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The S.S. Holland: "Setting Sail towards Scholarly Success"

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"Setting Sail towards Scholarly Success"

Grand Valley State University

Design Thinking to Meet Real World Needs
Innovation Portfolio
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Designed By
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Dear Reader,

Throughout the past fifteen weeks, our team has undergone the design thinking process. We were stretched thin to truly empathize and innovate based on our insights, not our bias. Inspiring us, the following quote kept us baby stepping towards finding a meaningful solution: "Doubts in one's creative ability can be cured by guiding people through a series of small successes. And the experience can have a powerful effect on the rest of their lives. One of the scariest snakes in the room is the fear of failure, which manifests itself in such ways as fear of being judged, fear of getting started, and fear of the unknown. And while much has been said about the fear of failure, it still is the single biggest obstacle people face to creative success." (Kelley and Kelley, 40). Each and every step is important, but no one can complete the process well without creative confidence. It is a necessary ingredient to finding a solution. We hope that this inspires you to review our work with the confidence that you can continue where we left off to solve the prevailing problem at the Holland Campus.

Gina, Gabby, Darby, Cameron, & Cordell

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Design Brief

BACKGROUND
The Holland Meijer campus opened its doors in the fall of 1998 with 1,442 Grand Valley students. Since then enrollment has dramatically decreased, ending with 2015 fall enrollment dropping to a low of 65 Grand Valley students (Wenner 2005 and Miller 2016).

A Brief History
Grand Valley's Meijer Campus in Holland is one five GVSU campuses. Beginning in the 1980's, GVSU offered professional development courses and workshops for Holland area businesses, such as Herman Miller and Haworth, at their establishments. During the 1990's, as these offering expanded, these classes were held in high schools during evening hours, mainly for adult learners, since a formal GVSU building in Holland had yet to be established. In 1998, GVSU opened its doors at its own Holland campus on land donated by entrepreneur and businessman, Fred Meijer. Grand Valley's President at the time, Don Lubbers, had envisioned this campus as a GVSU community college where students could complete their associate's degree to help fulfill his goal of developing greater college enrollment in West Michigan. However, starting around 2004-2005 the Meijer campus enrollment exponentially decreased. This decline was caused by a number of factors including Grand Rapids Community College's move into the area, a shifting of focus to the new downtown Grand Rapids campus (DeVos Building), Grand Valley's entry requirements increasing, and a failing to enact the original vision or to leverage a new vision for the Holland campus after Lubbers retired (Wenner).

The Campus Today
Despite knowing the reasons why the regional campus suffered, we are still left with an underutilized, fairly desolate building and campus. However, the holes have been partially filled with external programs. In 2010, Grand Rapids Community College (GRCC) integrated classes at the Holland campus, offering their own courses and programs for students in the shared space. Most recently, in 2015, Muskegon Community College (MCC) and the Ottawa Area Intermediate School District (OAISD) populated the campus providing more educational opportunities. The OAISD collaborated with MCC to offer their Early College Program as an opportunity for high schoolers to take courses during their "13th year" and earn their Associate's Degree through attending a facility in their region (Miller 2016). These new programs gave the campus a little bit more life, but the space is still missing its soul.

A Lack of Clarity
Today the Holland campus is still experiencing lower enrollment than expected and offers only seven classes from Grand Valley (Miller 2016). During its development, the campus has seen its plan and function change numerous times and now their role as a satellite campus is unclear.

Their mission, "we provide access to excellent teaching and learning opportunities that meet the needs of learners in the community," is established, but is desperate for objectives to make it achievable ("Mission, Vision, and Values" 2014).

A Brief Comparison

Looking comparatively at two other universities that utilize their satellite campuses to full effectiveness, Wichita State University and Pennsylvania State University have a clear vision and direct purpose for their campus extensions. Pennsylvania State University has a grand twenty-four satellite campuses throughout the state. The most common path for degree completion at Penn State is through their 2+2 plan which allows students to utilize their satellite campuses by spending their first two years at one campus and then transitioning to another for their last two years. This program and campus setup allows students the freedom to do things such as choose a location that is close to home or to their work and also provides them with the opportunity to choose the environment they want to learn in, whether that be smaller class size or location in a more urban area ("Locations Throughout the State"). Comparatively, Wichita State University has four main satellite campuses that each serve unique purposes. Functions of their satellite campuses range from housing an accelerated nursing program and elementary teacher education program in their interactive distance learning facility to offering noncredit courses, workforce training, and professional development programs at their community education satellite campus. Although varying, their satellite campuses have the same underlying goal of bringing their classes and educators into the community ("Satellite Locations" 2016).

Creating a Unique, Hybrid Model

These are models, which we cannot copy--and probably wouldn't want to--but rather can utilize by borrowing small successful aspects from each. Merged together with other insights uncovered in interviews, we can create solid, tangible objectives that enhances the Meijer campus's current mission statement to include Laker values and community needs. These new ways to achieve their mission will add value to the Holland community, the Meijer campuses' students, and Grand Valley State University as a whole.

PROBLEM STATEMENT

Taking into account community needs, we will develop a thriving academic and social space that has a defined purpose. In order to do this, we need to evaluate the issues from all perspectives and answer questions pertinent to Grand Valley, the Meijer Campus, and the Holland Community. We want to start by gaining clarity about the current situation, for example:

- What do the Holland community and Grand Valley have in common?
- How much interaction does the Holland community currently have with the campus?
- How does the surrounding community want/need to interact with the campus?
- What is the culture and environment at the Holland campus?

- Can we use Grand Valley ties to open that connection to grow and flourish, or is that what is weighing it down?

Creating Vision

Given that the campus currently lacks a clear and *direct* purpose, our goals are to determine both why that is and what the purpose could be; that is, what vision would foster a thriving community center? Part of this is determining how aware the community of Holland is of their community's GVSU campus. As students, we vaguely understand Grand Valley's principles--staying informed, getting involved, giving back, and Laker pride--but it will be crucial to fully understand Grand Valley's mission, vision, and values, and how this is demonstrated and executed through Holland campus community engagement ("Laker for a Lifetime" 2016). Despite Grand Valley's struggle to create a thriving satellite campus, other schools have done this successfully. As mentioned before, Wichita State and Penn State are good examples according to directors of the Meijer Campus. It's imperative that we determine why these schools experience success: why they are able to thrive. Not only do we need to understand why others *work*, but we need to understand why ours *doesn't work,* why the campus struggles to meet its potential. There must be factors that are starving the campus of Holland, denying the space to thrive.

Working Within Constraints

That being said, we as a team have constraints to work with in solving this problem. The distance from campus, especially with no public transportation, poses a challenge in immersion into the culture and people participating in the Holland campus. Not being Holland natives, we are removed from the stakeholder map we are working on, making empathizing even more crucial. To extensively explore a solution, we would need years. We need quick, simpler solutions that could eventually build into real answers as part of our design thinking. It's not a solid constraint, but what if we cannot find the answers to all of our questions? Trying to avoid assumptions, we would need to use other findings to synthesize the answers, such as insights from primary research on stakeholders, insights from other teams in class, and mere observations. As a team we need to keep all of this in mind to create the best solution possible within the time frame given in our class.

ECOSYSTEM

Our ecosystem is a complicated web of connections, just as those of a biological nature. Our end user includes anyone who interacts, or at least has the capacity to interact, with the Meijer Campus **see stakeholder map for reference**:

- The inner circle of the stakeholder map includes those directly involved in the day-to-day operations of the Holland campus, and those most affected by change within the Meijer campus. This is made up of students, Holland residents, businesses (including real estate) and staff at the Holland campus (*Downtown Holland*).

- The next circle includes those not involved in the university's everyday operations but still indirectly affected by its presence; consisting of government entities, and competing institutions.
- The next level of stakeholders includes a breakdown of specific competing institutions (Western Michigan University, Michigan State University, Davenport, Hope, etc.,) and the acknowledgement of large vs. small businesses.
- As the layers continue outward, stakeholders are described as specific names of businesses and their owner's names, types of students, types of organizations, etc.

All these stakeholders are connected by the ways they add to the Holland community and how they aide in building it. Furthermore, the stakeholders are relevant in clarifying our problem statement due to the fact that they are the ones we want to see interact with the Meijer Campus at a high capacity. We want them to feel welcomed by its environment, as well as help support its place in the Holland community, attention which it currently seems to lack.

RESEARCH METHODS

Both primary and secondary research methods will be harnessed to support our Design Thinking project. These include:

1) Observations of the Meijer Campus to understand behaviors, use patterns, and interactions
2) Immersions in the environment to gain deep empathy, understanding all the details of the campus' users
3) Using secondary research pieces, provided by the Grand Valley State University library databases and available documents under "Project Specific Sources" tab on blackboard
4) Utilizing Google search engine
5) Interviewing stakeholders relevant to our problem statement, as shown by our stakeholder map
6) Using articles and other sources provided by the Grand Valley State University library databases.
7) Adding constraints to our Design Thinking.

In order to best utilize these methods, multiple tasks will be divided and assigned to each individual member of the team based on skill set and weekly level of availability. As long as availability allows, we want to assign to a team member based on passions and strengths to produce the best possible work. It is in this way that we hope to achieve and exceed our objectives while getting things done in a quick and orderly manner. At least once a week we will meet to brief the others on our learnings and integrate our thoughts to create overarching, cohesive ideas.

CONSTRAINTS

Observations may be limited due to the fact that we wouldn't want to interfere with the current activities of the Meijer campus; our presence might be disruptive to classes or private events. It might also be difficult to get a comprehensive picture of what it is like to be a part of the Meijer campus from immersion since we are not continual users of the facility and thus can only spend a limited amount of time there. Another constraint is that we will have to use project specific sources that are relevant to our problem statement rather than being able to utilize every single source available. Similarly, using the internet to find relatable secondary research would mean having to significantly narrow our search and wade through the abundant information available. Lastly, despite having many stakeholders to choose from, we will have to constrain ourselves to picking a small handful to interview rather than being able to get information from all of them. Now that our constraints are outlined, we can take the advice of Tom and David Kelley in their book "*Creative Confidence*" on how to utilize them to leap into action; we will tackle "doable" pieces of the problem, narrow our goals, and create milestones (Kelley, 2013).

OUTCOMES

Moving towards our visionary statement, that "***Taking into account community needs, we will develop a thriving academic and social space that has a defined purpose,***" we will make a huge impact on the Meijer Campus. Ideally, we want to solidify the campus as the premier educational center along the Lakeshore, advancing the vision of Don Lubbers. From our initial research we have found that the campus doesn't have a clear purpose nor plan for the future. We will develop an identity and purpose for the Meijer campus, while maintaining the culture of Grand Valley and the needs of the Holland community. Also, we want students in the Midwestern United States to be more aware of what the Meijer campus offers and as such, increase enrollment through recruitment in this market. Eventually, the space should buzz with activity from many students using the space simultaneously!

As we move forward we will reflect on this quote: "They believe their actions can make a positive difference, so they act. They recognize that waiting for a perfect plan or forecast might take forever, so they move forward, knowing they will not always be right but optimistic about their ability to experiment and conduct midcourse corrections further down the road" (Kelley, 2013). Not taking action would deprive the Meijer campus of reaching its potential!

When determining how to solve a problem, one first needs to understand and define the problem. As non-stakeholders of the Holland Campus, we do not want to bias our thinking through assumptions. In order to deteriorate this bias and really understand the problem, we will need to talk to multiple stakeholders from many different areas. The map below demonstrates not all, but many of the stakeholders to the problem at hand. The pink is our inner most ring stakeholder groups, while the blue represents stakeholders connected further away. The yellow are more defined subgroups within our major stakeholder groups.
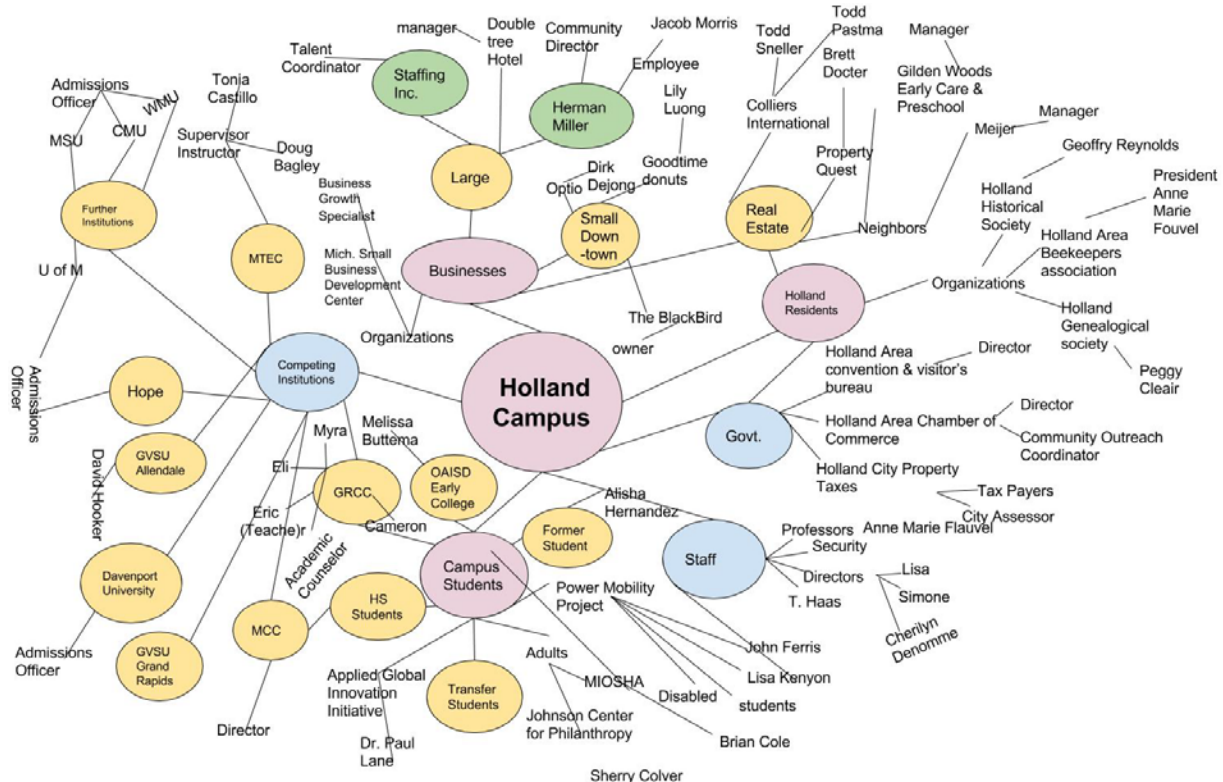
Affinity Map

With every stakeholder interview, we gathered multiple insights. The next step in the design thinking process is to take those insights and determine what the needs of the users are in order to create a solution that solves a *real* problem, essentially identified by the stakeholders. Each insight—from our research sources—was written on a sticky note and haphazardly placed on our affinity map (Figure 1). Once we gather enough insights, we made connections between the insights to create sets of "affinities" about the Holland campus; reorganizing the sticky notes as Figure 2 shows. We made affinity groupings based on nature of the insight: transportation, leadership, management, social aspects, security, community, business, identity, students, classes, and physical. From here, we were able to start innovating.

Figure 1: A collection of our insights part way through the empathizing stage
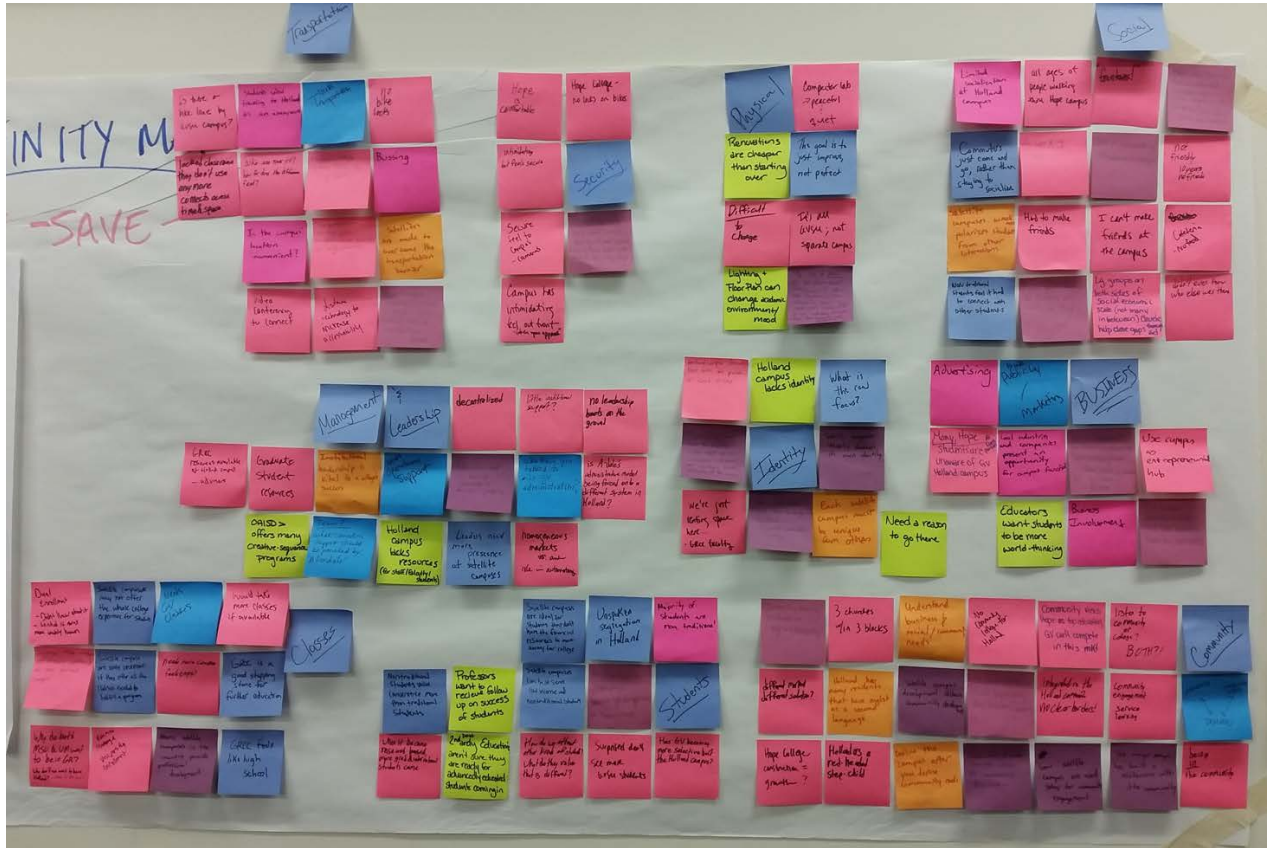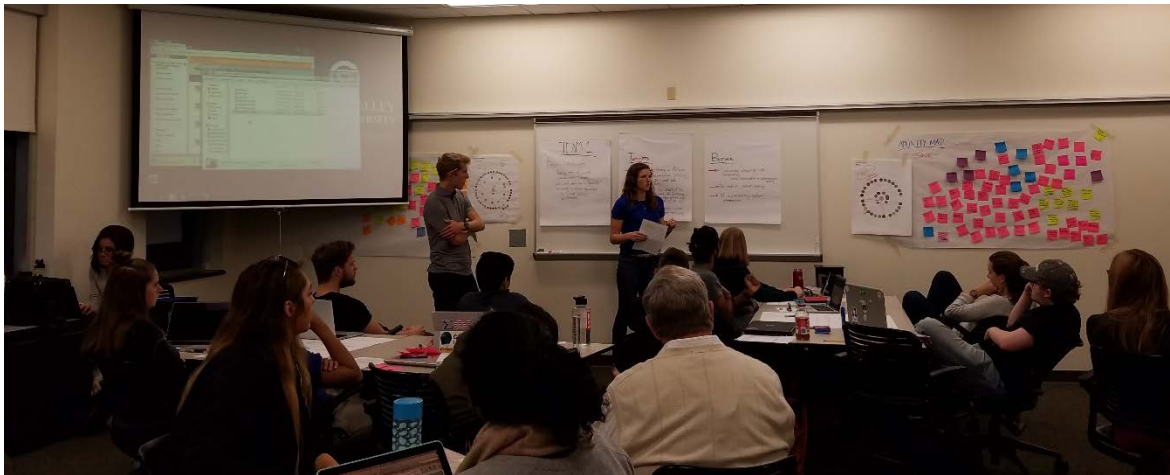

Figure 2: An *organized* collection of our insights towards the end of the empathizing stage.

Collaborator Debrief 1

A key part of the design thinking process is feedback. Without feedback, one can never be sure if their innovations and prototypes are working and meeting the needs of their stakeholders or if they are falling short and need revision. For our process, we had three distinct times when we presented our ideas, asked for stakeholder's feedback, and determined how to alter our ideas accordingly. For our team, many of our notions of the campus and its needs were changed through the collaborator debriefs. Without this feedback our innovation would not be what it is today, nor would it truly meet the needs of the community and university.

Collaborator Debrief 1. 1. Articulating and Revising the Initial Vision	
Design Challenge Debrief	**Current Problem Statement:** *Taking into account community needs, we will develop a thriving academic center grounded in Grand Valley Principles.* **3 Key Insights from Research:** • NEEDS: The Holland Campus needs 4 things: Transportation, Publicity, Operational Support, and more GVSU classes.

	• DISTANCE: Holland doesn't feel a part of Grand Valley due to lack of campus life (including, but not limited to food options, orgs, etc.), distance, and lack of Grand Valley users. • STRENGTHS: Holland Campus' strengths include advising, quiet spaces, and technology. **3 Key Barriers:** • Meeting with Stakeholders is tricky as if we try to set up a time more formally (email, phone, etc.) we don't have open times that overlap for us to meet with them, but on the flip side our interviews that we are able to complete are stakeholders found "on a whim," where we find someone who fits a stakeholder description, but we weren't looking for that individual specifically. We feel like we are missing a chunk of the stakeholders we need to see the whole picture of the campus' situation. • Not trying to problem solve as we gather research and insights from stakeholders and instead are trying to focus on taking the information directly as it is delivered. • Trying to create a problem statement that will most accurately capture the main issues the Holland campus is facing based on our research.
Summary Illustration	We will be bringing a flash drive of pictures taken during our observations at Hope College and GRCC to better illustrate our insights and barriers.
Questions for the Collaborators	1. What do you think is the biggest issue the Holland campus faces, if any? 2. In what ways are satellite campuses vital to a university, if at all? 3. If you were to create the ideal solution to make this campus successful, what would that solution or part of that solution look like? 4. What barriers does Grand Valley face as a university in developing thriving satellite campuses that meet their full potential? 5. What are Holland Campus' greatest strengths and potentials?

2. Debrief Feedback **Capture What's Meaningful to Advance Effective Innovation**	
Instructor (Professors Lake and Chamberlain)	• Latino students are **counseled** at different levels relative to students of majority groups. Many times they are counseled at a level to just do the bare minimum, where many of them want/should be pushed farther than any other majority race students (to maximize the stretch to their full potential. This will need to be validated with Latino students, parents, and schools as so far we've only hear it from people of white race. • Yes, the Holland Campus **fails to give students a "college experience,"** but are the students that the Holland Campus should cater to looking for such holistic "college experience" or just **a get-in-get-out education**? Do those students have more responsibilities outside of academia and therefore are only seeking a degree, and not so much of an "experience?"
Class (Students)	• The Holland Campus is very **under marketed**. Many people affiliated with Grand Valley and the community of Holland are unfamiliar with the building and its offerings. It needs more marketing and this could be largely be helped with advertising of events and programs to help increase knowledge of the building and what they host. • The campus is **missing social interaction**, the "social buzz." This limits collaboration and innovation which seems to be a large missing puzzle piece. Is this a needed piece? • There are too many little aspects of the Holland campus that don't contribute towards an oblivious single objective. This creates a **lack of identity** for the campus as a whole. • The entire city of Holland is going to have **wireless-fidelity** (Wi-Fi) capabilities in the near future. • The Holland campus is **just a space** to its users and it should become a place. • Hope caters to a very specific demographic of people, targeting the Holland community members, as well as nationally, that meet that specification (almost all of Christin Reform and/or connected with an alumni). Grand Valley in Holland could **fill the void that Hope leaves behind** of minority (and nonreligious majority) first year students by offering a complete set of first year classes for these potential

	students. Many Holland residents don't really need to go to Allendale from their living arrangement (Holland) set up by a lack of readiness of leaving home or strong family obligations (mostly financial). The Holland campus makes much more sense for them.
Collaborator (Simone)	• There is a **bus route** that passes right by the Holland Campus that is either free or very cheap. It doesn't run by any other Grand Valley campuses, but it comes from downtown Holland. It really isn't used. • There is a **need for technical education** for the Holland campus. There is a large need for employment within the Holland community in manufacturing and technical specialties that Holland residents currently cannot fill for their lack of technical training. Today, the Meijer campus is a liberal education facility. • Each GVSU college controls where and when their classes are going to be held. The only way that GVSU classes are offered at the Holland campus is if the specific college determines that somehow this particular class offering supports their strategy for the program. How can we increase the Holland campus' **ability to support colleges' strategies**? • **Allendale students are not the Holland campus' target audience.** The majority's needs are fulfilled by the Allendale campus. This would only result in cannibalization. The Holland community members--of all ages—with a focus on no-traditional students are the target audience. "To me it doesn't make any sense to move Allendale students to the Holland campus." -Simone
Other Stakeholder(s)	• There is disconnect between the community events held the campus and putting more "butts-in-seats," students paying tuition. The campus hosts many quality nonprofit and community events and meetings, but this **isn't translating into increased enrollment**. This may be because of a promotional piece, the involvement flies under the radar. • As a community center, they campus does a solid job holding non-profit and community events, but it **lacks interaction with the local businesses.** The primary goal of education is to create a future workforce, which by not connecting with

businesses and training programs, we are missing a key piece to the importance of the campus' offerings. We could create a space where business people want to work as a **third zone** (first=office, second=home). Currently business people cannot network or idea generate through human interactions at the Holland Campus due to the lack of social environment the campus has to offer. Even the largest businesses in the area don't have involvement with the campus.

- People go in and out of the building, many times not being touched by a single element of Grand Valley.
- We should examine the entire population including the schools (primary and secondary,) manufacturers, and minorities.
- We should have a more forward-thinking plan of attack, solving the problems of **5 or 10 years in the future** instead of the problem of last year. Technology education is one of those major needs. Yong Fang and their lithium ion technology training could be a piece of that.
- Over **30,000 cars pass by the Holland campus daily**, heighten by Meijer's presence. Many see the sign, but most really don't know, let alone interact with, the campus.
- **Distance learning** is getting easier with each passing day. Especially being a Michigan university with devastating winter storms, this could lead to increased safety for students and faculty alike.
- The Holland campus needs to **customize to the students' needs**. Many of them are enrolled to gain promotion or excel in their current job role (finish degrees).

3. Post-Debrief Reflections Integrate the Feedback & Ideate Next Steps	
DIVERGE: How did the feedback provided *deviate* from your team's current insights?	1. **Who is the Audience?** Originally, we though that one of the goals of this project was to get more **Grand Valley** enrollment. We assumed that part of this included getting current Allendale students to take classes at the Holland campus. However, with the feedback of the stakeholders, we discovered that Allendale students are not included to any degree in the target audience.

	2. **Diversity:** We initially neglected to take ethnicities into account. We knew of them in the community, but didn't understand how important catering to them will vastly differ from other individuals. 3. **Local Industry:** Prior to the collaborator debrief session, we hadn't realized the large presence of manufacturing and technical employment and the large numbers of open positions within these fields. We hadn't take this into account yet as an opportunity to grow the Holland campus with a community need. We were not in a future mindset, looking 5 or 10 years into the future. 4. **Who has Power?** The major reason the Holland campus doesn't offer Grand Valley courses is because it has to be initiated by the specific GVSU colleges themselves. We hadn't taken that into account when thinking about what should be offered as GVSU courses in Holland. 5. **What do users want?** Most of the target audience isn't interested in a "college experience" out of their education. They are more interested in a get-in-get-out education where they can still tend to their other responsibilities and finishing degrees to get promotions in the current jobs. We thought that we needed to create more of an experience, with a social aspect to it for our students, but in reality, that's not what they're interested in.
CONVERGE: How did the feedback *align* with and enhance the team's current insights?	1. The Grand Valley Holland campus is not as involved with the community as it could be to fill more of the building and surrounding areas' potential. There is a strong interaction with nonprofits, but it lacks interaction with other groups like businesses, religious groups, and Grand Valley Allendale students. 2. At this point the Holland campus is tailored to early college and non-traditional students. What we didn't comprehend was that this set of students are still the group we should be focused on—with an emphasis on increasing this population of students. 3. Holland's campus is not a start-to-finish degree location. That was the original goal of the campus, but it currently is not set up that way. It appears that this set up would not

	cater as the best option for our current and go-forward target market as many of them just need a portion of their college academia.
	4. The Holland campus needs more recognition. Too many Holland residents and Grand Valley Allendale students are unaware of the campus' existence or use. More promotion could make this campus more successful. The campus is very active, it just is fly-under-the-radar activity, which is not a positive aspect in this case.
	5. There is a need to identify the needs of the university as a whole of the Holland campus. Answering this question is imperative to our prototyping stage: **Internally, why does this satellite campus matter to Grand Valley as a university?**
APPLY: How can you *use* the feedback provided?	1. <u>**UNDERSTANDING WHO AND WHY:**</u> We need to start asking the correct stakeholder questions surrounding the importance of satellite campuses to the main campus/university, and with GVSU Allendale students are not the target audience for the Holland campus, who is and how do we reach them?
	2. <u>**BRINGING ALLENDALE TO HOLLAND:**</u> We can search for ways to connect the Allendale campus to its satellite campus in Holland in ways not involving for-credit classes. This may be through advertising or hosting big speakers (that would otherwise present in Allendale,) but it likely would include many other aspects that are waiting to be uncovered.
	3. <u>**TARGETING INDUSTRY:**</u> We can take a deeper look into the tech and manufacturing industries of Holland, their employment, and their needs for training. Based on the insights of the debrief, this is a target group that currently the Holland campus is not capturing very well, if at all.
	6. 4. <u>**FUTURE INSIGHTS:**</u> Knowing more about the needs of the community and the Holland campus' interaction with it, we can direct our research to different areas than we previous planned, leading us to more useful, relevant insights.

ACT: What are your next steps?	1. We will add more interviews with business stakeholders to our calendar to add the missing information from this portion of our stakeholder map that is under-represented. 2. We should focus on learning about the roots of the problems stemming from the diversity of the community to gain a better sense of the variety of demographics we are working with. 3. Our next step will be to determine what advertising/marketing forms are least present regarding the Holland campus and why the small amount of current promotion is ineffective. 7. 4. Lastly, we need to meet with at least one stakeholder that has a deep level knowledge of the tech and manufacturing industries and their needs in the Holland community.

Collaborator Debrief 2

After the first Collaborator Debrief we began move from empathizing and defining to ideating and innovating. We used our previous insights as well as the knowledge and feedback they gave us in the Collaborator Debrief to break our insights down into needs. For the second presentation, each team presented to the class, professor, and stakeholders all at once, gaining all their feedback simultaneously.

Collaborator Debrief 2.
1. Telling the Story

Design Challenge Debrief	**Problem Statement**: *Grounded in Grand Valley principles, we will develop a thriving academic center based on community needs.*

	Need Statements: • Need for more social places • Need for more classes and programs that lead to degrees or certifications that attract and fulfill the educational needs of the Holland campus' target market. (low income, non-traditional, and social seeking learners) • Need for more recognition on a local level **Affinity Statements:** 1. From a lifeless, underused campus to a collaborative, networking, inspiring, desirable space that attracts learners and community members. 2. From extremely unfit, limited academic programs to desirable classes that are applicable to student's goals. **Barriers:** • It is a struggle to navigate through complex community and university political structures. • It is not yet clear how far we want to take our innovations: it may be more realistic to go small as opposed to dreaming big. • It is a challenge to incorporate every stakeholder's ideas. We are trying not to neglect a wide-range of concerns in our recommendations. **5 Innovations:** 3. Food Availability 4. Furniture Changes 5. Workforce Courses 6. English Classes • Lecture Series
Questions for stakeholders	1. When considering the perspectives of multiple stakeholders, would you say that there are certain stakeholders whose opinions hold more weight when it comes to what changes should be made to the Holland campus? If so, who would they be?

	2. We understand that Holland is looking to us for ideas for their next plan for the campus. Do you think it would be more beneficial to you for us to come up with solutions that can result in a more immediate change or would you prefer larger ideas that may take a couple years to be fully initiated? Or perhaps a mix of both? 3. What are Holland campus' greatest strengths and potentials?

2. Debrief Feedback **Capture What's Meaningful to Advance Effective Innovation**

Instructor (Professors Lake and Chamberlain)	• Michigan State's Bioeconomy Institute, located a few minutes from the Holland campus, hosts a lecture series once a month, but it is extremely chemistry focused resulting in lower turnout, beside the lecture with the topic of beer making. • **Division of Inclusion and Equity within Grand Valley already has a series of workshops and co-curriculars for** various events and would probably be more than willing to put on presentation as resources at the Holland campus. • Grand Valley **runs a budget, not a profit and loss statement**, meaning that the innovation could help the university as a whole, but not specifically the Holland campus. There is **financial flexibility** at the beginning of these innovations. • Make sure that **your innovations are still off insights**, not just switching ideas because others sound better. Make sure they come from a consensus source of your research. • When we come to the Allendale or Grand Rapids campuses, we **feel like we're entering Grand Valley territory**. There are arches and flags and billboard. The Holland campus doesn't have this. • Grand Valley is **inaccessible** to some of Holland's demographic that seek an education because of our university's rising metrics. • Brooks Colleges' ISD classes that are 1 to 3 credits are booked solid. They are now just trying to find faculty to teach them.

Class	7. One-Credit classes are always **my favorite classes**. I get to learn about something interesting in quite a bit of depth that otherwise wouldn't be part of my coursework. 8. People commonly into the Holland campus **thinking that they are at Davenport University**, which is its next door neighbor. Obviously our signage is at least partially lacking 9. Does the Holland campus need to be what Grand Valley is as opposed to be something else that fits the campus and its resources better? 10. **Laker Pride is lacking**. There are only a couple signs that pose this campus as Grand Valley. 11. What is you had **online classes**, but could create **meet ups** for homework and discussion?
Collaborator	• The lecture's success may fall onto the **type of lecture** or workshop enrichment that's offered. For instance, there is a **strong demand for the beekeeping and sustainability** aspects because of the apiaries on campus, but others might not have as high of demand. About 10 years ago we would bring in speakers that costs a thousand dollars and no one would come. Now that was 10 years ago, so that doesn't mean to say they wouldn't work now. We switched to online classes because of the cost differential. • Enrichment classes offered at Grand Valley tuition rates wouldn't work well as people **aren't probably willing to pay $1500** to "start a new hobby" so to speak. • Groups in Holland may **already cover diversity training** so before automatically assuming because that would be an easy option that that is what the community needs. • · "**It never sits well with the Holland community to come in and say, 'well this is the way Grand Valley does it.'"** They don't like to be imposed on just because that's the way Grand Valley takes on a certain field or task. • The building is a **Haworth** building. So the connection with Steelcase might help understand the process, but we probably need to stick with Haworth if we are going to go down that path.

	- When we think of marketing the campus, we need to first **determine what we're marketing**? Without a clear idea, we don't really have a solid product line to offer. - Going off of the idea that Holland needs a community space where people can come together from different disciplines to solve community problems, the comment was brought up that this idea would fit well with the Brooks College's overall strategy, which controls the Honors College and the Department of continuing studies. This idea has an emphasis on **interdisciplinary interactions and learning.** - Support for students and enrollment follow and chicken and egg cycle. Which one comes first to get the cycle going? - With the current GV model, they won't **run a class with under 15 students**. I've negotiated it down to only 8 students before, but they won't go any longer. Maybe this gives you a rough estimate on where the breakeven point of a class is. - Grand Valley **doesn't have an inverted baccalaureate** currently, but many schools already have it to help enhance skilled trade educations.
Other Stakeholder(s)	- You should look more into **community demographics** and see if that changes any of your thoughts on the needs of the community. The Ottawa County United Way website has their annual report, which can give you a lot of this information. Patrick Moran as well as people within the school systems would be a great contact if you want more regarding this. - 30% of the workforce in Holland is in **manufacturing**. - The campus is **missing the welcoming element**. - A large number of people come in as spouses to people who moved to Holland for their jobs. Now the **trailing spouse** is looking to start or continue a career now that they are in this new location. - As for the lecture series, you should look into others that do similar things. For instance, the chamber puts on an Early Bird Breakfast Series, held at the Haworth Inn and is very well attended (like 200 plus attendees). Maybe the **West Coast Chamber would be a good partnership** to the community that could bring in speakers to the Holland campus.

	- The campus really lacks a "theme," like the other satellite campuses (i.e. "the water campus"). - An option would include offering **1 or 2 credit** or other enrichment type classes. **Ester Pickoski** could be a good contact. **Engineering** is in the highest demand and **skilled trade** are the second highest. Currently, they are the workforce that need the most educational opportunities. - In trying to prioritize which stakeholders have the most say, work with a tiny radius and work your way out. **The inner rings should have more say** than the outer rings (like Grand Rapids and Allendale stakeholders). - MIsmartcoast.com is an initiative to grow the intern population. - The Holland community does the **whole process** of business from the idea generation to creating the idea, to designing the details, to actually building it and selling it, and then eventually recreating it better than before. - Troy Farley in Career Services would be a great contact for his model and process he created for the intern market. - Most high schoolers don't have any idea what careers you can pursue with each major. They are just like, **"Oh I'll go into engineering."** - Internship Awareness Events could bring in funds to the Holland campus. "You could do with a more consulting approach to the design thinking idea. It could bring in a money and **companies are always looking for an outside view to solve their problem** because they just have been staring at the problem from the small background for too long." **Near peer mentoring** is one of the most successful ways to help high schoolers overcome college attendance risk factors and it could be great recruiting for Grand Valley. **Pipeline students** are a huge emphasis of Grand Valley. - A Design Thinking program seems like a great concept, but is it meeting the community needs? I completely buy into it, but I also believe that **its popularity is a trend**, so is it sustainable?

	- It's the **smaller companies and government that need design thinking**. The big companies have been doing it for a long time and are pretty successful at it, hence the size of the companies. - Most college, including GV, are very **enrollment driven**. - That anyone is aware of, there isn't an **advisory board** from Grand Valley or the community. - Don't propose anything that isn't **desirable**. For this to work, it has to be desired. - We don't have the revenue or expenditure data to work from. - Maybe the Grand Valley **educational marketing department**, students and professors, can help with better marketing solutions for the campus. But you guys should look more into the **past marketing** for the campus and who was in charge of it. - Holland doesn't have a good community space. This could be a place where they could come together to solve the community's problems. And there are **tons of groups that want to solve Holland's problems** as we are an extremely densely populated area of nonprofit efforts. This speaks to a team's innovation idea to make the campus an entrepreneurship hub, where they could solve problems where design thinking meets business, which can make the campus financially sound. Lecture series could be incorporated in this. - There are a lot more **in between demographics** than one originally sees on first investigation. - The campus needs a **sustainable solution** as they don't want to try something new and in five years be right back where they are today. - There are a ton of **diverse ecosystems** on the Holland campus. Could that be incorporated into an **outside learning** option? Based on the connections I know currently, this is a very connected aspect of the Holland campus, so the startup would be less gradual. There is a **connectivity in the Meijer name** that works well with this aspect of emphasis.

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3. Post-Debrief Reflections
Integrate the Feedback & Ideate Next Steps

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DIVERGE: How did the feedback provided *deviate* from your team's current insights?	1. We had in the back of our mind thought about the financial repercussions of our proposed innovations, but it was just this—at the back of our minds. This feedback session really brought the idea to the forefront making our new innovation far more viable. 2. Grand Valley could provide programs that don't follow the normal Grand Valley track and tuition structure. They could create a different model, a model more likely to fit the Holland campus and its community needs better. 3. K-12 is a market Grand Valley thinks of as very valuable as they are the pipeline to continue the university's success into the future. This is a market we can really focus on that not only meets the needs of the community, but could have a stronger ability to convince stakeholders to buy into it. 4. There are many community and business organizations, including internal Grand Valley organizations that could help provide content and support for a lecture series or other enrichment programs. This can also leverage more of a community tie. 5. Grand Valley's inaccessibility to some of the community based on its rising standards and prices makes it more difficult to meet their needs. We cannot use existing Grand Valley models to meet their needs; we therefore believe a new structure must be put in place for this campus. Even if we give them what they need, they have to be able to access it.
CONVERGE: How did the feedback provided *align* with and enhance the team's current insights?	1. Grand Valley has a large sustainability initiative. Why not leverage this within the Holland campus ecosystems? Currently, there is a large focus on controlling waste, but why not branch into the other side of enhancing what we already have? 2. The Holland campus doesn't have Laker Pride. This is a basic foundation of the Grand Valley's Laker for a Lifetime mission and by not incorporating this into Grand Valley, we are losing a key benefit of the campus and its name recognition. We could leverage the alumni connections in Holland for our innovations if we could give them the Laker for a Lifetime feel at the Holland campus.

	3. Manufacturing and trade skills is the current major need in the Holland workforce in the community. There would be a strong market to target for career enhancing education. 4. Innovations proposed need to be desirable first and foremost. If people don't want to use it (it doesn't fit with insights), it defeats the purpose of our innovation. 5. There is a disconnect between job seekers and employee seekers. "It will take three months to three years for us to get a job after graduation," yet there are so many Holland businesses in need of talent. Internships are a great way to start these relationships.
APPLY: How can you *use* the feedback provided?	1. **IMPROVE IDEAS:** Our innovative ideas are rooted in an accurate need statement, but based on the fantastic feedback we received, we can tweak the visual of our innovation to better meet the needs of the larger community. 2. **ADAPTABLE INNOVATIONS:** By taking a special interest in how the campus can successfully evolve with the evolution of the community, we can make sure our innovations are sustainable. As times change, the needs of the community change, and without performing this exercise again in five years to reassess the situation, our innovations can hardly adapt on their own. 3. **EXPLORATION:** We need to learn and explore more of the K-12 education. If Grand Valley is focused on pipelining, why not focus on satisfying that need of the community while easily getting the university on board? Learning about the demographics in the community will be an important part of this as well. 4. **ENVIRONMENT DISCOVERY:** The Meijer Campus in Holland has much to offer in its ecosystems and outdoor environments. In order to utilize this to its full capacity, we need to discover all the nuances of what it has to offer.
ACT: What are your next steps?	1. **K-12 EDUCATION**: Meeting with Jason, director of programming in OAISD, would be a great way to validate or disaffirm our ideas, insights, and possibly assumptions around public primary and secondary education. 2. **DEMOGRAPHICS:** The Ottawa County United Way Annual Report should be our next research piece. We have

	struggled to meet with a variety of demographics thus far, so this can give us more insight around the socioeconomics and demographics breakdown in the community.
	3. **<u>EVOLVING INNOVATIONS</u>:** A next step would be to brainstorm ways, in collaboration with others stakeholders, that we can make our innovation sustainable, adaptable with the evolving community.
	4. **<u>COMBINING</u>:** In pairing down our innovations to two improved options, we need to determine the strengths of each of our ideas and see where they can be melded together and where we think we can add new ideas based on the feedback as a whole and the weight each comment carried in the discussion.

Collaborator Debrief 3

Following the second Collaborator Debrief, we were getting a better grasp on the needs of the community. Again using our insights and additional stakeholder feedback, we further advanced our idea, dropping some and enhancing and combining others. From here we moved from just innovating to the beginning stage of prototyping. To squeeze in even more feedback as well as gain presentation experience, for the third debrief we presented a total of five times, each to a different stakeholder and/or professor.

Collaborator Debrief 3. 1. Envisioning the Future	
Design Challenge Debrief	**Top 5 Innovations** • <u>Food Availability</u>: We want to create a space in the Holland Campus which will provide food to those who visit and use the campus, beyond just the vending machines that are already located there. • <u>Furniture Renovation</u>: We would consult with Hayworth about providing the Holland Campus with updated furniture to help in creating a more social and non-intimidating presence. Also we would see about creating walking paths on the outside perimeter to further utilize the space. • <u>English Courses</u>: Based on stakeholder insights, we would offer an English class certification with an emphasis on international business in order to develop a need for further continuing education and bring members of the community together. • <u>Workforce Course</u>: We want to create a program that will prepare Holland community members for the work force currently in Holland, as well as preparing them for future changes in the job market. • <u>Lecture Series</u>: We want to add a lecture series-- sponsored by a supporting business, individual or family in the area, similar to the lecture series offered in Allendale and Grand Rapids (i.e. Frederik Meijer Lecture Series and Peter F. Secchia Breakfast Lecture Series). This would increase attention and foot traffic to the Holland Campus if marketed correctly.

	Key insights from prototype reviews • Stakeholders would like designated study areas • The lobby area of the Holland Campus has very limited privacy • There should be a merge of internships and skilled trades ideas to create a competitive advantage • There are no food locations within walking distance of the Holland Campus **Team Barriers** • Trying to avoid being concerned about straying too far away from our original problem statement. • Trying to stay focused on prototypes that we believe could work, even if it can't please all stakeholder groups. • Wanting to prevent all potential flaws in our prototypes even though that's fairly impossible since we are not the ones implementing these plans for the Holland Campus.
Summary Illustration	****Visualizations of prototypes include photographs taken by our team members, as well as photos found from google images**** **Includes:** • Photos of the Holland Campus • Photos of GVSU Allendale Argo Tea • Photos of GVSU Allendale Lobby Shop • Photos of GVSU Grand Rapids DeVos • Image of coffee drinkers • Images of Hayworth furniture • Image of food trucks
Questions for the Collaborators	1. Do you think a lot of local businesses would be interested in hiring interns from an internship fair? If so, which in particular? 2. Are there other possible incentives to draw people to our lecture series events that we did not previously consider that you can think of? 3. Do you think our prototypes show a reasonable balance between community and academics? If not, where do you think we need to make adjustments?

Debrief Feedback
Capture What's Meaningful to Advance your Prototypes

Collaborator 1	- There are a several companies that **"might"** be interested in partnering for an internship program. - The employers are most interested in **skilled trade and engineering**. - What would make this any **different from Allendale**'s career and internship fairs? What's the added benefit? - With the lecture series, there may be **niche topics** that would work really well. **"What is *it*?"** What is it that draws them to the lectures? Is there a collective group that would want to go? Why do I want to go? - In the past, the Holland campus has partnered with the **Herrick District Library** for book reads. They are already a connection. We partnered with them because they have the money and the space to emphasize the programming. They have more of a stage when the authors come in to speak. - The space could use a facelift, yes, but what is it that brings people to the space? It would become a **great space without a product**. "When you say they said it was intimidating and undesirable, who are they?" - Our Response: The front desk lady, MCC students, an MCC professor—the current users - Follow up Response: Okay. Then you still wouldn't really have a product to market, but people would be using this space. There is still a purpose then. **"What is in it for Grand Valley?"**
Collaborator 2	- For the internship piece, I would focus on businesses in **engineering, manufacturing, nursing, and agriculture.** Those are Holland's four largest industries. Engineering and manufacturing would hand down be in for a partnership of some sort. "When I go to coffee shops, I use **punch cards**. I wonder if you could do something with like that with the lecture series. An up-and-coming technology, and I don't know if it really

	will take off, but there is a lot of talk around **digital badging**." When you learn a new skill through a program of some sort, you would get a digital badge that would link to your Linkedin that can show employers what all you have done outside the classroom for continuing education and knowledge. • I think once you flesh out the **internship** ideas, you will have a good balance between community and academic. • I would really like to see by the blue artwork the **side parking lot demolished** and turned into a usable grassy area. • If you tied in **Grand Valley alumni** or students into the lecture series, you could get more Grand Valley connection. • You could pick a **theme for each series**. For instance, you pick sustainability. Then you have Anna Marie, three other Grand Valley professors, two Grand Valley students that performed research, and five alumni from around the globe come in to be the speakers. Maybe they have to complete a project at the end. • Maybe the food trucks can eventually **create a need for permanent food** venue within the building. • By pairing the lecture series with the food trucks, you might get some people that come for the lectures and get hooked on the food trucks and others that come for the food trucks and find that they enjoy the lecture series. They can **cyclically grow each other**. • With your Keurig idea, what if you **added a donut case that de Boer's bakery filled**. It's a local business and they make such good donuts and pastries.
Collaborator 3	• Currently, the Holland Public Schools' teachers are very heavily white, lacking diversity. The student body on the other hand are very diverse. This **diversity disconnect** has been noticed and Brian, the superintendent of HPS, is trying to create a long range model of working with eighth graders and get them to go to college and become educators. Then they would come back, at age 23 let's say, and create that diversity in the teaching staff in Holland organically. • Is there a way to focus on just a **smaller group of this "Full Circle" model** that is more manageable in conjunction with the space enhancements?"

	If we don't get students to learn manufacturing skills, eventually these manufacturing companies are going to have to leave the area because they can't find enough labor and that could have a huge impact on the community. - I wouldn't discount the pipeline idea. You can **admit you don't have all the answers** to make it all integrate smoothly. You can just mention that X area is a possible barrier with this solution. - With the space idea, we still need to concern with the number of butts-in-seats, known as **revenue**. They aren't going to run a satellite that is losing the university lose money. - For the "Full Circle" idea, just **start working with employers** to determine what the employee needs will be in five years and how you can get high school students there. · Simone or Brian could validate the idea of needing **diversity in the teachers** within the public school system.
Collaborator 4	- Holland businesses are desperate for employees. A lot of them are an **inch away from being qualified**. If you can close this gap, there is lots of **value add**. Start with the big business, like Gentex, as they are always in need of people. These big business would be willing to help fund something if they can see the return. They currently spend a lot of money on recruiting efforts. - Really a lot of people just need **work life training**. This is a huge value add. They need to learn how to set an alarm clock so they get to work on time, etc. - Marc: If it were me, I would go away from the "fair" idea. I just don't think there is a lot of value in 100's of people waiting in line to see one recruiter like at DeVos. There are a lot of smaller companies that would want to participate in recruiting events. If you go with a **smaller concept**, it might be more successful for the students and the businesses. - There is a lot of programs already in place for graduates for job placement. There are **more high school graduates than post college graduates**. Your target market would be larger by focusing on the younger crowd. - Sooner or later, **all this has to be paid for** by someone. - For the lecture series, there are different ways to go about it.

	• Most of them are **funded by someone who is really interested in a topic**. Hope College may be a large competitor for this, but I'm not really sure. But I know lecture set-ups are always looking for new audiences. GRCC is very good at lectures and speakers in comparison with Grand Valley. This could be attributed to their main population of students. **Grand Valley is not very good at the over twenty-five-year-old groups**. We are focused on, and therefore more exceptional with the traditional, younger, full time student right out of high school. The **Holland campus with the community colleges could fill that void.**
Collaborator 5	• "What is the purpose?" The **space needs a purpose**. Just encouraging more activity won't be enough. • Getting **parents involved** will be vital. I *really like* the idea of career exploration. It's good for Grand Valley's bottom line and for the community. It provides us with a good feeder program. • This campus has a unique capability of **high technology bandwidth**, even higher than most business. I would try to capitalize on that. • At night the campus is fairly full. It's **during the day that needs more use**. That being said, the best times for your high school programming would be after school, nights and weekends. • Through a once-a-year educator retreat, when they came to tour my company, I learned that many of them are **ignorant in what career opportunities really exist**. They had no idea of the higher paying roles that we offered within manufacturing. • The programming idea seems much **more sustainable** than the space idea. • I would use the **Occupational Outlook Handbook**, or at least look at it, for your career exploration project. It's online and a really great resource for seeing all the opportunities out there. • In the **career exploration programming**, you can show them what Grand Valley has to offer through speakers, the OOH, among other things. This would create such a good **pipeline** for GVSU.

Post-Debrief Reflections
Integrate the Feedback & Decide on Your Best Solution

DIVERGE: How did the feedback provided *deviate* from your team's current insights?	1. **CHOOSING DIRECTION:** Moving away from our "Full Circle" Prototype, we weren't validated by the stakeholders. They latched on to parts of that idea more. They pointed out that space has to have a purpose and that purpose could be the programming (or part) from our "Full Circle" prototype. 2. **PROTOTYPE VALIDATION:** Working with high school students in a career exploration and college prep is our best idea, universally. All stakeholders seem to see the value add and benefits of going this route. Originally, we thought the post graduate portion of our programming was the more sustainable option. 3. **BENEFITS FOR BUSINESSES:** Internships and job searches might be a less desirable solution. There aren't any really strong reasons for the businesses to come to the Holland campus instead of just bringing the potential job candidates to them or coming to the Grand Rapids or Allendale campus, where their student recruitment pool would be a lot larger. 4. **BANDWIDTH CAPABILITIES:** We were clueless to the amount of bandwidth the Holland campus has, especially in comparison with businesses. This is something that the campus could capitalize on since others would have a hard time replicating the capability. 5. **DEBOER'S DONUTS:** In addition to our Keurig, we can create another community connection as well as a social aspect with more food available with a donut case. deBoer's bakery might bring in more additional users and they create more community engagement without requiring much from the Holland campus for support.
CONVERGE: How did the feedback provided *align* with and	1. **FACE-LIFTING CAMPUS**: The Holland campus space desperately needs a new look. It is not really very inviting, and in turn, not keeping students and others on campus longer than they *need* to be.

enhance the team's current insights?	2. **COMPANY PARTNERS:** Companies of Holland in manufacturing and engineering would be high probability partners. They need large labor forces that are currently short in supply. 3. **NOT FORGETTING VIABILITY:** Revenue is a large concern. If our innovation doesn't somehow create butts-in-seats or other revenue streams, the innovation will not be sustainable and we probably wouldn't get Grand Valley leadership on board to implement our solutions. 4. **GRAND VALLEY ASPECT:** The campus needs to be connected is some fashion to the university other than just a name on a building or else we pose the question; why should we be doing this? If the solution doesn't require Grand Valley support and doesn't create value for the university, i.e., enhancing the brand, then Grand Valley and the Holland campus is probably not the best place to implement that particular solution. 5. **HOLLAND INDUSTRIES:** Engineering and manufacturing are Holland's major industries in need of labor force. We did learn that behind that is nursing and agriculture. As well, we learned that many secondary educators are ignorant to the diversity in available jobs, and the possibility of high wages in manufacturing.
APPLY: How can you *use* the feedback provided?	1. **ADD MORE PURPOSE:** We should move towards incorporating programming into our final prototype to create more purpose for the space. 2. **INCORPORATE REVENUE:** When adding the programming, we need to make sure that it generates revenue for the university, which can be achieved by creating a pipeline with the high school career exploration programs. 3. **GAIN CLARITY:** We need to transition away from workforce and English classes in order to focus more clarity onto our high school career exploration programming. 4. 4. **CAPITALIZING ON STRENGTHS:** In learning that Grand Valley is really strong with the traditional full time student (yet lacks strength with nontraditional students) and

	implementing a pipeline program, we can utilize this strengths to help the workforce in Holland.
ACT: What are your next steps?	1. **REVISE INTO FINAL:** Turn all the bits and pieces of advice into pros and cons of each aspect of our innovations. Then evaluate what pieces we want to mesh together to create the most desirable, feasible, and viable option. 2. **INVESTIGATE BADGING:** Look into the digital badging. It sounds like a great incentive to get people to come to our lectures in a way that will benefit them in job searches. 3. **LOCATE THE IGNORANCE:** Since we have been told secondary educators are ignorant to many of the manufacturing opportunities, including the pay levels, we would want to locate the precise inconsistences in thinking. Our career explorations could make sure to include these topics to better increase the students' knowledge of career options. 4. **INCORPORATE SHORTCOMINGS:** By being clear about the holes in our current solutions, we are empowering stakeholders to find solutions before completely implementing our innovations.

Top 5 Innovations

Food Availability

Through immersion, observation, and interviews, our team has identified that food plays an important role in socialization. Our work also identified that this is a concern at the Meijer campus. Currently the campus only has vending machines, which stakeholders have indicated do not adequately serve their needs.

Our "pie in the sky" idea is to add an **on-campus, community-focused** restaurant serving Holland based dishes and supporting local vendors. A more "bare bones" innovation would be to have a small refrigerator with prepackaged salads and sandwiches, an idea that is currently in use in the Seidman Business College building at Grand Valley and the library at Hope College. Two ideas that fall between these two spectrums are:

- A coffee and tea shop in the main lobby of the Meijer campus
- Food trucks and outside vendors from the community could foster community outreach and engage the Holland campus during peak times of activity

These ideas would increase socialization at the campus by allowing students to stay longer rather than having to leave the campus to eat, encouraging gathering in social spaces and creating a more welcoming and lively environment. Additionally, these innovations could provide the Meijer campus with tighter connections to the Holland community through collaboration with food providers in the area. In addition, this could help the campus become a destination for residents or business people in the area not currently affiliated with the campus.

Furniture Renovation

After observing multiple campuses and interviewing numerous stakeholders, the need to upgrade the physical image of the Holland Meijer campus became apparent, specifically with furniture. Our innovation would require the seating options on the campus to be updated to styles that would help to facilitate social interaction amongst those who attend the campus. This would be done by:

- Replacing one-person seated desks in classrooms with long connected tables that can seat more students together.
- Replacing the furniture from the main lobby area with furniture with comfortable and vivid coloring seating that encourages socialization.
- Arranging furniture in either circles or with seats and tables facing each other so that when students sit down there is a psychological suggestion to interact with one another.
- Renewing the interior walls of the campus with a fresh paint job and art pieces to add to developing a livelier social environment.
- Installing a variety of outside seating options, with some visually pleasing art and landscaping to accompany it.
- Engaging the local business community: The Holland Meijer campus could consult with Haworth, located in the Holland community. By doing this not only will the campus be

able to update its physical atmosphere more efficiently, but a deeper relationship with a major company in Holland would be established.

English Courses

Several stakeholders identified academic certifications as a way to increase community engagement in the Holland Campus. We plan to explore the idea of offering workplace and academic certifications to Holland area employees to help with career mobility. Additionally, business leaders in Holland have discussed the need for more qualified employees. Our goal is to help both employees be more qualified and employers more successful in seeking to attract and retain talent. ***Based on stakeholder's insights, we plan to explore the idea of an English class certification with an emphasis on international business.*** In addition to further educating residents of Holland, this would create a need for future continuing education. Part of the reason for continuing education in Holland is the region's strong diversity. Continuing education could bring Holland residents closer together. Finally, certification classes offered to the Holland public would be an excellent way to increase public engagement in the Holland campus. GVSU would benefit through increased activity, potential revenue, and word-of-mouth advertising, and the Holland area would benefit by better connecting employers and employees, as well as having a more educated population.

Workforce Course

After numerous interviews with our stakeholders, we uncovered that the campus does not currently meet the academic needs of the community. We discovered that the Holland area's industries and businesses drive the community: from large corporations such as Herman Miller and Haworth to the smaller local businesses. In order to address those needs we concluded that one of our innovations for the Meijer campus is to implement ***a program that prepares Holland's community members for the work force.*** This program would be an accelerated course where people can acquire the skills to keep up with the ever changing workplace that is prevalent in Holland businesses. This program would be available to traditional students as well as adult learners. The program is useful to students of all ages and backgrounds which will allow many people from diverse backgrounds to interact in the program.

Also, the program opens up opportunities for local businesses and industries to interact with the school/community as well. The businesses would be able to teach practical lessons and talk about everyday work experiences. By bringing this program to the Holland campus, Grand Valley will draw more students to its campus while also attracting the interests of Holland's burgeoning business scene.

We are also interested in exploring the idea of offering classes at an employer's location. While this would not increase campus engagement, it would benefit Holland residents and potentially increase revenue for Grand Valley. Our group will further explore this idea with Holland area employers, employees, and the university to clarify exactly what courses to offer, and at what times.

Lecture Series

Through our interviews we discovered that unless Holland community members were direct users of the Holland campus, many either did not know of the site's existence or were clueless to what the location had to offer students and the community. Currently, there is a lot of small activities and programs going on at the campus, but people aren't aware of them. This becomes a matter of marketing. A marketers' main objective is to facilitate exchange. In this case, there needs to be an exchange of information from the Holland campus to the community and to mainstream Grand Valley.

To increase awareness of the campus, we need to *create a need for individuals to set foot on campus. We propose to add a lecture series-*-hopefully sponsored by a supporting business, individual or families in the area, similar to the lecture series offered in Allendale and Grand Rapids (i.e. Frederik Meijer Lecture Series and Peter F. Secchia Breakfast Lecture Series). This would need to be advertised through radio ads, flyers, and newspaper ads around the Holland community and through posters, emails, and clock tower promotion events on Grand Valley's Allendale Campus (with possible van or bus transportation to gain student attendance) to make people aware of the event and increase attendance.

By advertising the Holland campus as well as bringing people onto campus, we can increase awareness, which would hopefully grow exponentially through word of mouth. To do this correctly, the first event should be BIG to start the events off with a punch. There should be food, decorations, multiple speakers, and time for networking. By making the first one a huge event, in theory, we should retain most of the attendees for the following lectures. This brings a social aspect as well as awareness to the campus.

**Within all 5 innovations there is an overarching main objective which is to help the Holland Meijer Campus become a valuable resource within the Holland community and reflects Grand Valley's mission to do so while not intruding on Holland residents' current community affairs.

Top 2 Design Prototypes

Restoration Life
"Bringing Light-Bulb Opportunities Back to the Holland Campus"

The Holland Campus is in need of many things, but in the short fifteen weeks we have, attempting to solve all of them sounds like a recipe for a hundred half-baked cookie dough blobs, complete with raw eggs. We want to go for the dozen fully cooked, crispy on the edge and chewy in the center, batch of cookies. This being said, our focus is *on redesigning the physical space and thereby fostering meaningful engagement on the Holland Campus.*

For starters, the campus is currently only conducive for quiet, individual work. The high ceilings mixed with the location of the front desk creates an intimidating feel. This is where initial change could have a big impact. Hanging *art* from the ceiling and adding paint colors to the wall to support a social, welcoming culture can transform the feel of this space. In addition, the lobby could play popular music (Pandora or Spotify) at a low volume to soften the tone, but still allow people to work. Currently the lobby features furniture that resembles cubicles. Working with Haworth, a local industrial furniture business, we suggest setting up a new space with collaborative seating, perfect for group settings. Initially, the addition of a Keurig machine would give users the opportunity to enjoy a cup of coffee, and possible stick around campus longer. It can become another social point within the space.

Yet despite these changes, some stakeholders said the quiet workspaces were exactly what they were looking for at the campus, especially adult learners balancing work and home lives. We propose to renovate a classroom or two within the building to be quiet places, supported by comfortable, individual spaces, where students can go if they need to get some "heads-down" work done, yet avoid the feeling of being in a cubical.

But we don't want to create a space, just to create a space! We want to create a space that would satisfy all users of the campus: including high schoolers, college students, and adult learners. This being said, maintaining some of the current infrastructure to support the work of the clubs, organizations, and schools which currently enjoy utilizing the Holland campus is important.

Through our research there was a consistent insight: the campus lacks food. People tend to mingle around food. Our idea proposes that we bring in food trucks. This requires no remodeling of the building or additional staff, but gives the campus users a quality source of nourishment at certain times throughout the day. Such opportunities could also be imagined as social events, where many non-users come to campus for lunch. To encourage this behavior, we could create food themes, like Taco Tuesday or just Food Truck Fridays.

As for the outdoor space, we want to mow trails throughout the landscape passing immediately next to the prairie and the pond to make the outdoor ecosystems more accessible for human users. We propose to add "facts on the flora and fauna" signage to the outdoor spaces -- drafted by students--to keep the interest of those strolling through this environment. A few benches would allow more appreciation of fruitful authenticity.

With just over half of total Grand Valley alumni currently residing in Ottawa County, we can conclude that Grand Valley, mixed with West Michigan, has high retention rates. Because of this, large populations still want to stay involved with the Grand Valley environment. With this and the addition of great networking opportunities, we want to create a lecture series. The details are not yet flushed out, but it revolves around incorporating the community through speakers, with sponsorship through local businesses.

*In addition to all our space (and use) ideas, we suggest it would be valuable to create a Holland Campus **advisory board** combined from diverse, supportive community members and Grand Valley faculty and leadership. The community is going to evolve and therefore the campus will need to meet different needs in the future. In addition, with the limited time frame for our research, we covered as much ground as possible, but with all the stakeholders this decision affects, there is a probable chance we missed representing their views in our insights. Depending on the significance of this lack of coverage, they may need to alter our ideas to better suit the community needs. By creating an advisory board, we are ensuring that the campus receives the attention it needs to not only become, but stay successful as well as evolving with the community to stay relevant and needed.*
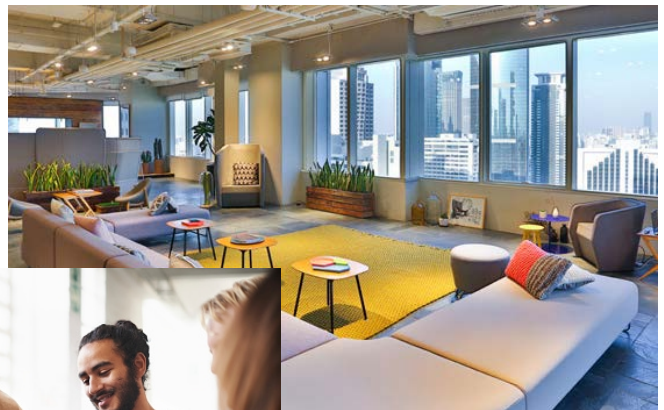
<div align="center">**The Pre and Post Grand Valley Center**</div>
<div align="center">"Full Circle Learning for the Community of Holland"</div>

We have a heard of a variety of different needs by various stakeholders, but there seems to be an emerging need to prepare more students for the current and future workforce needed in Holland. In addition, overlooked in much of our ideas for the campus is the need for the innovation to include sustainable revenue inflow. The pre and post Grand Valley center would focus on two major target markets: K-12 students--with more focus on the older half--and career seekers, which include current Grand Valley students seeking internships and job immediately after graduation as well as Holland community members seeking to enhance a current or start a new career path.

For the adolescents, we want to help them through education enhancing and enrichment options. Any K-12 student would be welcome, but we would really push to tailor this to students who would otherwise likely not attend college (students with multiple risk factors). This would need to be at a minimal or no cost to the students since they are not yet working adults and if they have multiple risk factors, the cost might discourage participation. But as the *extra* numbers of students that would not otherwise attend college attend Grand Valley for a degree, they become a large revenue stream that only came at a small cost, while developing a stronger student. We would be creating a pipeline for the university. As this were to take off, it would add word-of-mouth within the community, helping towards the need of the campus for more local recognition. As we have been innovating on community needs that we could use the Holland campus to fulfill, we continuously run into the issue that other programs are more capable and make more sense to fulfill that need. Grand Valley students, especially but not limited to education majors, could help provide some of the training, tutoring, and mentorship (maybe with an internship like set up, which follows the second half of our target). In addition, the Holland campus does have something that no one else has to offer: the outdoor landscape including many different ecosystems. This should be incorporated in the K-12 programs, giving the students an experience and a way of learning they cannot get anywhere else. It doesn't seem right to fail to utilize this unique asset.

And as for the post portion of this educational center, we would want to host internship activities ranging from internship fairs to social events during the summer for Holland area interns and everything in between. By focusing on this aspect, the campus can give back to the community by providing the talent businesses need. Businesses likely will be open to sponsorship of some of these events too, which could limit the cost to the university for these services. There is also a population that needs continuing studies to take on new careers or to make steps within current career paths. We would cater to this population by offering skilled trade and technical classes to fill the workforce demand in Holland as well as enrichment and career enhancing classes (not at Grand Valley tuition rates).

With this innovation, we are able to help add more workforce to the community, increase Grand Valley revenue and local recognition, raise the metrics surrounding students that continue

on to postsecondary education, utilize the Holland campus landscape, and give a better, more directed use and purpose to the building and the campus as a whole.
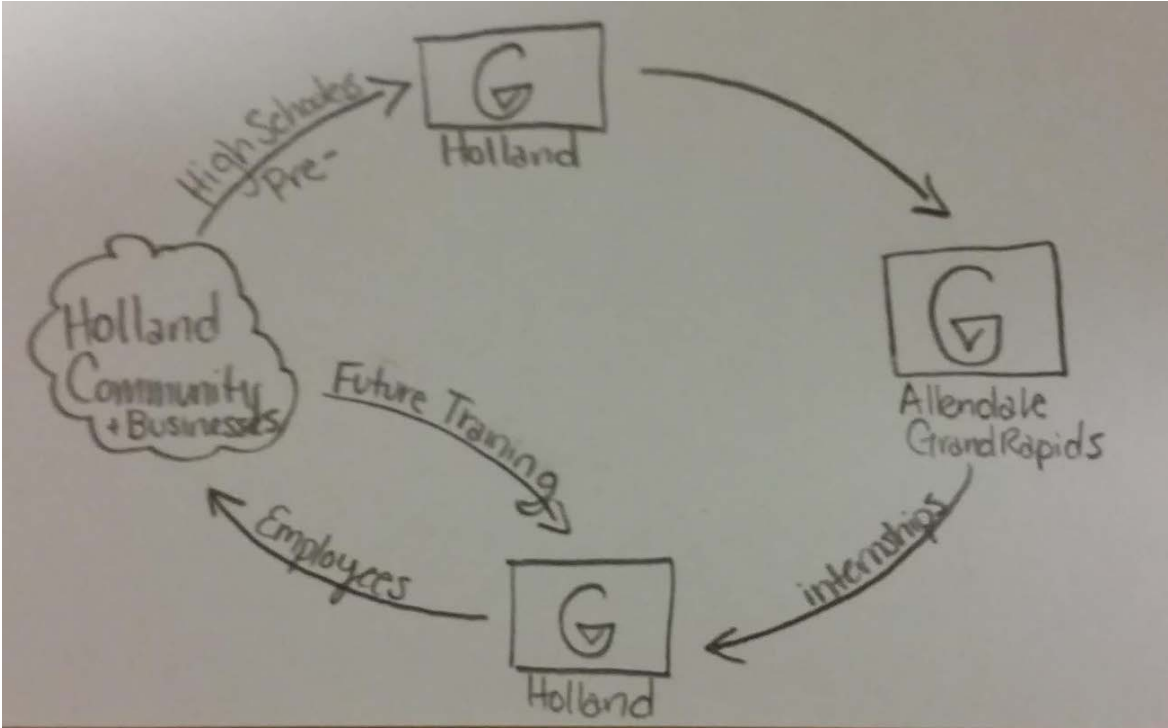
Top Prototype Concept

The S.S. Holland
"Setting Sail towards Scholarly Success"

Currently the Holland campus' physical spaces are lacking in vibrancy and sustained use. Our prototype urges a change in the atmosphere, by creating dedicated spaces.

❖ **Quiet Space**: The distance learning classroom would be transformed into a quiet place dedicated to individual studies. We would use newly acquired Haworth furniture to produce private spaces without the feeling of compartmentalization through individualized seating and desks while avoiding large screens and cubical-like walls. A few pieces of sound-damping artwork or panels would absorb some of the ambient sound.

❖ **High Energy Space:** The lobby, on the other hand, would be morphed into an energetic location that inspires collaboration. Hanging art would fill the air, bringing the ceiling closer to the user to create a more intimate feel, while music plays at a low volume to encourage conversation among the users of the space. This space would also require new furniture, hopefully donated by Haworth, which consists of lounge and task pieces to create a variety of group environments. Both of these newly designed spaces should receive a new coat of brightly-hued wall paint.

❖ **Hospitality:** We noticed that many social interactions form around food, something that the Holland campus currently doesn't provide (with the exception of vending machines). To increase social synergy, we would add a Keurig and display case, filled with deBoer's Bakery donuts and pastries. In addition, during the top two peak times/days of use (still to be determined) as well as at our lecture series events (see paragraph 5), we would provide food trucks. This provides food without any added staffing or facilities costs.

❖ **Outdoor Space:** We plan to enhance the outdoor space, one of the Holland campus' greatest assets. Its current state features only one trail back to the apiaries and very little, unused outdoor seating. Our prototype would add (a) simple trail(s) that wind through the prairie and along the pond. These trails would feature a few select signs to educate the outdoor users of the basics of the land's ecosystems as well as a handful of strategically placed benches to allow less mobile users to enjoy the space.

Yet, we do not want to change the space just to change it. These upgrades need to be for a purpose. Through extensive research and deliberation, our team has elected to both re-focus the learning of students already using the building and purposefully develop two new programs for the campus.

❖ **Future Steps:** The first one we designed is a program for high school students with multiple risk factors to help them attain goals in further education. The goal would be to provide these students with career exploration as well as college/work life preparation. Once a week someone from Grand Valley Career Services would come to each high school and work with them through programs Grand Valley has to offer and skilled trade opportunities through online research, personality testing, *The Occupational Outlook Handbook,* and other activities. Meeting a second time each week, they would either tour a Holland business or come to the Holland Campus to hear someone from the community speak about their career/occupation as well as the education needed to get there. For additional work outside the twice a week meeting, these students would come to the Holland campus to further their knowledge regarding work opportunities. This program builds a pipeline of prospective, diverse college students for Grand Valley. We propose there should be a scholarship for these students if they apply and commit to Grand Valley prior to November 1st. This could be a strong recruitment tool to attract them to GVSU. Once these students complete college or other training programs, they can return back to Holland, providing diversity and highly knowledgeable human resources to the community.
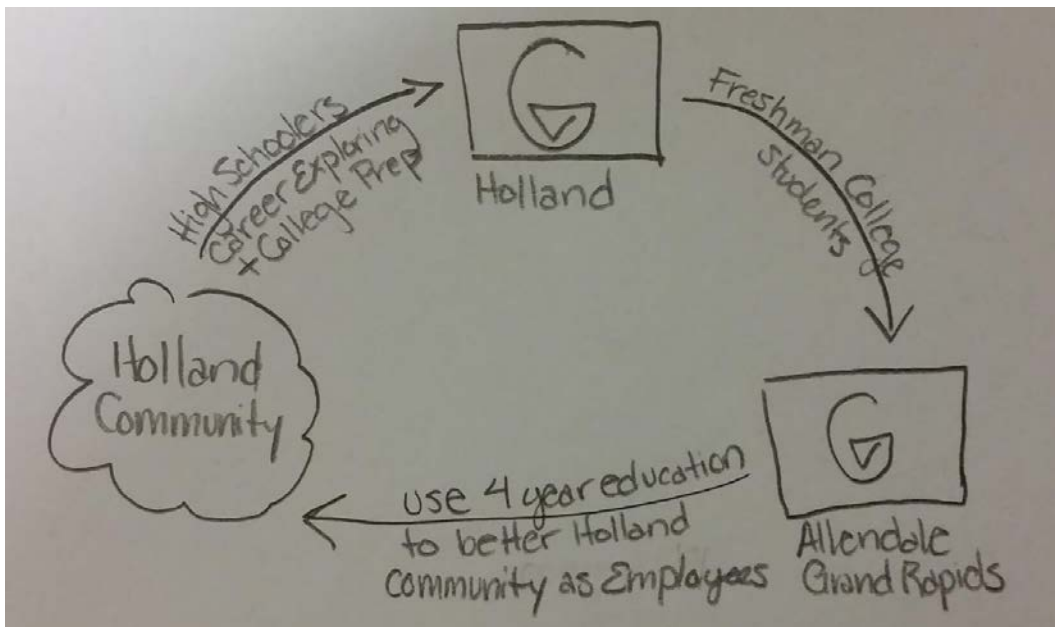
❖ **Lecture Series:** Our "Future Steppers" would be highly encouraged to participate in our second programming innovation. The speakers would be a mix of Grand Valley professors, students, and alumni from all over the world as well as Holland Community members or organizations. Working with the Chamber of Commerce to avoid overlap with their Earlybird Breakfasts, the topics would be chosen to interest Holland community members and those associated with Grand Valley. To gain more attendance, these series would be a

badge program. By attending over 80% of the events and completing a closing interview with Grand Valley Career Services, anyone could receive a certificate demonstrating their participation in the lecture series. Digital Badging is suspected to take off within the next 5 years and if so, the certificates could be easily converted into badges.

❖ **Advisory Board:** In addition to all our space and use ideas, we think an Advisory Board should be developed for the campus. This should consist of a combination of diverse, supportive community members and Grand Valley leadership to ensure the campus stays true to this new purposing. As we move into the future, the community is bound to evolve and the campus will need to adapt accordingly. In addition, with the limited time frame for our research, we covered as much ground as possible. But with all the stakeholders this decision affects, there is a probable chance we missed capturing every view in our insights. By creating an Advisory Board, we are ensuring that the campus receives the attention it needs to become and stay successful, as well as evolves with the community to stay relevant and needed.

Final Prototype & Innovation Symposium Presentation

<u>The S.S. Holland</u>
<u>"Setting Sail towards Scholarly Success"</u>

<u>Video (4 Minutes)</u>
We will start our presentation with our video which will begin by showing our team being nonsocial and uninterested in the space, portraying mannequins for effect. Cameron, our video presentation facilitator, will then bring in a Keurig to the central space and our team of mannequins will take notice, becoming interactive with each other and the space as a result. The video then pans to Cameron who is sitting in the corner with a lamp, like in cliché documentaries as to preserve the comic aspect. He will explain the beginning of our design thinking process and the start of our innovations. Then he will do a voice over while photos change from a before image of the space to a potential after, discussing our prototype. The last scene is of him back in the corner chair.

<u>Video Link</u>
S.S. Holland Team 1

Goes into live presentation

<u>Slide 1: Current Problem</u>
Cameron (15 Seconds): As you saw in the video, today, GVSU's Holland campus is underutilized. Enrollment numbers have been steadily declining, students using the campus are unengaged, and the campus is not as involved with the Holland community as it should be. Over the past 14 weeks, we have been engaging in the design thinking process in order to uncover why this is and how we might solve the problem.

Slide 1: Empty Holland Parking Lot

Slides 2 &3: Process

Darby (3 minutes): As Cameron said, our team has gone through the Design Process to develop our final prototype we have presented to you today, but it wasn't always smooth sailing! We began with a prompt and a story:

1. The prompt = what is the role of satellite campuses in a community?
2. The story was the history of this campus

Equipped with only secondary research surrounding Grand Valley and their satellite campuses, our team's original problem statement was…. *We will develop a thriving community center, grounded in Grand Valley Principles and community needs.*

Prior to reaching out to the Holland Community, our focus was on Grand Valley.

Our assumption was that the role of satellite campuses was University expansion. Although this is a factor, our problem statement has expanded from the insights we have gathered from interviews with various stakeholders: encompassing a wider array of perspectives. Observations and interviews with leaders and students from Grand Rapids Community College, Hope College, and Muskegon Community College led us to realize that satellite campuses often function like community colleges: *they directly serve the community in which they are located.* This insight shifted our focus:
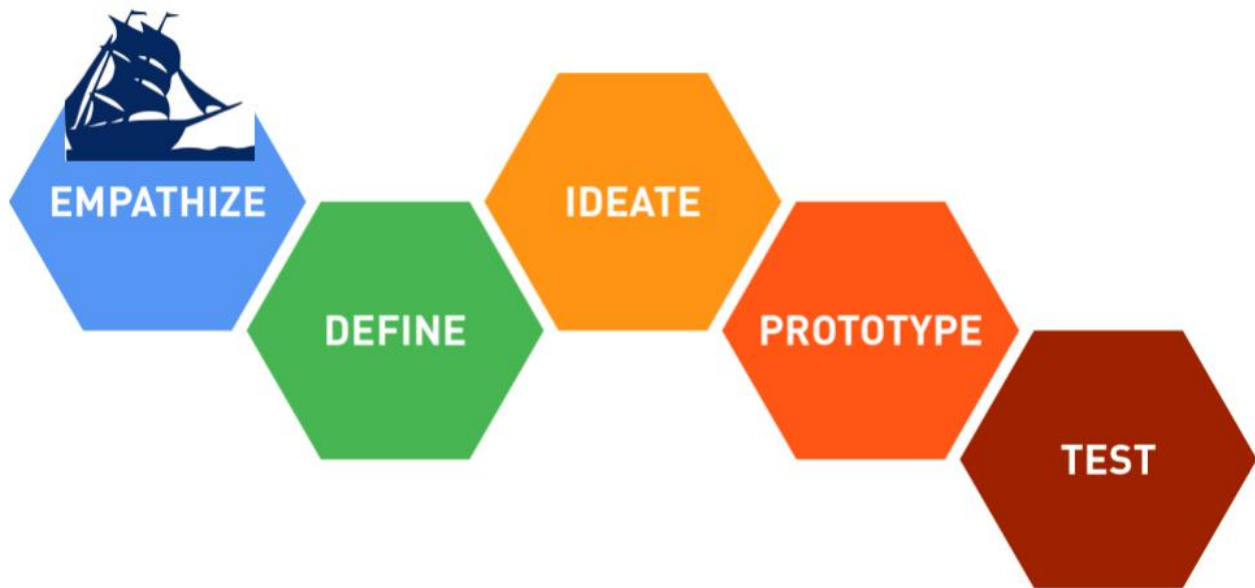
Slide 2: Demonstrating Being in the Empathizing Stage of the Design Thinking Process

- We originally thought there were not enough Grand Valley students willing to take classes at the Holland campus
- At this point we saw the problem differently and it rocked our ship: the campus wasn't serving the needs of the Holland community to its full capacity. With this new framework, our team began to dig deeper into the Holland community, discovering a lot of diversity in the area. A thriving Hispanic and Latino population and
- A strong manufacturing and skilled trades presence presented opportunities for the Meijer campus. However, as our team began prototyping around these insights, we discovered that there are already many programs that exist to serve these populations. As such, we went back to the drawing board to assess the needs we found in our interviews and observations, revising our focus: ***Taking into account community needs, we will develop a thriving academic and social space that has a defined purpose.***
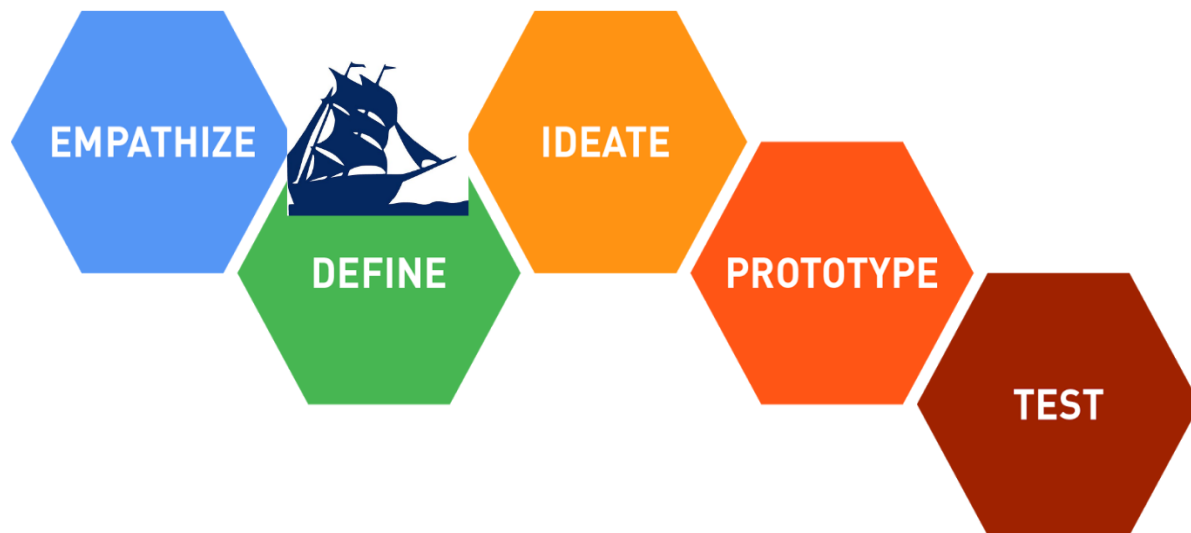
Slide 3: Demonstrating Being in the Defining Stage of the Design Thinking Process

Slide 4: Five Innovations

Cordell (2 minutes): Our first step in fleshing out the process of developing a final prototype, was starting out we selected with a list of a top 5 potential innovations for the Meijer Campus. These included food availability, furniture renovation, English courses, a workforce course, and a lecture series.

Food Availability - The campus can provide something as small as a more openly accessible coffee machine with a case of de Boer's donuts in the morning to something larger like food trucks which would appear for the busiest periods on the campus.

Furniture Renovation - We also considered an innovation that would involve a transformation of the physical presence of the Meijer campus by replacing the current furniture there with updated pieces from Haworth that foster social interaction.

English Courses - We pondered developing a course available for those who would benefit from an English class certification that would have an emphasis on international business.

Workforce Course - The innovation was an accelerated course that would prepare people for the current and changing job market in Holland. This would potentially help develop relationships between the local businesses and the Meijer Campus.

Lecture Series - This series of speakers would be sponsored by local businesses or residents in Holland; which would be similar to those held in Allendale and Grand Rapids; and would draw members of the community to the Meijer Campus.
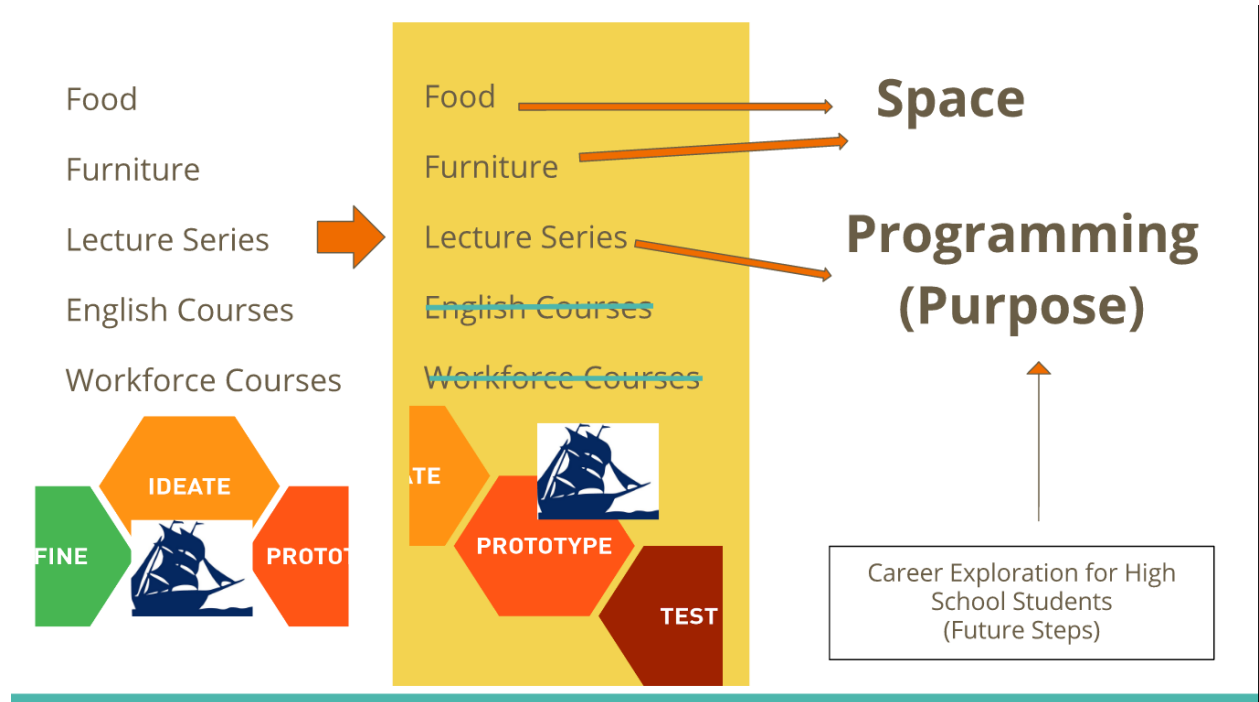
We boiled down our innovations to space and programming.
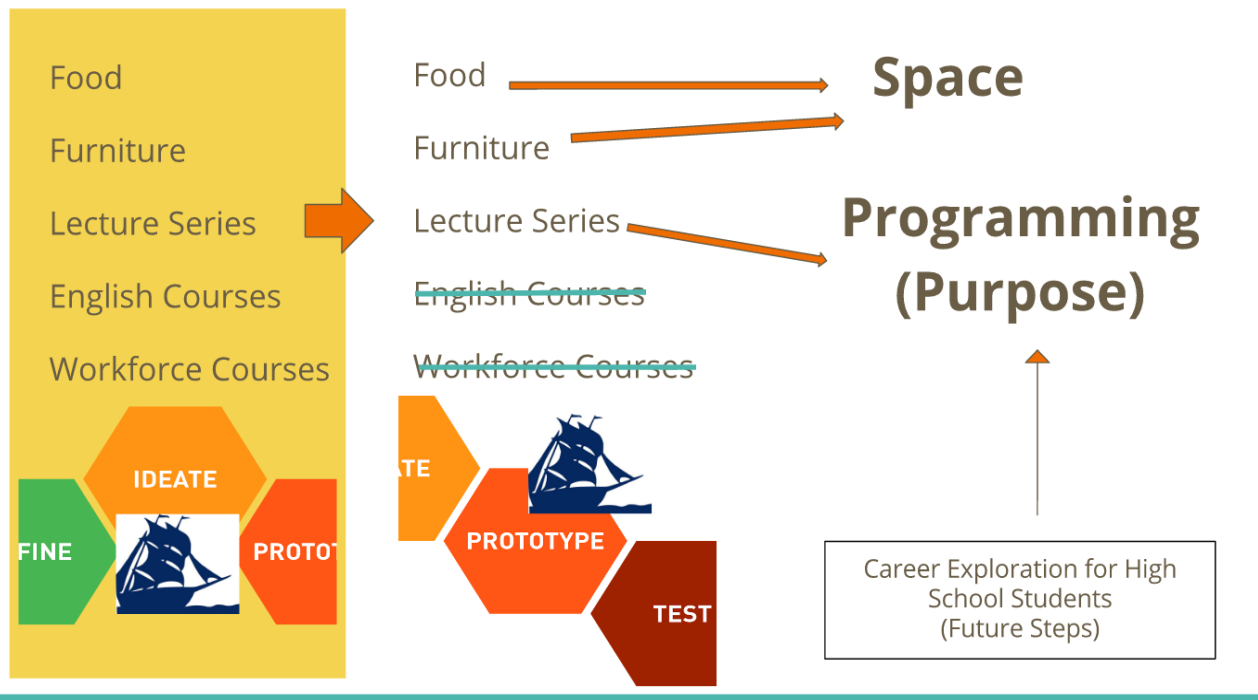
Slide 4: Demonstrating being in the Ideating Stage of the Design Thinking Process and the Beginnings to Our Thinking Regarding Innovation

Slide 5, 6, & 7: Five Innovations to Our Final Prototype
Gina (1.5 minutes): As we moved from our 5 innovations, the English courses were identified as a lesser need comparative to the others, so we moved away from it. We also found as Darby mentioned earlier that there were already organizations with workforce courses that was better equip to meet this growing need, so we also didn't choose to pursue this idea. We recognized food, furniture, and a lecture series as our most viable, feasible, and most importantly desirable.

Slide 5: Demonstrating being in the Prototyping Stage of the Design Thinking Process and the Evolution to Our Thinking Regarding Innovation

Digging a little deeper into the innovation, we determined that these stemmed from needs for a changed space and a changing purpose, which we identified as programming. From other feedback we received after starting the innovation process, we determined that part of this purpose also would draw from a career exploration and college prep program from high school students, which we've named *Future Steps.*
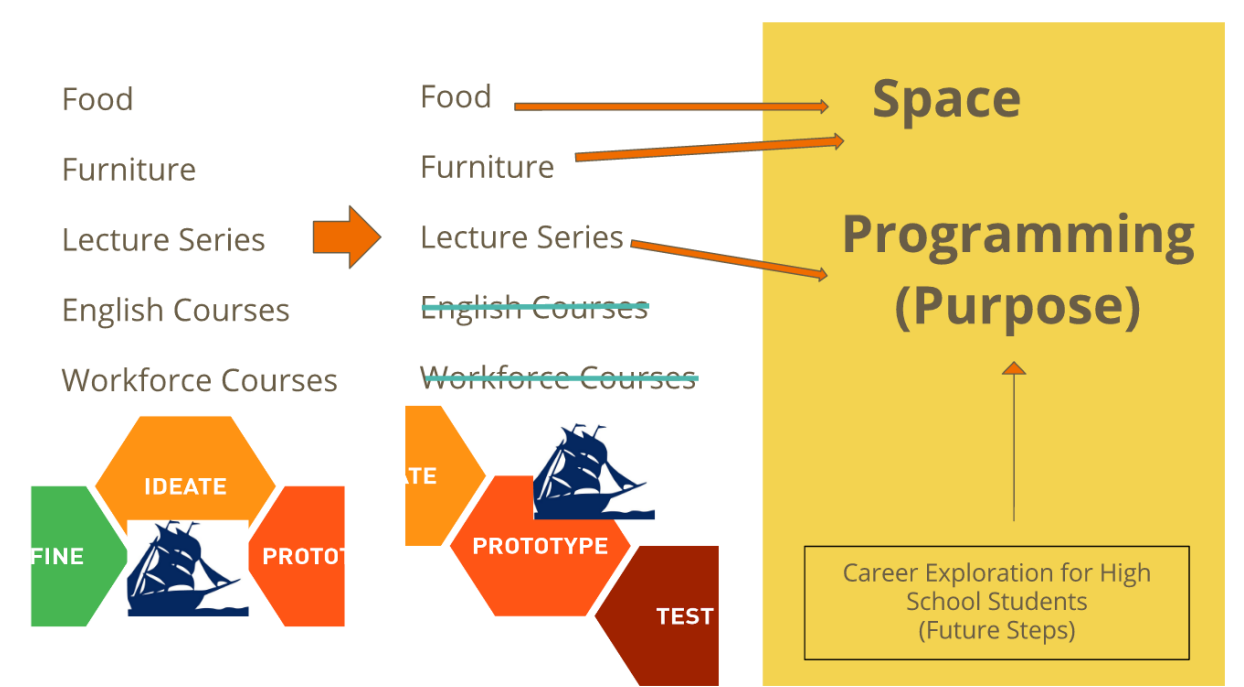
Slide 6: Demonstrating Our Further Thoughts Towards the True Underlying Needs Our Prototype in Which We Were Providing a Solution

With this being said we uncovered the multi-directional link between space and purpose. In creating a space, there needs to be a purpose that space is going to be used for, but in the same respect, you cannot design programming with non-compatible spaces. We are recognizing the immediate need for improvements in both areas, but for the purpose of the short time we have to present to you guys today, we are only going to focus on the space aspect of our innovation. You can find out more about our programming side by looking at our innovation portfolio on Grand Valley's database or by asking us after tonight's presentations.
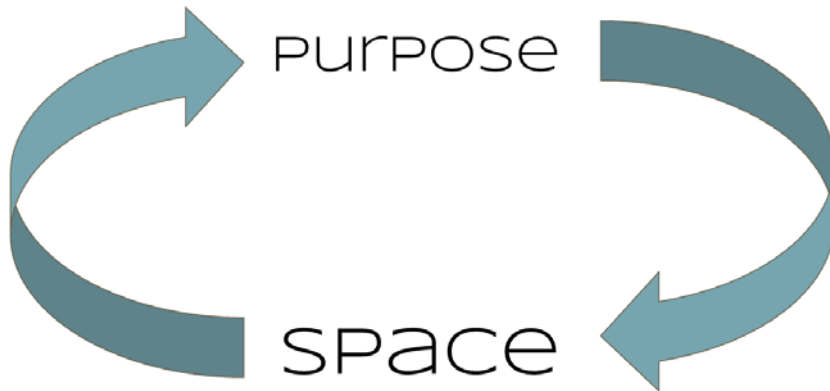
Slide 7: Demonstrating our Further Thoughts Towards the Connection of the Campus' Needs and How that Affects our Prototype

Slide 8: Our Theme--S.S. Holland

Gabby (30 Seconds): Our overall theme for our final prototype, which Darby shall share with you in a few moments, is what we like to call *S.S. Holland*. The S.S. stands for Scholastic Success, and to some, even Social Success because we are developing the Holland campus into a suitable environment for both academics and socialization. So if you paid attention to some of our previous wording earlier, you may have taken note of us using "boat themed" puns tonight or even directly addressing where our boat is currently docked in the design thinking process. That correlates with our overall theme and is why our symbol for our final innovation is a boat. So without further delay, we would like to formally introduce *S.S. Holland.*

Slide 8: Showing Our Innovations' Theme and Logo

Slide 9, 10, 11, 12, 13, & 14: Final Prototype: Space and Advisory Board
Darby (1.5 Minutes): This brings us to our final prototype which we are presenting to you today: The ***S.S. Holland*** innovation. Hopefully, this prototype can set sail towards scholarly success for the campus. There are two aspects to this prototype: space and programming. We think the Meijer Campus should become a newly fashioned space with a purpose, as our problem statement addresses. In order to achieve this, we would first redesign the Meijer Campus by updating the lobby furniture with newer goods from Haworth, and adding more hanging artwork from the ceiling in the lobby to dissipate the sterile and intimidating feel of the area. The lobby would then be transformed into a collaborative space, mostly with the new furniture. From there we would create designated quiet spaces for those who utilize the campus to study and we propose the distance learning room would be a great area for this since it is primarily unused due to outdated technology. Next, in regards to space transformation, we would bring a Keurig into the central area, using primary ecofriendly K-cups to support sustainability efforts, along with a case filled with donuts, potentially provided by de-Boer's bakery in Holland to further tie to the community, which is why we distributed donuts earlier in the night. Lastly, we would want to have the lawn mowers create walking trails around the campus so that users may enjoy the campus nature and wildlife, with easier access. We believe all of these changes together will make the campus livelier and result in users wanting to spend more time on campus. (Each slide appears as each aspect of the innovation is mentioned.)

Slide 9: Showing a Possible Look for the Furniture Aspect of Our Innovation
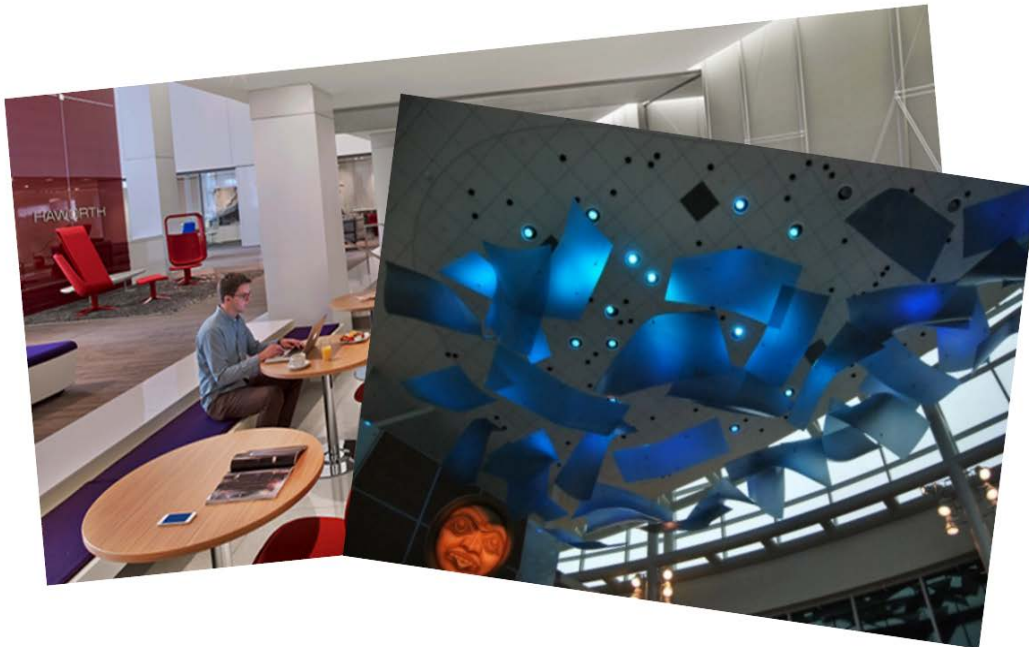
Slide 10: Showing a Possible Look for the Hanging Art Aspect of Our Innovation

Slide 11: Showing a Possible Look for the Designated Quiet Space of Our Innovation

Slide 12: Showing a Possible Look for the Food Availability Aspect of Our Innovation

Slide 13: Showing a Possible Look for the Outdoor Aspect of Our Innovation

Gina (30 Seconds): Although we are not going to go in depth in programming, we wanted to mention a side aspect of our innovation:

Advisory Board - The Meijer Campus advisory board would be an entity made up of community members and Grand Valley faculty and would be established so that when decisions need to be made or events need to be approved, there would be a direct form of leadership to help the campus and its programs evolve with the community.
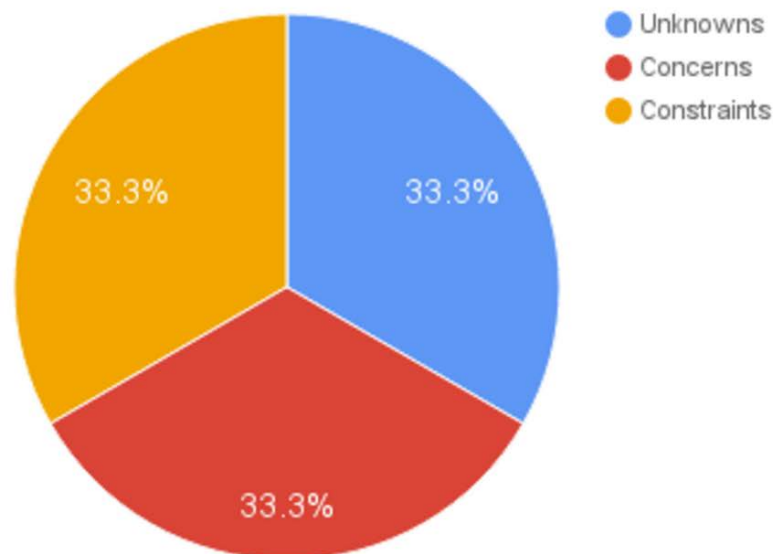

Slide 13: Showing a Visual to the Advisory Board Part of Our Innovation

Cordell (30 Seconds): Despite our best efforts to understand the campus and the community needs, and creating the perfect solution to their problem, there are still some unknown, concerns, and constraints we have had to work with.

1. Any ideas about securing sufficient funding to redesign the physical space of the campus would be valuable.
2. Ways of securing cheap, if not donated, food options for the Holland campus until there is eventually more variety and demand for it.
3. Ensuring the safety of those who choose to explore the outside landscape once the walking paths are in place.

Slide 13: Showing a Visual to the Unknown and Possible Worrisome Parts of Our Innovation

Q and A

Cameron Fields Questions, All Group Members Are Involved in Responses (6 minutes)

Cameron: As we move into the last stage of the design thinking process-testing, this is where you can become involved by giving us your feedback on our innovations, prototypes, and the following questions:

**(read one at a time, separated by the feedback to each one)

> Q: Our final prototype has many different components to changing the space. What one do you feel is most important and therefore should be implemented first? If this is a different change that we didn't mention, please give us that feedback.

Q: What were your first impressions when you walked into the Holland Campus this evening?

Q: What potential flaws or setbacks do you see in what we have presented to you?
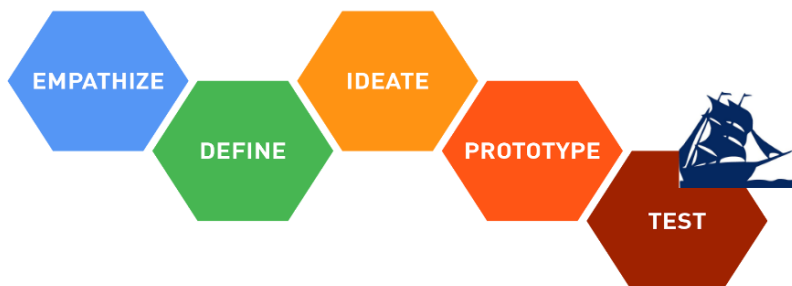
Q: Taking in consideration our prototypes for the newly created space, do you think it is conducive for all potential users of all age groups, rather than just the existing users? Why or why not?

Slide 13: Showing a Visual of Our Questions for the Benefit of our Audience and the Location of the Design Thinking Process We Are Currently In

Innovation Symposium Findings

Despite our final presentation being complete, our project isn't over. For any prototype to be implemented, more needs to be done. With our class' fifteen weeks coming to a close, we, as our group, will not be continuing our innovations. With this being said, others may want to continue our research, including other future students taking Design Thinking. For their benefit, we collected feedback from all the stakeholders and present them below. While all of the information provided in this portfolio would be important if anyone is to continue our ideas, this information is especially crucial in moving forward.

Call to Action Envisioning the Future	
Information Provided to Stakeholders	Top Innovation: The *S.S. Holland*
	There are two aspects to this prototype: space and programming. We think the Meijer Campus should become a newly fashioned space with a purpose, as our problem statement addresses. In order to achieve this, we would first redesign the Meijer Campus by updating the lobby furniture with newer goods, and adding more hanging artwork from the ceiling in the lobby to dissipate the sterile and intimidating feel of the area. The lobby would then be transformed into a collaborative space, mostly with the new furniture. From there we would create designated quiet spaces for those who utilize the campus to study and we propose the distance learning room would be a great area for this since it is primarily unused due to outdated technology. Next, in regards to space transformation, we would bring an ecofriendly coffee system into the central area to support sustainability efforts, along with a case filled with donuts, potentially provided by de Boer's bakery in Holland to further tie to the community. Lastly, we would want to have walking trails created around the campus so that users may enjoy the campus nature

	and wildlife, with easier access. We believe all of these changes together will make the campus livelier and result in users wanting to spend more time on campus. However, the campus still needs a purpose, so in our portfolio a description of a programming innovation entitled *Future Steps* is included.
	Key Insights from Design Thinking Journey
	We uncovered the multi-directional link between space and purpose. In creating a space, there needs to be a purpose that space is going to be used for, but in the same respect, you cannot design programming with non-compatible spaces.
Call to Action	"Now that we are in the final stage of this process, we are starting to test our idea. Tonight, you can help us verbally test our prototype."
Information requested from stakeholders	- Our final prototype has many different components to changing the space. What one do you feel is most important and therefore should be implemented first? If this is a different change that we didn't mention, please give us that feedback. - What were your first impressions when you walked into the Holland Campus this evening? - What potential flaws or setbacks do you see in what we have presented to you? - Taking into consideration our prototypes for the newly created space, do you think it is conducive for all potential users of all age groups, rather than just the existing users? Why or why not?

Innovation Symposium Feedback	
Capture What's Meaningful to Advance your Innovation	
Verbal Feedback	- Hanging art is good- it currently looks like a manufacturing plant. - All our space changes were well received.

	• The space / purpose connection is hitting the nail on the head.
	• Walking paths should be implemented.
Written Feedback	• What sectors do you suggest be represented in/on the advisory board?
	• Narrow users based on opportunity for them.
	• Like the art idea. Gallery space for new artists?
	• Offer education classes specific to local needs.
	• Are there other events that could draw people here? Collaborative community challenges?
	• Form follows function—getting purpose right makes getting space easier…nail purpose down.
	• How about espresso? Coffeehouse with concerts—what about books?
	• What first? Furniture?
	• Need a reason to come here if you are trying to connect with the community.
	• Daycare center?
	• Connect local school art classes to the art on the ceiling idea.
	• Who else could you go with the lecture series? I like this one and could be for different ages!
	• Advisory board is key! This should be toward the top of the list.
	• Tightly define purpose.
	• Furniture and creating a functional space should be first.
	• Collaborate with Lakeshore Advantage on speakers/events.
	• Tap into nearby population ¼ mile circle; 2,000 people.
	• Connect with GVSU farm to grow on Holland site.
	• While coffee and donuts may make current users/students, will it attract new people and community members?
	• Like the thought of an advisory board.
	• How would you promise/ attract people to the campus to interact with GVSU, walking paths, food trucks, and coffee shop?
	• Partner with Holland's nature conservancy on paths and bees.
	• Recommend to add—Secondary research around where people gather in Holland and why. Also benchmark primary and secondary competition leading to underutilization of this space.
	• It seems like you used a point from the campus to help you test.
	• Why is the open area designed the way it was designed? Any stories? Interviews with students, faculty, and community partners.
	• How about an outdoor learning space (with the paths proposed)?
	• How can your idea interact with other ideas?

	• Increase food chores/availability?
	• Did you test your prototype or mock up any tests in the actual space?
	• Define community.
	• Purpose: Can speaker series leverage nature theme to further reach the community (if bee keeping)?
	• Purpose should drive space. I like the idea.
	• Why not set up coffee and donuts in the lobby and see what happens?
Visual Feedback	Visual feedback was difficult to capture. From what we can tell, the audience was engaged but was looking for more specific ideas, and is interested in how to solve problems most effectively with the least amount of money in the short term.

Post-Symposium Reflections Integrate the Feedback & Offer Final Recommendations	
DIVERGE: How did the feedback provided *deviate* from your team's current recommendations?	The feedback mostly asked for *specifics*; what classes would be offered, how food would help attract community users, and how exactly the space would be modified for better engagement. Essentially they were more interested in our innovation of giving the space a purpose, which unfortunately due to time constraints we could not elaborate on fully. We should have focused on purpose, not space.
CONVERGE: How did the feedback provided *align* with and enhance the team's innovation?	The feedback affirmed our innovations as well as providing us with insights on how we would accomplish them. They really latched on the hanging art, changing furniture, and especially the advisory board. It seems to them, as it did to us, a great way to keep the campus relevant in changing times.
SYNTHESIZE: How can others *use* the feedback provided?	Other users can further innovate with the specific feedback that we received. Our innovations were often general ideas, the feedback dug deeper. Based on their feedback, this deeper digging should be more surrounding purpose with space as the secondary piece.
RECOMMEND: What next steps does your team recommend to stakeholders?	Just begin. To innovate food, simply provide donuts or bagels and coffee. To enhance collaboration, prototype with a few pieces of furniture and look for results. Rather than complicate things, just act now with available resources and learn from there. Physical testing is an aspect of the design thinking process that we didn't get to implement. Going forward, you may be able to find very different things by getting this type of feedback than we received with verbal testing, which might complement each other very well or it might unleash a whole new beast.

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