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Laker Lifelong Learners

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Laker Lifelong Learners



Designed by:
“Innovation Team 2”

Grand Valley State University
Design Thinking to Meet Real World Needs (HNR 313-01)
Fall 2016

Maria Beelen, Nicholas Herbert, Melissa Knox (not pictured), Tony LaDuca, Nikhil Watsa



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BACKGROUND:

The Holland campus as it exists today opened in 1996 with a staggering 30,000 square foot floor plan and boasting an enrollment of 1,800 students. The building was a culmination of more than a decade's work in the community offering courses to businesses and working adults, and represented a first step in a goal set forth by President Lubbers to grow Grand Valley all along the lakeshore in West Michigan. In the same vein, President Lubbers' dream was for the Holland campus to become a self-sufficient, associate degree-granting program for continuing education and working adults in the area.

Today, with a dwindling student numbers (only two GVSU classes are held in the building as of the fall 2016 semester), it is clear that the survival of this campus depends upon reimagining and reconstructing its purpose to better meet the needs of the community. Now sharing the building with the Grand Rapids Community College (GRCC) general education program and the Muskegon Community College (MCC) high school dual enrollment program, GVSU's stake and role in the building is unclear. The building also hosts a number of community events and learning opportunities, but the full potential of the building is not being realized.

PROBLEM STATEMENT:

Identify

We have has chosen to focus on the problem of underutilization as the key issue that constrains the Holland Campus. We understand from the history of the campus that it was functioning at maximum capacity at its opening in 1996. In the 20 years since, usage of the facility has steadily declined to the point where GVSU administration is questioning the campus's value. Thus, our root question to this design challenge becomes:

Why aren't people using the Holland Campus as they once were?

Our team recognizes that this campus holds the potential to be of value to the array of stakeholders involved; this is evident in the success of its initial years. The initial success challenges us, then, to reach and exceed that achievement, and it leads us to our mission:

We will make the Holland Campus a 'place' of opportunities for lifelong learners to excel in their pursuit of education so that they can become leaders in their fields and have pride in their time spent at Grand Valley State University's Holland Campus.

We begin our work by seeking to gain clarity on the following question:

- Why has interest for this campus declined within the Holland community?
- Why has interest for this campus declined within the Grand Valley State University community?
- Why was the Holland campus dedicated to the idea of a "lifelong learner"?

Design Brief:

Our team will deeply investigate the above questions in the coming weeks. Each question poses a cause for concern, each question alludes to the problem we have identified, but at the same time, each question gives room for immense possibilities for innovative thinking, growth, change, and improvement. Our team will take these questions as challenges and aim to truly understand the scope of this project through the eyes of the stakeholders.

We are working on this problem because we believe that an effective solution can:

- Identify a mission for the campus that properly addresses the needs of stakeholders in a viable, feasible, and desirable fashion (this mission may or may not reflect the current mission which could be a part of the problem itself)
- Strengthen demand for this campus within the Holland community
- Strengthen demand for this campus within the GVSU community

CONSTRAINTS: *Aspects of the project and ecosystem that are limiting or cannot be changed.*

False constraints:

- Project Time: to a certain extent, the lifespan of this project could outlive this class
- Financial support: to a certain extent, the University could assemble the financial support needed to enact our solution should the solution be desirable enough
- The shared knowledge of the team: We lack representation and diversity in many aspects. This may limit our shared perspectives. We, collaboratively, lack the skills to carry out certain tasks effectively. For example, consider if none of us knows how to write computer code or to create graphic design? These gaps in knowledge could limit the innovativeness of our solutions.

Real constraints:

- Time: to a certain extent, a milestone of this project must be completed within the timespan of this semester
- Usable space within and around the Holland Campus
- Accessibility to stakeholders: we may be unable to interview or contact certain vital stakeholders.

ECOSYSTEM:

1. Primary Stakeholder (user): Grand Valley State University Students seeking degrees
2. Secondary Stakeholder: Holland community residents
3. Tertiary Stakeholders: Students involved in research, adult students, students as a part of organizations, community students and residents, external entities (using the facility – OAISD, MCC, GRCC, HPS)

The current state of the Holland Campus affects the working community in the Holland area who have (or have had) the potential to use the facility to further their educations amidst their other obligations.

Design Brief:

- The local high school students could be impacted by changing the Holland campus's current state, as there are facilities (and room for other ones) within the building that would be (or could be) beneficial to things like the Girl Scout's Club, Robotics Club, and others.
- The Public Transportation companies in the area are also stakeholders, as they would both experience increased traffic and/or have to make a new bus line to the campus from Allendale.
- The local Government is impacted by the current situation, as there is unused land owned by GVSU that is not being put to good use in prime commercial area right next to the Holland Meijer's supermarket.
- There are various clubs and current usage of the facility that are impacted (albeit positively) by the current state of things: GRCC and MCC students are able to practically claim sole use of the facility.
- Local Businesses would likely be interested in seeing greater numbers of students, including the local restaurants and the Meijer next door, as revenue for their respective companies would possibly increase as well as the market availability of knowledge workers.
- The students at Grand Valley themselves are able to impact the Holland Campus if they knew of its existence, as well as the possibility of having the less well-resourced clubs and groups obtain the resources they need.

RESEARCH METHODS:

First Steps:

In order to reach the intentions of our Ideal State, our team will begin with these steps:

- Recognize, Identify, and Explore the needs of our primary stakeholders
– **students at the undergraduate level**
- Talk / interview / interact with many individuals from this group and compile a map of observations and insights
- Establish a mission statement for the new Holland campus to meet the needs of our primary stakeholders

One of our primary methods of research is to utilize the person in our group who lives in Holland. Recognizing best practices for interviewing, we hope to have another individual present to listen to and review findings. Our secondary research will be focused on "facility usage" over the years in the Holland community, taking direction based on the answers the stakeholders give us. Another strategy we will be using is "Immersion", that is, spending an afternoon in the Holland community watching and interviewing. Our focus will be to test the water on what people want in terms of education. We will enact the same method on the Allendale campus. We also seek to arrange meetings with Student Senate representatives to uncover the more "unseen" needs of the GVSU student body.

Design Brief:

Second Steps:

- Build rough prototypes (process plans, flow charts, sketches) of the space within the Holland campus and the programs that we envision taking place there
- Placing the framework in front of our primary stakeholders and watching how they interact and respond
 - Question these stakeholders on their likes and dislikes (perhaps with a have / want chart)
 - Iterate
- Sharing our framework with secondary stakeholders (Adult learners, K-12 programs, local businesses)
 - Question these stakeholders on their likes and dislikes (perhaps with a have / want chart)
 - Iterate

OUTCOMES:

The Ideal State (Imagined Future)

Students flock to rooms with a bustle of noise and energy. Not only are they present and learning in their classes, but they are *enjoying* the learning process and waking up with an *excitement* for a new day of knowledge.

Integrated curriculum blends a community connection with hands-on simulations. Lifelong Learners will undertake structured material provided to students in a cohort method. Students are encouraged to take risks, but more significantly, the professors are encouraged to take risks and are unafraid to do so. The Holland Campus is a creative and innovative zone that departments have adopted as a space to experiment with new methods of teaching, partially involving design thinking.

It is a low risk, high productivity environment that stimulates prototyping and testing to a level unseen in traditional classes. The Holland Campus of yesterday will be transformed into a design lab and it is both embraced and supported by students, professors, and administration within GVSU.

Where is the support coming from? Some of it comes from local business partners, some of it from larger corporate sponsors, a piece of it comes from the organizations who borrow the space for events, and a bulk of it comes from tuition from Lifelong Learners. The campus is sustainable in its finances and it begins to make a profit as graduated students who recognize the benefits of this learning give back through their Laker pride.

Our Process:

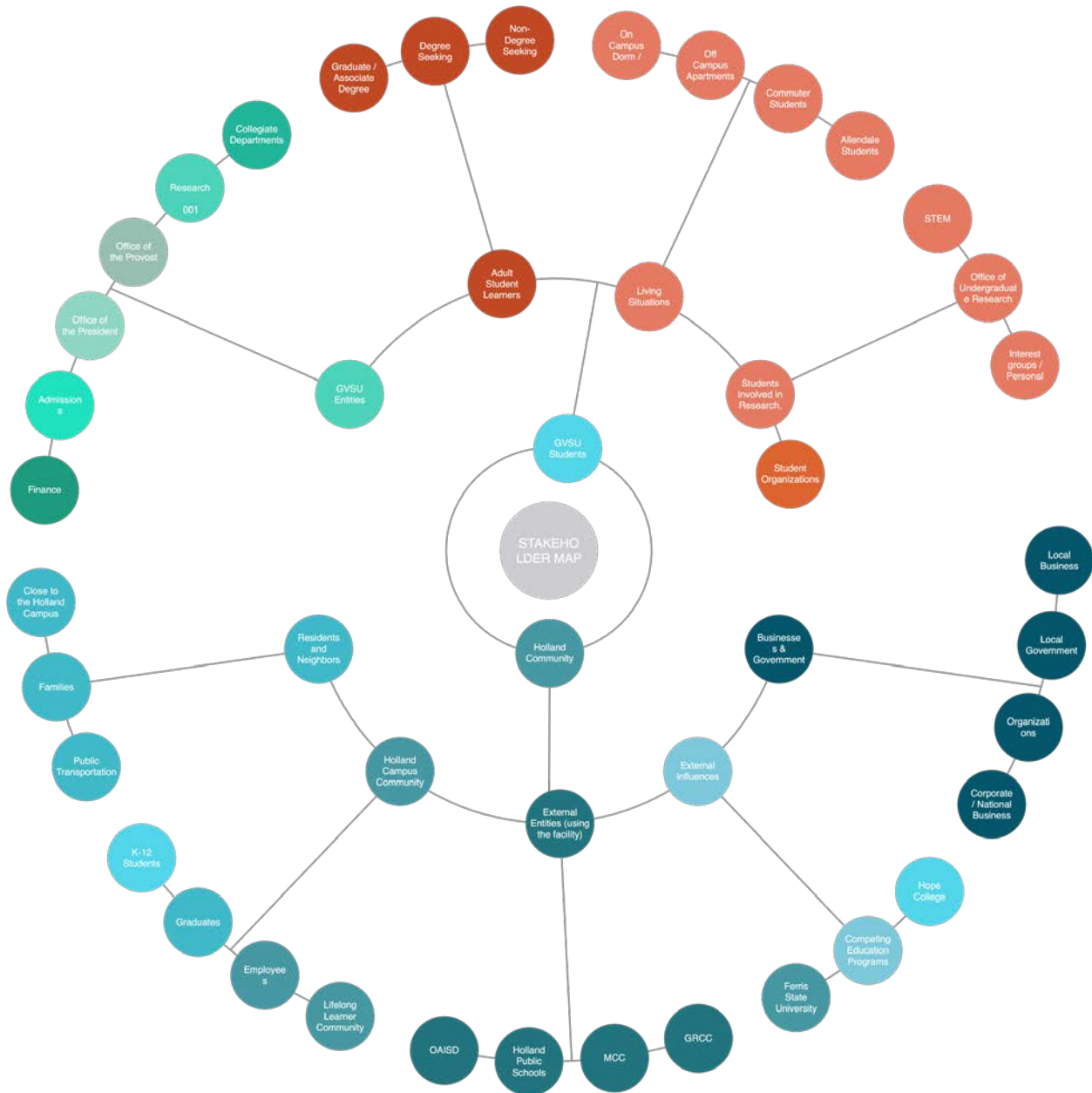
This is a fun and lofty exercise to enact and it is good to do so because it delivers a vision full of possibilities. The place where we end up may not (and will not) be the exact

Design Brief:

image of our Ideal State, but it will have similar feelings of comfort in risk, excitement to learn, productivity in student work, and stability in finances and support.

Stakeholder Map

The scope of this challenge is broad and involves many people and interest groups. The potential outcomes could likewise affect individuals beyond what might be apparent. For these reasons, stakeholder maps are valuable models to visualize and frame the scope of the project. During this challenge, our stakeholder map has undergone several iterations from the original until it was refined to a final framework. The map identifies our two key stakeholders: the Holland Community and GVSU Students, and expresses how these two stakeholder groups overlap to encompass the target group of Lifelong Learners (students who may be adults or continuing learners). The stakeholder map provides the leading steps of the design thinking process and identifies the primary, secondary, and tertiary groups who we need to interview and study.



Insight (Affinity) Map

Insights (Affinity) Map

Once the stakeholder map was established, the research process began by interviewing people identified as shareholders, knowledge-holders, beneficiaries, or benefactors in this challenge.

To capture the ideas, thoughts, and behaviors from the research, we weekly created post-it notes with untampered observations and added them to a board. As the research process unfolded and more interviews and readings took place, the board began to fill, forming trends- or affinities- that we grouped together. These groups of affinities give us a basis for developing insights and need statements. Thus, our insight (affinity) map converged onto certain regions of subject matter where our stakeholders most interacted with the challenge. Through our research, we found strong affinities in demographics, external organizations, businesses, K-12 programs, GV Administration / Faculty / Staff, traditional college students, non-traditional college students, geography, Holland community programming and education, finances, and facility were most substantial. These became topics of interest and we were able to establish needs in each area, leading us to an ideation stage where solutions began to form.



Collaborator Debriefs

Debrief One

Collaborator Debrief 1. 1. Articulating and Revising the Initial Vision	
Design Challenge Debrief	<p>Must include:</p> <p>Flipchart 1: Problem Statement</p> <p style="text-align: center;"><i>To increase the use of this campus by redesigning its physical space, programs, and mission to meet the needs of stakeholders in the Holland community as well as the Grand Valley State University community.</i></p> <p>Flipchart 2: Bullet list of 3+ key insights from research</p> <ul style="list-style-type: none"> • Holland has a number of demographics are separated geographically (downtown = high socio-economic status, primarily white vs. close to the beach = middle class vs. specific neighborhoods in Holland = lower socio-economic status, large Latino population, gang influence) • Higher Education is inherently valuable in perspective building and cultivating skills. It is the liberal arts aspect of Higher Education that is essential to empowering communities to connect with one another and greater overarching bodies. • Warm, welcoming environments giving the impression of a small, personal, and connected feel within a larger and more resourceful entity is desirable. <p>Flipchart 3: Bullet list of 3+ barriers your team is facing</p> <ul style="list-style-type: none"> • We are confronted with two populations who have differing needs and are uncertain how to proceed in reconciling this disparity (the GVSU student body and the demographics of the Holland community). • The location of the Holland Campus plays a role in “who” to focus on for our solutions and “how” our solutions should integrate certain geographic-based needs. We have not uncovered a distinct path forward in understanding the impact of geography towards this challenge. • Still unclear the extent of business, organizational, internal, and community support foundations in existence for the Meijer Holland Campus.
Summary Illustration	<p style="text-align: center;"><i>Optional (consider how you might visualize your findings thus far)</i></p>

Collaborator Debriefs

	<p align="center">10/18/2016, 22:14 STAKEHOLDER MAP</p>
<p>Questions for the Collaborators</p>	<ol style="list-style-type: none"> 1. How can we meet the needs of two seemingly divergent populations? 2. How does geography play a role in “who” we tailor our solutions for? 3. Who might be our community collaborators, (people who have interest to work alongside the Holland community) and what are their needs?

Debrief Feedback
Capture What’s Meaningful to Advance Effective Innovation

<p>Class</p>	<p>Insights:</p> <ul style="list-style-type: none"> • Tension between the three schools that hold classes in Meijer campus- there is an impression that GRCC owns the Lakeshore, so it is a competition.
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Collaborator Debriefs

	<ul style="list-style-type: none"> • GVSU Holland does not have the support it needs from the Allendale campus. • GVSU Holland is not very involved with local businesses. Herman Miller for example has a grant program for GRCC students. • Need for operational support, advertising, and GVSU classes. • The Meijer campus does not feel like a GV campus because our students do not have the same social resources there that we do here. • Allendale students have no reason to go to the Holland campus <p>Barriers:</p> <ul style="list-style-type: none"> • Team communication
<p>Collaborator</p>	<ul style="list-style-type: none"> • Ask what is on the road? What businesses are near? • Talk to a new stakeholder, Yung Fang Co. In Holland. • Look at the GVSU and Holland 5 year plans <p>Collaborator Debrief Notes (Collaborator Insight on Team Presentations):</p> <p>Team 4: How do we make a place, not just a space? A space is a somewhere “to be” and a place is somewhere you “want to be.”</p> <p>There are connections already happening between GV and Holland. Explore existing avenues of connections Some disconnect between the “community” and Holland campus</p> <p>Latino and Asian 3% African American 12% Asian 45% Latino</p> <p>Lack of traditional services at Holland Campus. “No external reason for a student to stay after class” Free Wi-Fi for students, faculty, and staff. Guest needs a password. Holland campus is connected into the broadband. - DJ Potter</p> <p>3 churches in a block 6-8 in a mile 180ish in the entire area</p> <p>Nonprofit Alliance. Many small non-profits looking for spaces to meet. Ask Simone for list of all organizations that Holland has hosted. More of an issue</p>

Collaborator Debriefs

<p>made for these things – under the radar). Opportunities to promote and collaborate. How do you translate that return on investment to the GV body? Latin American generations progress? - pipeline Mentoring and safe location.</p> <p>No clear identity? Simone - yes. Many little things going on without an overarching theme. Simone - bring in people and encourage some sort of collaboration. Jane - Chamber of Commerce – business connections. Workforce in the future and workforce development. Co-working space for entrepreneurs.- Dean Place to go and place to work. "We see each other at coffee shops". The current space is empty.</p> <p>Huge bank and businesses nearby.</p> <p>Davenport?</p> <p>Team 5: We propose to reinvent the purpose, vision and culture of the Holland campus through innovation and collaboration.</p> <p>Tensions between 3 schools – Schools – GRCC, MCC, GV. GRCC "owns the lakeshore" – collaborate in this aspect GV Holland does not have the support needed from the Allendale campus. GVSU Holland is not very involved w/ Local businesses.</p> <p>Is there a focus in the Holland campus to bring students to the Allendale campus? Do students there want a campus experience? Do their parents want a campus experience? If it is mostly adult learners, do they need a campus experience?</p> <p>Recently being a student there - currently focused on non-traditional students. Mostly adult GV students at Holland. MCC and GRCC have different demographics of learners. Convenience of going right from work to Holland.</p> <p>Used to work for Davenport before it was a college when it was mainly adult learners / services. He would go into businesses and ask what classes they need. Then provide the class information to them in their comfort zone and meeting their needs. What classes do you need? Who needs and wants to</p>
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Collaborator Debriefs

<p>complete their college degrees? If you get 10 people together, we will send a professor to you to learn. When do you want it? 8:00? 10:00? am/pm? 6am?</p> <p>Holland Campus could be used for connecting people in online classes.</p> <p>Employment rate in the Holland community is high. Simone - message I hear is that there is many available positions that need filling (manufacturing positions). Talent 20-25? Look at employment, look at the needs that businesses need, they need more research based and specific focused students.</p> <p>What will work look like in the future? in 2025? Position this campus for the future and use it to position people for the future.</p> <p>Lisa talked about insight on lack of advertising for Holland and less support. Not everyone who walks into that building receive something from GV. Why aren't we handing out flyers, posters?</p> <p>Structural issue – academia. Director for entrepreneurial research at Ball State University – reports to the provost. Structure and where do people report to the university.</p> <p>Does GV need the Holland campus? Who is not coming to the Holland campus or the GV campus? Do people want to live at home or want to commute? Do people want an experience or are there students who just want the class and do not care for the experience?</p> <p>Team 1: Taking community needs into account, we will develop a thriving academic center grounded in GV principles</p> <p>Four things Holland needs - Transportation, publicity, operational support, and GVSU principles Holland doesn't feel a part of GV due to lack of campus life Strengths include advising, quiet spaces, and technology</p> <p>How are satellite campuses vital to our university? Whom can we ask? What barriers does GV face in supporting Holland</p>
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Collaborator Debriefs

<p>Even during high popularity, vendors would not come out.... Not enough population to sustain profit for vendors. Food trucks?</p> <p>Not enough support operationally. Not able to focus on specific tasks because they are so busy doing “everything”! Similar to nonprofit.</p> <p>Three things that he talks about at the Holland campus.</p> <ol style="list-style-type: none">1. Apiary – internationally known apiary2. Sustainability initiative – 20% recycling, 80% trash. After switching practices, an immediate change to 80% recycling, 20% trash <p>Team 2: To increase desire to use the Holland Campus by redesigning physical space, programs, and mission statements. (currently speaking)</p> <p>Simone - Look at the strategic plan. Speak to admissions. Commuter students? How many travel from Holland? Speak with Deans.</p> <p>Team 3: Cultivate current programs by bringing established programs to life and building stronger connections within the community.</p> <p>Speak about to value of liberal education to businesses and Holland communities</p> <p>Lithium ion energy storage within local businesses. Chinese company bought a Holland based company with 3,000 people. Needing technical skills.</p> <p>Think forward. We are responding to the need four years ago. Respond to the need of 5 years from now.</p> <p>Is there value in taking students to Holland?</p> <p>Needs of the community + GV resources?</p> <p>Innovation, collaboration, incubator space? Holland does not have that. Networking. Bringing people together exposes collaborators to immense opportunities.</p>

Collaborator Debriefs

	<p>Internship space?</p> <p>Minority students did not feel that they were given the opportunity to go another step.</p> <p>Ideas for moving forward: Visit the Holland campus website.</p>
<p>Other Stakeholder(s)</p>	<p>There is public transportation in Holland but it is much underused.</p> <p>Holland campus was given more room to grow, but it does not have a clear identity. A majority of the GVSU students there now are nontraditional learners. The convenience of being able to go to class straight from work for local adult learners is amazing. Many students who use the building do not get a strong impression of the GVSU brand- we may own the building but we do not affect the students strongly.</p> <p>The Holland campus lacks a <i>networking</i> component that students at other campuses are getting in the social spaces on campus.</p> <p>Why do satellite campuses matter? Whom are we asking? Team 1 interviewed an MCC prof that said satellite campuses are made for the community, not for GVSU students.</p> <p>Look into food trucks as a solution to the lack of food- would be super difficult to get Aramark on board though.</p> <p>Why does it matter that GVSU is there? To whom does it matter? What can we bring to the Holland community and do we even know what they need?</p> <p>Things the campus is known for: Apiary- bee program, internationally known program, very productive bees. Sustainability initiatives- they have a remarkable ratio of trash to recycling. So the campus is not talked about in an academic sense so much as</p> <p>The impression is that Holland has a very high employment rate, but the industrial side of business has a hard time filling positions. How do we support building that industrial base while also being a liberal arts education program?</p>

Collaborator Debriefs

	<p>There is a strong base of tech in the industry in Holland, they are looking to educate their workforce in technical skills- why not specialize in this need? Can GVSU create a tech education program specifically for this workforce, based in Holland?</p> <p>The community is approximately 40% latinx, 3% African American, 11% Asian, and 45% white.</p> <p>Latinx students in the Holland public school system feel like they are being tracked and are not supported to take the next step and move up. Programs in the community helped them, but the faculty and advising system in the schools are not.</p> <p>Some disagreement between Holland staff members about if they are engaged enough or satisfied working there- to some it is just a space, to others it is a place. The Holland staff has NO control over the academic trajectory of the programs at the campus.</p> <p>All the churches in the area (there is a TON) have kids' programs and poverty programs, which creates tension with GVSU involvement- can a public university sponsor or get involved with church programs? There are also small nonprofit groups in the area flying under the radar that could use a meeting space.</p> <p>Talk to DJ Potter about tech stuff on the Holland campus. Jennifer Owen from?</p> <p>Davenport is close to GVSU as well. Davenport would recruit directly from corporate offices and businesses to find students interested in a class, and then if they got 10 people to sign up they would send a professor out to that office to teach when it was convenient for them!</p>
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<p>Post-Debrief Reflections</p> <p>Integrate the Feedback & Ideate Next Steps</p>

<p>DIVERGE: How did the feedback provided <i>deviate</i> from your team's current insights?</p>	<ol style="list-style-type: none"> 1. More focus on the external business relations in Holland 2. Our insights
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Collaborator Debriefs

CONVERGE: How did the feedback <i>align</i> with and enhance the team's current insights?	<ol style="list-style-type: none">1. You cannot receive a degree solely from GVSU Holland Campus2. There is a disconnect of direction of partnering organizations3. This is a powerful community involvement hub4. Minority students in the Holland area want more opportunities
APPLY: How can you <i>use</i> the feedback provided?	<ol style="list-style-type: none">1. Talk to local businesses2. Reach out more in the Holland area
ACT: What are your next steps?	<ol style="list-style-type: none">1. Look into the strategic plan for GVSU and City of Holland

Collaborator Debriefs

Debrief Two

Collaborator Debrief 2. Telling the Story	
Design Challenge Debrief	<p>Problem Statement:</p> <p>We will make the Holland Campus a “place” of opportunities for lifelong learners to excel in their pursuit of education so that they become leaders in their fields and have pride in their time spent at GVSU’s Holland Campus.</p> <p>Need Statements (3):</p> <ul style="list-style-type: none">• Administration, faculty, staff, students, and Holland community members <u>need</u> to remove the perceived barrier between the Meijer Holland Campus and the Holland community.• Lifelong Learners, who are simultaneously working, have family life, and pursuing education <u>need</u> to be supported appropriately.• Lifelong Learners and those involved in their learning process <u>need</u> an aesthetically welcoming environment. <p>From: To: Statements (2)</p> <ul style="list-style-type: none">• From “I need to be here” to “I want to be here” From a lonely space filled with underutilized furniture and muffled voices of students passing by each other void of interaction and connection. Where students remain in the building just for their allotted class time and leave promptly afterwards and the atmosphere feels vacant and stale. To a lively and highly engaging space with colorful walls and designs resembling the aesthetic of GVSU. A place where students remain in the lounges after class to engage in conversation and do their tasks in the warm, welcoming spaces and where an excitement fills the air from the bustle of activity and smiling faces each proud to be attending this esteemed university campus.• From “this is too damn difficult” to “this is too damn easy” From grimacing and menacing faces of adult learners who are weary of their struggle to balance work, school, and home life, tired of being overworked and unengaged in an unsupported atmosphere void of the appropriate resources that will meet their needs, to a framework that makes it comfortable for Lifelong Learners to balance an education,

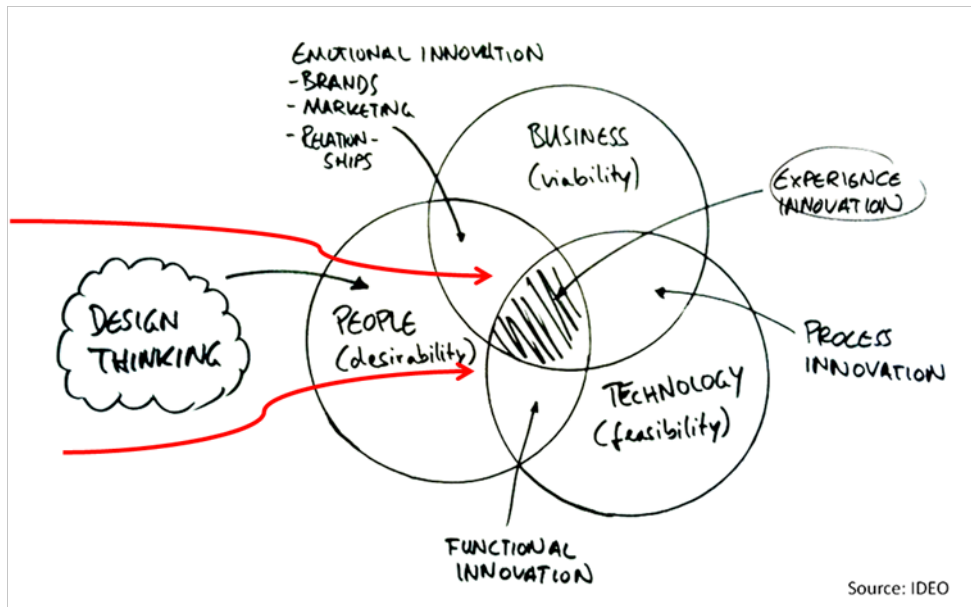
Collaborator Debriefs

work, and their family dynamics as they receive support and care from dedicated staff and the course content is tailored to them making it so easy for them to complete an unfinished degree or pursue further education.

Barriers (3)

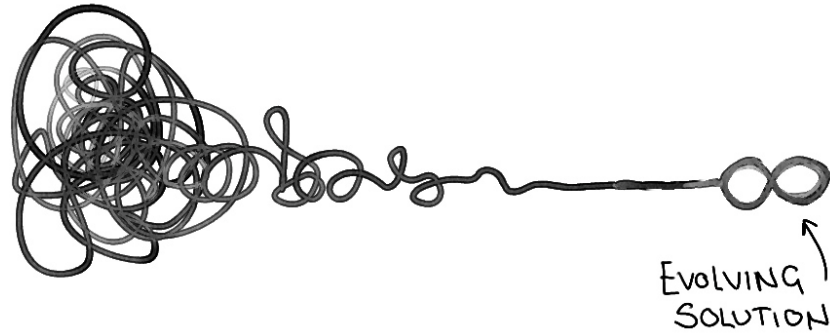
- Combine / exclude / narrow ideas into a single framework?
- Developing solutions that are supported with adequate rationale and market research
 - If we say a GVSU archway at the entrance of the Holland campus will promote identity, to what extent is that true or just our assumption? Can we validate a solution like that with our own experience?
 - We desperately need feedback on our prototypes
- Addressing the multi-dimensional problem of the Holland campus with a single solution (how vast can this framework be?)

Summary Illustration

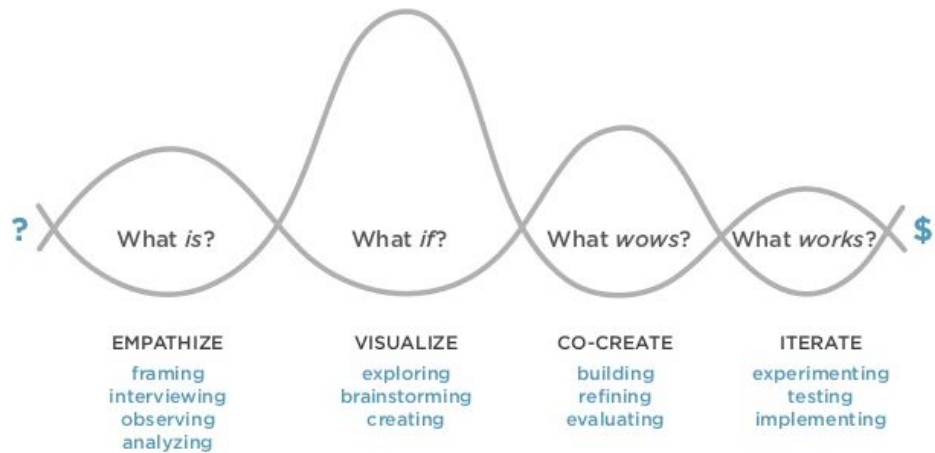


https://www.ksri.kit.edu/img/DesignThinking_1_human-centered.png

Collaborator Debriefs



<https://ithinkdesign.files.wordpress.com/2012/01/evolvingsolutiontiff.jpg>



<http://image.slidesharecdn.com/nextgendeckjuly2013final-150115095650-conversion-gate02/95/using-design-thinking-to-understand-your-customer-5-638.jpg?cb=1421315998>

Questions for the Collaborators

1. How do you go about addressing a problem with numerous issues branching in different directions?
2. How do we balance viability, feasibility, and desirability in our solution? In what order? All three?
3. How do we address the stakeholders who we are not servicing with our solution?

Collaborator Debriefs

Debrief Feedback Capture What's Meaningful to Advance Effective Innovation	
Instructors	<p>MSU has Bioeconomy Institute who puts on events (lecture series)</p> <p>Brooks college has IDS credits (they are filling and thriving, need more faculty) as enrichments</p> <p>I&E workshops on inclusivity for businesses and organizations. How does I&E play a role in businesses?</p> <p>Not just the big employer, the small employers need interns and help too. How can we get them the interns they need?</p>
Class	<p>Team 1: Grounded in GV principles, we will develop a thriving academic center based on community needs</p> <p>Social Classes / programs recognition on a local level</p> <p>Team 4: GVSU Holland is underutilized, it is just a space, we want to make it a place</p> <p>From being irrelevant to being the heartbeat of innovation in the Holland community</p> <p>From an underproduction of skill to a wealth of skilled multi-generational leaders</p> <p>Ideas: Career / Technical training Multigen Design Thinking school of West Michigan (young, old, middle) Add food + Coffee Internship Hub Innovation Hub</p> <p>Questions: Is it worth it to host other college classes? What does it take to convince businesses to take advantage of these campus resources? What are stakeholders looking for in a prototype?</p>
Collaborator	<ul style="list-style-type: none"> • Desirability first, then feasibility, then viability

Collaborator Debriefs

- No one we can get to has any idea what the revenue and running costs are of the Holland campus at this point- we are a public utility but not a public service. At the same time, as a wing of a larger institution the Holland campus has a little freedom to be in the red as long as the university is in the black (which it is). Especially at the beginning of a new project, there will be decent financial support from the institution without a desperate need to meet any revenue goals.
- Eight students per class is the absolute lowest class size GVSU can be persuaded to run before it becomes nonsensical to run it.
- It is hard to market for a campus that has no central identity- what exactly are we selling.

GV is only a part of Holland, who else is doing similar work. Dance within existing structures of the community (sometimes leading sometimes following).

Inverted Baccalaureate

Do not bully yourself into something already working.

Do we weigh our stakeholder's interests?

Think about what problem we are trying to solve? What is truly the need in the community?

Explore Holland more. That will yield your result.

Focus on the closest (regional) stakeholders.

Complete research programs were proposed earlier.

Think about youth as well who want to get involved with DT processes.

Pipeline and diversity

Companies are going to grow through internships and developing employees

Is GV financially driven in business investments and propositions?

Some departments are enrollment driven

There is no GV Advisory Board or Community advisory board to look at the GV-Holland connection.

Adults come in and ask for 100 and 200 level courses (1 or 2 credits), some even further in just interest-based topics

Collaborator Debriefs

	<p>Lots of untouched potential in sustainability / agriculture (prairie, marsh areas, diversity of plants and trees, bees, etc.)</p> <p>GV does not want an agriculture school because MSU has one</p> <p>The sustainability piece of the Holland campus is already connected with the community</p> <p>Sustainability initiatives with Meijer</p> <p>30% of the workforce is tied to manufacturing</p> <p>Engineers and skilled-trade are the number 1 and 2</p> <p>Programming should be tied to manufacturing (office furniture – international clients with anchors in Holland)</p> <p>To grow the community, we have to welcome in people from an international standing</p> <p>NewNorth Center for Design</p> <p>SmartZone – Partnered with GR</p> <p>WHOLE SYSTEMS THINKING</p> <p>For furnishings and aesthetic talk to Marc to get in touch with the head of MIP Library design (Haworth building, Steelcase furniture)</p> <p>There is no welcome for internationals to get them acclimated to Holland. They feel estranged, out of place, or not well received.</p> <p>Numerous different spouses saying I was in one career and need a way to move to a new one (trailing spouse).</p> <p>Look at Davenport, GRCC, midtown center</p> <p>Holland has many nonprofits, small businesses, excited people who want to solve the issues that Holland has.</p>
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<p>Post-Debrief Reflections</p> <p>Integrate the Feedback & Ideate Next Steps</p>

<p>DIVERGE: How did the feedback provided <i>deviate</i> from your team’s current insights?</p>	<ol style="list-style-type: none"> 1. We heard some disagreement regarding the insight that we received from stakeholders that we interviewed saying that adult learners do not feel supported. 2. Instead of trying to merge many small ideas together into our final solution, one collaborator suggested that we choose one idea and singularly focus on appropriately implementing it. 3. Contrary to the previous collaborator debrief, it was suggested that we consider the whole spectrum of learners (including K-12) whereas previous collaborators suggested that we focus only on adult and continuing education.
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Collaborator Debriefs

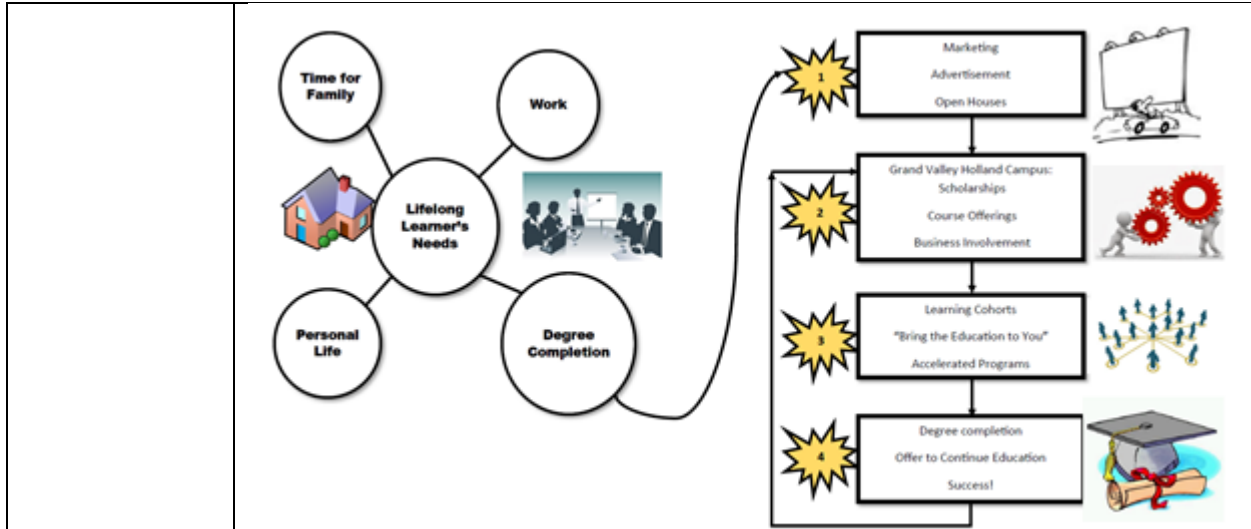
<p>CONVERGE: How did the feedback provided <i>align</i> with and enhance the team's current insights?</p>	<ol style="list-style-type: none"> 1. Collaborators reinforced the need to create visibility and bring the GV aesthetic to the Holland Campus. 2. Collaborators supported ideas to connect with local businesses and provided insight and further knowledge into the business environment of Holland. 3. Collaborators strongly encouraged solutions involving sustainability and gave insight that further supported those plans and identified existing opportunities. 4. Collaborators suggested that we consider financial viability last and focus on meeting the needs of the stakeholders first.
<p>APPLY: How can you <i>use</i> the feedback provided?</p>	<ol style="list-style-type: none"> 1. We will take the advice to form our solutions with desirability first, feasibility second, and viability third. 2. We will try to blend several ideas together to meet the complex array of needs in that community. 3. We will try to integrate ideas of sustainability and many different collaborators recommended connecting to local businesses into our solution as this. 4. We will prioritize our solutions to service our primary stakeholder above all else, and if there is room / time / resources to focus on another stakeholder group, we will do so once we feel as though the primary stakeholders have been appropriately supported.
<p>ACT: What are your next steps?</p>	<ol style="list-style-type: none"> 1. We will try to set up an interview with Simone or Lisa because there is still much we can learn about the general functions of the Holland Campus. 2. We are thinking of ways to blend several different ideas together. 3. We are reconsidering our problem statement and trying to shape it to represent many of these facets. 4. We will look at our stakeholder map differently by having a distinct primary group.

Collaborator Debriefs

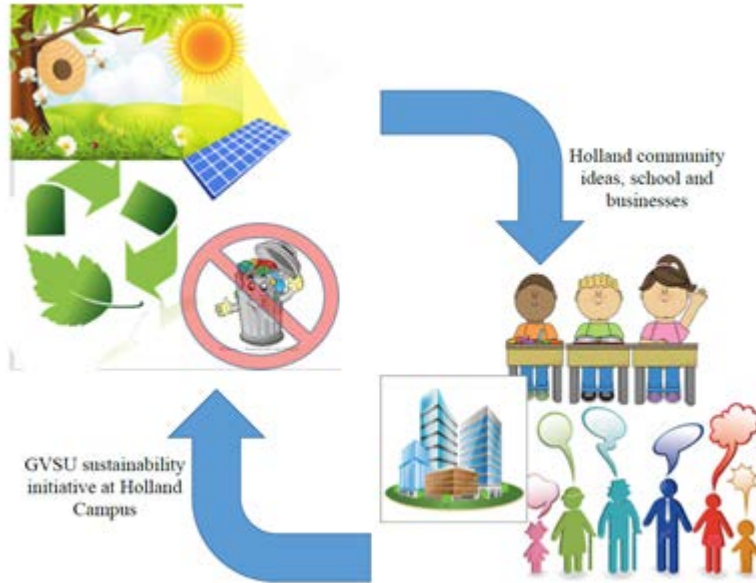
Debrief Three:

<p align="center">Collaborator Debrief 3 Envisioning the Future</p>	
<p>Design Challenge Debrief</p>	<p>Must include:</p> <p><u>From-To Statements:</u></p> <ol style="list-style-type: none"> 1. From "I can't do this" to "I would be foolish not to do this" 2. From WHAT to WHY <p><u>Insights from Stakeholders:</u></p> <ul style="list-style-type: none"> • The scope of what we are looking at is very narrow in the sense that our solution is meant to solely fit the Holland Campus for that area and those people. <ul style="list-style-type: none"> ○ The external teaching model broadens the scope of who to reach • External teaching model is a Pandora's Box of difficulties (logistically), but it is innovative and something that has never been tried before at GV. • The Seidman College of Business began a cohort program that ran for one or two cohorts then ended due to intensive resource needs and limited "reward". • Completely, 100% agree that a strong identity is needed. • Community interest and engagement in sustainability already exists, how can that be used to greater potential? <p><u>Barriers:</u></p> <ul style="list-style-type: none"> • We are close to achieving desirability; feasibility is our next challenge. • Some of these aspects are an entanglement of logistics (transportation, curriculum, learning outcomes, case-by-case basis, staffing). • Can we assume to create frameworks on things like "curriculum" when our team does not have a professional in the field of education? <ul style="list-style-type: none"> ○ Need a TON more insight, not enough time • Yes, we are forming a solution model that is very specific to this campus and this situation. It doesn't scale easily, is that okay?
<p>Summary Illustration</p>	<p><u>Visualizations:</u></p> <p><i>Innovation 1: L³: Laker Lifelong Learning</i></p>

Collaborator Debriefs



Innovation 2: Identity in Sustainability: GVSU Holland Campus for Experiential Sustainability



Questions for the Collaborators

1. What helps your teams overcome logistical nightmares? What do you do when you encounter those situations?
2. How can we create frameworks being empathetic to people in fields where we lack the knowledge? How do you construct "wiggle-room" in your solutions in places where other people will fill with their experience?
3. When creating a start-up, when following the Business Model Canvas or Lean Startup Model, scalability is an important factor. Is it

Collaborator Debriefs

	okay not to have a solution model that is scalable or applicable to other locations?
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Debrief Feedback Capture What's Meaningful to Advance your Prototypes	
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Instructor	<p>Leveraging the values of GVSU in sustainability Advisory Board could be a valuable idea, don't underestimate Outside in and not Inside out - get ahead of the times in education Multiple voices, get the right folks at the table Implementable, low effort high impact - don't skirt over it Maybe not governing but advise and have input Zero Waste Campus What the employers want and how can they get the money? What degrees are they looking for and can we provide those? (engineering, manufacturing, math, technical, etc.)</p> <p>Bachelor's degree completion? Training or degree completion? Both and based on advisory board Who builds the advisory board? Sanction? What does the workforce currently have and need in terms of education? Visual of that advisory board, flesh out that advisory board - financial agreements People begin to do experience and learn about sustainability Financial agreements - Davenport has a thing where if you're a chamber member you get a percent off tuition rates Masters for Innovation Program coming up soon in LibStudies Faculty and global expertise - Partnering faculty with local experts Adult learners like a nice blend of partitioning and content learning Community / Collaborative / PBL engagement Think about alumni</p> <p>Non-credit certificate (works differently) - Eric Packer</p>
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Collaborators	<p>Both are divergent ideas Sustainability is good for image, marketing in for</p> <p>Better Route - Aim it towards the adult learners, image can be built on sustainability Don't focus on K-12</p>
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Collaborator Debriefs

<p>Lifelong learners over 50 who need spaces to meet</p> <p>Advantages in Holland: Parking without a hassle (Aquinas pitched their advertising really well, parking is no hassle, we'll bring the textbook to you, you can register online or a phone call)</p> <p>Transport to use a classroom at Holland might be preferable to businesses. Takes a long time to get from North to South. Try to get them to come during the day.</p> <p>What machinery and equipment is needed or necessary? Logistically MTec - bring business in was less sustainability, they found that it was more beneficial to go to the businesses themselves NewNorth had cohorts of 10-12 and 3 cohorts going through the year, is dissolving Could be an opening for us to provide something like that (design thinking certificate?) Design Thinking models could be competitive amongst each other Good healthy tension (specific or non-specific?) - do not need to go very specific (what makes sense for the context?) Anytime when scalability is an option is great - divert it into two sections (large and small scale) Deepen enough that people say "oh I get this" but not so deep that people say "you've already solved this so what can we do?" Offering the option for scalability is good, but we got insights for Holland</p> <p>Lifelong learning and cohorts got attention. Not all of lifelong learning is cohort driven Degree completion needs cohorts Consider being willing to aim low too, there are a bunch of people who are very close to being skilled enough (these people and companies might show up with resources being willing to give them that education) Life skill (no data) is what is keeping people out of the market Financial agreements / arrangements - the financial might not be what moves them. The tailoring the curriculum might be more valuable Advisory committees for different purposes Try to fill that employment gap Degree completion is financially stable Over 25 crowd could be better serviced by GV</p> <p>Co-teach the class is a Yes option</p>
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Collaborator Debriefs

	<p>Help faculty rather than harm? Reward? Collaborative Engagement group? Design Thinking Certificate could work with the various interest groups.</p>
<p>Other Stakeholder(s)</p>	<p><u>Ideas:</u> TIMESCALE? Start with canvassing Start with open houses What are basic skills that businesses want (global learners, deep thinkers, etc.?) Or technical skills? Don't assume what classes they need; we want to know this is exactly what our employees need Flagship for Sustainability Clock tower Maybe instead of degree promotion it is an agreement with the company to give a promotion or hire an employee after completion Word Processing and Excel</p>

<p align="center">Post-Debrief Reflections Integrate the Feedback & Decide on Your Best Solution</p>	
<p>DIVERGE: How did the feedback provided <i>deviate</i> from your team's current insights?</p>	<ol style="list-style-type: none"> 1. We received insight that the advisory board is a more significant piece than we anticipated and we will give that much more importance in our solution. 2. We again heard that sustainability is a huge aspect of the Holland campus and community that is already thriving. It was suggested that instead of focusing the project on creating or advancing sustainability initiatives, we focus on the lifelong learner solution and integrate the identity in sustainability as a "subtle" change that would validate and institutionalize the work happening in the community around sustainability. 3. It was proposed that we could integrate Design Thinking into curriculum (whether by the name of "DT" or otherwise). It was also brought up as a concern that different businesses have adopted competitive definitions of DT. 4. Financial agreements were proposed as an idea that could benefit the solution. There might be greater interest to speak with businesses and offer reduced tuition rates if they

Collaborator Debriefs

	<p>5. We received feedback that focusing on “degree-granting” is limited and excludes a share of our stakeholders. Instead, we will redefine our solution to grant certificates, training, and degrees (as per the learner’s needs).</p>
<p>CONVERGE: How did the feedback provided <i>align</i> with and enhance the team’s current insights?</p>	<ol style="list-style-type: none"> 1. There was a lot of support for using the Holland campus to solely support Holland lifelong learners. This focus would create very articulate direction for the Holland campus. 2. There was agreement that a large issue of the Holland campus is identity and it was suggested that in either solution, we could integrate sustainability as an identity. 3. We heard much support for establishing a strong visibility and aesthetic at the Holland campus. 4. We received confirmation that there are many lifelong learners, even those at 50+ years who have an interest that they would like to pursue and who need space to pursue it. 5. We heard support for leveraging the value of sustainability in Grand Valley’s mission towards this campus.
<p>APPLY: How can you <i>use</i> the feedback provided?</p>	<ol style="list-style-type: none"> 1. We were told that the first solution was the strongest and the most innovative, thus we will proceed with the lifelong learner innovation as our final solution. 2. We will attempt to create the broader-scale framework for this solution, leaving the details to the experts in the field. 3. There was support for collaborative learning and collaborative teaching models (where a course might have one GV professor and one mentor from within the business itself). This model would have to have a well-designed framework. 4. Hearing that our two solutions are divergent ideas, we will not attempt to fully merge the two. Instead, we will proceed with 90% of the lifelong learner’s solution and integrate 10% of the sustainability solution. The identity in sustainability piece of the latter solution was significant and could be applied in a small way that is implicative of a greater and overarching direction for the Holland campus. Thus, we will merge this piece with the bulk of the first solution to compose our final prototype.
<p>ACT: What are your next steps?</p>	<ol style="list-style-type: none"> 1. We would like to know what type of content businesses in Holland would like classes to contain.

Collaborator Debriefs

	<ol style="list-style-type: none">2. We would like to know what technology and equipment might be required to meet the needs of the course content.3. We will proceed to refine our final solution, taking most of the points from the lifelong learner solution and integrating one or two pieces of the identity in sustainability innovation.4. We need to define what we intend to do with the space of the Holland campus when it is not being used for classes (due to the potential for off-site courses, the main space of the Holland campus is open for use).5. We need to define what changes we propose for the visibility and aesthetic piece of our solution
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Top 5 Innovations

We have gathered observations and developed them into insights. We took those insights and processed them into needs. We considered those needs and shaped them into ideas. We now evaluate those ideas and converge upon these five potential innovations.

1. Increase the significance of the Holland campus relative to Allendale

This idea stems from the need for GV administration / faculty / and staff to prioritize the Holland campus. Many GV entities do not recognize the Holland campus as a significant piece of the Grand Valley framework and this idea presents a set of changes to remedy this disparity. This solution integrates several key pieces in order to build a strong and healthy relationship between the Allendale and Holland Campuses. These points are listed below:

- Connect Allendale and Holland social media outlets. All of GVSU (including satellite campuses) should utilize the same social media outlets and be similarly designed.
- Create a Lifelong Learner Showcase to present the successes of the Holland campus in Allendale. Similar to the Undergraduate Research Showcase, a Lifelong Learner Showcase will encourage Holland students to take pride in their work and will bring visibility to the Holland Campus.
- Establish event planning at the Holland Campus. The space at the Holland Campus should be accessible to the Allendale and Holland community for meetings, class trips, visits, conferences and other events.
- Extend all GVSU Traditions to the Holland Campus as well. Although the traditional student experience is not necessarily desirable for Lifelong Learners, this will help to unify the campuses and this will be in the form of ten annual traditions (minimal programming).
- Create a mantra for GVSU that is inclusive of all satellite campuses as essential to GVSU's identity (example: "one university many locations"). This will encourage GVSU to value its Satellite Campuses and will promote other campuses to GVSU entities and incoming students.

2. Create support for adult and lifelong learners

This idea stems from the need to meet adult learners at their place of interest. Recognizing that adult learners often have multiple hats to wear (work, home, academics), a piece of this solution would be providing appropriate staffing for academic, professional, and personal support, childcare for those who need it, and faculty training that they may appropriately balance the priorities of class learning and the priorities of the adult learners. One practice that would be especially beneficial is for faculty to teach classes at locations that are convenient for the students and on topics that would directly benefit them. This enables adults to merge the time required for education into their established lifestyles and it directly meets the knowledge needs that businesses need for their employees. Models

Top 5 Innovations

exist at Davenport where faculty teaches at the business at an accommodating time with course content that the employees directly request.

The last piece of this solution is to encourage and create space for learning cohorts, which have been shown to have a strong positive effect on adult learning. It would be beneficial to implement this collaborative learning element into classes. As students enter classes and pursue further curriculum, they would be assigned to a specific cohort, designed for diversity, collaboration, and shared growth.

3. Collaborative education with local and technological businesses, not-for-profit, and organizations

Several businesses based in Holland are looking to hire technologically skilled workers over the next decade. One solution to meet the need for workers educated in technical skills is for the Holland campus to provide a certificate or Associates Degree in relevant skillsets for the returning learners. The purpose of this program would be to speed-track local enterprising learners to becoming competitive employees in the industry. Davenport had a past model where they offered classes to local business employees to complete their degrees, and the Holland Campus once offered a 19-month accelerated program to earn an Associate's Degree. Based on the successes of these models and the needs of the community that have been discovered through our Dialogue, the Holland Campus could serve the purpose of awarding certificates or Associates Degrees in technical fields. These certificates will be specialized to accommodate non-traditional learners and students who are returning to complete a degree. The model could serve as a pipeline into local Holland-based businesses.

The best model for these programs would be heavily influenced by collaboration with the businesses themselves. The program must produce highly educated and skilled workers to meet the Holland business community's needs. Thus, alongside the certifications and degrees, a governing and assessment body will be created comprised of GVSU administration and local business partners to ensure that the programs are appropriately meeting the needs of the community.

4. Campus Visibility and Aesthetic

The Holland Campus is at a location just a half-mile away from a Meijer Supermarket, 1.5 – 2.5 miles away from the more active and entertaining downtown part of Holland, and the 2 – 3 miles away from the beach. Taking advantage of the popularity of these spaces and the amount of people who frequent these areas would give the Holland Campus a boost in visibility. Campus visibility could be strengthened by aligning the Holland Campus with the Grand Valley aesthetic. A welcome archway or a redesign of the front lawn to remove obstacles from blocking the view of the building may draw people into recognizing this

Top 5 Innovations

space as a part of Grand Valley State University. Visibility also ties into marketing strategies and promoting Grand Valley as an institution with several campuses. The idea of GVSU needs to transcend location so that every GVSU building becomes an essential piece of the GVSU ideal. A new marketing slogan such as “One Campus many Locations” can present this idea and a push of print and digital media can build a strong community-centered base.

Above all, in marketing and visual strategies, the GVSU Holland Campus needs to identify its role and present it in a simplistic and identifiable manner. People need to know what the Holland campus represents for Grand Valley and they need to be able to connect with it personally.

5. Engage in community-collaborative sustainability initiatives, projects, and programming
Holland is a community that is thriving with sustainability efforts and initiatives. In line with GVSU’s sustainability initiatives, the Holland Campus could reflect the prioritization of sustainability at Grand Valley. The environment around Holland is ripe for research and education and the campus already has a lab space that could be utilized for courses and extra-curricular programming.

Through sustainability, the Holland Campus can effectively meet two desperate needs:

1. The Holland Campus needs to remove the perceived barrier between itself and the community (social and business).

The Holland Campus is secluded from the local community environment; a remark continuously repeated. In order to be successful (in the perspective of Holland-based stakeholders), this divide cannot exist. Sustainability and green initiatives have thrived in this community, the social engagement exists to uphold larger frameworks of sustainability, and businesses are active, especially so, in the field of sustainable energy (with recent and ongoing projects with lithium batteries). Since sustainability is one of the tenants of GVSU, it could serve as a bridge to cross this gap.

2. The Holland Campus needs to create a strong identity.

As has been reflected through Dialogue and conversations with collaborators, the Holland Campus has a “lot going on,” but the activities are scattered and the identity of the campus is lost between them. In this defining moment, it is important that the Holland Campus embrace an identity that gives it direction and purpose in moving forward. Sustainability could appropriately fit this identity.

Top 2 Design Prototypes

We have reflected on the top five innovations and listened to feedback from stakeholders through prototyping interviews. Our stakeholders' interactions with our innovations and their comments and suggestions gave us insight to refine our top five innovations into two potential design prototypes.

1. L³: Laker Lifelong Learners

This innovation integrates several key ideas in order to appropriately support lifelong learners and build strong and healthy relationships between the Holland Campus and Allendale:

- Create a mantra for GVSU that is inclusive of all satellite campuses as essential to GVSU's identity (example: "one university many locations"). Such a mantra explicitly recognizes and validates Satellite Campuses, promoting other campuses to GVSU entities and incoming students. Establish a governing and assessment body of businesses and GVSU faculty / administration who will oversee class development and Holland community relations.
- Establish flexible frameworks to sustain courses at local businesses, at requested times, and on requested topics.
- Establish an accelerated program to grant degrees to non-degreed, Lifelong Learners who are returning to complete a degree or who have a wealth of experience which could be matriculated into a specified degree.
- Create a Lifelong Learner Showcase to present the successes of the Holland campus in Allendale. The Showcase will encourage Holland students to take pride in their work and will bring visibility to the Holland Campus.
- Create a cohort model intended for diverse groups of learners to maximum opportunity for collaboration and growth.
- Design intentional space within the Holland Campus for studying, eating, and collaboration while remaining true to the GVSU aesthetic.
- Establish support resources (in person, online, by referral to the Allendale campus) for lifelong learners specifically tailored to meet their needs as non-traditional students.
- Connect Allendale and Holland social media outlets.

2. Experiential Sustainability: The GVSU Holland Campus of

This solution couples existing community engagement in sustainability with GVSU's sustainability values. This will create a necessary identity for the campus as the GVSU Holland Campus of Experiential Sustainability. This initiative incorporates changes in governance, community collaboration, visibility, and aesthetic:

- Establish a governing and assessment body of GVSU faculty and administration and community stakeholders in sustainability (businesses, not-for-profits, organizations, and community-engaged individuals) who will oversee course development and community relations.

Top 2 Design Prototypes

- Establish curriculum that supports sustainability and utilizes community engagement and project based learning to interact and learn with active sustainability initiatives.
- Support and promote students and community to take part in organizations and sustainability projects at or near the Holland Campus.
- Design the exterior space of the Holland Campus to be intentional and user-friendly. Entice students and community members alike to interact with the diverse natural environment around the campus.
- Design space for collaboration, socialization, and productivity where both students and community can study, eat, engage in conversation, and grow from each other.
- Instill the GVSU aesthetic into exterior and interior design.
- Create a “Welcome to GVSU” archway; build a large and intuitive sign that indicates the name and purpose of the building, and redesign the front lawn to promote visibility of the campus itself.
- Replicate the GVSU aesthetic in marketing strategies and promotions for the Holland Campus. Create the idea that GVSU transcends location so that every GVSU building becomes an essential piece of the GVSU experience. Present print and digital media that reinforces a strong community-centered campus.

Final Prototype

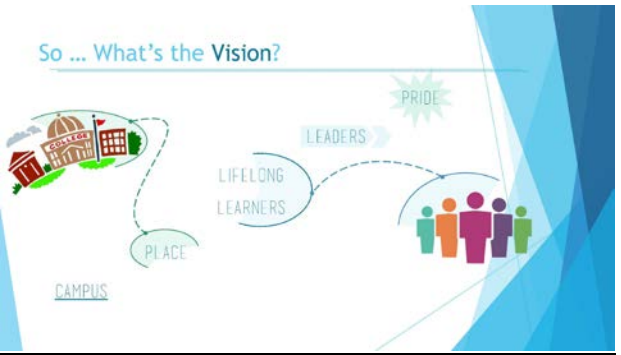
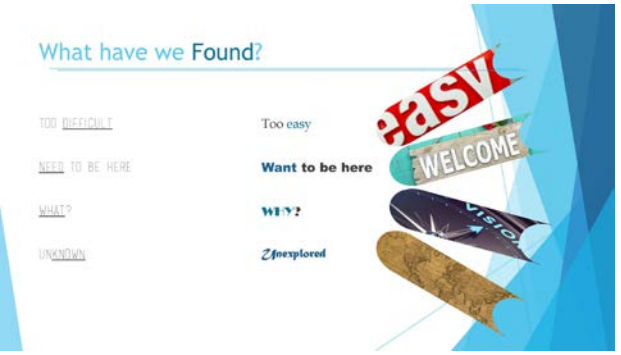
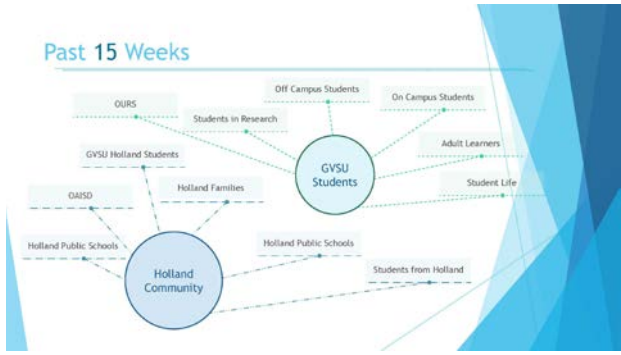
Having gained further insight from Collaborator Debrief 3 and reviewing past comments, needs, and observations, we have established a final prototype to take forward.

L³: Laker Lifelong Learners

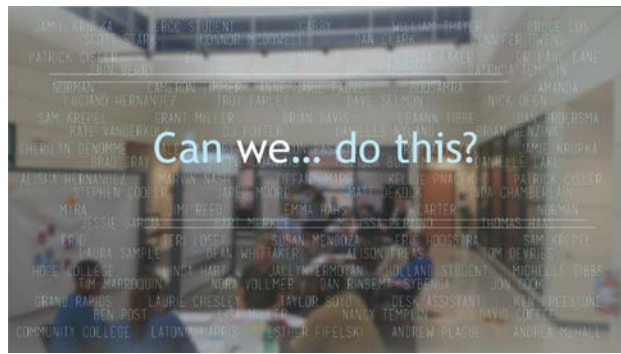
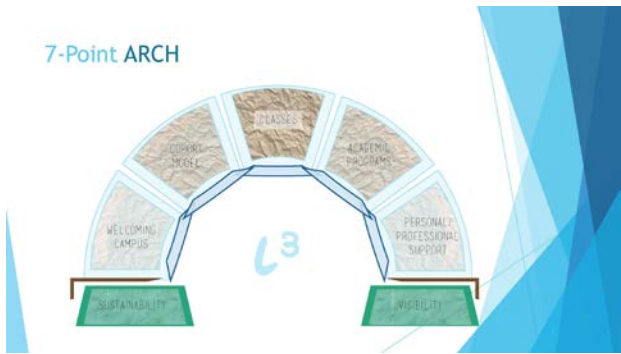
L³ integrates several key elements to support lifelong learners and build strong, healthy relationships between the Holland campus, the Holland community and the Allendale campus.

- Programming and Governance designed to establish
 - An Advisory body of businesses and GVSU faculty and administration who will oversee class development and Holland community relations.
 - Frameworks to sustain courses with local businesses, at requested times, topics, and locations.
 - Accelerated curriculum, leading students to acquiring certificates, training, or degrees.
 - A cohort model to fit students into diverse groups of learners designed for collaboration and growth.
 - Support resources (in person, online, by referral to the Allendale campus) for lifelong learners specifically tailored to meet their needs as non-traditional students.
- Visibility and Aesthetic
 - Rename the Fredrick Meijer Holland Campus to “GVSU Holland Campus of Experiential Sustainability.”
 - Design intentional space within the Holland Campus for collaboration, social activity, and productivity involving welcoming amenities, resources, and dining options to resemble the GVSU aesthetic.
 - Replicate GVSU marketing and promotions strategies for the Holland campus creating the image that GVSU transcends location.
 - Create a mantra for GVSU that is inclusive of all satellite campuses (example: “one university many locations”). Such a mantra explicitly recognizes and validates Satellite Campuses.
 - Create a Lifelong Learner Showcase to present the successes of the Holland campus in Allendale. The Showcase will encourage Holland students to take pride in their work and will bring visibility to the Holland Campus.

Symposium Presentation: Slideshow



Symposium Presentation: Slideshow



Taking a Step

HOLLAND COMMUNITY	GVSU	LIFELONG LEARNERS
How will you collaborate?	Listen	Feedback
Share insights	Value	Involvement
Training and Classes?	Include	Don't be Silent



Symposium Presentation: Reflection

Symposium Reflection:

Call to Action Envisioning the Future	
Information Provided to Stakeholders	Top Innovation: Laker Lifelong Learning
Call to Action	To make the Holland campus a place for students who do not need the 'college experience.' A place for Lifelong Learners!
Information requested	<ul style="list-style-type: none"> • What are the other ways you plan to bring sustainability to the Holland campus? • In what ways can we make sure that the Holland campus evolves and stays up to date with changing technology?

Innovation Symposium Feedback Capture What's Meaningful to Advance your Innovation	
Verbal Feedback	<p>-Because you are naming the campus the “Holland campus of Sustainability,” consider shifting focus of education to suitable learning and environmentalism.</p> <p>-Try to find middle ground between online classes needing to have a physical location and classrooms needing more autonomy.</p> <p>- Try to incorporate how the local companies can be involved with the campuses.</p>
Written Feedback	<ul style="list-style-type: none"> • Give thought to the models that are out there to allow business and industry to shape curriculum and format training and degree completion requirements. • More time and focus on solutions: light so far – keep going. • Like shifting motivation to EXPLORATION. Like team-based pedagogy. • Advisory board should include GV students, faculty, staff, local community members, and businesses.
Visual Feedback	<p>-We received many complements on our video and how well put together our presentation was.</p> <p>-The GV aesthetic needs to be designed into the Holland campus, and the inside of the building needs to be designed for student collaboration and to be more welcoming.</p>

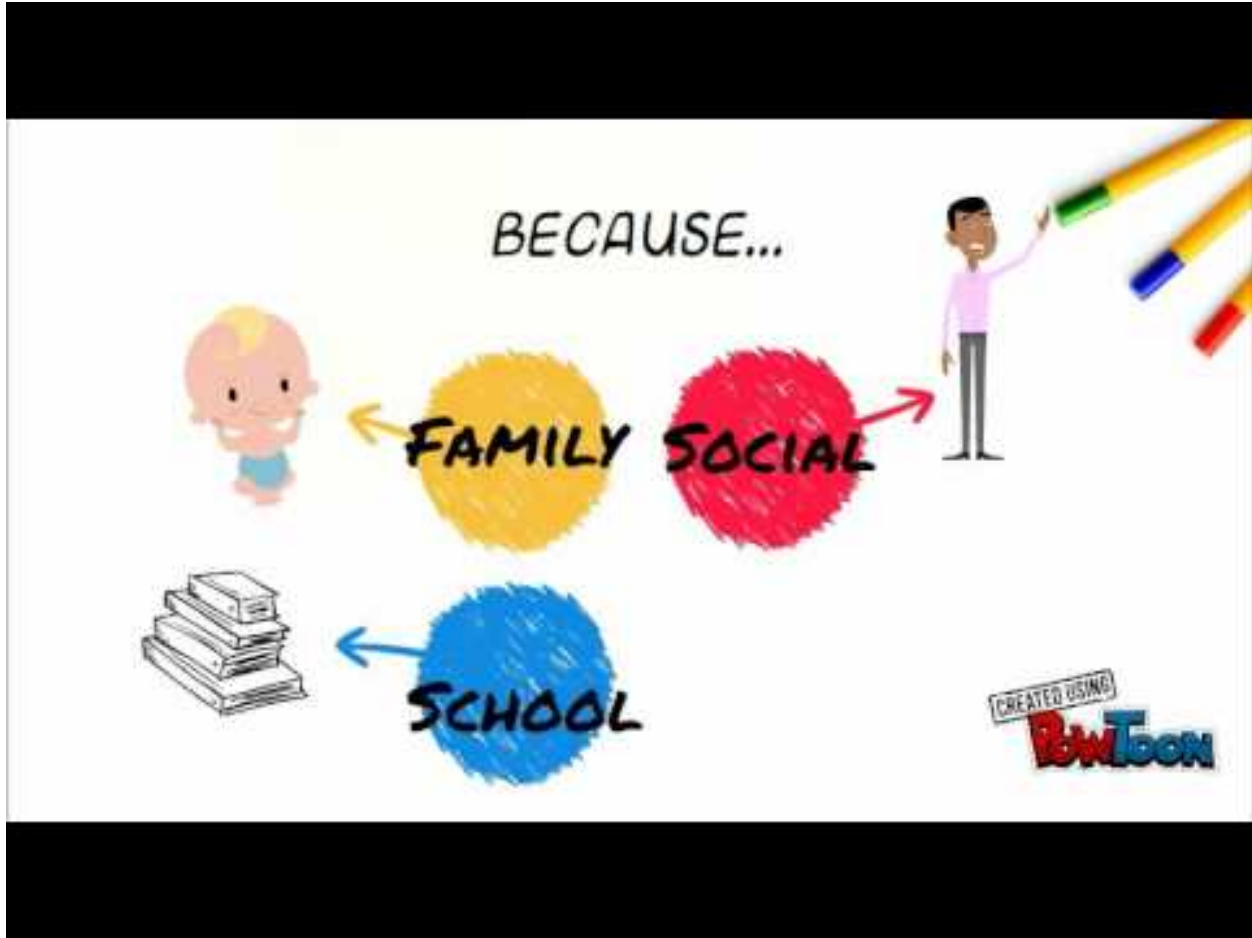
Post-Symposium Reflections Integrate the Feedback & Offer Final Recommendations	
DIVERGE: How did the feedback provided <i>deviate</i> from your team's current recommendations?	<p>-It was so much more than we were proposing! All great feedback, and solutions I think our team would love to add given the time. We liked the idea of focusing more of the classes and degrees towards sustainability.</p> <p>- Adding specific course material to sustainability.</p> <p>- Adding further sustainable and environmental features to the campus. Such as trails or zero waste classes, and/or incorporating it into the classes.</p>
CONVERGE: How did the feedback provided <i>align</i> with and	<p>We proposed the idea to change the name to the “Holland Campus of Sustainability” and a lot of the feedback articulated the need to incorporate that <i>idea into the classroom</i>. That brought many more ideas to the table.</p>

Symposium Presentation: Reflection

enhance the team's innovation?	<ul style="list-style-type: none">• It was suggested to teach along with the companies (we had previously proposed co-teaching).• Communication with Holland community, businesses and GVSU students and faculty through an advisory board.
SYNTHESIZE: How can others <i>use</i> the feedback provided?	<p>There was feedback from the other groups that really helped our group. Such as ideas how to communicate with the community and businesses.</p> <ul style="list-style-type: none">• The feedback was clear that there is still a need for students that do not need the "college experience," i.e. Lifelong Learners.• The feedback stressed to explore how Grand Valley can better communicate with Holland businesses.
RECOMMEND: What next steps does your team recommend to stakeholders?	<ul style="list-style-type: none">• Put together an advisory board to figure out what classes the local businesses need, and decide who will sit on this board.• Do a pilot run with 2-3 classes recommended from businesses, and see if it is successful.• Re-do the furniture and physical makeup of the building.• Increase marketing of the Holland campus to Holland community and to the Grand Valley community.

Symposium Presentation: Video

[YouTube Link: Team 2 Video](#)



Url: <https://www.youtube.com/watch?v=ILi21njOMk0&feature=youtu.be>

Works Cited

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