solving hub: eliminate redundancy and channel the</li> <li>-Jim Brooks (Brooks College) Matt Haworth (Haworth): good big picture thinkers</li> </ul>

	<p>-Inverted Baccalaureate model                  Not necessarily needed to be a driver in sustainable ag, maybe sustainable design, living, etc.                  Green Team: amazing environment surrounding the campus                  Q: How many acres around Holland Campus                  -Radical, unconventional sustainability education programing</p>
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<b>3. Post-Debrief Reflections</b> <b>Integrate the Feedback &amp; Ideate Next Steps</b>	
<b>DIVERGE:</b> How did the feedback provided <i>deviate</i> from your team's current insights?	<ol style="list-style-type: none"> <li>1. Maybe focusing on RELEVANCY is more important than focusing on placemaking</li> <li>2. Sustainability needs to play a greater role: it is built into Strategic plan</li> <li>3. Sharing the campus space with other colleges is a means of recruiting students and promoting GVSU attendance, not necessarily competition</li> <li>4. Intern Hub might be tricky: interns concentrated in summer months</li> </ol>
<b>CONVERGE:</b> How did the feedback provided <i>align</i> with and enhance the team's current insights?	<ol style="list-style-type: none"> <li>1. Manufacturing and industry status are in alignment with our understanding and plans</li> <li>2. There IS a desire and place for multigenerational learning environments to thrive in Holland</li> <li>3. Marketing and (re) branding may need to occur and yes, this department needs enhancing at GVSU Holland</li> </ol>
<b>APPLY:</b> How can you <i>use</i> the feedback provided?	<ol style="list-style-type: none"> <li>1. Integrate more than one innovation together</li> <li>2. Address a possible new Problem Statement that includes what a relevant campus may look like</li> <li>3. Analyze the role sustainability can have in placemaking and serving the Holland community</li> <li>4. Learn from Hope HR student project as a model for campus culture and work opportunities</li> </ol>
<b>ACT:</b> What are your next steps?	<ol style="list-style-type: none"> <li>1. Return to key stakeholders on updates and further information</li> <li>2. Interview and engage with educators in the area interested in design thinking models and connecting to a new initiative</li> <li>3. Plan a prototype that synthesizes the concept of placemaking, relevancy, and the stakeholder's feedback on education access, Holland culture, and GVSU logistics</li> <li>4. Look into the Near Peer mentoring idea for student engagement and recruitment</li> </ol>



**Design Thinking to Meet Real World Needs  
Debrief Three**

1. Debrief Preparation Envisioning the Future	
<b>Design Challenge Debrief</b>	<p><b>Must include:</b></p> <p>Flipchart 1: Bullet list of priorities from ideation ( “From: To:” statements)</p> <ol style="list-style-type: none"> <li>1. From irrelevant to the heartbeat of innovation of the Holland community.</li> <li>2. From an underproduction of talent to a wealth of skilled multi-generational leaders.</li> <li>3. From unbranded and unknown to a place that generates a purpose and is recognizable.</li> </ol> <p>Flipchart 3: 3+ key insights from prototype(s) review with stakeholders</p> <ol style="list-style-type: none"> <li>1. Talent demand in Holland currently</li> <li>2. Lots of larger/social community issues - disparities in education</li> <li>3. Lack of identity leads to lack of participation and people in the programming</li> </ol> <p>Flipchart 4: Bullet list of barriers your team is facing</p> <ul style="list-style-type: none"> <li>• Unsure of effective and insightful prototype</li> <li>• Logistics to implement idea (Money, time, space, location etc.)</li> <li>• Finding and understanding the proper audience/users</li> <li>• Coordinating a plan for administration/directors to run the space</li> <li>• Developing a <i>sustainable</i> model for Holland</li> </ul>
<b>Questions for the Collaborators</b>	<ol style="list-style-type: none"> <li>1. Of our two prototypes, which one would meet the greatest demand in Holland and serve the community?</li> <li>2. What resources and elements are our prototypes missing to better serve the Holland Campus?</li> <li>3. What other stakeholders do we need buy in to move these ideas forward?</li> <li>4. And how can we further develop these ideas to be more sustainable and effective over long periods of time? What do we need to address in these ideas to make them more sustainable by design?</li> </ol>

Debrief Feedback Capture What’s Meaningful to Advance your Prototypes	
<b>Collaborator</b>	<p>Feedback: Lisa</p> <ol style="list-style-type: none"> <li>1. Q: Training: What kind of tuition model?</li> <li>2. Talk with Eric Packer - regarding certifications and trainings</li> <li>3. Content expert?</li> </ol>

4. Professional development graduate coursework with different prices
5. Who is revenue bearing and not?
6. Entrepreneurship still should tie in with DT school model?
7. Three branches with one model be “entrepreneurship in residence” program
8. Bring real world pieces in - Jennifer Owens (funding assistance) Maybe GVSU is not the expert on every arm but builds the relationship and sustains it
9. One of the top retirement communities, entirely philanthropic
10. How do we see multigenerational programming work?
11. How would the space be modeled physically?
12. <https://www.brookdale.com/en/communities/freedom-village-at-holland.html>

Feedback Jim B.:

1. If a program engages potential students to the university - Marketing and enrollment
2. What kind of credit? Depending on who issues credit would matter
3. Who is paying how much for what?
4. Reshaping tuition for non traditional students? Different market and a good market - don't want to pay GVSU or GRCC credit hour rate
5. Non traditional students and traditional students working together = challenging and dynamic - could be good could be bad
6. How do we get student buy in -- to the concept. How do you sell the idea, brand the course, and make it worth the ticket price?

Feedback: Rich C.

1. Freedom Village: average entering age 71, 400 living independently. Growing need for programming activity - HASP at Hope College - listening to lectures based in various topics. Not enough space to meet right now
2. Building curriculum
3. SmartZone is a replicate of the Holland Innovation Hub - not entirely necessary
4. Uniqueness in programming: what is it?
5. Elderly in need of computer/technology programming
6. Uniqueness: *Massive bandwidth at high speed*
7. Bring in parents to really create feeders to GVSU enrollment
8. *Strategic retreat space* with local businesses
9. VP of human resources
10. *Local environment space around*

Feedback: Simone

1. Great insights
2. Adult and Con't Studies crediting process (Eric Packer)
3. Grand Forum
4. Non-Profits and retirees

	<ol style="list-style-type: none"> <li>5. Multigenerational piece is great</li> <li>6. Leveraging what is already happening and building upon</li> <li>7. Can see it growing and moving out and staying relevant</li> <li>8. Highlight enrollment benefits</li> <li>9. Adding business consulting space - entrepreneurship</li> </ol> <p>Feedback: Jason</p> <ol style="list-style-type: none"> <li>1. I love the concept.</li> <li>2. NewNorth alumni base that would be willing to buy in and partner with us</li> <li>3. Digital badging</li> <li>4. Future of education will be badges of completion and skill gaining and demonstrating mastery in certain area</li> <li>5. BUYS IN</li> <li>6. Revenue questions important to address</li> <li>7. Who is going to be a part of the concept/curriculum/leadership             <ol style="list-style-type: none"> <li>1. Focus on addressing internal stakeholders</li> </ol> </li> <li>8. Highlight the fast, simple start up and how it scales up to be the dream, intermediate ideas and steps in the development</li> <li>9. West Ottawa are international baccalaureate             <ol style="list-style-type: none"> <li>1. NHS service hours</li> <li>2. New Tech School in Holland</li> <li>3. Do not limit on extracurricular</li> <li>4. Too important to minimize to extracurricular</li> </ol> </li> <li>10. Dual enrollment class where HS student takes class alongside GVSU student</li> </ol>
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<b>Post-Debrief Reflections</b> <b>Integrate the Feedback &amp; Decide on Your Best Solution</b>	
<b>DIVERGE:</b> How did the feedback provided <i>deviate</i> from your team's current insights?	<ol style="list-style-type: none"> <li>1. In all honesty, no insights from the top points that were shared deviated from the stakeholders and what comments they offered</li> </ol>
<b>CONVERGE:</b> How did the feedback provided <i>align</i> with and enhance the team's current insights?	<ol style="list-style-type: none"> <li>1. Holland Innovation Hub WOULD be a replicated model, served by other resources already established in Holland such as the SmartZone</li> <li>2. There is a need for a collaborative space that works along WITH the Holland Campus programs</li> <li>3. Talent does need to be further served, developed, created, and promoted in the Holland community</li> <li>4. Design Thinking is a wonderful vessel through which to address social issues in Holland</li> <li>5. The campus is currently lacking in relevancy and purpose</li> </ol>

	<p>6. K-12 partnership with Holland Campus in a design thinking capacity is a wonderful idea, fits well with the direction in which education is going</p>
<p><b>APPLY:</b> How can you <i>use</i> the feedback provided?</p>	<ol style="list-style-type: none"> <li>1. Take feedback and advice to Design School and <b>develop 1 – 2 strong and comprehensible examples</b> that can be used to illustrate what the Multigenerational Design School would look like in full function. This idea is new and fresh to the campus, so developing a design can help the audience and key stakeholders we need buy in from to understand what our goals and vision is for the space.</li> <li>2. Research and explore how this school not only supports the community, but <b>contributes to enrollment at GVSU</b></li> <li>3. Must develop final presentation in a manner that exemplifies the potential for success and growth to all angles and stakeholders present – continue asking ourselves what types of concerns, questions, or hesitations the audience could bring and think through potential roadblocks and premeditate unforeseen conflicts</li> </ol>
<p><b>ACT:</b> What are your next steps?</p>	<ol style="list-style-type: none"> <li>1. Connect and find <b>buy in from INTERNAL staff at GVSU</b> – this is a key stakeholder group that must be on board with the idea and see some feasibility to it before/at final presentation</li> <li>2. Further develop our vision and outline of the financial logistics of establishing the space – <b>outline revenue</b> and also how such a design would <b>impact enrollment</b></li> <li>3. Create a stronger outline of how this school could be started and what the kick-off, prototype would be, then what steps to grow and expand would look like, then what the dream space could eventually evolve to look like. Do not just include the beginning possibilities and the “dream vision” – must include some intermediate envisioning.</li> </ol>

## Top Five Innovations

### Career Technical Training at the Holland Campus



The backbone of any economy is a skilled workforce to drive innovation and create value for employers and society. Holland Michigan is an industry-oriented community, one where businesses grow and thrive. A big sector of Holland's economy is devoted to manufacturing and engineering. With Grand Valley State University and Hope College nearby, Holland has drawn from these universities for talent. One problem that many lower-skilled workers face, however, is the problem of **career advancement**. For many factory and manufacturing employees, career advancement requires certain skills, such as leadership, people management, intercultural competency training, technology training, and more. Without formal higher education under their belt, many of these workers must obtain certifications or take courses to show that they have gained the knowledge and skills to advance to the next rung on the corporate ladder. Grand Valley has the potential to fill this void.

*Imagine a scenario where the Grand Valley Meijer Campus in Holland offered specialized career-training workshops.*

When a specific company requires its workers to formally gain skills in a certain specialization, perhaps from a manufacturing floor operator to a floor leader or zone leader, Grand Valley could be the place offering this specially tailored education. A company could plan in advance how many employees it wants to go through the training program, and then they could contract out the educational service to Grand Valley. They would then offer courses and workshops at their Holland campus for these Holland-area workers. If certain programs are requested repeatedly or by multiple companies, then the Holland campus could begin to plan workshops in advance and invite the entire Holland business sector. Through these partnerships, these companies would pay Grand Valley for the effort put in to create and teach these training programs. In return, Grand Valley not only gains a monetary reward, but they get to know that they have created value in Holland, and have promoted GVSU in the process. This will lead to goodwill and future collaboration with other businesses in the area for GVSU, and it will lead to increased awareness for the Holland Campus, which will lead to an increase in awareness for every other program offered at that campus.

### Design Thinking School

#### *A Multigenerational Design Thinking School of West Michigan*



The d.School at Stanford does a great job of bringing graduate students from different disciplines together to learn design thinking. The Holland campus could be turned into a place that prepares future innovators to have an impact in the Holland community through design thinking training: a reimagined d.School in West Michigan.

Here are a few elements of this idea:

1. Bringing together multigenerational interdisciplinary people to work on teams. This means there could be a team consisting of an undergraduate psychology student, a 29-year-old

social worker, a sixth grader, a 40-year-old engineer, a 55-year-old business executive, and even a retiree. This would train people in working across many different perspectives and encourage collaboration.

2. The teams would learn and apply the design thinking process to a project that could be short-term or long-term, depending on the type and size of the project. Shorter lengths of projects may also be helpful to recruit members that are new to the design process. There would also be an option for an additional segment where the students would implement the solution they came up with in the process.
3. Each project would focus on a big problem within the Holland community. For example, one project might focus on the poverty problems in Holland, another might focus on the educational gap between whites and minorities, and another might focus on the lack of affordable housing for minimum wage workers. Also, certain projects could have the potential to attract community and business partners that would help implement the ideas.
4. Anyone could sign up for this school. They would not have to go through the regular admissions process for GVSU. The school would start with no admissions requirement. If necessary, the school could later add an admissions process to meet an increased demand.
5. Once the course was completed, a certificate would be awarded to show employers that the student is now certified in design thinking.

This idea attacks two of the biggest needs for the Holland community: (1) it helps attract and develop talent and skilled workers for area employers, and (2) it helps address some of the core social issues in the Holland community.

With the right support, marketing, effort, and people, this idea could be brought to life and the Holland Campus would be the heartbeat of innovation for the Holland community.

Food//Coffee



In discussing the process of place-making and our team's chosen needs statements, along with several pieces of community feedback, stakeholder input, and various secondary sources, it has been made clear that integrating food and drinks at the campus is a strong and valid idea to move forward with.

Creating a sense of place in a space where people can feel relaxed, at ease, and do not hesitate to linger, requires hospitality: food and drinks. Furthermore, our aim is to instill a culture of hospitality where relationships can thrive. The need for food is a common need that we all share; it offers common ground as a launch pad to connection. When we eat together, or take time to eat on our own, we connect deeper with those around us and ourselves. It is the vessel that facilitates powerful discussion and vulnerability. Food is physical and mental energy at the very least, and with food available at the Holland Campus it would encourage people to come in, stay longer, and invite others to meet at the location. This idea could also easily be combined with other innovations as a possible source of sustainability, which our research on place-making shows is an important factor. Adding coffee to the offerings of the Holland campus adds more value than can be captured quantitatively. Coffee has become more than an enjoyable, hot energy giving drink. Coffee ignites creative, collaborative, academic, and strategic thinkers to connect and share a common interest. Great coffee sparks great ideas, sustains us in the pursuit of them, and is there for us as we push towards the finish line.

### Internship Hub





The GVSU Holland campus could be an internship hub. An internship hub would be an area where local business leaders can find students to fill their internship positions. Local businesses in Holland would be able to socialize with students and other community members while using available space at the GVSU Holland campus.

Depending on the interest in using this hub, the Holland campus administration could limit the hub to just college students seeking internships or open it to anybody. Students and others community members would be encouraged to socialize there as long as there were real internship possibilities being offered by the businesses. GVSU could also play an active role by helping to prepare and pair potential interns with specific businesses depending on what role the business is trying to fill.

Currently, our interviews with stakeholders have shown that the Holland campus is not a relevant place in the Holland community. With a declining enrollment, the campus needs an alternate way of drawing people to the school. We have also observed that Holland residents do not feel that the Holland campus is a true part of the community. By creating a social atmosphere at the Holland campus, we will create a specific purpose for the campus. This will give it an identity as a part of GVSU, drawing GVSU students to the campus for internship possibilities and to connect with local business leaders.

One potential barrier that could exist is getting enough businesses to want be a continuous part of the internship hub; however, if there are enough internship opportunities then this internship hub will help fill many available job openings in the Holland community while giving the interns real work experience.

### Holland Innovation Hub



This idea is to transform GVSU's Holland campus into an innovation hub. Closer to the lakeshore, there is the Muskegon Innovation Hub, a partnership with the Muskegon community and GVSU. We see the importance of creating a place for innovators to collaborate, but also creating a space that can continue to position GVSU as a leader in the community. After collaborating within our team and within the GVSU affiliated communities, we discovered the need for a place that can act as a diving board into broader innovations. The Muskegon Innovation Hub acts like the 'middle man' between the community and the problem the community wishes to solve.

We believe the biggest reason the Holland GVSU campus has failed to remain a crucial piece of GVSU's strategy is a lack of a vision that can create lasting innovations.

Creating Holland Innovation Hub for students, working adults, etc., of the Holland community will not only bring purpose to the space, but give these innovators a place to innovate. This hub could model itself after the Muskegon Innovation Hub with three main elements:

- Business incubation - The business incubator would help transform entrepreneurs into thriving businesses.
- Coworking space - The coworking space is a spot for entrepreneurs, freelancers, remote corporate workers, and any creative mind that wants a space to work and connect.
- Funding assistance - The hub would provide funding assistance for anyone pursuing their endeavors and in need of funding. It helps the individuals track down any state or local funding that might be available.

The Holland community needs more places to connect and collaborate with local innovators from all walks of life. The idea of centralizing the ideas and missions of the Holland community and driving collaboration amongst innovators is just what Holland needs. This space can be an excellent place for innovation within Holland.

### **Top Two Design Prototypes**

#### Holland Innovation Hub

This idea is to transform GVSU's Holland campus into an innovation hub. Closer to the lakeshore, there is the Muskegon Innovation Hub, a partnership with the Muskegon community and GVSU. We see the importance of creating a place for innovators to collaborate, but also creating a space that can continue to position GVSU as a leader in the community. After collaborating within our team and within the GVSU affiliated communities, we discovered the need for a place that can act as a diving board into broader innovations. The Muskegon Innovation Hub acts like the 'middle man' between the community and the problem the community wishes to solve.

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- Business incubation - The business incubator would help transform entrepreneurs into thriving businesses.
- Co-working space - The co-working space is a spot for entrepreneurs, freelancers, remote corporate workers, and any creative mind that wants a space to work and connect.

- Funding assistance - The hub would provide funding assistance for anyone pursuing their endeavors and in need of funding. It helps the individuals track down any state or local funding that might be available.

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### Collaborative Space



### From...



To... Funding Assistance



Funding Assistance



Why?

**IDEAS**

**+ ACTION**

**= CHANGE**

**Holland Innovation Hub Prototype**

## Holland Innovation Hub

## Muskegon Innovation Hub



From...



To... Business Incubation



From...



To... Collaborative Space



# Holland Innovation Hub Prototype

## Design Thinking School

### *A Multigenerational Design Thinking School of West Michigan*

The d.School at Stanford does a great job of bringing graduate students from different disciplines together to learn design thinking. The Holland campus could be turned into a place that prepares future innovators to have an impact in the Holland community through design thinking training: a reimagined d.School in West Michigan.

Here are a few elements of this idea:

1. Bringing together multigenerational interdisciplinary people to work on teams. This means there could be a team consisting of an undergraduate psychology student, a 29-year-old social worker, a sixth grader, a 40-year-old engineer, a 55-year-old business executive, and even a retiree. This would train people in working across many different perspectives and encourage collaboration. Teams are built on a per project basis.
2. There are two parts to the school, a training part and a process part.
  - Training – Guides students of the school through the design thinking model. First educating them on what design thinking is and each of its pieces, then providing a project to apply what they have learned. Learning and applying side by side.
  - Process – This is groups of students of the school who have already been trained in design thinking and now they have the opportunity to work through the process on a problem presented to them by a third party that also has a stake in the process. This would work almost as a consulting piece for local organizations.

Time frames are based on the type and size of project.

3. Each project would focus on a big problem within the Holland community or a problem presented by a local organization (i.e. business, nonprofit, school, medical). For example, one project might focus on the poverty problems in Holland, another might focus on the educational gap between whites and minorities, and another might focus on the lack of affordable housing for minimum wage workers. Also, certain projects could have the potential to attract community and business partners that would help implement the ideas.
4. Anyone could sign up for this school. They would not have to go through the regular admissions process for GVSU. The school would start with no admissions requirement. If necessary, the school could later add an admissions process to meet an increased demand.
5. Once the course was completed, a certificate would be awarded to show employers that the student is now certified in design thinking.
6. Revenue is generated through two main streams, students paying tuition for the courses and local organizations paying for the consulting services.

This idea attacks two of the biggest needs for the Holland community: (1) it helps attract and develop talent and skilled workers for area employers, and (2) it helps address some of the core social issues in the Holland community.

With the right support, marketing, effort, and people, this idea could be brought to life and the Holland Campus would be the heartbeat of innovation for the Holland community.

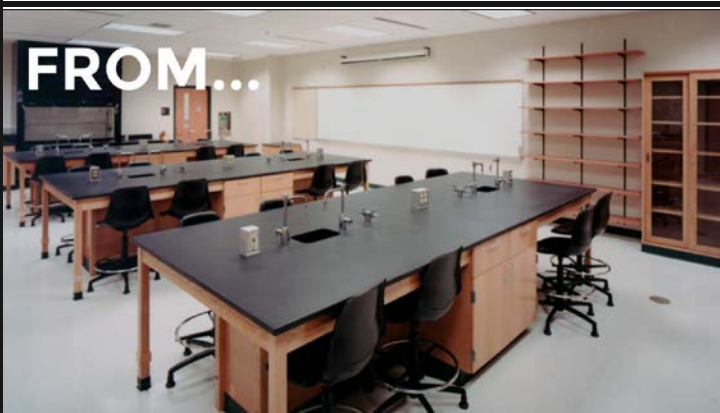


# MULTIGENERATIONAL DESIGN THINKING SCHOOL

FROM...



FROM...



FROM...



TO...

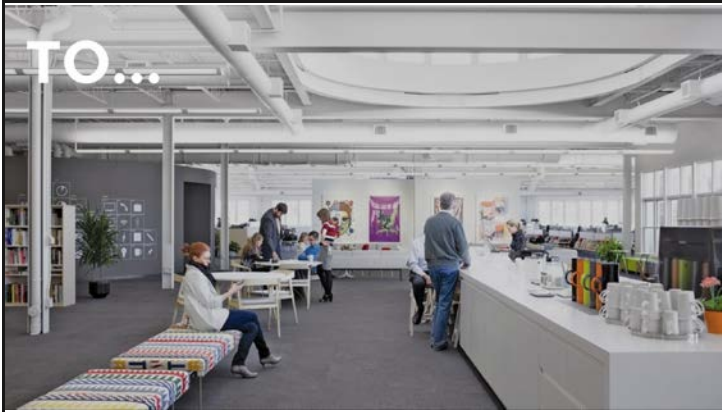


TO...



# Multigenerational Design Thinking School





# Multigenerational Design Thinking School

## Final Prototype Concept

### A Multigenerational Design Thinking School of West Michigan

The d.School at Stanford does a great job of bringing graduate students from different disciplines together to learn design thinking. The Holland campus could be turned into a place that prepares future innovators to have an impact in the Holland community through design thinking training: a reimagined *d.School in West Michigan*.

#### Key Elements:

6. **Diversity:** Bring together multigenerational, interdisciplinary people to work on teams. This means there could be a team consisting of a 20-something psychology student, a 29-year-old social worker, a 12-year-old sixth grader, a 40-year-old engineer, a 55-year-old business executive, and even a retiree. This would train people in working across many different perspectives and encourage collaboration. Teams are built on a per project basis.
7. **Dimensions:** There are two dimensions to the school: training and consulting.
  - Training
    - We want to offer a **project based learning curriculum** that helps students apply design thinking as they learn and gives them a toolbox of resources and skills in the process to apply anywhere they go
    - The Training entity will teach the Design Thinking Process
      - Students **engaging in the process** using real world, community based design challenges as organized by faculty
      - **Partner with K-12 educators and students** in learning and experimenting with various stages of the process
      - Trainings attract **students as undergrads, graduates, people in the workforce, community, or students as retirees**
      - One potential model could offer the **program as one/two credit** courses that meet for part of the full term - accelerated, dynamic, concentrated and hands-on, engaged learning
      - Parts of the process can also be **concentrated into workshop** based, half day learning experiences if demand is evident on topics related to parts of the design thinking process (Ex. Empathy/mindfulness or feedback and engagement or innovation/promotion)
    - Training entity of the school aims to connect and support the growing talent pool in Holland
    - Accreditation for training to
      - Undergraduate & graduate students: GVSU credit
      - Workforce/Community members/retirees (non-traditional adult student): Certificate in Design Thinking from GVSU
  - Solutions (Consulting branch)
    - Teams of 5-6 individuals who have gone through the 'Training' branch
    - Teams are tailored to meet the project needs
    - Each team is led by a coach who is a longtime practitioner with established credibility in Holland
    - Each team works on a project for a client

- Charge an hourly rate to the client (maybe \$35 per hour, normal consulting rate are \$150-200 per hour)
  - Individuals working on the project are paid hourly (maybe \$10 per hour)
  - Clients get access to elite forward thinkers for low cost. Great value.
  - An incredible experience for consultants where they can understand the value of DT in an organization.
  - Preparing individuals moving forward for flourishing careers developing real world experience
  - Similar to the Center for Faithful Leadership at Hope, but we'd like to coexist in the same ecosystem
  - This solutions branch is a self-sustaining model that provides value to both clients and participants.
  - We would love to pull from the wealth of retiree knowledge and experience to add value to this consulting as well
  - Incubator
    - This is a potential branch
    - Capitalize and have an opportunity at the school to promote resources and partners in/around Holland that can support business startups and entrepreneurship.
8. **Themes:** Each project would focus on a big problem within the Holland community or a problem presented by a local organization (i.e. business, nonprofit, school, medical). For example, one project might focus on poverty in Holland, another might focus on the educational gap between white and minority residents, and another might focus on the lack of affordable housing for minimum wage workers. Also, certain projects could have the potential to attract community and business partners that would help implement ideas.
  9. **Inclusive:** Anyone could sign up for this school. They would not have to go through the regular admissions process for GVSU. The school would start with no admissions requirement. If necessary, the school could later add an admissions process to meet an increased demand.
  10. **Certification:** Once the course was completed, a certificate would be awarded to show employers or educators that the individual is now certified in design thinking.
  11. **Funding:** Revenue is generated through two main streams, students paying tuition for the courses and local organizations paying for the consulting services.

This idea attacks two of the biggest needs for the Holland community as identified in our research: (1) it attracts and develops talent and skilled workers for area employers, and (2) it addresses some of the core social issues in the Holland community.

With the right support, marketing, effort, and people, this idea could be brought to life to transform the Holland Campus into the *heartbeat of innovation for the Holland community*.

**Innovation Symposium Presentation**

**Every great story...**



**Design Thinking  
Team 4**

Hannah - Payton - Joey - Nichole - Andrew - Kyle



# The Challenge

it's just a  
**SPACE**

we want to  
make it a  
**PLACE**

## Three key insights

1

Talent  
demand



2

Large  
social  
issues



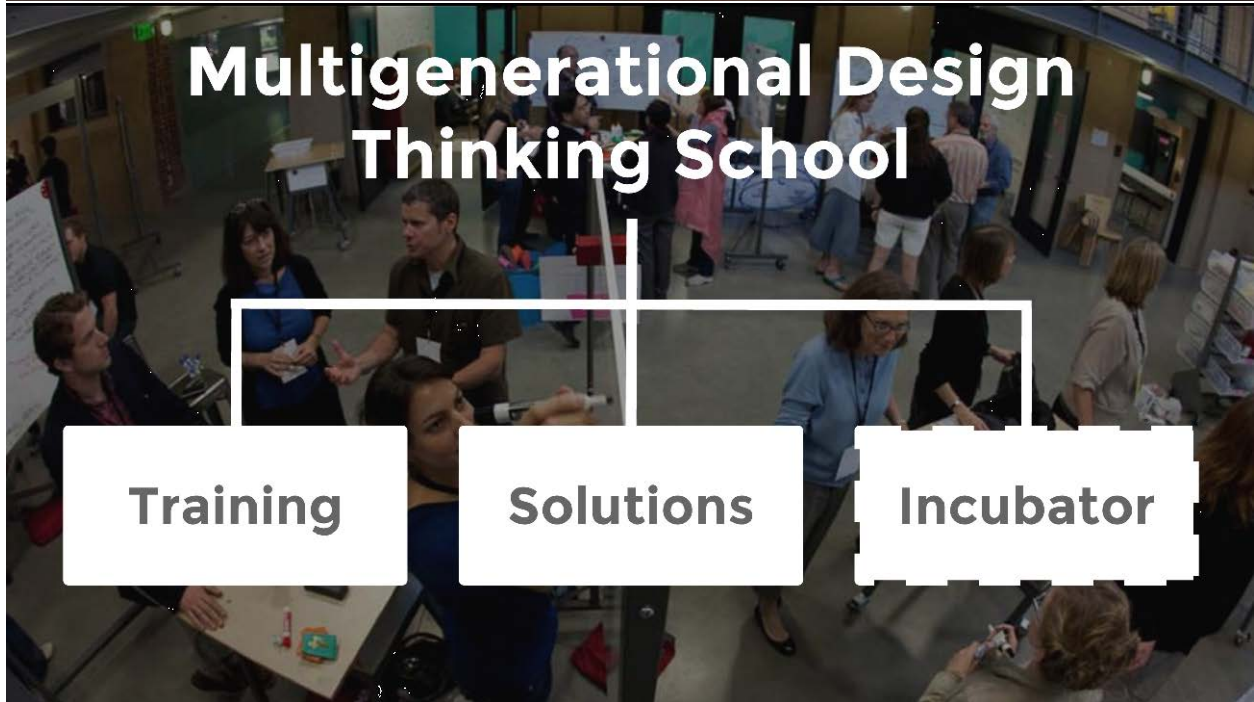
3

Lack of  
identity





The GVSU Holland  
Campus **NEEDS** to be  
**RELEVANT** to the  
Holland Community



Multigenerational Design  
Thinking School

Training

Solutions

Incubator



**What's the  
value?**

# Talent pool

```
graph TD; TP[Talent pool] --> C[Creative]; TP --> Co[Collaborative]; TP --> CT[Critical Thinkers]; LO[Local Organizations] --> TD[Talent development]; LO --> LCC[Low-cost consulting];
```

- Creative
- Collaborative
- Critical Thinkers

# Local Organizations

- Talent development
- Low-cost consulting



# Holland Community



- Place to solve problems
- Innovators can gather here

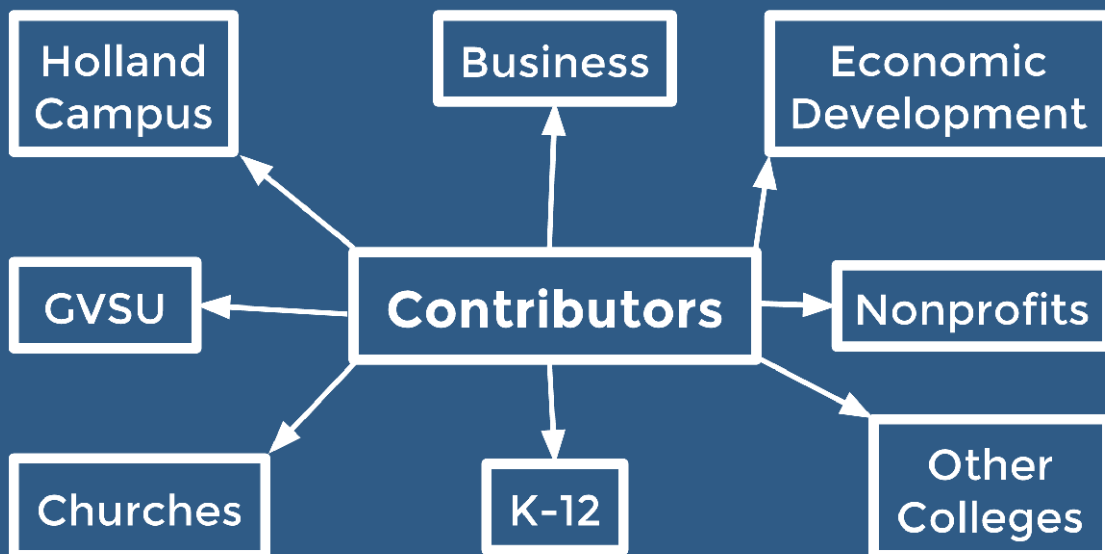
# K-12



- Develop next generation
- Project based learning

# GVSU

- Enrollment increase.
- Established as forward thinking leader in Holland.
- Building relationships with K-12 and employers.



## Your turn...

1.  
Hear our  
plan



2.  
Gather  
people



3.  
Run a  
pilot



# Questions?

We'd love to talk.

**TEAM4DT@GMAIL.COM**

### Innovation Symposium Findings

<b>Call to Action by Team 4 Envisioning the Future</b>	
<b>Information Provided to Stakeholders</b>	<b>Multigenerational Design Thinking School</b> <ol style="list-style-type: none"> <li>1. Social Issues (poverty in minority groups, lack of affordable housing, socioeconomic gaps in school systems etc.)</li> <li>2. Talent Demand</li> <li>3. GVSU Holland campus lacks clear identity and purpose</li> </ol>
<b>Call to Action</b>	<i>We need you, community members, GVSU affiliates, and students, to partner with our team in the design and development of a Multigenerational Design Thinking School in Holland at the GVSU Holland Campus.</i>
<b>Information requested from stakeholders</b>	<ol style="list-style-type: none"> <li>1. How will the Holland Campus physical building change?</li> <li>2. Can this programing be brought into workplaces, elementary schools, retirement homes etc.?</li> <li>3. How can this vision be developed to serve beyond Holland?</li> </ol>

<b>Innovation Symposium Feedback Capture What's Meaningful to Advance your Innovation</b>	
<b>Verbal Feedback</b>	Can this vision and model bring its resources out of the physical Holland Campus space and into the community – non-profits, schools etc?
<b>Written Feedback</b>	<ol style="list-style-type: none"> <li>1. Partner with the HIVE team in innovations</li> <li>2. Partner with OAISD - they are in!</li> <li>3. Develop vision beyond Holland</li> <li>4. Connect to Newell brand and NewNorth alumni to implement idea</li> <li>5. How can we involve our CC [community college] partners?</li> <li>6. Provide place/link to retiree place</li> <li>7. Like the partnering with schools – talk to them for input</li> <li>8. Focus on a couple of specific non-profits to identify projects</li> <li>9. Do not sell design thinking as some easy-to-do activity. A number of us make a living doing this.</li> <li>10. Would be glad to offer advice/feedback</li> </ol>

<b>Post-Symposium Reflections</b> <b>Integrate the Feedback &amp; Offer Final Recommendations</b>	
<p><b>DIVERGE:</b> How did the feedback provided <i>deviate</i> from your team’s current recommendations?</p>	<ol style="list-style-type: none"> <li>2. Request for services to be brought outside of campus and into community.</li> <li>3. Caution not to oversell DT concept as simple and easy.</li> <li>4. Evaluate the quality of the space in Holland’s campus for implementing your idea – what is missing?</li> </ol>
<p><b>CONVERGE:</b> How did the feedback provided <i>align</i> with and enhance the team’s innovation?</p>	<ol style="list-style-type: none"> <li>7. Wonderful idea to make this a <i>multigenerational</i> program.</li> <li>8. Ottawa Intermediate School District confirms idea and is ready to partner.</li> <li>9. There are social issues in Holland that include lack of affordable housing and could use this process in addressing the root cause.</li> </ol>
<p><b>SYNTHESIZE:</b> How can others <i>use</i> the feedback provided?</p>	<ol style="list-style-type: none"> <li>4. Use feedback to evaluate stakeholders missing and cover those stakeholder’s ignored this point – potential stakeholders at Newell, other school districts, and in retiree communities.</li> <li>5. Move forward with caution on selling the Design Thinking process as “quick and cheap fix” process rather than long, intentional, and deliberate. Be mindful that people make a living from facilitating change through design thinking.</li> </ol>
<p><b>RECOMMEND:</b> What next steps does your team recommend to stakeholders?</p>	<ol style="list-style-type: none"> <li>4. Connect with the voices of stakeholders unheard – more connections to minority groups, Christian and charter school members, and retirees etc.</li> <li>5. Develop partnerships with experts to develop a strong and deliberate curriculum for a prototype..</li> <li>6. Design a prototype model to test Multigenerational Design School in the summer or fall of 2017..</li> <li>7. Evaluate the interest of faculty and students in and around GVSU and/or Holland to participate in prototype of school program..</li> </ol>

### **Final Prototype Concept Design Video**

After a semester of researching, innovating, and collaborating on different ideas for the Grand Valley State University Holland Campus, our team created a video detailing our final innovation. We introduce and flesh out the inner workings of a "Multigenerational Design Thinking" school for the Holland GVSU Campus.

<https://www.youtube.com/watch?v=PAgC31g8cjE>

### **Conclusion**

The implications are clear. A Multigenerational Design Thinking School has the potential to create a wealth of talent in Holland, address some of Holland's large social issues, and institute a clear identity for the GVSU Meijer Campus in Holland. Our hero, the GVSU Meijer Campus in Holland, can be transformed. This hero will be the heartbeat of innovation for the Holland community.

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