

Fall 12-2016

# Sprout: A Little Footprint with a Big Impact

Emily Grochowalski

*Grand Valley State University*

Jordan McCroskey

*Grand Valley State University, mccroskj@mail.gvsu.edu*

Katrina Genzink

*Grand Valley State University, genzinkk@mail.gvsu.edu*

Levi Mains

*Grand Valley State University, mainsl@mail.gvsu.edu*

Nathan Hull

*Grand Valley State University, hulln@mail.gvsu.edu*

Follow this and additional works at: [http://scholarworks.gvsu.edu/lib\\_undergrad](http://scholarworks.gvsu.edu/lib_undergrad)



Part of the [Liberal Studies Commons](#)

---

## Recommended Citation

Grochowalski, Emily; McCroskey, Jordan; Genzink, Katrina; Mains, Levi; and Hull, Nathan, "Sprout: A Little Footprint with a Big Impact" (2016). *Undergraduate Research*. 24.

[http://scholarworks.gvsu.edu/lib\\_undergrad/24](http://scholarworks.gvsu.edu/lib_undergrad/24)

This Article is brought to you for free and open access by the Liberal Studies at ScholarWorks@GVSU. It has been accepted for inclusion in Undergraduate Research by an authorized administrator of ScholarWorks@GVSU. For more information, please contact [scholarworks@gvsu.edu](mailto:scholarworks@gvsu.edu).



## Innovation Portfolio

Team 5:  
Emily Grochowalski  
Jordan McCroskey  
Katrina Genzink  
Levi Mains  
Nathan Hull

# Table of Contents

Abstract.....	2
Design Brief .....	3
Stakeholder Map .....	12
Affinity (insights) Map .....	13
Collaborator Debrief Materials.....	14
Top Five Innovations .....	36
Top Two Design Prototypes .....	41
Final Prototype Concept Description.....	45
Symposium Presentation .....	46
Presentation Findings .....	57
Team Video Link .....	62

# Abstract

This Innovation Portfolio is designed to walk the reader through the essential steps our team took to address the issue of the under-utilization of the Meijer Holland Campus in the fall of 2016. As a satellite campus of Grand Valley State University, the Meijer Holland Campus seeks to engage its local community in a more sustained and in-depth way. This brief begins by introducing the reader to the historical and situational context of the Holland campus, followed by a map displaying the stakeholders involved. Through talking with a number of those stakeholders, we gained valuable insights that were grouped together to reveal key themes which were then leveraged in the process of generating our top five innovations. At the final symposium presentation, we delivered our final innovation: **Sprout, a Sustainability and Agriculture Bastion**. Collaborator debriefs, interviews and secondary research are also included here and were all additional stepping stones that assisted us in our innovation process.

# **Design Brief**

## **Background**

The story of the Grand Valley State University Meijer Holland Campus started with President Arend Lubbers' dream of planting GVSU along the lakeshore of West Michigan to create a place for students to continue their education after attending a community college. (Jonaitis and Miller, Lecture, September 2016).

In the 1980's, GVSU was working with companies in Holland like Herman Miller and Haworth. They offered degrees to non-traditional students and professional development classes for the community. There was no dedicated building for GVSU in Holland during the 1990's so they held these evening classes at local businesses and high schools (Jonaitis and Miller, Lecture, September 2016). Members of the community showed great interest in these classes; the classes were reaching maximum capacity and outgrowing the buildings housing them. This was the first step in the process of the building a GVSU satellite campus, offering courses for continued adult education.

As a lifelong Holland resident, President Lubbers was committed to leaving a legacy in Holland through GVSU. The Meijer campus came into fruition when Fred Meijer, a major regional businessman and philanthropist, donated land in Holland to GVSU in 1996. The building cost \$6 million to construct and opened to an enrollment of 1800 students. The beginnings of the Meijer campus were encouraging and exciting for the Grand Valley faculty and staff as the building was fulfilling its given purpose and the enrollment numbers were high. The Meijer Campus was meeting a need within the community, creating jobs, and bringing in revenue for GVSU. But with a leadership transition and a rapidly growing Allendale and Grand Rapids student body, the Meijer

campus never quite became what President Lubbers imagined it to be (Jonaitis and Miller, Lecture, September 2016).

In 2005, there was a decline in enrollments in large part because Grand Rapids Community College (GRCC) started hosting classes in Holland. Despite GRCC joining the Meijer Campus in 2010 and the Muskegon Community College/Ottawa Area Intermediate School District (MCC/OAISD) joining in 2015, the campus does not enroll anywhere near its capacity of 5,000 students. Also around 2005, the economy took a turn for the worse, and many citizens were hesitant to invest their money anywhere fearing that the economy would only worsen. Unfortunately, currently the Holland Meijer Campus is no longer generating revenue for Grand Valley (Jonaitis and Miller, Lecture, September 2016). Today, a building that was a significant investment for Grand Valley only serves to bridge gaps between other schools, programs, and community members. GRCC and MCC classes are being hosted at the Meijer campus, as well as the Power Mobility Project, in which GVSU students partner with disabled children to build them equipment to make their lives easier (Jonaitis and Miller, Lecture, September 2016). These are fantastic programs that provide great opportunities for some people but not enough. Often times, the GVSU Holland campus is quiet and empty, with maybe only a few students inside.

Many ideas have been shared and attempted, in order to find something that will bring people into the Holland Campus and allow them to better utilize the space. The GVSU Holland campus staff and its stakeholders have been working on this project tirelessly. President Thomas Haas has now asked for our help. We, as GVSU community members and students, are putting our best foot forward to transform the GVSU Holland campus into a flourishing establishment.

### **Problem Statement**

From an outside point of view -- and counter to the above narrative -- it seems as though Grand Valley is utilizing all of its physical resources; both Allendale and Grand Rapids campuses are overflowing with students and staff. All of the GV busses seem to be standing room only, and campus housing is maxed out.

Unfortunately, The Meijer Holland Campus is relatively empty. It has fallen behind in growth and is failing to fully utilize all that it has to offer such as its computer labs and technologically advanced classrooms. Year after year, GVSU student enrollment dropped substantially in Holland and eventually forced the campus into opening its doors to outside schools to hold class sessions within. Figure 1, displayed below, shows the fall in enrollment at the Meijer campus between the years of 2004 to 2011 (Holland Annual Report 2010-2011). On most nights, the facility holds only a handful of people, while the Allendale campus just a few miles down the road is building new housing and raising parking prices because of steadily increasing student enrollment. The faculty and staff at the Holland campus have collaborated multiple times to form plans and solutions for this issue, and have even taken progressive steps through those plans. Yet none of them have proven to be successful.

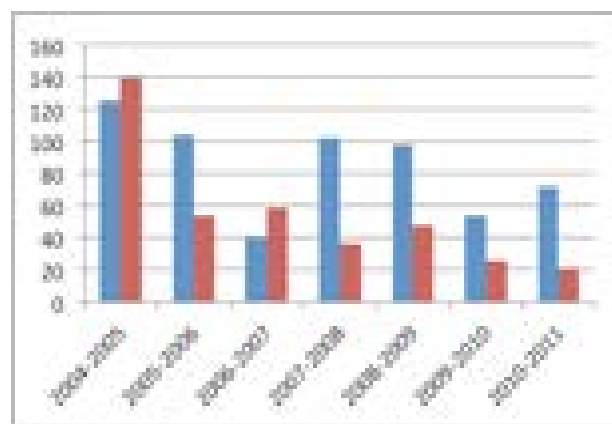


Figure 1

In short, the issue-at-hand is three-fold: the underutilization of the Holland Campus, its decline in GVSU student involvement, and its lack of a central focus as a facility.

Rather than fulfilling a unique and clear purpose, the campus simply lingers as an open door to a vast range of other programs, seemingly without identity.

The Meijer Campus is perfectly located within the Holland community -- a population that encourages the “small town” atmosphere and takes pride in their city. This naturally encourages a feeling of “community” and that everyone has a place, and the Holland campus can add to that atmosphere by offering an open door to encourage togetherness.

The Holland campus *can* solve this issue by intentionally meeting the needs of the Holland Community and GVSU students; it *can* create a meeting place to collaborate and innovate. The Holland campus *can* provide jobs, education, and community if given the thought and collaboration. As a group, we will speak with people that are deeply affected by the Holland campus. Some of these people depend on the success of the Holland campus to keep food on their tables, other people are spending vast amounts of money in tuition, a portion of which is going to keep the lights on at the Meijer campus. A solution to this issue is critical, with many people depending on it. We, as a group, feel passionate about leaving these stakeholders with valid solutions that will provide answers. In response to this issue, ***we propose to reinvent the purpose, vision and culture of The Meijer Holland Campus through innovation and collaboration.***

## **Ecosystem**

The current situation is incredibly complex and dynamic, originating from an ambitious plan from a different time with different leadership. As detailed in the background of the brief, President Lubbers pushed his dream vigorously, and that resulted in a \$6 million building 20 minutes from the main campus. Holland campus currently represents an inconvenient commute



for Allendale campus students and a gruesome commute for those from Grand Rapids with little payoff due to the lack of classes offered and no dedicated bus route. This essentially disqualifies Allendale students as an interest group, so attention can be focused on the greater Holland area. Quite a few branches of the city of Holland will be impacted due to its smaller size. The Holland police department and indeed any police department must account for any gathering place of college-aged people within their jurisdiction. Local businesses on the other hand would prefer to see growth, as it would increase traffic and therefore revenue in their stores. This group bleeds into the greater circle of Holland citizens, who are greatly impacted by an establishment such as this. High school students and their parents could see college level classes offered in their area as an opportunity. The student services director, Jane Marsmen, explained in her interview that there's still a need for hybrid and non-traditional or low-income student classes that could be filled by the Holland campus. On the other hand, Holland campus director Lisa Miller points out that Hope College does not appreciate the competition (Jonaitis and Miller, Lecture, September 2016).

Stakeholders who influence and impact the situation are a tighter group, mostly related to Grand Valley. This group includes GV administration and leadership, who are under close speculation to make proper decisions by stakeholders helping fund the school. These financial stakeholders are made up of the state, alumni, and tuition payers. Also to be considered are the influential forces in Holland itself. The city government has a stake due to the campus being on their land, and as such, the people of Holland may also be considered stakeholders especially considering how the citizens of Allendale have shown to be such driving forces *and* obstacles in big decisions that could affect the growth of the school (rezoning more business opportunities on 48th, adding a multi-level parking structure).

In conclusion, the stakeholders are also all interconnected as citizens of the state of Michigan. A large portion are connected through Grand Valley, Grand Valley's leadership, and the money that funds the university. As detailed above, the taxpayer/alumni/student base is a critical relationship as the financial backers must remain for the success of the institution. On the other hand, the tuition payers of Grand Valley don't have any say in management decisions, and the university has no issue attracting new students, so there is safety in that group of stakeholders who will not withdraw no matter what. Holland campus employees are Grand Valley employees, so they have some influence, but are also influenced by a desire to stay relevant and employed. Finally, the city of Holland and its residents largely support the institution, although local colleges such as Hope do dislike the competition.

### **Research Methods**

For our research, our charter includes detailed plans to gather and analyze information to more clearly determine solutions for the Holland satellite campus. We plan to (1) review and research more about satellite campuses and their purpose, as well as the Holland area for key elements to help shed light on our task, (2) conduct strategic interviews with individuals identified through our stakeholder's map and secondary research, (3) conduct observations of the Holland campus as well as the Traverse City GVSU campus, and (4) immerse ourselves in the satellite campuses to better understand what goes on there. By doing all of this we will gather much needed information and insights, ultimately bringing us closer to innovative solutions this school has been searching for.

A majority of our research will take place through one-on-one interactions as well as group interviews with surrounding stakeholders. Group interviews will serve as an advantage because one person can ask questions while the other records information. Our target stakeholders include

-- but will not be limited to -- GVSU staff, professors, Holland community members, students, and local businesses. By doing this, we hope to gain better insight about what people think and feel about the Holland campus and the value that it delivers. We will also gain better understanding as to what may happen in different situations.

Through our charter we will also spend time observing the Holland campus and the surrounding community. This will allow us the pleasure of appreciating what kinds of activity goes on there. We also hope to set up random interviews with people walking in and out of the campus to gather raw, natural responses.

Lastly, full immersion into the community and Holland campus will provide key details on the campus as a whole. To do this we will delegate individuals immerse as students and then report back with their findings.

By integrating and synthesizing our findings from all of our research, we are confident that we will be able to gain a better understanding of how the Holland GVSU satellite campus functions as a whole, and truly what its purpose is, as well as gain empathy for the population in need of its service.

The first steps towards this ideal is identifying what the needs of the community and stakeholders are, then brainstorming for innovations to meet that need. To accomplish these things, we will lead interviews, research within the community and surrounding areas and observe and immerse ourselves into the Holland Community. The next steps would be speaking with people that have the resources to implement our plan to transform the Meijer Holland Campus. Being in communication with our stakeholders is very important because they may be some of the people that have the resources to implement a successful prototype of the future prosperous Meijer Holland Campus.

## **Constraints**

While the Holland campus has a vast potential to thrive, there are some constraints that play a role in holding it back. For instance,

1. **Transportation:** The GVSU bussing system does not travel to Holland, therefore students without their own means of transportation are unable to travel to the campus. This serves as a setback to the campus and places boundaries on what solutions can be considered if the bussing system continues to not travel to Holland.

2. **Space:** The size of the facility itself can be viewed as a detriment, as well. The facility was created to hold a small number of classes, and consists of only classrooms and a few computer labs. At this time, for example, the space would not be able to hold science lab courses.

3. **Competition:** Surprisingly, the Allendale campus has stood in the way of the growth of the Holland campus. The wide array of classes offered in Allendale often led GVSU students to register for all of their classes in Allendale. Compounding this, the Holland campus only offers a very select, few courses. Similarly, surrounding colleges have naturally become “competition” and offered the original target audience broader education options.

4. **Resources:** Lastly, the GVSU funding will be more easily won if the solution is completely connected with and benefiting the university. Therefore, a solution that focuses more on the community rather than GV classes may not be fully funded by the university.

5. **Funding:** Grand Valley State University will only fund the Meijer Campus if it remains in the realm of a GVSU building. That is, if the Meijer campus decided to go a different route that veered from the traditional university building, funding may be reduced or cut entirely.

On the other hand, these constraints can also be viewed as benefits to the Holland community, facility and faculty, as well as GVSU as a whole. The non-existent bus route to

Holland, and the size of the facility can ensure that Holland doesn't lose its "small town" feel. The attention placed on the Allendale campus gives the campus in Holland room to experiment and explore different solutions, without affecting too many students and faculty. These constraints are a very significant aspect of the problem solving journey.

### Outcomes

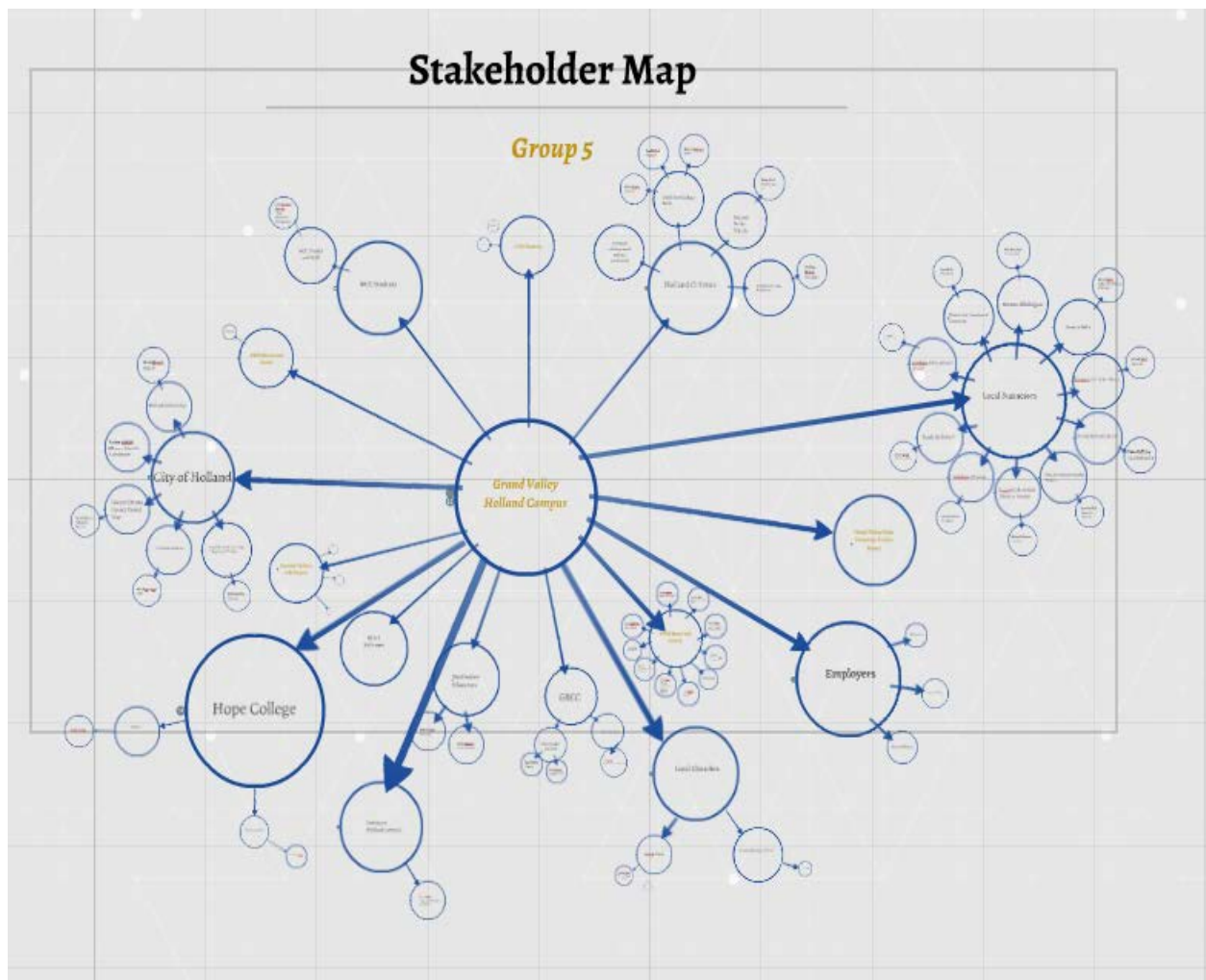
In an ideal state the Meijer Holland Campus would

- House programs that provide direct benefit to the Holland Community and its stakeholders.
- Be occupied on a regular basis with a substantial number of people
- Serve both the Holland and Grand Valley State University communities, operating as a bridge between these two communities
- Have a focused purpose all stakeholders were aware of, and
- Utilize its resources towards fulfilling that given purpose.

Through innovation, we will make the Meijer Holland Campus a thriving institution with its own identity. We would like to welcome people of all ages from the Holland community, as well as, the GVSU and surrounding communities, onto this campus. Together, we can accomplish great things.

## Stakeholder Map

As a group, we created a stakeholder map. This map includes anyone that has a stake in the GVSU Holland campus. All of these individuals are affected by this GVSU Holland, in some way. Our stakeholder map ranges from people that work in the physical building, to donors, local residents, past, present and future students and many more. We used our stakeholder map as a navigation tool for our interviews. Our goal was to speak to as many people from our stakeholder map as possible in the allotted time, to ensure we gathered a variety of perspectives and feedback. Here is our stakeholder map:



## Affinity Map

Every interview conducted yielded valuable insights that furthered the progression of our design thinking process. Class time devoted to debriefing was essential to integrating these insights: we were able to review the week's interviews and write down all key insights on sticky notes. Week after week we accumulated more insights, each bringing a new idea, aspect or constraint. After compiling all of our stakeholder insights, we were finally able to go through each and every one of them and discover recurring themes. This process helped us better understand the needs, desires, and constraints of the Holland community. Affinity mapping also served as a kick start to our ideation process. Our group was able to use those insights about the Holland community to shape our top five innovations.



# Collaborator Debrief Materials

## Collaborator Debrief One

Debrief Preparation Articulating and Revising the Initial Vision	
Design Challenge Debrief	<p><b>Vision Statement</b></p> <p>We propose to reinvent the purpose, vision, and culture of the Holland Campus through innovation and collaboration.</p> <p><b>Insights</b></p> <ul style="list-style-type: none"><li>• There is tension between the three schools holding courses at the Meijer Holland Campus</li><li>• GVSU Holland doesn't have the support it needs from the Allendale Campus?</li><li>• GVSU Holland is not very involved with local businesses.</li></ul> <p><b>Barriers</b></p> <ul style="list-style-type: none"><li>• Giving the project the time, energy and attention it deserves.</li><li>• Making sure that the work is divided fairly between all team members.</li><li>• Clear, consistent communication between all 5 team members.</li></ul>
Questions for the Collaborators	<ol style="list-style-type: none"><li>1. For you, do any of these insights trigger an idea of “reinvention” for Holland Campus?</li><li>2. What about the Holland Campus should change? What should stay the same?</li><li>3. Out of the insights we offered, which should we dig deeper into?</li></ol>



<p>Debrief Feedback</p> <p>Capture What's Meaningful to Advance Effective Innovation</p>	
Instructor	<ul style="list-style-type: none"> <li>● Campus experience? Do they want it? Do the students want it? Is it true for new students? Is it enough of a campus that they can become their own school? DIG MORE INTO THAT INSIGHT!</li> </ul>
Collaborator	<ul style="list-style-type: none"> <li>● Is there a focus on the type of education at Holland? First degree students, continuing education, non-traditional?</li> <li>● Mostly adult students at the campus, convenience to go right from work to campus when living in Holland</li> <li>● Location is opportunity just as much as a constraint</li> <li>● Employment rate in Holland is very high, but there are lot of positions available in manufacturing positions. How do support that industry and build manufacturing base?</li> <li>● What do you do with the liberal arts education that GV stands for? How do you keep that at the Holland Campus?</li> <li>● Bring engineering to Holland Campus?</li> <li>● How do you pursue getting the support from Allendale Campus? Collaborate with advertising? Advertise at high schools.</li> <li>● Davenport. They used to go to shift changes at factories and asked if people still need a degree? What kind? What classes do they need? What times work best? Where would be the best place to meet?</li> <li>● Holland Campus, the staff have no oversight of the academic colleges, Deans and colleges make that decision</li> <li>● Academia is a problem</li> <li>● Marketing. Not everyone who walks in the building receives something about Grand Valley. They have brochures but no one touches that information. There are hundreds of students who go in and out of the building but never receive that information.</li> <li>● Team meeting space for online courses?</li> <li>● Emulating why we go to coffee shop?</li> </ul>

	<ul style="list-style-type: none"> <li>● Is the issue that enrollment is low? Is it necessary to have a Grand Valley Holland Campus? What is it, who is it that is not being served? Who is not coming to the Campus? Who are you trying to attract?</li> <li>● Maybe you haven't found the focus that don't care about "going to the coffee shop" but they have a family, have a job, and want to live at home.</li> <li>● It may extend to commuter students. What do commuter students want?</li> <li>● What is work going to look like in 2025? How do we prepare people for that work? What happens if AI kicks in and wipes people out? What type of retraining are we going to need to do when self-driving cars get rid of truck drivers?</li> <li>● POSITION IT FOR THE FUTURE.</li> </ul>
--	---

Post-Debrief Reflections	
Integrate the Feedback & Ideate Next Steps	
DIVERGE: How did the feedback provided <i>deviate</i> from your team's current insights?	<ol style="list-style-type: none"> <li>1. They stated that the majority of the students at the Meijer campus probably aren't desiring the "campus experience". They are wanting something on their way home from work, that is a go to a class and leave process.</li> <li>2. With most of our research and brainstorming we have been thinking about how we can fit the needs of the Holland Community now. One of the stakeholders challenged us and told us that we should look at what the needs of Holland will be in 2025. So instead of trying to meet the needs of Holland now, we should try to cater the needs of the future Holland and what Holland will need years from now.</li> </ol>

	<ol style="list-style-type: none"> <li>3. A big part of the stakeholder's insight was the lack of purpose in the Holland campus for traditional students. Specifically, Dean Whittaker from Whittaker Associates pointed out that there was no networking draw to the campus like a coffee shop, or a good flow of students in the building for classes, and several stakeholders thought that we should push to adapt the identity of the campus to more effectively cater to those students. This differs from our current insights, because we had all but given up on drawing traditional students to the campus due to the intense attraction to the nearby Allendale "college experience."</li> <li>4. One of our collaborators insights offered us to think about the Holland campus focusing on their commuter students. They told us to think about what those students might want, and make the Holland campus helpful for them.</li> <li>5. Another insight that deviated from ours was the thought about Davenport that was brought up, stating that Davenport used to send out a representative to factories and ask the workers what classes they were wanting, at what time and where. This collaborator was urging us to continue on with the purpose of the Meijer campus for continuing adult education.</li> </ol>
<p>CONVERGE: How did the feedback <i>align</i> with and enhance the team's current insights?</p>	<ol style="list-style-type: none"> <li>1. The collaborators agreed that the Allendale campus has not provided the support for the Holland Campus that it requires. When asked how our group would go about fixing this issue, the collaborators agreed when we responded with simply more advertising.</li> <li>2. One collaborator stated that when he talks about Holland, he brings up three things, and none of them have anything to do with academia. Our group was on the page, we feel as if there is an identity for the Holland campus it doesn't necessarily</li> </ol>

	<p>revolve around academics. In the Holland community, The Meijer Campus focuses on sustainability.</p> <ol style="list-style-type: none"> <li>3. There was a general consensus amongst the stakeholders that there must be a push for a defined identity for the Holland campus. Today, with specific-purpose campuses like Muskegon and Traverse City, and the general-purpose main campus of Allendale, there's no room for a close-proximity miscellaneous campus. They did provide an excellent insight in that the campus was almost entirely populated by non-traditional students, usually older, that didn't want the "college experience" that Allendale offered. I personally believe that's where we should be focusing our attention, and specifically giving the campus an identity such as intern-prep would benefit it greatly.</li> <li>4. The stakeholders also mentioned how the employment rate is very high in Holland and that there are not many people looking for jobs. That is something that our team has found in our research also. There are many people who have jobs. It may be important to look into how that affects "potential" students that we may have.</li> <li>5. Lastly, our collaborators touched on the fact that the location of the Holland campus is just as much an opportunity as it is a constraint. They urged us to find a way to make the constraint into a benefit for a certain target audience.</li> </ol>
<p>APPLY: How can you <i>use</i> the feedback provided?</p>	<ol style="list-style-type: none"> <li>1. The feedback we received will be extremely helpful when we begin brainstorming solutions. A lot of what we received were opinions on where they see the Holland campus going, and what they would add to it or who they would bring into it. For example, adding a coffee shop and making it an open work space.</li> </ol>

	<ol style="list-style-type: none"> <li>2. As mentioned earlier, a stakeholder suggested to look into the future of Holland and see what the needs might be then. We should research what companies are starting up and what types of jobs need to be fulfilled for that company in Holland. The campus should then hold classes for the company's potential employees so that they can have a degree that will help them get those jobs in the future.</li> <li>3. We will use the advice of the stakeholders to tailor our solution, but some of it goes directly against what we already knew. For instance, some of the stakeholders seemed to think we could work with the nearby colleges for the benefit of all, but the representatives from these colleges that we've already talked to have made it clear that they see us as competition and nothing more. The most valuable thing will be the insights on focusing on non-traditional students, and the reasons these students tend to prefer Holland campus so that we can preserve that identity -- the quieter nature of the campus, the emphasis on older students, and the location.</li> <li>4. Overall, this information will help us ideate. It will progress our innovation because we now have deeper insights and deeper knowledge of our stakeholders. We will use this information as we go into observations and immersions by empathizing with the people already utilizing the space. We will take time to focus on them and what they want and need.</li> </ol>
ACT: What are your next steps?	<ol style="list-style-type: none"> <li>1. Our next steps should be to look into businesses that are starting up in Holland or are very new and are looking for employees. We should research the types of employees they are looking for and the degree (if any) or training they would need to be hired. We should then decide if the Holland Campus</li> </ol>

	<p>would be interested in providing the schooling or training needed to get those jobs.</p> <ol style="list-style-type: none"> <li>2. Our group will focus now on the local businesses in Holland and their relationship/opinions/ideas with and about the Meijer campus. This will offer us even more insights on a lot of the conversation that occurred from our presentation, considering one of our collaborators was a local business owner.</li> <li>3. Next steps will include assimilating the information given by the stakeholders into what we already know. The insights on the non-traditional students were excellent: we just have to reconcile the strengths of the campus with where we want it to go. The fact that it draws older students is one we can combine with our search for a new identity for the campus, and interviewing them will give us better insight concerning what they want.</li> <li>4. We will need to focus on a “target audience” through doing more interviews and talking about potential solutions. It is important to fully understand the target audience in order to equip them best.</li> </ol>
--	--

## Collaborator Debrief Two

<b>Debrief Preparation</b>  <b>Telling the Story</b>	
<b>Design Challenge Debrief</b>	<p><b>Focus</b> Through innovation, collaboration and cultivation, we plan to reinvent the purpose, culture and vision of the Meijer Holland Campus.</p> <p><b>Need Statements</b></p> <ul style="list-style-type: none"> <li>• The Meijer Holland Campus needs a clear identity and purpose that generates revenue for GVSU, as well as a specific group of beneficiaries to base its resources off of.</li> <li>• The Meijer Holland Campus needs to be better supported by the GVSU Allendale faculty and community.</li> <li>• The Meijer Holland Campus needs to improve their marketing and advertising strategies in general, as well as to fit their specific group of beneficiaries.</li> </ul> <p><b>“From:To” Statements</b></p> <ul style="list-style-type: none"> <li>• The Meijer Holland Campus needs to move from an unfulfilling, lacking, empty space, only serving as a host to other thriving institutions to having a specific, constituent and purpose, benefiting a specific group of people and generating revenue for GVSU.</li> <li>• The Meijer Holland Campus needs to move from being neglected and ignored by GVSU Allendale faculty, staff and community to being known of, advertised, talked about and supported.</li> </ul> <p><b>Top 5 Innovations</b></p> <ul style="list-style-type: none"> <li>• Certification and Training Center</li> <li>• Internship Hub</li> <li>• Youth Center/College Prep</li> <li>• Vocational School</li> <li>• Sustainability Bastion</li> </ul>
<b>Questions for the</b>	<p>1. Who do you suggest that we interview next? And what do you think they would have to offer?</p>

<b>Collaborators</b>	<p>2. Based off of our “From:To” statements, do you have any innovations that immediately come to your mind that will serve as useful to our group?</p> <p>3. What advice do you have for prototyping any of these solutions? Where would we start? What would that look like?</p>
----------------------	--

<b>Debrief Feedback</b>  <b>Capture What’s Meaningful to Advance Effective Innovation</b>	
<b>Instructor</b>	Our Professor noted that she was previously interested in going back to school to get her teaching certification but opted not to because the program would take so long. She said she would really appreciate having a building that could over those certifications in a shorter time.
<b>Class</b>	<ul style="list-style-type: none"> <li>● Food plays social role, food truck, vending machines, furniture renovation (bring in socialization furniture, change placement and color schemes to make livelier and more social) Accelerated workforce courses for professional development, address academic needs, Lecture series to bring outside members in</li> <li>● Career technical training, professional development, and multigenerational design thinking school in West Michigan inviting community members and non-traditional students to increase perspective.</li> <li>● Add food and coffee to campus.</li> <li>● Internship hub. Holland has booming industries, build a place where interns and businesses can come together and mingle.</li> <li>● Holland Innovation Hub: GV has an Innovation Hub in Muskegon, put on in Holland.</li> <li>● To increase significance of Holland campus for Allendale</li> <li>● To create support for adults and lifelong learners</li> <li>● To collaborate with local businesses and non-profits</li> <li>● Campus aesthetic</li> <li>● Focus on sustainability</li> <li>● Nontraditional students are currently utilizing the building, maybe we could change how they go about it. Focus on younger, or multigenerational.</li> <li>● Professional development, certifications, or skill-building workshops.</li> </ul>



	<ul style="list-style-type: none"> <li>● Online learning: students could study online, meet at Holland campus to discuss and rehash material</li> <li>● Campus for Struggling Students (Learning Communities): GV does offer academic success strategy classes for struggling students. These could be moved to Holland campus so these students can have constant professors and mentors</li> <li>● Entrepreneurship Campus: talk to other like-minded individuals, combine with maker spaces as well</li> <li>● Hangout Space: the campus is nice, and people enjoy it when they get there. We need a reason for them to stay there. Giving them a place to eat and talk.</li> </ul>
<b>Collaborator</b>	<ul style="list-style-type: none"> <li>● Beekeeping one or two credit course, Master Gardening, offered for those who want to go back to school and learn but not necessarily get a degree. Some students would be interested in this as well (especially things like beer brewing).</li> <li>● Lost lots of money in the past with one day, shorter classes that few people would come to.</li> <li>● These days, professional development is done with mostly online courses and modules.</li> <li>● Weekly courses that still aren't semester long but still substantial, maybe around \$400 could be better and more popular.</li> </ul>
<b>Other Stakeholder(s)</b>	<ul style="list-style-type: none"> <li>● College prep is intriguing. Lots of opportunity for college prep, speak to educational leaders (superintendents, principles) find needs for local high schoolers.</li> <li>● Plumbing companies need workers, yet you need a job within 3 years out of college. Seems to be opposite statements: find a way to serve both.</li> <li>● Welding, machinery operation has high costs to start programs for. However, there's a great company called Bizstream here in Allendale that started a university called Bizstream Academy to train his own programmers because the owner wants to train his own workers his way.</li> <li>● The main struggle of this project is that Grand Valley is a university structure. Maybe it's selfish of GV to try to serve those struggling in the community, and that's a job more suited for GRCC or MCC, local community colleges.</li> <li>● Inverted Graduate: we provide general education, certification, etc. to get them the degree, and they build on it with their own</li> </ul>

	<p>training with a skilled trade, or even other industries like marketing.</p> <ul style="list-style-type: none"> <li>● Lots of pushback from GVSU against the Sustainable Agriculture Project (SAP) because we don't want to become an agriculture school with all the competition from MSU. If we changed that vision to sustainable living, more of a focus on environment, Holland campus has an amazing surrounding environment. There is prairie, pond, marsh, and a farm with a great variety of trees that all represent untouched potential. K12 schools locally are looking for outdoor classrooms and education. Part of this entrepreneurial center could be a piece from the sustainability project that's essentially already there. This is already connected to the community as well, with several community groups working directly with us. An unconventional sustainable living and outdoor environmental education program is essentially there, it just needs resources and advertising to take off.</li> </ul>
--	---

<b>Post-Debrief Reflections</b> <b>Integrate the Feedback &amp; Ideate Next Steps</b>	
<b>DIVERGE:</b> How did the feedback provided <i>deviate</i> from your team's current insights?	<ol style="list-style-type: none"> <li>1. At first, we thought that a vocational school for jobs that don't require a degree would be a good idea. Our team thought that certain companies in Holland were having a hard time finding workers for jobs that don't require a degree. But the stakeholders were under the impression that people are having a hard time finding jobs. They suggested that we try to find a way to serve both sides. Be able to help the companies that are struggling to find workers and to try to find jobs for people who have just graduated.</li> <li>2. We had definitely been focusing on a new academic purpose for the building: an internship hub/preparation institution, a research center for students and Holland residents, etc. However, the most excitement from the stakeholders was actually in response to our sustainability/environmental awareness idea, i.e. an extension and</li> </ol>

	<p>growth of the Sustainable Agriculture Project.</p> <p>3. The stakeholders stated that getting the Holland campus the resources required to make it into a full functioning vocational program would require a lot of money and physical changes to the building.</p>
<p><b>CONVERGE:</b> How did the feedback provided <i>align</i> with and enhance the team's current insights?</p>	<ol style="list-style-type: none"> <li>1. As a group, we were excited about the sustainability/agriculture idea. We knew that the Holland Campus had great land around them that could be used and they already have the apiary. Anne Marie seemed to be very excited about our idea also. She said that there is the structure of a sustainability major there they just need to the advertising and resources. The community is also connected to the sustainability part that is already occurring behind the scenes at the Holland Campus.</li> <li>2. We were excited that the stakeholders saw the same potential in the sustainable agriculture idea. They also further emphasized the fact that we need to increase foot traffic through the building, and recognized the importance of giving the campus an identity. Our ideas for intern and research centers were well received, but every group seemed to have some sort of variation of those ideas.</li> <li>3. We also really enjoyed hearing their thoughts about making the Holland Campus into a Youth Center/College Prep. They saw a need for that in the community, as well as the surrounding cities. They also noted that this would be great advertising for GVSU.</li> <li>4. The collaborators even wanted us to find a way to integrate all of our innovations into one, and meet the needs of multiple stakeholders. That was encouraging to us that they really believed in all of our ideas.</li> <li>5. They really fed into our Internship Hub plan. They saw the need and support our ideas.</li> </ol>
<p><b>APPLY:</b> How can you <i>use</i> the feedback provided?</p>	<ol style="list-style-type: none"> <li>1. One collaborator gave many ideas on how to enhance the sustainability piece of the Holland Campus. She said instead of taking the agriculture route (too much competition with MSU) we should make it more about sustainable living. As a group we can</li> </ol>

	<p>make the Holland Campus the Sustainable living campus and have the campus revolve around a major. There is already the Sustainable Agriculture Project that can use the space. Also, we can use the surrounding area and focus on environmental living.</p> <ol style="list-style-type: none"> <li>2. There were a lot of ideas from the stakeholder currently in charge of sustainability and the apiary on the Holland campus. She really appreciates everything the Holland campus and its surrounding area has to offer, and it sounds like there's a lot of potential for growth there. On top of that, there was an explanation of how GV is reluctant to compete with MSU's agro program, but perhaps it would seem less like competition if we simply dedicated a satellite campus to it.</li> <li>3. We will absolutely use this feedback as we go on to progress our innovations. Our feedback, especially the notes given about who to interview next, has already been used to set up this week's interviews. For myself, the feedback opened my eyes to the potential of THE LAND on which the campus sits on. I was given a fresh set of eyes to see the nature that surrounds the building, and all of the wonderful things that could be done with it.</li> <li>4. INSPIRATION. We left this debrief feeling inspired and motivated to keep going. Our feedback will be used to keep us directed.</li> <li>5. The piece of advice that we will use the most is the idea to integrate all of our top five innovations into one. To find a way to meet all of these wonderful needs and reach even more community members and fulfill various needs in one.</li> </ol>
<b>ACT:</b> What are your next steps?	<ol style="list-style-type: none"> <li>1. Our next steps in terms of the sustainability idea, we will interview someone who is a part of the Sustainable Agriculture Project, talk to a few more people who are in the agriculture program, talk to Anne Marie again, and throw out our idea to stakeholders to see how they feel about it.</li> <li>2. We can continue to push this sustainability idea further, as it seemed to be our most original and promising idea. We should interview some people from GV administration, the SAP/Farm</li> </ol>

	<p>Club, and look more into the feasibility of expanding/adapting the Holland campus to this purpose.</p> <p>3. The next steps are to eliminate a few ideas and get them down to our top two or three. Then to focus on our top innovations when planning interviews. We will interview people that have a close hand in our innovations and gain even more insights from them, direction, etc.</p> <p>4. Preparing for Collaborator Debrief 3.</p>
--	---

### Collaborator Debrief Three

<b>Debrief Preparation</b>  <b>Envisioning the Future</b>	
<b>Design Challenge Debrief</b>	<p><b>Priorities from ideation ( “From: To:” statements)</b></p> <ul style="list-style-type: none"> <li>• The Meijer Holland Campus needs to move from an unfulfilling, lacking, empty space, only serving as a host to other thriving institutions to having a specific, constituent and purpose, benefiting a specific group of people and generating revenue for GVSU.</li> <li>• The Meijer Holland Campus needs to move from being neglected and ignored by GVSU Allendale faculty, staff and community to being known of, advertised, talked about and supported.</li> </ul> <p><b>3+ key insights from prototype(s) review with stakeholders</b></p> <ul style="list-style-type: none"> <li>• The Sustainability and Agriculture campus is a great idea but we are focusing a lot on food. Instead, we need to incorporate the other aspects of sustainability like water, energy, and waste while including food.</li> <li>• There is a surplus of high school programs in Holland for college prep and multigenerational learning experiences.</li> <li>• There are small organizations in Holland that focus on agriculture and food production. We need to be different from them.</li> <li>• There should be a community garden that anyone in the Holland community can use, it would bring the community together and attract people of all ages.</li> </ul> <p><b>Barriers</b></p> <ul style="list-style-type: none"> <li>• Deciding and planning the next steps in this process considering the major time constraint we have (only a three weeks left in the course).</li> <li>• Our lack of knowledge about Sustainability and Agriculture being detrimental to providing a full circle innovation. There is only so much we have been able to learn about Sustainability and Agriculture through our interviews, we are nowhere near experts on the topic.</li> <li>• We are feeling increased pressure, as our workloads have increased for the semester in an attempt to wrap all of our classes up.</li> </ul>
<b>Questions for the</b>	<ol style="list-style-type: none"> <li>1. What prototype do you believe would prove to be the most successful for the Holland Campus? How can we enhance it and make it even</li> </ol>

<b>Collaborators</b>	<p>better?</p> <ol style="list-style-type: none"> <li>How do you propose we break our barriers in order to enhance our solution?</li> <li>What do you see as a potential barrier for us if we chose either of our top two innovations? What could potentially go wrong, or not be possible in regards to our ideas?</li> </ol>
----------------------	--

<b>Debrief Feedback</b> <b>Capture What's Meaningful to Advance your Prototypes</b>	
<b>Instructor</b>	<ul style="list-style-type: none"> <li>What is your simple vision? Make your visuals less busy and something more simple but make your presentation more in depth</li> <li>Kelly Parker</li> <li>Great Lakes Agriculture - need resources and the student population (business, engineering) all may be pulled into the sustainability idea to help with the startup company and an internship</li> <li>Latinos are in the area... "hand harvest crops"</li> <li>Saving food in a town like this is important</li> <li>One-third of Lib studies have something to do with sustainability so you could get so many students involved in this.</li> </ul>
<b>Collaborator</b>	<p><b>Collaborator One</b></p> <ul style="list-style-type: none"> <li>For student prep, there should be incentives of people going through the programs for credit at Grand Valley? Maybe giving the deal on tuition if they get through the program. Incentives for being involved!</li> <li>Do we push these kids to be Lakers and then when they finish the program we drop them and they're on their own? How do you keep them wanting to be a Laker?</li> <li>For Sustainability, who else in the area does stuff like this? There are lots of relationships you could create and work with people? Also, think about what is happening in Allendale? Will Holland and Allendale be a separate enough identity? Or do you want them to be the same?</li> <li>How are you going to get people to get there? We don't have enough competing things to get people to drive there</li> <li>The Student Prep meets needs of the campus and the area</li> </ul>

	<p><b>Collaborator Two</b></p> <ul style="list-style-type: none"> <li>● Really drawn to the Sustainability and agriculture</li> <li>● The student prep is kind of happening already and it isn't working</li> <li>● Lots of agribusiness. Jobs in agriculture is huge! Future Farmers of America is a growing curriculum.</li> <li>● Sustainability and Agriculture would help employability, helping the need out there, working off of what GV already has</li> <li>● Be cautious of using agriculture because of MSU</li> <li>● Lake Michigan are huge blueberry farmers. Bees are so important to the blueberries</li> <li>● We need sustainability</li> <li>● FOOD SUPPLIES!</li> <li>● You can make farming and sustainability interesting again! How</li> <li>● Do we offer what we are learning as an institution and share it with others. How do we make a difference?</li> <li>● Link in younger students!</li> <li>● How do you engage everyone who is already in the agriculture business?</li> <li>● Who are your constituents? What is their agenda?</li> <li>● Connect students!!!!</li> <li>● SUSTAINABLE FOOD CERTIFICATE GVSU!!! (research)</li> <li>● Environmental studies</li> <li>● Where do educators fit into this?</li> </ul>
<b>Other Stakeholder(s)</b>	<p><b>Collaborator Three</b></p> <ul style="list-style-type: none"> <li>● How would you use the land to grow? Where would you put the kitchen? How would you repurpose the space? Use something to show what you're doing with the space</li> <li>● There isn't actually a lot of programs that cover all the needs of college and multigenerational learning experiences. Still a ton of need of getting kids to college and graduating college</li> <li>● How can you combine both top 2 innovations</li> <li>● Could you get dual enrollment from high schoolers of taking the agriculture classes at the campus?</li> <li>● Incorporate healthier eating in the high schools in the area. Transform the way high schools are doing lunch</li> <li>● Agriculture is a big industry in Ottawa County so there are lots of players and peoples in this space. How can you work with people</li> <li>● Find what is going to give you biggest visibility right away. Find</li> </ul>



	<p>something to grab everyone's attention and work from there. Make a BUZZ</p> <ul style="list-style-type: none"> <li>• You should get K-12 involved in all of this work. ISD has agriculture instructors getting credit through MSU. He would like them to get credit through GVSU if that works</li> <li>• ISD instructors could co-teach with GVSU teachers</li> <li>• Outdoor education</li> </ul> <p><b>Collaborator Four</b></p> <ul style="list-style-type: none"> <li>• Sustainability growing food won't make money to help the GVSU in a big way at all. But if someone is convinced there is value there that could be good.</li> <li>• What is the cost of each of these programs?</li> <li>• You need to create a connection that eventually creates a revenue for GV or if it has some type of value.</li> <li>• Internship is a huge thing at the university. So GV would be more interested in the internship hub</li> <li>• You can convince Holland that this campus is worth it by convincing them that there is a return</li> <li>• The student prep us huge! Industry in Holland is screaming for people with skills and/or a college degree. You can teach people what they need to know at a small center like this</li> <li>• Combining them might make people confused about what the campus is</li> <li>• Decide what you are going after and what you actually want to happen. Is it about teaching someone small skill or large profession?</li> <li>• You can do a class that is 2 hours a week for 6 weeks and someone can walk about knowing how to grow a successful garden</li> <li>• Teach people how to can the stuff you grew</li> </ul> <p><b>Collaborator Five</b></p> <ul style="list-style-type: none"> <li>• Student Prep and Certification is probably a better idea</li> <li>• Already have ODC and BP that is working on Sustainability</li> <li>• There are already community gardens at churches and there already is the farmers market</li> <li>• There aren't many certification places in the area. So many places that need people to work</li> <li>• For a while supervisors were needed, so Hope College made a program for people to be certified as a front line supervisor. There</li> </ul>
--	--

	<p>should be something like that.</p> <ul style="list-style-type: none"> <li>• There is a clear path of money for the student prep</li> <li>• There are quite a few dimensions to the student prep idea and we can each take one part and research each of themselves to become knowledgeable on all of these areas. Divide and conquer.</li> <li>• Ask people what they need certification in and then offer that</li> <li>• Best way to get money from GV for an idea is find an idea that pumps money. The Student prep is probably a best idea.</li> <li>• Barrier may be having enough time to get information from people you need info from</li> <li>• Talk to automatic, medical, furniture... what certifications do they need? Do you support tuition for your students? If so, what can the Holland Campus of Grand Valley offer you?</li> <li>• Location is what differentiates the student prep idea from the student help center in Allendale</li> </ul>
--	--

<p><b>Post-Debrief Reflections</b></p> <p><b>Integrate the Feedback &amp; Decide on Your Best Solution</b></p>	
<p><b>DIVERGE:</b> How did the feedback provided <i>deviate</i> from your team's current insights?</p>	<ol style="list-style-type: none"> <li>1. The feedback we received was fairly mixed. Our current insights had us leading toward the sustainability idea. However, due to a lack of deeper understanding of the issue, several of the stakeholders thought the short-turnaround academic center idea was better. Repeated arguments centered around the fact that the academic idea was an easier sell to GV administration due to the faster flow of profit (vs. the sustainability idea's longer term goal of increasing brand awareness for GV, thus increasing the number of local applicants). Another was that the academic idea was more practical and usable by Holland citizens, but a quick look showed a very qualified, varied certification center for several industries already set in Holland (M-TEC), a large amount of huge career fairs too close to compete with (Allendale and GR), and a good amount of pre-college high school programs (IChallengeU, Academy, Early College, PREP'd).</li> <li>2. At first, we believed that the Sustainability idea was be a hit because it is completely different than what has been at the</li> </ol>

	<p>Holland Campus before. We also thought it was a good idea because it would utilize all of the space the area offers. But when we presented to the collaborators, some didn't think it would work out. They believed the academic idea was much more realistic. But once we explained to the collaborators about the Sustainability idea they seemed more interested in the idea.</p> <ol style="list-style-type: none"> <li>3. Some collaborators didn't see how we could generate any revenue with our Sustainability idea. Once talking with them more in depth, we were able to brainstorm ways to make money for GVSU.</li> <li>4. One collaborator thought we should focus on sustainability but make it more about K-5 education. We struggle seeing how we can make the MAIN focus of a Sustainability center be K-5.</li> </ol>
<p><b>CONVERGE:</b> How did the feedback provided <i>align</i> with and enhance the team's current insights?</p>	<ol style="list-style-type: none"> <li>1. Several stakeholders including Simone and Lisa really liked the sustainability idea. This was promising, because they both have been around the campus long enough to know what could work there, and have seen other ideas that have failed. They appreciated the novelty of the idea, and figured it might just work especially with proper community integration.</li> <li>2. A few of the stakeholders loved the Sustainability idea because it something that would get GV and the Holland Community working together. They also loved all the different aspects to the Sustainability building. Some of the other stakeholders weren't sold on the idea at first, but once we explained it a little more and talked about all the different aspects of the sustainability, they agreed that it was an interesting idea and that it might work.</li> <li>3. Almost all of the stakeholders highly agreed that we should include multiple partnerships with already existing organizations in the Holland area, especially if we decided to do the sustainability center. The key to a sustainability center would be partnership in Holland because there are already existing sustainability organizations so we need to support each other but also be different</li> </ol>

	<p>4. The collaborators gave us a lot of people to talk to for more interviews and those were the same people we intended on talking to next if we had more time to interview.</p>
<p><b>APPLY:</b> How can you <i>use</i> the feedback provided?</p>	<ol style="list-style-type: none"> <li>1. A financial expert, suggested something that could greatly boost our presentation value that we hadn't thought of: working out cost estimates for our programs, and if any exist, profit margins. Other than that, focusing the program on community involvement as Simone suggested will be the most exciting part of this innovation.</li> <li>2. One collaborator challenged us to talk to people in the Holland community. She said that we should make many connections with already existing organizations that do some of the sustainability type stuff. GV students can work alongside of companies and organizations that are in place and they can become part of the Holland Community.</li> <li>3. Both Simone and Jason thought it would be a good idea to get kids in the Holland Community involved. They loved our idea of having field trips to the Holland Sustainability Campus. They challenged us to find more ways that younger kids can get involved with the college kids.</li> <li>4. The feedback provided honestly made our decision on what our final innovation would be. After gaining feedback about the certification center, it was clear that the field for that is overflowing and would be difficult to be successful competing against all of the others.</li> </ol>
<p><b>ACT:</b> What are your next steps?</p>	<ol style="list-style-type: none"> <li>1. The next steps are to begin preparing our final presentation, write up a rough financial plan just to have some numbers to show, and get more video footage of the campus showcasing the viability of the idea.</li> <li>2. Next we will brainstorm different organizations that we can connect the Sustainability Campus with. We can talk to them about advice on how to start a community garden and things like that and also partner with them.</li> <li>3. We will spend time wrapping up loose ends on our project and</li> </ol>

	<p>put everything that we have spent so much time on together in a presentation to give to our stakeholders.</p> <p>4. We now begin editing our video footage and making it a grand ordeal for our presentation.</p>
--	--

# Top Five Innovations

## Certification and Training Center

The Meijer Holland campus is in need of a clear and compelling identity, purpose and a specific market of individuals toward which to guide their resources. The Holland Campus *could* be utilized by

- recent high school graduates
- adults hoping to extend their education
- employed adults wanting to progress in their career
- adults looking for a career shift if it became a facility that offers certifications

Tailoring Programs: It could provide certifications ranging from teaching, nursing, automotive, fitness, massage therapy, etc. The unemployment rate is very low in the Holland community, but that is not to say that Holland citizens are uninterested in furthering their knowledge and skills, advancing in their current job, or making a change in their career path. A certification center could intrigue specific groups of individuals and offer them a tailored set of courses and training to get them the certification that they are interested in.

Time Commitment: Instead of taking years to finish like a vocational program, these programs will be a few weeks long.

Sponsorships: Classes for certification could be sponsored by and advertised through local high schools and community colleges. Another option exists. Through our interviews, we discovered that the Holland campus currently is not involved with the local Holland businesses. Reinventing the Holland campus into a certification center will support local businesses, as it can be a facility that employers send their employees to in order to learn more about their jobs.

Resources: Adding the machinery and/or equipment necessary for each certification training course and hiring trainers will be the only mandatory resource additions.

This could make the Holland campus a functioning limb of the Holland community, as community is the heartbeat of the town.

### **Internship Hub**

For many Grand Valley students, fulfillments of internship credits are mandatory in order to graduate. Often times, students are left to look in internships on their own through networking and “name dropping.” Students are directed towards the Career Center for guidance, but are then pointed to LinkedIn and the Laker Jobs website by Career Center personnel. It can be very difficult for students to make connections on their own. By converting the Holland campus into an Internship hub, the space can serve as a *connector* between businesses and students, and help fulfill the needs of both GVSU and local businesses.

The building currently consists of a large forum in the center, surrounded by computer labs and classrooms. This design supports the space serving this idea well. To complement an internship hub, the center forum needs to be made more comfortable, with couches and benches that encourage casual conversation. The internship hub will be a branch of the Career Center that sets students up for a win while looking for internships, whether it be for credit or for career progression. An internship hub will be a space where students can come to have practice interviews, one-on-one in depth resume help, internship search guidance, and even communicate directly with employers looking for qualified interns in their field. For employers, an internship hub will serve as a loyal source of knowledgeable, well prepared, potential employees, as well as a space with resources to keep them up to date on what trends students are studying in field specific courses in order to better prepare for the future of their business. Employers could occupy a

classroom and invite students to attend courses that prepare them for an internship position specifically in their company if they plan on applying. This could help weed out the applicants as well as give the applicants an idea of what to expect.

### **Youth Center/College Prep**

As Holland becomes a more diverse community, the importance of equal rights for cultured high school students is growing more and more important. Converting the Holland campus into a youth center would promote community in Holland and offer high school students with resources for college prep, as well as a social space that promotes safe and smart fun.

Partnerships: The campus will pair up with already-established organizations in Holland designed for high school students, such as The Academy, or IChallengeU, giving them a headquarters to work from. The Holland campus will have an immediate influx of users and reputation.

Space: The classrooms can be used as tutoring spaces, the computer labs can benefit students with homework help, and the center forum can be converted into a “social space.” Installing T.V.’s, games, couches, music, etc. will provide a comfortable space for students to spend time after school.

Outreach: GVSU can host outreach events in this space for all of the surrounding high schools. GVSU clubs wanting to host community events involving high school students would be able to utilize this space, simultaneously encouraging students to attend GVSU and join their clubs in the future. GV Education students could fulfill tutoring hours by volunteering time helping local high school students with their work. This will plant a relationship between local high school students and Grand Valley, and will result in these students attending GV in the future. High School juniors and seniors will be able to come to this space for ACT/SAT preparation. The GVSU



Holland Campus could continue its partnership with MCC and even extend that offer to other high schools interested in early college programs.

### **Vocational School**

This may sound similar to the certification center, but a vocational program is a post-secondary educational program that is designed for someone looking for one specific set of skills that they can acquire in a two-year program. Someone in a vocational program could study dental hygiene, cosmetology, web development, respiratory therapy, and more.

The current layout of the Holland campus could essentially work for this idea, but would need some additions. Obviously, GVSU would need to invest in the necessary equipment for these programs, and depending on what programs were to be offered, an addition to the building may be mandatory. For example, if an automotive program was offered, they may need to build a full service garage behind the already existing building. There is a large amount of space around the campus for expansion and new module buildings.

Through our interviews, we discovered that there is currently a local plumbing company that is in desperate need of employees. For many people, four year programs are not the ideal path for them, and they would prefer to finish their education earlier and get to working sooner. This idea could go hand in hand with continuing adult education, and could offer both normal day classes, but also some night classes for adults that would have to work their way through these programs.

### **Sustainability Bastion**

Grand Valley State University lies in a farm-heavy area of an agricultural state. Naturally, several of their organizations and offerings are tailored to that industry. The Grand Valley Farm

Club meets in the Sustainable Agriculture Project, a fully functional and sustainable farm just south of campus where plant and soil research, environmental impact, and systems thinking can be innovated, prototyped, and even executed. Unfortunately, they're caged in. The land around GVSU Allendale campus is mostly in the hands of private farms that would rather GV shrink than grow. Grand Valley's Holland campus could be used as a Band-Aid for the situation, and possibly expand into a full-scale solution in the future.

As of now, there are plots of land all around Holland campus that are currently available, or owned by individuals who have expressed interest in selling to GVSU in the past. Besides that, Grand Valley's apiary is already at the Holland campus. Students in classes or clubs that care for these bees presumably would have some carry-over into classes that utilize agricultural creative space. Holland campus represents a unique opportunity, in that there is plenty of land but not a lot of classroom capacity: a perfect situation for these students. There is a lab for field sample analysis and even formulation and synthesis of new fertilizers or pesticides. The doors could be opened to the community and the Holland campus could start to become a fully-fledged research center. Regardless, the campus could be utilized to a fuller extent than it is now. Our Farm Club could begin to assimilate local Holland students into the program, and environmental awareness could be reached working with other community environmental groups such as Living Along the Lakeshore.

## **Top Two Design Prototypes (Written and Visual)**

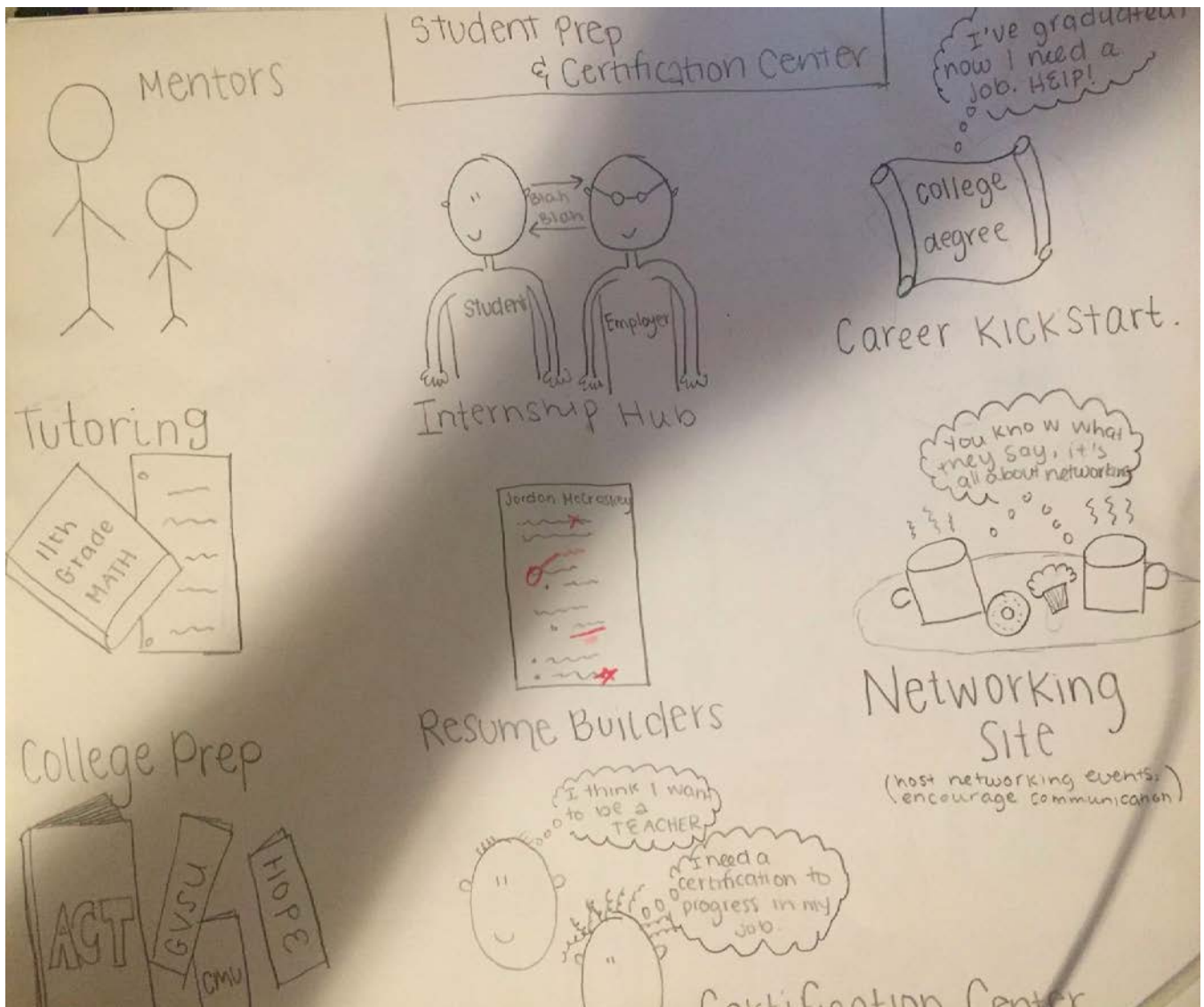
### **College/Internship/Career Prep Hub:**

By converting the Holland campus into a College/Internship/Career Prep Hub, the space will serve as a connector between businesses and students, and help fulfill the needs of both GVSU and local businesses.

By interviewing stakeholders from the local schools, we discovered that there is a need for equal and fair opportunities for all students. A college prep space like the one we propose can fulfill that need. College Prep will offer local high school students a space to come for tutoring, ACT/SAT prep, and college decision making help. GVSU Education majors could fulfill tutoring and volunteer hours in this space while simultaneously advertising the benefits of choosing GVSU for their higher education and the next step in their journey.

The Internship Hub will be a branch of the GVSU career center that enables students searching for internships, whether it be for college credit or for career progression. An Internship Hub will be a space where students can come to have practice interviews, one-on-one in depth resume help, internship search guidance, and even communicate with employers looking for qualified interns in their field. For employers, an internship hub will serve as a loyal source of knowledgeable, well educated, potential employees, as well as a space with resources to keep them up to date on what trends students are studying in the field specific courses in order to better prepare for the future of their business.

Similarly, for post-grad alumni, the Career Prep branch of this establishment would offer clients job search help and create networking opportunities with employers. It could offer general certifications that people may need in order to fulfill job position requirements and will equipped clients with all the necessities to building a career.



### **Sustainability Bastion**

Grand Valley State University lies in a farm-heavy region of an agricultural state. Naturally, several of the university organizations and offerings are tailored to that industry. The Grand Valley Farm Club meets in the Sustainable Agriculture Project, a fully functional and sustainable farm just south of the Allendale campus, where plant and soil research, environmental impacts, and systems thinking can be innovated, prototyped, and executed. This area serves as a studio space and gallery for artists, a field site with a small working community, and as a business producing and selling food to sustain itself. Unfortunately, they're landlocked. The land around the GVSU Allendale campus is mostly in the hands of private farms that are livelihood for the land owners.

Grand Valley's Holland campus could be used as an "overflow" location for the Sustainable Agriculture Project, expanding into a full-scale solution in the future. As of now, there are plots of land all around Holland campus that are currently available, or owned by individuals who have expressed interest in selling to GVSU. In addition, Grand Valley's apiary is already at the Holland campus, establishing a footprint for this concept. Students in classes or clubs that care for these bees would have some carry-over into classes that utilize agricultural creative space.

Holland campus represents a unique opportunity: there is plenty of land but not a lot of classroom capacity. This is perfect for this prototype concept. There is a lab for field sample analysis and even formulation and synthesis of new fertilizers or pesticides. The doors could be opened up to the community and Holland campus could start to become a fully-fledged research center. In fact, community projects could merge with campus projects: students and Holland residents alike could come in and take a workshop on cooking using foods entirely grown and produced on Holland campus grounds. Our Farm Club could begin to assimilate local Holland

students into the program, and environmental awareness could be reached working with other community environmental groups like Living Along the Lakeshore.



# **Final Prototype Concept Description**

## **Sustainability Bastion**

Grand Valley State University's Holland Campus has been described as a "diamond in the rough" by many. The Holland campus has a lot to offer, however, many do not even know it exists. The campus has a flourishing apiary, a fantastic "green team" working on sustainability action plans, as well as a large plot of beautiful, unused land. Our vision is to utilize the indoor and outdoor space at the Holland campus to provide nature-based learning and community programs and activities. Our hopes for this campus is to welcome people of all ages to a space of collaboration and learning. We would team up with Holland local businesses to provide education and enrichment about being healthy and sustainable. The GVSU Holland campus is on the right track with this model but we want to take it to the next level.

Utilizing an asset based model, we believe the campus is thus perfect for students hoping to engage in outdoor learning. Students can study environmental and sustainability challenges through.

- A diverse environment: There is a lab for field sample analysis and even formulation and synthesis of new fertilizers or pesticides.
- Community empowerment: In order to create a place full of thriving interactions, we would love to invite the Holland community into the GVSU Holland campus through offering a community garden, healthy cooking classes, introduction to agriculture, teaching farming and gardening skills, sustainability focused summer camps and other sustainability offerings for people of all ages.
- Business connections: We would also invite local businesses onto our campus to grow our community connections and introduce GVSU students to future

employers. Teaming with a water, waste, and energy company would not only help the physical sustainability of the GVSU Holland campus but it will also expose GVSU Holland students that are studying sustainability, to possible networks for their careers.

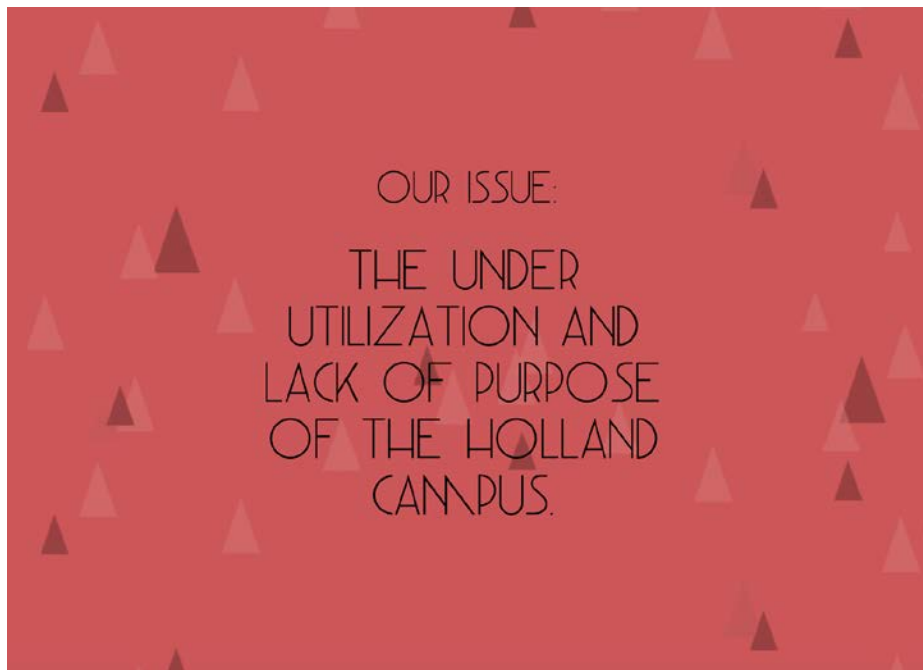
- GVSU Farm Club: the Farm Club could begin to assimilate local Holland students into the program, and environmental awareness could be reached working with other community environmental groups like Living Along the Lakeshore.



# Process Presentation

## Sprout

“A Little Footprint with a Big Impact”





"Just a physical space with  
little social value"

"There really is no reason to  
go there"

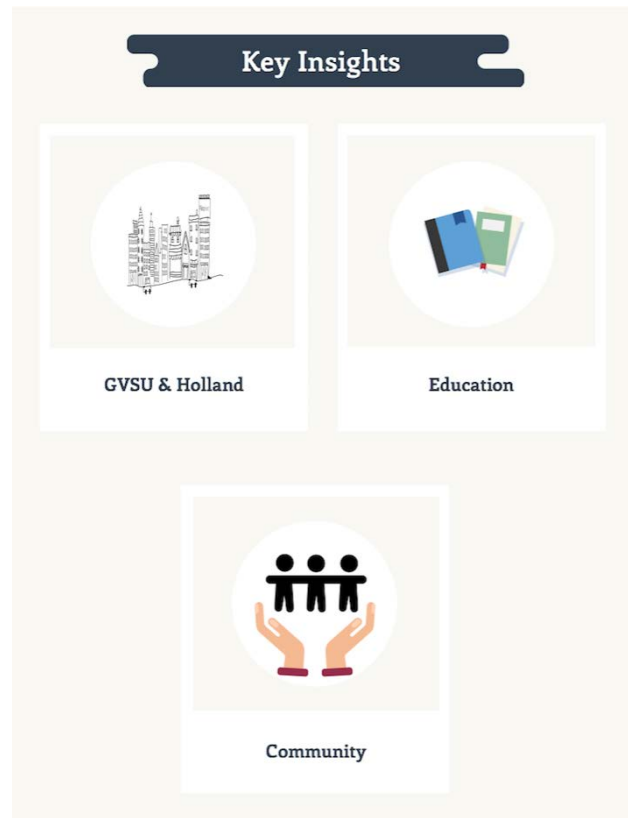
"I didn't know that the  
campus even existed"

"There is no clear identity for  
the campus"



Through immersion and  
innovation, we plan to  
reinvent the vision, purpose  
and culture of the Holland  
Campus.





"GVSU does not place an emphasis on  
the Holland Campus"



GVSU Sustainability and  
Agriculture Project  
Expansion

"Holland places a great emphasis on  
education"



K-5  
Nature Based  
Learning



Community  
Classes

"Holland places a great emphasis on community"



Community  
Garden



Cooking  
Courses



Apiary



## Team Narrative

Jordan

Thank you all very much for giving us time out of your busy schedules, we know you could be Christmas gift shopping or baking Christmas cookies but you decided to be here with us to hear about something we're passionate about. We will make it worth your time.

I am Jordan, Levi, Katrina, Nathan and Emily.

*NEXT SLIDE*

Jordan

We came into this class and were immediately handed an issue. The underutilization of the Holland Campus. But after empathizing with our stakeholders, those people that care about the Holland Campus the most, the issue became real to us. We could put it in our own words, but we thought it would be easier to use some of the words of the people sitting in this room.

*NEXT SLIDE*

Nathan

“Just a physical space with little social value”

Levi

“There really is no reason to go there”

Katrina

“I didn't know that the campus even existed”

Emily

“There is no clear identity for the campus”

*NEXT SLIDE*

Jordan

When asked what our stakeholders thought about the Holland campus, we discovered one repetitive insight, the Holland campus has no clear identity. As a host to other thriving institutions, the Holland campus was struggling to create its own legend. It was this insight that shaped our plan for the following weeks:

Through immersion and innovation, we plan to reinvent the purpose, vision and culture of the Meijer Holland Campus.

*NEXT SLIDE*

Katrina

One of the greatest challenges we faced as a team was a general lack of knowledge in regards to the issue thrown in our laps. A full grasp of this issue called for immersion in Holland, so we then began hitting the streets to interview and empathize with our stakeholders.

*NEXT SLIDE*

After 28 interviews, we were able to group our insights and discover a few prominent themes:

- Holland places a great emphasis on community.
- Holland places a great emphasis on education.
- GVSU does not place a great emphasis on Holland.

We took these insights and began crafting innovations. And after pitching them to collaborators and narrowing them down little by little, it became very clear to us what innovation met the most needs for the most stakeholders, and also embodied the characteristics of Holland that we appreciated the most.

*NEXT SLIDE*

Nathan

*Sprout. A little footprint with a big impact.*

An innovation that expounds on the best of what the Holland Campus already has to offer. Making use of the stunning piece of land that the campus sits on. Sprout is a Sustainability and Agriculture Bastion that brings nature based learning to the community. Sprout has many layers, each are a direct response to the key insights we gained.

*NEXT SLIDE*

In regards to Key Insight “GVSU does not place a great emphasis on the Holland Campus”:

- *GVSU Sustainability and Agriculture Project Expansion*  
The SAP is a collaboration of students and staff that has been ongoing at Grand Valley since 2008 with efforts to push the agendas of several sustainable ideas through exposure, practice, and public events. Some of their focuses are developing and advocating for sustainable food practices, place based learning designed to teach from what’s around us, and developing leadership and teaching sustainable techniques to students via Farm Club, volunteering and internships on the Allendale farm, and even providing for student research. By expanding this program to the Holland campus, the SAP can continue to grow.

*NEXT SLIDE*



Emily

In regards to Key Insight “Holland places a great emphasis on education”

- *K-5 Nature Based Learning*  
With Sprout, local elementary schools will be able to experience outdoor classroom education. They can learn about photosynthesis, the water cycle, weather, etc. while seeing it in action. Students from the Farming Club or Sustainability and Agriculture Project can volunteer to lead these lessons. This aspect of Sprout stemmed from our key insight that Holland places a great emphasis on education.
- *Community Classes*  
For students and Holland community members that have an interest in sustainable living or agriculture, Sprout will offer not-for-credit courses on essentials such as “How To Upkeep Your Garden” or “How to Grow Your Own Vegetables”. Workshops simply for leisure and learning will be offered, while longer courses that work toward certifications like “Master Gardener” (a nationally syndicated botanical organization).

*NEXT SLIDE*

Levi

In regards to key insight “Holland places a great emphasis on community”

- *Community Garden*  
The community garden will serve as a space for Holland residents to grow their own food if they do not have the space to do so elsewhere. If residents don’t have the time to tend to their garden, SAP or Farmers Club members can upkeep their lot of the space when needed. The lots will be rented out by Sprout for a low monthly fee. This aspect of Sprout stemmed from our key insight that Holland places a great emphasis on community.
- *Cooking Courses*  
After the food is grown in the community garden, participants can enter through the doors of Sprout and learn how to cook it through interactive cooking courses. We feel that this aspect of Sprout will bring the upbeat life of the city of Holland into the facility and transform it into a space with great social value.
- *Apiary*  
Currently in the Holland campus, the apiary is buzzing and generating some to-die-for honey. We want to keep this and make it bigger and better.

*NEXT SLIDE*

Katrina

28 interviews, observations, immersions, research, innovating, prototyping, digging deep into an issue that fifteen weeks ago we didn't even know existed. We became adaptable and turned off our own biases to have open ears and minds to the thoughts and needs of the people that care most about the Holland Campus. And oh did we learn. We've fell in love with innovations that were later shut down in more ways than one, and then we started all over again. Again and again and again.

Emily

But because of the brutal design thinking process, we can stand in front of you today with full confidence and say that this innovation is compelling. It has value and it has potential. We believe in this innovation because we now feel like we are a part of Holland. We know the needs, the desires and the characteristics of this town that make it what it is, and it is exactly that which shaped our innovation of Sprout.

Jordan

The ball is now in your court, discover where you fit in the world of Sprout and then contact us. You are the heartbeat of this innovation, without you it is nothing but an idea that was once presented by a group of college students. You are a crucial piece of the progression of this innovation. We are asking you to come alongside of us and begin the journey of reinventing the Holland campus. Come behind us and push our ideas forward. Believe in the tireless work that we have invested.

Sprout. A little footprint with a big impact.

## Innovation Symposium Findings

<b>Call to Action</b> <b>Envisioning the Future</b>	
<b>Information Provided to Stakeholders</b>	<i>Top Innovation:</i> Sprout. A Little Footprint with a Big Impact.
<b>Call to Action</b>	We ask you, the stakeholders relevant to the situation at hand, to give to us ideas on next steps to take to further test our innovation. Also, to keep an open mind toward design thinking and fresh innovations like this, and to remember that the benefits always outweigh the harm of empathizing, innovating, and prototyping.
<b>Information requested from stakeholders</b>	<ol style="list-style-type: none"> <li>1. Contacts from institutions or individuals in Holland with a sustainability mindset that may be open to partnering with us.</li> <li>2. Ideas for moving this idea forward to testing phase. Something easily feasible that acts as a litmus test for community interest in the idea.</li> <li>3. First thoughts on pros and cons of the innovation that we haven't thought of.</li> </ol>

<b>Innovation Symposium Feedback</b> <b>Capture What's Meaningful to Advance your Innovation</b>	
<b>Verbal Feedback</b>	<ul style="list-style-type: none"> <li>● We were asked who we had spoken with in regards to the nature based learning. We later were approached by that same stakeholder and he gave us his business card. He urged us to speak more in depth with the Outdoor Discovery Center and consider partnering with them. He told us to contact him, as he is heavily involved with the "green team" at the Holland Campus.</li> <li>● One collaborator challenged our team to consider how we will go about getting uninterested people on board for Sprout. For those people whom are not easily won over, how will we convince them to support Sprout?</li> </ul>
<b>Written Feedback</b>	<ul style="list-style-type: none"> <li>● How do you see GV coursework fitting into this revenue model?</li> <li>● Best innovation.</li> </ul>

	<ul style="list-style-type: none"> <li>• More time and focus on solutions: light so far – keep going.</li> <li>• Great intro and visualization: love the name.</li> <li>• Love the idea of extending the SAP to Holland! This will extend the number of GV students who can get excited and spread the word about the opportunities available at the Holland Campus.</li> <li>• Link to local and regional environmental organizations. There are over 100 organizations in the area to tap into. Check out: <a href="mailto:Ken@greenmichigan.org">Ken@greenmichigan.org</a>. I have a list.</li> </ul>
<b>Visual Feedback</b>	<ul style="list-style-type: none"> <li>• Possible connections to Meijer Gardens?</li> <li>• Who have you identified as community partners?</li> <li>• Yes! Love the idea of the SAP Expansion.</li> <li>• How could you partner with the OAISD, Hamilton Community Schools and the ODC?</li> <li>• Idea: walking path?</li> <li>• Think through what you could do that would make the biggest impact.</li> <li>• Connect with some of the non-profits in GR that foster community gardens for low income areas.</li> <li>• What do you still need to learn?</li> <li>• Link with Macatawa Watershed, <a href="http://www.the-macc.org">www.the-macc.org</a>.</li> <li>• Connect with Holland's nature conservancy.</li> <li>• Passion is part of it, but not all of it.</li> <li>• Take to local schools and Ken Freestone.</li> <li>• Want more detail on programs and opportunities.</li> <li>• Like the farm club, garden club?</li> <li>• Partner with the other groups, specifically The HIVE and Multi-Gen Design School. All three quite similar.</li> <li>• Link with Outdoor Discovery Center, Critter Farm, Ottawa County Food Policy County.</li> <li>• How do you motivate people from outside to get it?</li> </ul>

<b>Post-Symposium Reflections</b> <b>Integrate the Feedback &amp; Offer Final Recommendations</b>	
<b>DIVERGE:</b> How did the feedback	1. Stakeholders suggested we partner with The HIVE and the Multi-Gen Design Thinking School. The collaborator stated

<p>provided <i>deviate</i> from your team's current recommendations?</p>	<p>that all three innovations are very similar. We were surprised by this, as we were often encouraged to combine our own top five innovations into one innovation, but never to combine our innovation with the innovations of our classmates. Although this surprised us, I loved this feedback. For some ridiculous reason, I had a “competitive” moment in which I felt that we could NEVER collaborate with the ideas of the other teams, but once I thought about the needs of the Holland community I began to realize that this feedback is gold.</p> <p>2. “Passion is part of it but not all of it.” This feedback shook us up a bit. All semester we were urged to immerse ourselves in this project in order to become excited about it. So when we presented our innovation with passion we were a bit thrown off by this. Yet, we do see that it takes more action and logistics to make an innovation come to life. It won't happen just on a prayer.</p>
<p><b>CONVERGE:</b> How did the feedback provided <i>align</i> with and enhance the team's innovation?</p>	<ol style="list-style-type: none"> <li>1. Our feedback that we received from Ken about partnering with Outdoor Discovery Center and keeping the Green Team involved with Sprout in the future aligned with our innovation. He gave us his business card to contact him as he supported our innovation and wanted to be involved. This pushed our idea forward and was very encouraging for us as a team to know that someone with such great importance is backing us up.</li> <li>2. We received feedback that expanding the SAP to the Holland campus was a very compelling idea, and that it would lead to GVSU involvement in Holland. This aligned with our innovation and reassured us that others believe that Grand Valley students will also stand behind Sprout.</li> <li>3. Partnerships! We received loads of feedback about connecting with institutions including The Outdoor Discovery Center, Critter Barn, Ottawa Food Policy Council, Meijer Gardens, etc. We felt as though Sprout wouldn't be able to function without local partnerships. There are already a few thriving similar institutions and we do not want to go in competing with them, we want to be an asset to them. We were given a lot of next steps for partnerships.</li> </ol>

	<p>4. We received a lot of praise over the expansion of the SAP. One sticky note even presented the idea of launching the Garden Club and involving them in Sprout. Many collaborators were very keen on bringing more GVSU involvement into Holland. Talking with the SAP manager is an important next step.</p>
<p><b>SYNTHESIZE:</b> How can others <i>use</i> the feedback provided?</p>	<ol style="list-style-type: none"> <li>1. A few stakeholders mentioned that we need to make connections and relationships with other organizations and companies that are in Holland. When asked, we had a few groups in mind that we could collaborate with but others in the future could look into different collaborations there could be with Sprout.</li> <li>2. One stakeholder questioned how the GV coursework would fit into our innovation. This is something that we thought hard on and didn't have the perfect answer for. Others can use this insight to dig deeper and really find out how Sprout will be intertwined with GVSU and how it will have the Laker Effect. Efforts to talk with faculty at GVSU could be valuable next steps: Environmental Studies Director, Geography and Sustainable Planning, and the SAP faculty coordinator (Professors Parker and McFarland).</li> <li>3. As mentioned above, one stakeholder asked how we would get GVSU board members on board for Sprout. They said it is really important to get the board excited about this project otherwise we won't get the funding for it. This is good to know for those in the future who will be trying to get funding for Sprout.</li> </ol>
<p><b>RECOMMEND:</b> What next steps does your team recommend to stakeholders?</p>	<ol style="list-style-type: none"> <li>1. Some of the next steps would be to find and connect with organizations in the Holland area that would be interested in collaborating with Sprout and SAP at the Holland Campus. Then the relationships should be implemented and made official. Examples of entities we can connect with are Outdoor Discovery Center, 8th Day Farm, Ridge Trails, and more.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Another next step would be to really dig into the different solutions/prototypes. A stakeholder mentioned that they were too “light” or that we didn’t go in depth enough. There should be time spent on figuring out all of the ins and outs of our ideas on a community garden, cooking classes, K-12 learning and more.</li> <li>3. Another next step would be to contact SAP and see if they would be interested in using the facility for most of their work. We can also ask them about their opinions and what they would like to do with the campus and what updates would be needed to fit their needs.</li> </ol>
--	---

## Video

You can watch our video of “Sprout” and see our vision of the GVSU Holland campus on

YouTube at:

<https://www.youtube.com/watch?v=NkL5CqmUNuc>

