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## Meijer's Makers

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# Meijer's Makers



## Innovation Portfolio

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## **Abstract**

This Innovation Portfolio is the result of a semester long project that examined the role of a regional campus in its community: more specifically, examining how the GVSU Meijer Campus can best integrate into and support its community. The Meijer Campus was originally designed to engage adult learners of the Holland business community. Our team sought out how to reinvigorate the campus through innovating based on this original goal. During the winter of 2017, our team undertook a series of steps to better understand the needs of the Holland community, considering how to design the Meijer Campus to fit those needs. Interviews with stakeholders and secondary research led us to common insights that were then composed into innovations and later prototypes. The final prototype was the Meijer Maker's Design Lab, a gymnasium for the mind!

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## Design Brief

Grand Valley State University's Meijer Campus is located in the vibrant community of Holland, Michigan. The branch is one with incredible potential for not only the university, but also for the many stakeholders within its reach. However, this potential has yet to be unleashed.

**The Beginning:** In the 1980s Grand Valley State University began offering courses to Holland-based businesses and schools (GVSU Meijer Campus Development. 1999). Designed to benefit area employers and employees through workforce training, these courses provided a path towards degree completion for non-traditional students; they also fostered collaboration, and formation of “partnerships and alliances with community leaders in education, business, and government to foster community development” (*Holland Campus Plan. 1997*). These classes filled quickly and prompted the creation of the Meijer Campus.

**The Meijer Campus:** In 1996, 19 acres of land in the southeast of Holland was identified by Grand Valley as the location of the Holland Campus building (“GVSU History.” 2016). The owner of the land, Frederik Meijer, donated the land to the university and construction began (GVSU Meijer Campus Development. 1999). As the building was about to be built, the area was found to be wetlands with environmental concerns. Grand Valley worked in collaboration with the Michigan Department of Environmental Quality (MDEQ) to ensure environmental stability and progress on the building continued (GVSU Meijer Campus Development. 1999). There were high hopes that, in the long term, the Holland Campus would help cement the GVSU presence along the lakeshore, and that it would become as much a part of its community as the Allendale and Grand Rapids Campuses were a part of theirs (*Holland Campus Plan. 1997*).



*Holland Campus 2010-2013*

**It's Trajectory:** The building opened with an enrollment of 1800 students (Miller). Continuing to grow over time, by 1997-1998 over 60 courses were being offered each semester (Miller). However, by 2005 the campus was facing declining enrollment catalyzed by several factors, including:

- The retirement of the campus' main supporter: President Lubbers;
- Drastic increases in GVSU admissions standards and changes in policies making enrollment inaccessible to many non-traditional, returning students;
- Increased competition for students given the placement of additional colleges in the Holland area;
- More diverse programming at the GVSU Allendale Campus attracting many Holland students to transfer (Jonaitis, 2016);
- Lastly, GVSU's focus shifted to downtown Grand Rapids (which had a more concentrated market for development of specific programs).

In 2005, to keep utilizing the Holland space, a lease agreement was formed between Grand Rapids Community College and Grand Valley to share the building, resources, and courses between schools (Jonaitis, 2016). It wasn't long after, in 2010, that another agreement was formed with Muskegon Community College to utilize GVSU facilities and other resources for high school dual enrollment and early college education.

### **Opportunity Statement**

**The Opportunity:** As of the spring of 2017 the Meijer Campus is being shared between three colleges, and Grand Valley enrollment has plummeted to forty students (Miller). The campus building has a capacity of 5,000 students with only a tenth of that number utilizing it during the day. With such open availability, Meijer Campus has the potential to grow into an asset to both Grand Valley and the community. Team One, in affiliation with Design Thinking 2017, is on a mission to understand the power of the Meijer Campus: our goal is to activate its full potential both locally and beyond. We will explore the many possible uses for this space, ideate innovations, and ultimately generate a series of recommendations designed to enhance its strengths. The community is evolving, and the Meijer Campus must evolve and grow with it in order to accommodate the needs of its attendants.

**Campus Curriculum:** Fall 2016 Design Thinking student teams have studied possible innovations to better support the Meijer Campus. Team One, for example, suggested following groups to "focus on programming over space" and Team Two also recommended, "look[ing] deeper into course content and tuition" (Next Steps Paperwork, Fall 2016). The current curriculum isn't successful; student enrollment continues to dwindle and Grand Valley is not profiting (Jonaitis, 2016). Some options to explore include:

- Dedicate the Holland Campus to a specific major or program which could be completed on site. This concept has been applied in different ways at Grand Valley; for example, engineering and business degrees can be completed on the Grand Rapids campus.
- Offer hands-on field work not offered at the Allendale location. This method is already being explored with the Power Mobility Project, which partners undergraduate engineering students and graduate physical therapy students for a meaningful cause (Jonaitis, 2016).

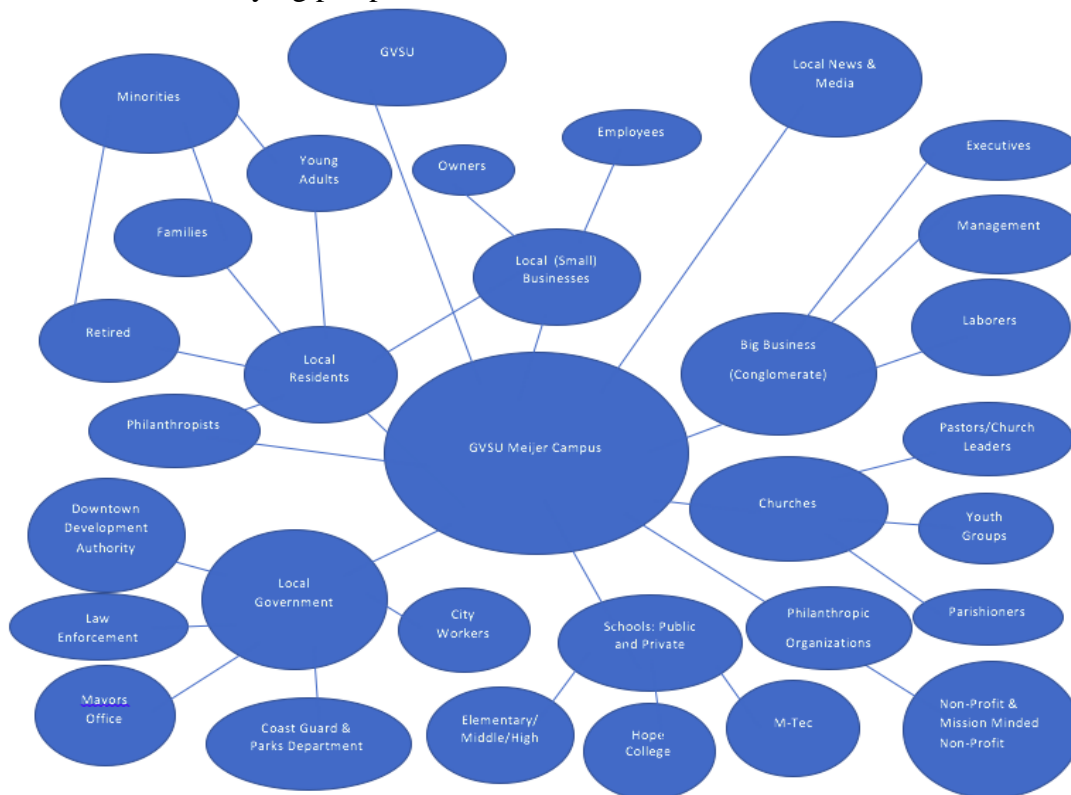
**Constraints:** There are several constraints that need to be explored and overcome for this project to move forward.

- **Lack of public transportation between the two campuses.** Even with public transportation, the time and effort required to move between Holland and Allendale may discourage students.
- **Funding Available to Meijer Campus.** As a branch campus from the main University, Meijer Campus doesn't garner the same attention and is less likely to receive university investment. As such, any innovations, pending further investigation into the matter, should be self-sufficient, or even costless.
- **Time.** Team One has only one semester to gather substantial research on the Meijer Campus, identify and connect with primary resources, and generate ideas.
- **Space.** The Meijer Campus currently consists of a single building with a capacity of 5,000 students. Programming with an expected attendance beyond that number would face difficulty.

While keeping these constraints in mind, we will strive to press forward and work within the bounds that we are provided with.

### Ecosystem

The Holland Campus of GVSU impacts a variety of individuals: both in the city of Holland and surrounding areas. Stakeholders come from a variety of ages, lifestyles, incomes, and cultures, and hold varying perspectives and advocate for different interests.



Stakeholder Map, Team One

### **Gaps in Stakeholder Research:**

Last semester, student teams met face-to-face with many stakeholder groups including personnel, educators, and Holland residents; they extracted key insights from this outreach (Design Thinking to Meet Real World Needs Innovation Prototypes, 2016). However, a few key stakeholders have not been engaged. For example:

- **Holland-Based Churches:** Few teams made inquiries into the institutional cornerstone of the Holland community: its churches. There are over 200 churches in the Holland/Zeeland area alone. The history and culture of Holland is deeply rooted in this lifestyle; it is an expansive population base that needs to be further explored.
- **The Government:** Another essential group is the government of the City of Holland. One of the most effective methods of inducing positive change is to coordinate and collaborate with the city's decision makers—such as the mayor and chamber of commerce (Next Steps Paperwork, Fall 2016). These people have the ability to influence the community we are involved in.

Our approach with stakeholder research is to review and consolidate the insights found from the Fall 2016 interviews with key stakeholders, specifically GVSU staff and Holland residents, and then enhance these findings through engaging those who have not yet been involved. Fresh and essential outlooks will be heard by targeting the church and government sectors, which could influence further discovery and ideation. The previous groups gave us a great jumping off point; they provided powerful insights into the culture of the community, strengths of the current campus, and opportunities for re-direction. Now, it is our job to run with it.

### **Research Methods**

In an attempt to best understand the GVSU Meijer Campus Team One is employing a collaborative, three-pronged approach to our research:

1. **Interviews:** We utilized formal interviews to get to know the stakeholders involved in this campus. These may be via phone, email, or face-to-face conversations. By using multiple interviewers at a time, we will get the most diverse and accurate information while limiting personal bias.
2. **Immersion:** Being immersed in the campus and community of the stakeholders is a great first step to empathize with them. We did this through observation, self-guided tours, and even guided tours with actual Hollanders. As the Kelley brothers have noted, “field research entails more than simply asking people what they want... [Observation] does help you get at latent needs, the non-obvious ones that people aren't conscious of. An interview won't give you that.” (Kelley, 90-91. 2013).
3. **Secondary research:** Traditional research, in the form of reading and analyzing the previous semester's innovations, searching for new information through online and text sources, and visiting public services provided by Holland such as the library and museum downtown, will also be utilized. Basic information on the history and culture of Holland and other campus-to-community partnerships, will allow us to better interact with the people we interview, learn lessons from others' struggles and innovations, and create feasible ideas.



All of us played an important role in researching Holland. Fortunately, one of our group members is from the city of Holland and helped facilitate meetings with key stakeholder groups. Nick, an adult learner himself, has seen the benefits of the Holland Campus and is well acquainted with all it has to offer. Also, every team member has visited the Meijer Campus and will explore the City of Holland further in order to become better acquainted with the community we are going to help. We set up a team division, a pair of team members, to schedule and conduct interviews. This structure will allow all of us to participate in the interviewing process. Team divisions are put in place to spearhead both primary and secondary research. Through organization and accountability, we will explore each of these areas.

**Collaboration between Teams:** We acknowledge that we alone cannot uncover all information relevant to the Holland Campus and its surrounding community, and therefore are making it a goal to stay in contact with other innovation teams to share information and ideas. This will be achieved through weekly cross-team briefings.

### **Outcomes**

Team One has been inspired by the innovative ideas that emerged from Fall 2016's design thinking student projects on the next evolution of the Meijer Campus. Meijer Campus has the potential to become:

- a home-base for adult learners (Beelen, Maria, et al. 2016)
- a center of sustainability education (Grochowalski, Emily, et al. 2016)
- a thriving center for creative thinkers and collaborators (Ambrose, Ellerie, et al. 2016)
- a purposeful destination rather than a space for things to occupy. (Cellentani, Gina, et al. 2016)

Each of these concepts are illustrations of the potential of this campus. Grand Valley State University Meijer Campus will become a beacon of creation and growth in the community by becoming a destination space with a clear identity, purpose, and impact. No longer will it be a branch campus in infancy, but fully embracing its potential.

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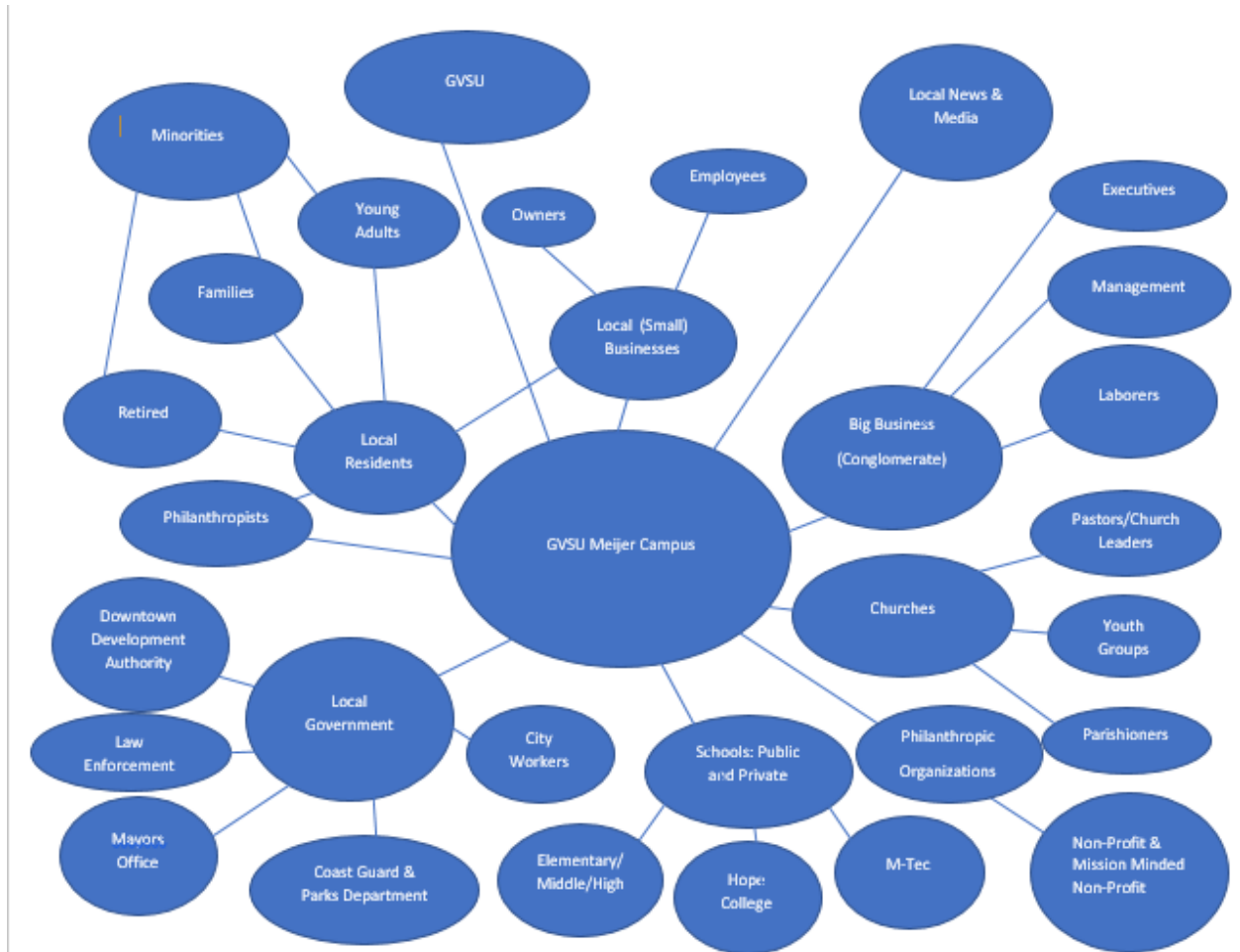
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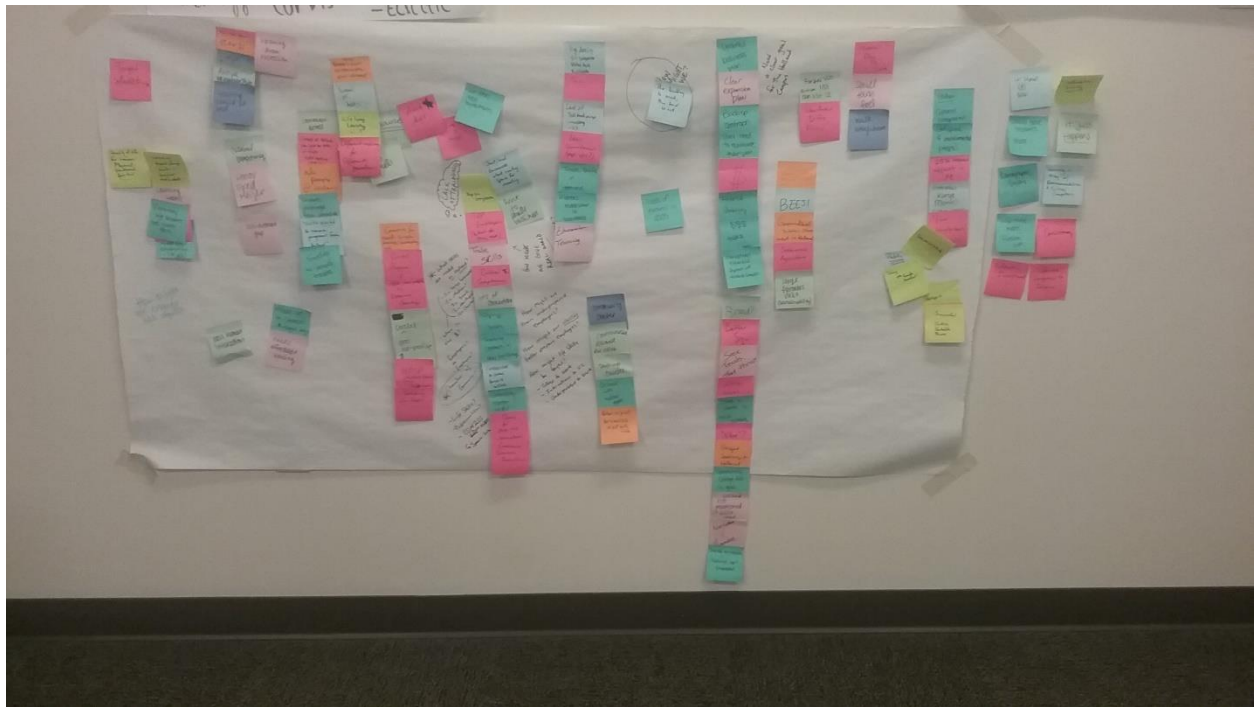
## Stakeholder Map

In order to keep track of the stakeholders, a map was created. Stakeholders on the map are people or organizations that impact Holland or the GVSU Meijer Campus. The map presents a variety of stakeholders. Big businesses and small businesses, churches and schools, philanthropists and local government, and GVSU students were some of the stakeholders on the map. The stakeholder map was meant to be used as a method to navigate the interview and research process. We attempted to reach out to as many groups as possible to get a wide range of insights and responses.



## Affinity Map

Every week in class, our team met in class to sort out the key points from the week's interviews and bibliographies. Using sticky notes, the ideas from the week's research were put onto a map. The strengths, thoughts, and future organizations to interview, were recorded and sorted. After several weeks, patterns started to emerge among the insights. Each week, we slowly gained a better picture of the needs, constraints, and paths of the Holland community and GVSU Meijer Campus. Creating an affinity map also molded the innovations that were later created. Using the affinity map as a basis for the ideate phase of the innovation process, the top five innovations slowly rose from the information that was gathered over weeks of research.



## Collaborator Debriefs

### Debrief One

<b>1. Debrief Preparation</b> <b>Articulating and Revising the Initial Vision</b>	
<b>Design Challenge Debrief</b>	<p>Team Problem Statement:  <i>We will combine the mission and resources of GVSU with the economy and personality of Holland and make GVSU Meijer Campus a destination for people from West Michigan.</i></p> <p>Insights:</p> <ul style="list-style-type: none"> <li>-retired professionals</li> <li>-there is a need for employees of local companies to get trained for recent innovations in their field, and there are specialists in the area that would like to teach their deep understanding of their trade.</li> <li>-small town feel</li> </ul>
<b>Summary Illustration</b>	<p>Over the course of our interviews we have seen 3 repetitive statements. No one goes there, no one knows exactly what goes on there, and there is little to no identity of the campus in the town.</p> <p>Although it is still early in the process, we do have 3 insights/ideas that have come to our attention.</p> <ul style="list-style-type: none"> <li>• First, is getting the retired professionals involved at the campus. These people make up a substantial part of the population downtown and have much to offer: time, knowledge and experience. If we could somehow get them involved, we feel they would be an invaluable asset.</li> <li>• Second, a reoccurring theme has in our interviews has been “pop-up classes” These would not be curriculum based, they would be more answering a question that has been asked a lot, “What does the workforce around town need?” It could be computer training, CPR training, a Spanish language class. Really anything is possible, but the idea is that the employers expect certain skills out of their employees when they hire them, but sometimes the employees need more training to live up to the expectations.</li> <li>• Third, it is a small town. It has a unique feel in that it is small enough that everyone is friendly, but it is large enough to feel like a city. In order to succeed we need to make GVSU part of the fabric of the Holland experience.</li> </ul>
<b>Questions for the Collaborators</b>	<ul style="list-style-type: none"> <li>-Where are the areas we need to dig deeper?</li> <li>-What are some constraints you see us facing on our current path?</li> <li>-Do you see any similarities in our insights with previous semesters of this project?</li> <li>-Are there any contacts/connections/ideas that come to mind?</li> </ul>

<b>2. Debrief Feedback</b> <b>Capture What's Meaningful to Advance Effective Innovation</b>	
<b>Instructor</b>	We need to be careful that we differentiate between innovations and insights. Insights are overarching themes that we can glean from interviewing stakeholders. They are thoughts that offer a new perspective about the Holland Campus. Innovations are things that you do around the campus to change or better how it is utilized.
<b>Class</b>	Consider exploring differing opinions than your own. In particular, don't be afraid to explore seemingly unpopular opinions such as, why do we even need to keep the Holland campus? Following through on questions this different from your current thinking can drive new insights that will be invaluable during the innovation steps ahead of us.
<b>Collaborator</b>	Be careful what terminology you use and the connotation that it carries. Using the phrase "small town" elicits feelings in people that may not be true to what Holland is about. We have some very accurate insights that we need to focus on in the coming weeks. We have done some wide but shallow research, and now it is time to focus on the key insights we have gleaned and do some in depth research and interviewing that is focused on those.
<b>Other Stakeholder(s)</b>	Make sure that the Holland Campus is offering something that nobody else is offering. If you are trying to cater to college students, Hope college may overshadow your efforts. Instead, focus on the aspect of Grand Valley that, at its core, differentiates the two; Grand Valley is a public institution dedicated to educating the public.

<b>3. Post-Debrief Reflections</b> <b>Integrate the Feedback &amp; Ideate Next Steps</b>	
<b>DIVERGE:</b> How did the feedback provided <i>deviate</i> from your team's current insights?	<ol style="list-style-type: none"> <li>1. We need to present the town of Holland a little differently.</li> <li>2. Not just address the need for the training gap, but identify the training gap and who requires the service.</li> <li>3. A space for everyone is a space for no one.</li> <li>4. Holland is growing, didn't think of going as far as Hudsonville to identify future needs.</li> <li>5. Value proposition for the companies we are attempting to cater to, not just for GVSU.</li> </ol>
<b>CONVERGE:</b> How did the feedback <i>align</i> with and enhance the team's current insights?	<ol style="list-style-type: none"> <li>1. Space can be used for anything, think boldly.</li> <li>2. Do not just think of building space, but ground space as well.</li> <li>3. Space provides more than just education. Could be a meeting space, training space, outdoor education space.</li> <li>4. Speaking with Hope College can/would be a huge benefit</li> <li>5. Retired professionals would be an asset on our current course of thinking</li> </ol>
<b>APPLY:</b> How can you <i>use</i> the	<ol style="list-style-type: none"> <li>1. Feedback both convergent and divergent will help us focus in on our target idea, and who we interview from her on out.</li> </ol>

feedback provided?	<ol style="list-style-type: none"> <li>2. Change the way we think about the city of Holland and how we promote the campus.</li> <li>3. In interviews, add the question what courses would you like to be a part of to begin to build a database of what our idea could offer.</li> <li>4. There is a difference between training and education, so let's use that as a bridge from one to the other.</li> </ol>
<b>ACT:</b> What are your next steps?	<ol style="list-style-type: none"> <li>1. Ask more questions during interviews in regards to what residents would like to see offered, and would be interested in attending.</li> <li>2. Ask businesses, both small and large, what their training/education gaps are, and find ways to fill them.</li> <li>3. Churches are businesses, so let's seek them out and discover what it is they need.</li> <li>4. Study the long term effects of our big idea to determine if it will be feasible and sustainable.</li> </ol>

**Debrief Two**

<b>1. Debrief Preparation</b> <b>Telling the Story</b>	
<b>Design Challenge Debrief</b>	<p>Problem Statement  <i>We will combine the mission and resources of GVSU with the economy and personality of Holland and make GVSU Meijer Campus a destination for people from West Michigan.</i></p> <p>Top 3 “needs” statements (from insights/affinity map)            -GVSU Holland needs to utilize the surrounding land more effectively.            -Holland employees need training in technical and professional skills.            -The GVSU Holland Campus needs recognition within the Holland community.</p> <p>Top 5 Innovations            -Pop-Up classes hosted by the Holland Campus for unskilled workers.            -Make the campus a destination space for nature enthusiasts.            -Buy-One-Give-One courses for community members.            -Make the Holland Campus specific to one major.            -Turn the Holland Campus into a Makerspace.</p> <p>Flipchart 4: Two questions for the Collaborator(s)</p>
<b>Questions for the Collaborators</b>	<ol style="list-style-type: none"> <li>1. Would there be a demand for pop-up classes in the Holland community?</li> <li>2. Would churches utilize training services in finance or administration?</li> <li>3. How would you suggest moving forward with our project?</li> </ol>

2. Debrief Feedback Capture What's Meaningful to Advance Effective Innovation	
<b>Instructor</b>	We will want to avoid the use of yes and no questions in the future debriefs, as they provide little chance to engage in dialogue with our stakeholders. The collaborator debriefs are a chance to have meaningful discussion with people of the Holland community, and questions like this provide limited interaction. Also, if we want to advance with pop up classes, we may need to have more information available to provide to collaborators and stakeholders.
<b>Class</b>	We need to consider looking into sharing insights with the other teams in the class. Our innovations and insights are very similar to what other teams are also thinking. If we were able to share our results, interviews, and other research that has been completed, we may be able to bring in some additional ideas, or discard certain ideas that we already have.
<b>Collaborator</b>	When looking at our innovations, a few had to be abandoned because of the lack or revenue they would provide, or because the benefits they could provide would be overshadowed (space for nature enthusiasts, and specific for one major). We received a lot of positive feedback about pop-up classes, and we also received advice for how to advance with them. For example, having community members teach the classes would make students feel more welcome. If we chose to move forward with pop-up classes, additional research has to be done on what type of classes employers would need.
<b>Other Stakeholder(s)</b>	The innovation of pop-up classes was well received. However, what classes should be provided will need to a subject of our future research. Also, consider not trying to tailor our pop-up classes to one specific demographic, try to include as many people as possible. Finally, our mission statement of combining with Holland generated a few ideas, such as combining the land of the Holland Campus with the park that sits adjacent to the campus.

3. Post-Debrief Reflections Integrate the Feedback & Ideate Next Steps	
<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. Lots of temp worker—will not be invested into in the same way as long-term employees.</li> <li>2. There is 160 acres of land already being used for trails just next door.</li> <li>3. Offer print services through GVSU.</li> <li>4. Spaces and faces need to be familiar to the audience.</li> <li>5. Buy-One-Give-One nature experiences instead of classes.</li> </ol>
<b>CONVERGE:</b> How did the feedback provided <i>align</i> with and enhance the team's current insights?	<ol style="list-style-type: none"> <li>1. Hard and soft skills are both essential to untrained workers.</li> <li>2. Church administration might be interested in pop-up classes.</li> <li>3. Meijer Campus has many natural resources of interest.</li> <li>4. Profit must be considered.</li> <li>5. The traditional college experience is being fulfilled by Hope College or GRCC.</li> </ol>



<b>APPLY:</b> How can you <i>use</i> the feedback provided?	<ol style="list-style-type: none"> <li>1. Narrow down innovation ideas based on feedback.</li> <li>2. Re-define and re-focus toward a stronger mission statement.</li> <li>3. Consider target market more deeply, and the assets of the current space.</li> </ol>
<b>ACT:</b> What are your next steps?	<ol style="list-style-type: none"> <li>1. Research what skills are looked for, and missing, in the Holland workforce.</li> <li>2. Find demographics on the workforce.</li> <li>3. Speak with administration within faith communities.</li> <li>4. Research ways the skill gap is already being approached.</li> <li>5. Learn the layout of the land surrounding the Meijer Campus.</li> </ol>

**Debrief Three**

<b>1. Debrief Preparation Envisioning the Future</b>	
<b>Design Challenge Debrief</b>	<p>1: <i>We will combine the mission and resources of GVSU with the economy and personality of Holland, making GVSU Meijer Campus a destination for people from West Michigan.</i></p> <p>2: *Pop up/buy-one-give-one classes *Makerspace/fab-lab</p>
<b>Summary Illustration</b>	<p>Over the course of our interviews we hear 3 repetitive statements regarding the Holland campus.</p> <ul style="list-style-type: none"> <li>• No one goes there;</li> <li>• No one knows exactly what goes on there;</li> <li>• Residents are unaware of the purpose of the campus.</li> </ul> <p>We have brainstormed many ideas in order to rectify these issues. While we have arrived at several great innovations, we managed to narrow them down to two.</p> <ol style="list-style-type: none"> <li>1. Pop-up classes: such classes are not necessarily curriculum-based. They are tailored to fit the needs of the community. <ol style="list-style-type: none"> <li>a. Examples: The classes offered could be computer training, CPR training, a Spanish language class, or anything else the community expresses as a need.</li> <li>b. Reasoning: The idea was derived from the disconnect that employers expect certain skills with their employees when they hire them, but sometimes the employees need more training to live up to the expectations.</li> <li>c. Funding: In addition to offering pop-up classes, we also propose offering an option at registration to donate to a fund that supports purchasing a class for an underprivileged member of the community that they themselves could not otherwise afford.</li> </ol> </li> </ol>

	<p>This innovation gives the Meijer Campus a purpose in the community and provides a way for community members to support one another.</p> <p>2. Makerspace: They are gyms for creativity.</p> <p>a. Example: Makerspace is a space that has machinery, tools, and anything else someone would need to create something.</p> <p>b. Reasoning: Many educational institutions, local libraries, and entrepreneurs have begun to see the value of a Makerspace. A benefit of turning the campus space into a Makerspace is the Makerspace can be self-funded through membership fees. Therefore, it would be little-to-no-cost for the university to provide.</p>
<b>Questions for the Collaborators</b>	<p>1. What are some possible drawbacks to our innovations?</p> <p>2. Which innovation stands out to you the most, and why?</p> <p>3. Are there any constraints that we are unaware of that could hinder the implementation of one of our innovations?</p>

<b>Debrief Feedback</b> <b>Capture What’s Meaningful to Advance your Prototypes</b>	
<b>Instructor</b>	Our questions did a good job of engaging the collaborators in the discussion. Many good ideas and feedback given. We had more insight to support our pop up innovation and makerspaces. Now be sure to narrow focus. Next step is to present our prototype to the community and gain feedback.
<b>Class</b>	The majority of the class came to the same innovation idea about pop-ups. We all have similar insights and popups seem to be the easiest and quickest innovation to prototype and test. We should share our feedback and interviews with those other teams in order to get the best possible solution for the Holland community.
<b>Collaborator</b>	The collaborators loved the idea of a Makerspace. The funding and returns are always something to keep in mind. It came to our attention that the two innovations could be combined. There is a need for people who know how to operate machinery and the makerspace could provide the opportunity for workers to gain those skills.
<b>Other Stakeholder(s)</b>	The Makerspace idea and the pop-up classes are well liked innovations. The buy-one-give-one option was not as well liked. The idea seemed too impersonal. It would be better if the purchaser of the class could mentor the recipient of the class. They still believe the land needs to be utilized.

<b>Post-Debrief Reflections</b> <b>Integrate the Feedback &amp; Decide on Your Best Solution</b>	
<b>DIVERGE:</b> How did the feedback	<p>1. Transportation can be an issue</p> <p>2. Pop-ups for all segments of the community—not just workers</p>

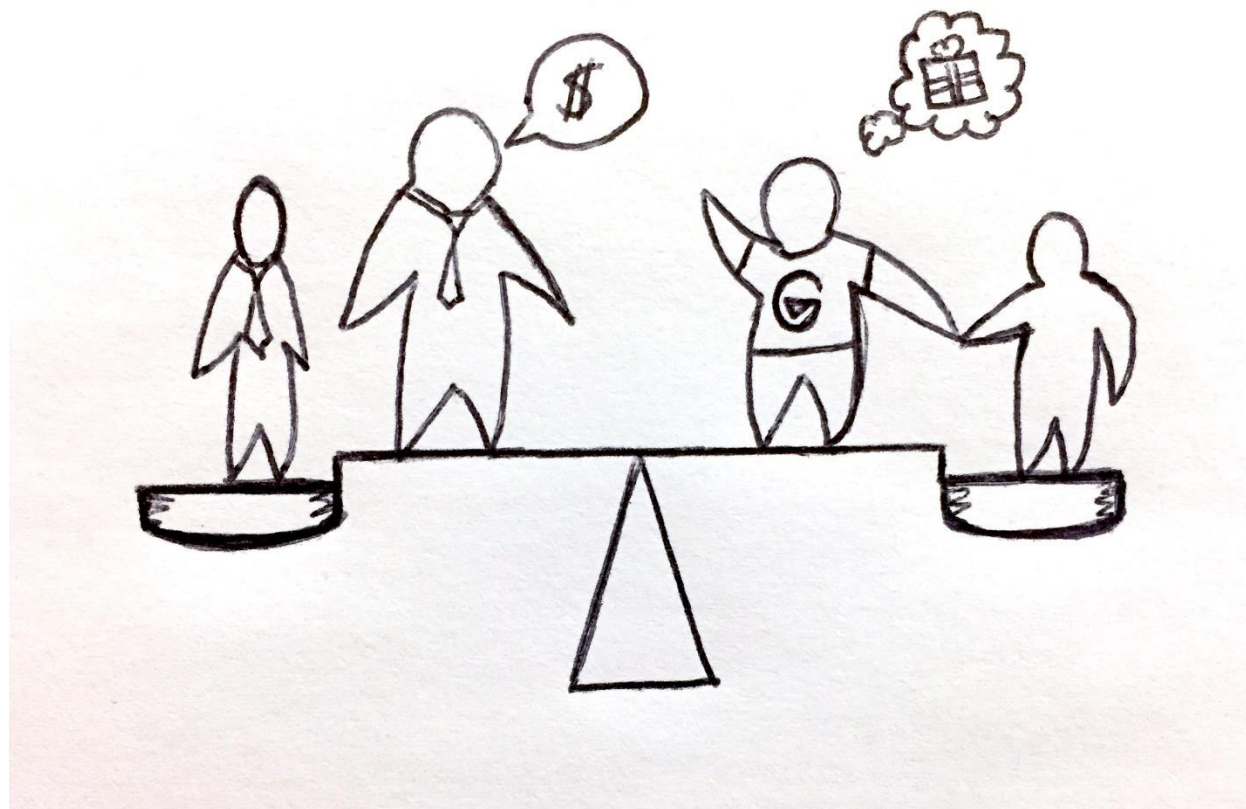
<p>provided <i>deviate</i> from your team's current insights?</p>	<ol style="list-style-type: none"> <li>3. How do you recruit kids who are not immediately drawn to the opportunity? What about students with less privilege?</li> <li>4. Parents are often unaware of certain fields and opportunities</li> <li>5. Easy to get content--getting it out to people is difficult</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. Pop-ups will change with the community</li> <li>2. It's about recession</li> <li>3. All kids are curious</li> <li>4. Inspire kids to push them in the right direction and get them involved</li> <li>5. Projects are already happening in garages because there is no place in Holland to go to create</li> </ol>
<p><b>APPLY:</b> How can you <i>use</i> the feedback provided?</p>	<ol style="list-style-type: none"> <li>1. Buy-one-get-one family pass</li> <li>2. Mentors drive kids to the Makerspace</li> <li>3. Combine pop ups and the Makerspace</li> <li>4. Offer certifications</li> </ol>
<p><b>ACT:</b> What are your next steps?</p>	<ol style="list-style-type: none"> <li>1. Talk to key stakeholder on issue</li> <li>2. Try to partner with the Boys and Girls Club</li> <li>3. Ask more members of the community and get feedback</li> <li>4. Talk to the kids and see what interests them</li> </ol>

## Top Five Innovations

### Buy One Give One:

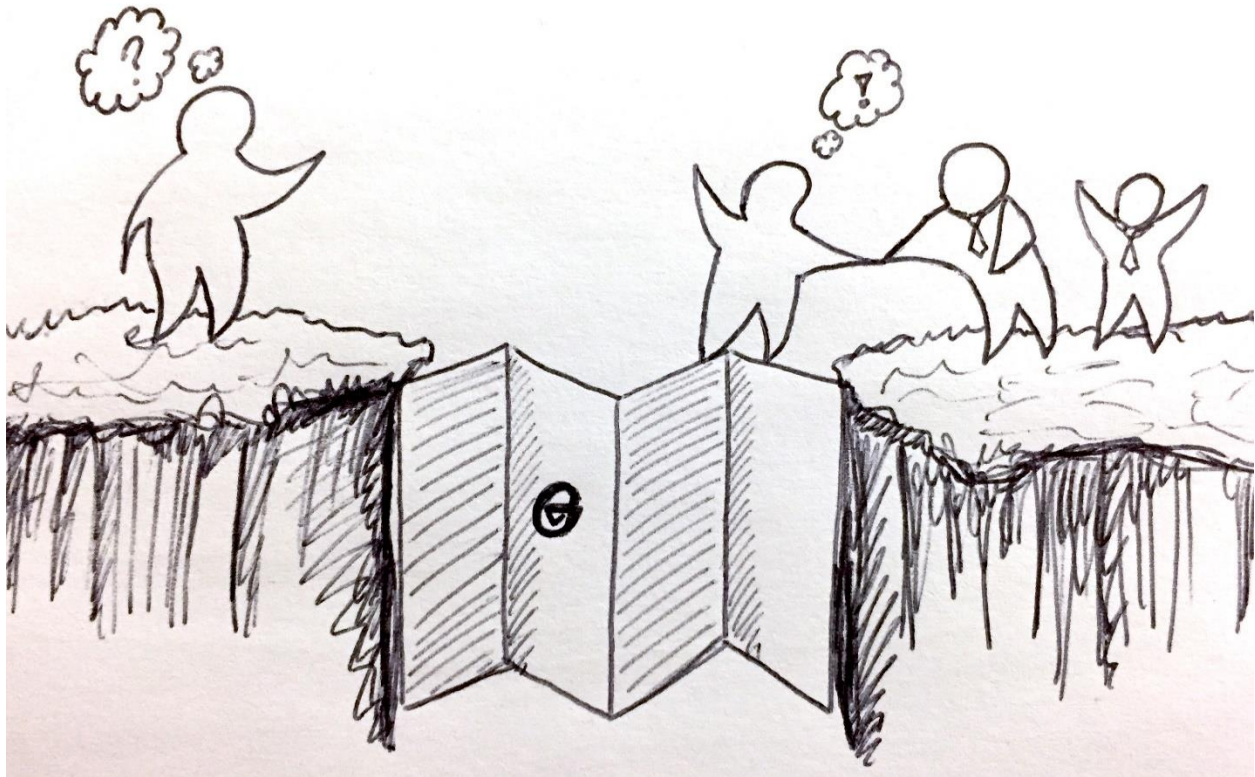
For the purpose of Grand Valley State University's Holland Campus utilizing its full potential and catering to the needs in the City of Holland, we propose a two-part solution. The "Buy-One-Give-One" program; this program would provide students purchasing courses an option to donate money towards tuition for and possibly mentor a Holland resident who could not otherwise afford tuition. This model was inspired by the TOMS shoe company. In the article "A Better Way To 'Buy One, Give One'," published in Forbes in 2014, TOMS is described as "a company that helps 'a person in need' with every purchase of one of their products" by the author, John Converse Townsend. Given that many Holland residents currently face challenges to attending an institute of higher education, one of the major goals of "Buy-One-Give-One" is to reduce the barriers for underrepresented populations in the community. Our research has shown that college is not necessarily seen as the next step after completing high school.

This program broadens its outreach to the community, recognizing that any Holland resident who is unable to afford tuition as eligible. This could be anyone from a graduating senior in high school to a person experiencing homelessness. This program allows members of the community to support one another and promote unity across Holland at the same time as bettering the community by educating its residents and broadening their horizons. This is one innovation that allows Grand Valley State University to come alongside the Holland community without taking anything away from the very unique dynamic that Holland has created for itself already.



## Pop-Up Classes:

Continuing education should be a goal for everyone after their formal education ends. Employers have also noted that, when entering the workforce, professional skills of employees out of college can be lacking. “Pop-up classes” address both concerns. Pop-up classes can be taught about any topic, by anyone with expertise in the course material, and for as long as the instruction is relevant (Matthew & Tranquillo, 2015). Pop-up classes can be funded by a university, by businesses who would like to educate senior leadership in new technologies or trends in their firms, or by the students attending the classes. The variety of pop-up classes is limitless; they can be utilized to teach skills to various jobs that require hands on training; such as welding or culinary arts. These jobs are also in demand in the Holland community (Interview, 2017). Pop-up classes can be used to teach a topic to residents who are considering going back to school, and they can provide college credit to make the transition to a full-time student easier. Short classes would bring hands on training and professional skills to residents of Holland. A training and learning center in the City of Holland by a regionally recognized university would be beneficial to the city without taking away from its identity. An influx of students to the Meijer Campus would also provide GVSU with an additional use for the campus and a revenue stream. With pop-up classes, GVSU would have a method to bring their mission to the Holland community, while not taking away from the personality and quaint feeling that Holland provides.



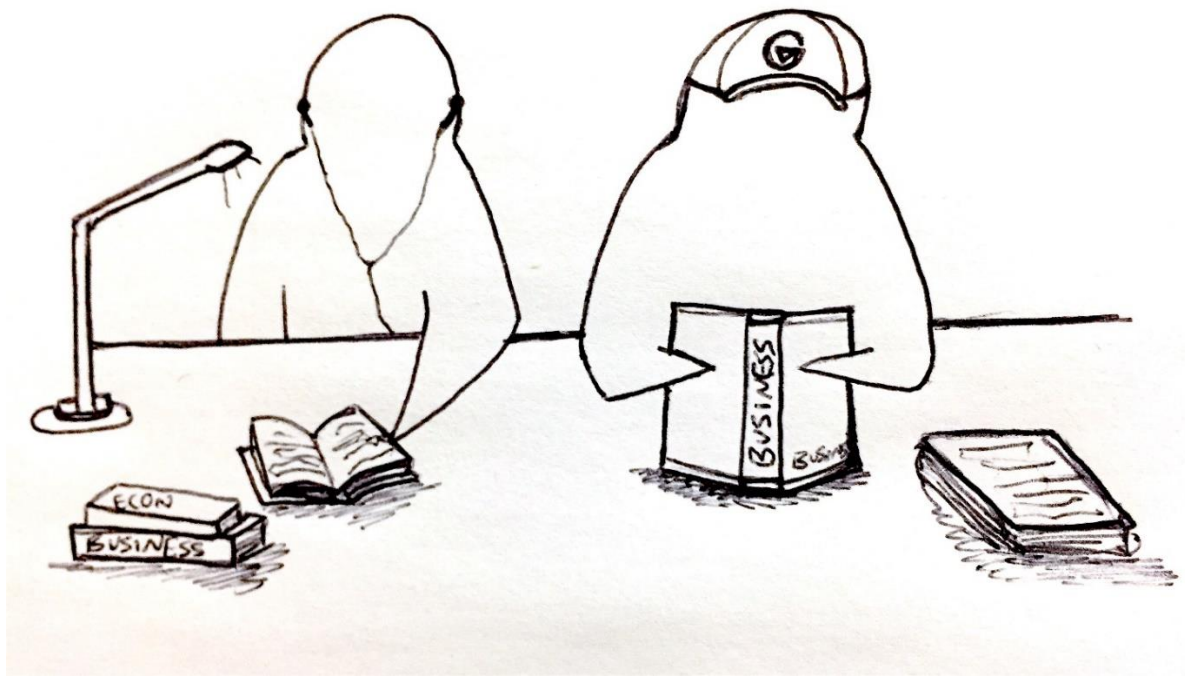
Matthew, V., & Tranquillo, J. (2015). “So you want to offer a pop-up class?” National Center for Engineering Pathways to Innovation. Stanford University.

<http://epicenter.stanford.edu/resource/so-you-want-to-offer-a-pop-up-class>

### Specific to One Major:

What if the Holland Campus was designed to meet the needs of one specific major at Grand Valley State University? Imagine if the Holland space were like one of the other university buildings. Before you even walk in the door, you see students outside interacting, you see students in hammocks out on the 20-acre property around the building relaxing in the beautiful Holland weather, and once you do get inside, you walk in the door and immediately see a student run coffee shop. You see students in the collaboration space working together, the labs are filled with students working hard on homework, studying, or taking breaks from the perspective of a Holland local, the Holland Campus is "...a cool space, but not valuable because it's not being used" (Vanderham). The goal behind trying to make the Holland Campus a "cool place" for one major would be directly attacking this problem that residents have noticed with the space. If we are going to get one particular group of students in the space and integrated with the Holland community, it should be students in a field that would benefit the Holland community.

There are many majors at Grand Valley, and each major has a group of professors that specialize in the field, and teach classes in it. Generally speaking, you will notice that for many majors, the offices of the professors in that field are all grouped in one area of one particular building, and therefore many of the classes are taught in that area as well. For example, in Mackinac Hall, you notice that many of the Computer Science, Mathematics, and Statistics professors are in the C Wing and A Wing offices. This makes the C Wing and A Wing portions of Mackinac Hall feel like home to these particular majors. This is how a building can get a feeling of home for one particular major. Another example of this would be that many of the engineering professors and many of the engineering classes are located at the downtown campus. This makes the downtown campus known to many students as the "engineering campus", among other things. If Grand Valley were to focus the grouping a certain field of professors at the Holland Campus, and in turn have a high concentration of classes in their field taught at the Holland Campus, we propose that the Holland Campus would get that "at home" feel for the students in that field. A Holland resident has expressed the need for affordable housing in the community, so perhaps an ideal major to shift to the Holland community would be Social Work (McElwee). No matter the choice, it must be kept in mind that if we want the Holland Campus to be integrated in the community, the people in the space must have a vested interest in the community.



## Makerspace:

One could argue that “Makerspaces” have been around since the beginning of time. Anywhere people get together, share ideas, and collaborate on projects can be considered a Makerspace. What we are talking about is the recent trend in Makerspaces, also referred to as Fab Labs. Fab Labs, are designed to fabricate things, and consist of digital equipment for designing products and the digitally driven tools to create them. Makerspaces and Fab Labs house all the latest technology of today. From CNC Machines, to 3-D printers, and welders to woodworking equipment, these spaces house it all!

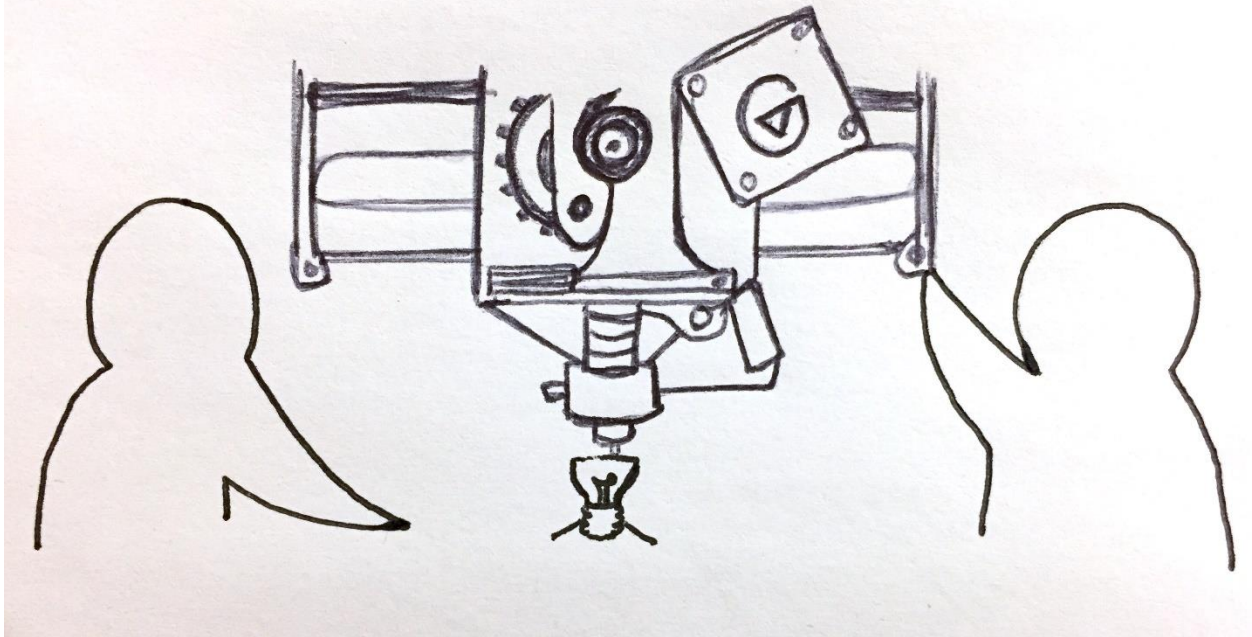


The maker movement has now landed firmly on the steps of educational institutions and many schools are ushering it through their doors with open arms (VanHolm, 25). For example, many museums, libraries, and schools have firmly embraced makerspaces and maker-learning as a part of their educational programming. The educational sector is taking note above all others. Schools are building out and repurposing spaces for maker-centered activities. Shop classes that were once de-commissioned and cut from funding and the curriculum are being rebranded as makerspaces and tinkering labs. Technical education positions are replacing standard education, as schools move to embed technology teachers into their programs (VanHolm, 26). Across the country educators, policy-makers, and researchers alike are beginning to investigate the tools, tricks, and trends of the maker trade.





One of the unintended benefits of Makerspaces and Fab Labs is their potential profitability. Just like a gym membership for the mind, they have begun to sell memberships to these spaces that generate revenue for those invested in the space at start-up. This has opened a door to hands on education using the current technology, and the ability to achieve whatever level of education a person desires, and at their own pace.

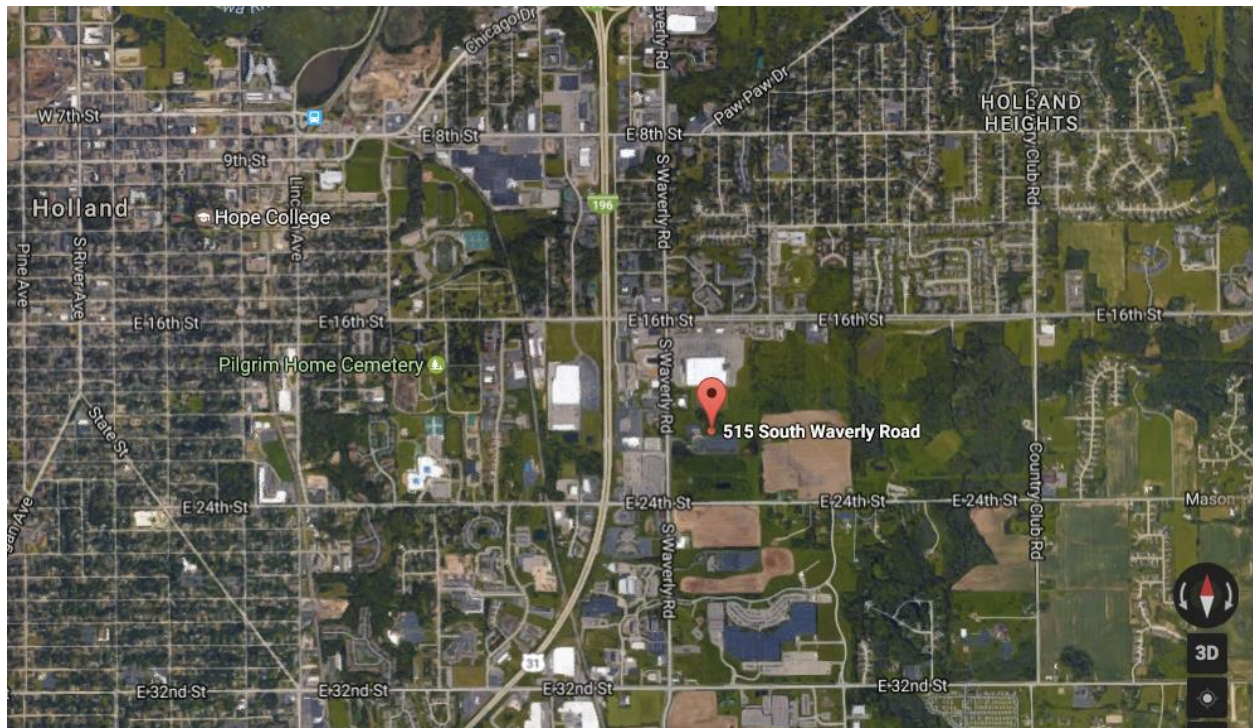


## Destination for Nature Enthusiasts:

The Meijer Campus is advantageously placed on 20 acres of forested terrain. This land isn't currently being utilized in a way that benefits Grand Valley nor the community. For this innovation, the land surrounding the Meijer Campus building would be turned into an exploratory space for nature enthusiasts. Trails for hiking, skiing, or biking would be cleared in the forest. The nearby Van Raalte Farm Park is equipped with 160 acres of trails which could be incorporated in GVSU's new venture ("Van Raalte Farm," n.d.). In the wintertime, their sledding hill attracts visitors who could benefit from Meijer Campus's amenities.

An important step in this innovation would be acknowledging the campus's current assets. Courses on nature and sustainable living would be hosted in the facility. The apiary already flourishing on campus could be expanded for educational purposes. The optimal plant life which makes the apiary possible could be a topic of discussion for visitors. Guest speakers could teach on topics relevant to nature, sustainability, and the environment. The lush forest could be a space for recreation, sport, and education all in one. Grand Valley already encourages this type of activity, so it would be in line with their brand ("Outdoor Adventures," 2016).

The target market for this innovation would be nature enthusiasts, outdoor athletes, and environmentalists. Moreover, groups affiliated with nature education, such as Boy Scouts of America, could pay a fixed rate to use the land. The greatest drawback of this innovation is the financial burden. While the initial costs would be substantial, it is unclear if any revenue is likely in this area. The excess of well-kept parks in the area means that a need for an outdoor recreation center is slim, if existent. For this reason, Team One has decided to pursue a different direction.





“Van Raalte Farm.” n.d. Retrieved from  
<http://www.cityofholland.com/parksandcemeteries/van-raalte-farm>

“Outdoor Adventures.” August 30, 2016. Retrieved from  
<https://www.gvsu.edu/outdooradventures/>

## Top Two Innovation Prototypes

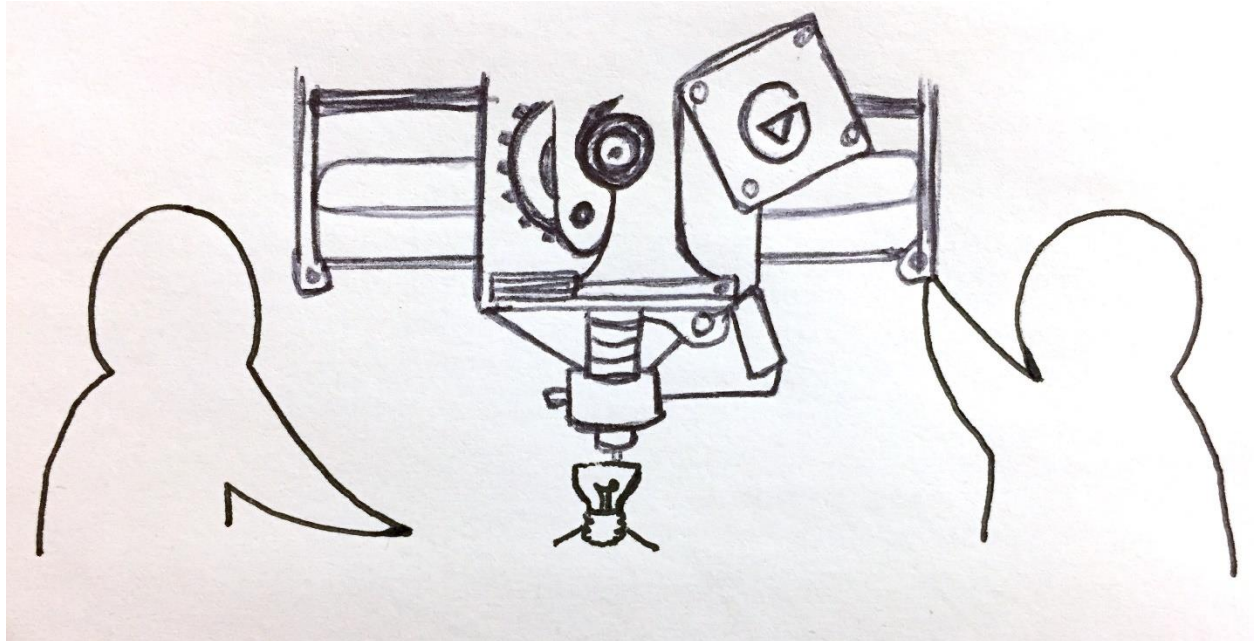
GVSU Makerspace:

Anywhere people get together, share ideas, and collaborate on projects can be considered a Makerspace. What we are talking about is the recent trend in Makerspaces, also referred to as Fab Labs. Fab Labs are designed to fabricate things, and consist of digital equipment for designing products and the digitally driven tools to create them. Makerspaces and Fab Labs house all the latest technology of today. From CNC Machines, to 3-D printers, and welders to woodworking equipment, these spaces house it all!

Why can Grand Valley not embrace the growing trend of technical skills teaching? With 20 acres of land and an underutilized building, the Meijer Campus can be the place for Grand Valley to incorporate the latest trend in innovation. The City of Holland lacks a location for discovery and learning through the hands on use of machinery. In addition, passes to the Fab Lab can be sold as a source of revenue for the university.

One need that was identified in our research was technical skills training. Building a Fab Lab on the Holland Campus would provide the residents with an opportunity to experience a different type of learning. Families can explore new technology. Entrepreneurs would have the chance to expand and refine their craft. Certifications on 3D printers and welding certifications can be obtained in the makerspace. With new skills in their repertoire, hopeful employees would have newfound opportunities to enter the workforce.

The GVSU Meijer Holland Campus could be the place to go to create and learn through the use of machinery. Opportunities for job advancement and the dream of starting your own business would flourish on this campus. Young minds can be amazed by the latest technology of today at the GVSU Makerspace. The City of Holland would have a Makerspace to learn and grow.



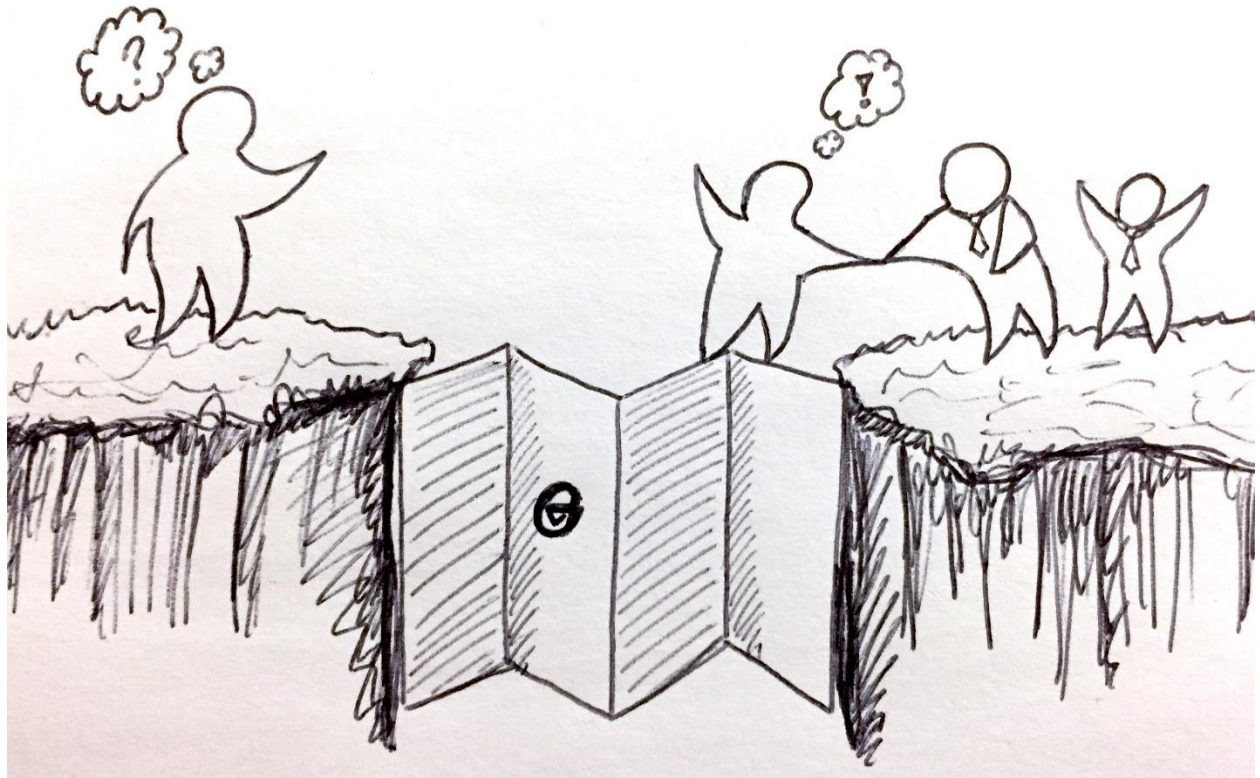
## Buy-One-Give-One Pop-Up Classes:

For the purpose of increasing Grand Valley State University's Holland Campus's presence in the City of Holland, we propose a two-part solution. The goal of "Buy-One, Give-One" is to reduce barriers to lifelong learning and extend opportunities for everyone, especially under represented populations within the Holland community to access higher education.

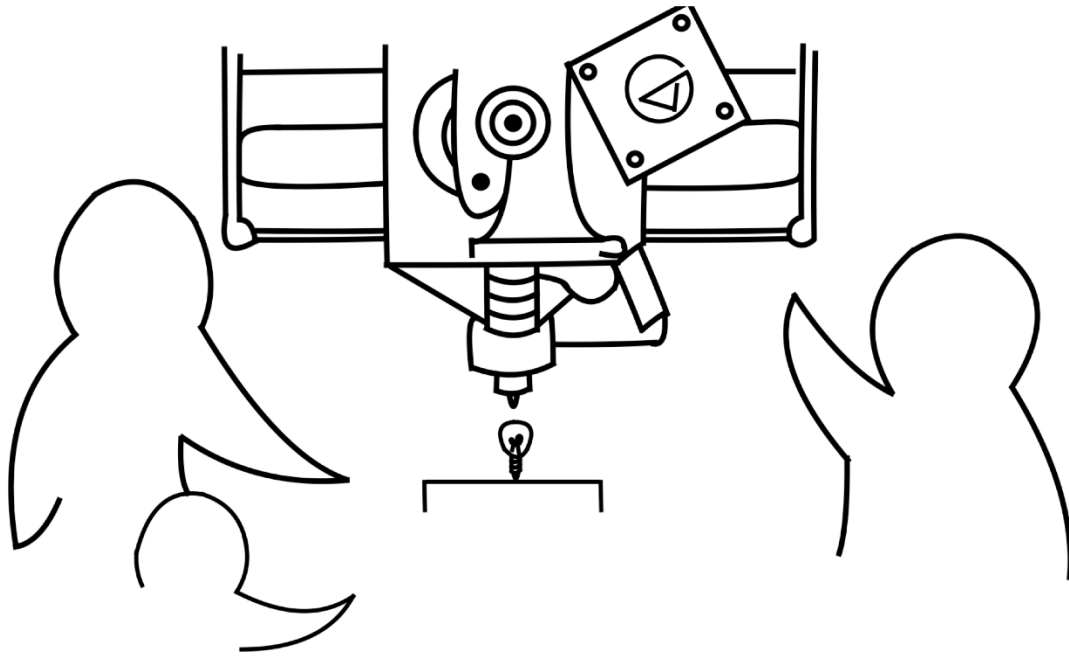
**Research & Reasoning:** This model was inspired by the TOMS shoe company. In the article "A Better Way To 'Buy One, Give One,'" published in Forbes in 2014, TOMS is described as "a company that helps 'a person in need' with every purchase of one of their products"(Townsend page).. We propose a similar approach in that for every class purchased by an investor, local business, or student, the option to donate money to help pay for a class for a Holland resident, who could not afford to take one otherwise. College is not necessarily seen as an affordable step after completing high school for many students. This program will extend the opportunity for higher education to more members of the community. This program does not necessarily have to only help high school and college aged people. Continuing education can be a goal for everyone even after their formal education ends. Employers have also noted that, when entering the workforce, professional skills of employees out of college can be lacking.

**Flexibility:** Pop-up classes address both of these concerns. They can be taught about any topic, by anyone with expertise in the course material, and for as long as the instruction is relevant (Matthew & Tranquillo, 2015). Pop-up classes can be funded by a university, by the students attending the classes, or by local businesses. With "Buy-One, Give-One" any resident of Holland who is unable to afford tuition could be eligible. This could be anyone from a graduating senior in high school to an elderly resident experiencing homelessness. This program allows members of the community to support one another and promote unity across Holland at the same time as bettering the community by educating its residents and broadening their horizons. The variety of pop-up classes is limitless; they can be utilized to teach various jobs that require hands on training; such as welding or culinary arts. These jobs are also in demand in the Holland community (Interview, 2017). Pop-up classes can be used to teach a topic to residents who are considering going back to school, and they can provide college credit to make the transition to a full-time student easier. Short classes would bring hands on training, and professional skills to residents of Holland.

**A Win-Win:** A training and learning center in the City of Holland by a regionally recognized university would be beneficial to the city without taking away from its identity. An influx of students to the Meijer Campus would also provide GVSU with an additional use for the campus and a revenue stream. This is one innovation that allows Grand Valley State University to serve a purpose in the Holland community without taking anything away from the unique dynamic that Holland has created for itself already.



## Final Prototype Concept



The GVSU Holland Campus will become Meijer Makers Design Lab: a center for creativity, learning, innovation and design. It will be a Makerspace, or Fab Lab. By equipping the current facility with the most up-to-date technology, including everything from welding equipment to 3D printers, a space that is seeking to reach its full potential will transform into a place bustling with thinkers of all ages and demographics. Members will be trained on the equipment they wish to use with unlimited access once membership and equipment certification has been obtained. During the day, the Holland Campus will be utilized by anyone from the community who is interested in using the facility. From the elementary student curious about engineering, to the retired tradesman expanding their craft, Meijer Campus will welcome all into a center for experimentation and growth. This growth isn't only in technical and artistic skill, but relationships. With an inclusive atmosphere that encourages collaboration, the diverse population in Holland will have the opportunity to build closeness and empathy through common interests. Each group has unique perspectives and skills to offer.

The Meijer Campus will become a space for exploration. Local design students and retired professionals searching for volunteer opportunities would spearhead equipment training and use. These experienced mentors will significantly add to the resources in the space. While some ideas might be brought to Meijer Makers for development, others will be born simply by the chance to explore. A safe space designated for children will provide the opportunity for young minds to dream big—an opportunity they might not be offered at home. Holland residents will be able to

let their imaginations run wild.

Meijer Makers Design Lab is also a framework for more traditional learning. In the evenings, the space will be transformed into a lecture-style educational space. Masterclasses, or brief workshops focused around a single skill or topic, will be hosted. These classes will cater to the needs and interests of the community. Local businesses may request a specific training to benefit employees, or local residents may wish to share their passions through teaching. Holland residents who specialize in the identified areas will participate as facilitators. Not only is this an opportunity to teach technical skills, but also interpersonal skills, which were identified in our research as a strong need. Through classes over short periods of time, learners with time limitations will have the chance to take part in the Meijer Makers community.

Lastly, a powerful element of Meijer Makers is bringing innovative community members around a local issue—creativity for a common cause. The potential of influencing the Holland community for the better is paramount as innovation develops into real products and relationships continue to grow between individuals in the space. Underrepresented communities will have the chance to develop and demonstrate skills and meet employers, retirees with seasoned passion for their field will have the chance to come alongside young students just discovering it. The Meijer Makers Design Lab is truly a space that empowers the Grand Valley motto: “Educating students to shape their lives, their professions, and their societies.” With support for this innovation, the GVSU Meijer Campus will become a flexible and integral component to an already vibrant and innovative community.



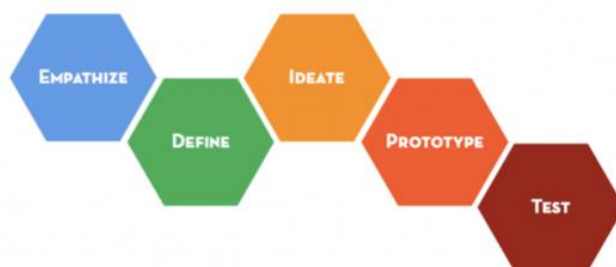
## Call-to-Action Presentation

# Guided by Human Centered Design

Design Thinking to Meet Real World Needs



Haley Jennings, Natalia Skinner, Nick Morrow, Tony [Alberty](#), and Patrick [McElwee](#)



The Design  
Process

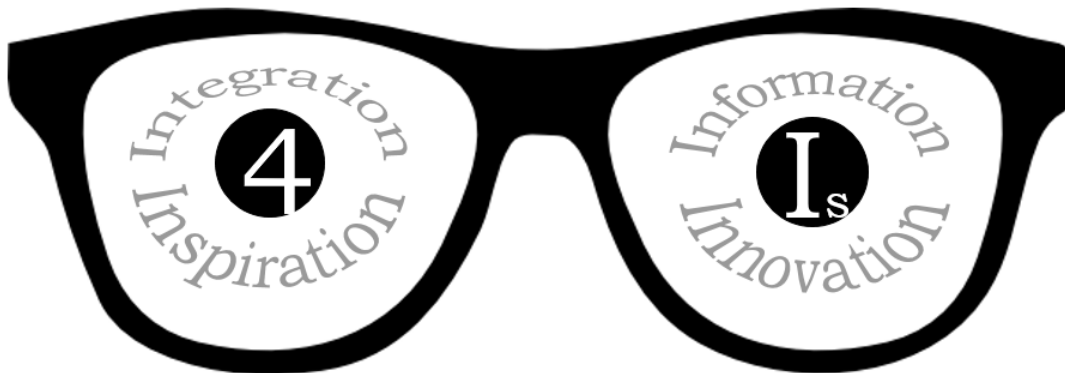


# Meijer Makers Design Lab

**Integration. Inspiration. Information. Innovation.**

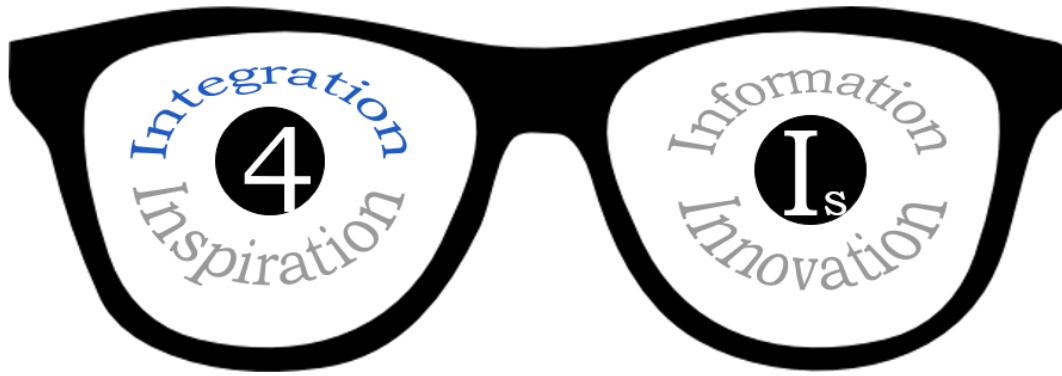


Haley Jennings, Natalia Skinner, Nick Morrow, Tony Alberty, and Patrick McElwee



\*SEE what we did there.





\*SEE what we did there.



# Integration

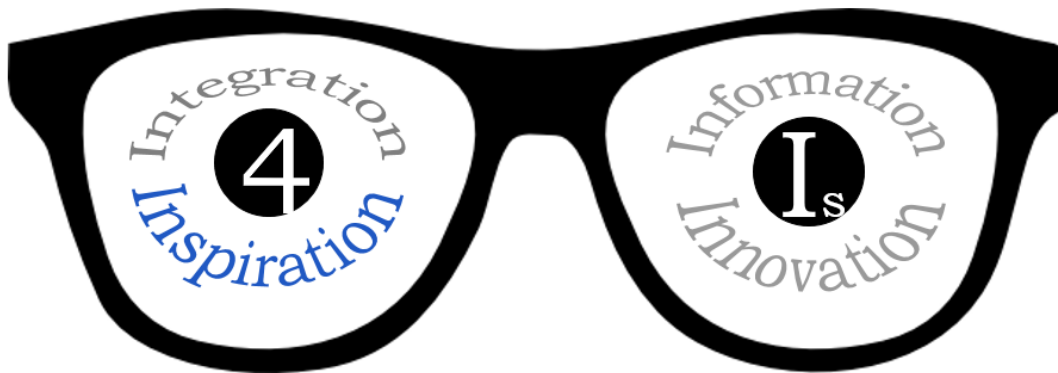
**Bringing a diverse community into a collaborative space.**

- Open to the Public
- Growth in Relationships
- Collaboration
- Empathy



## Integration

Bringing a diverse community into a collaborative space.



\*SEE what we did there.



# Inspiration

**Imagination exploration for creative minds.**

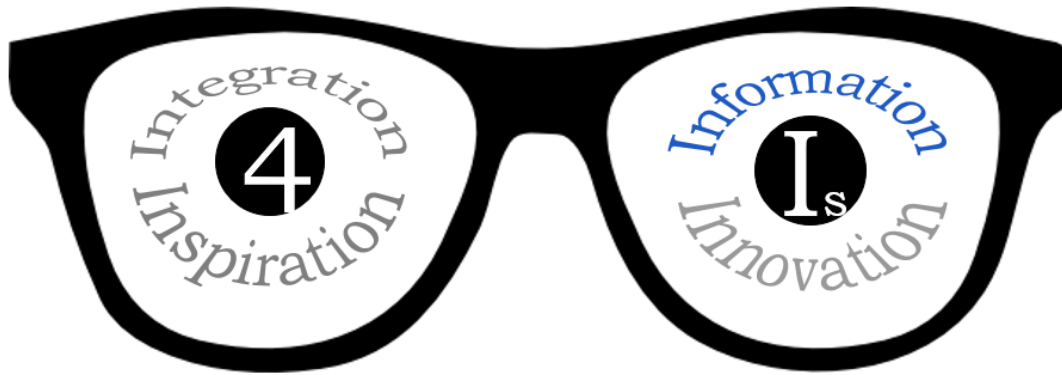
- Mentors from the Community
- New Ideas Born
- Opportunities for Children



## Inspiration

Imagination  
exploration for  
creative minds.





\*SEE what we did there.



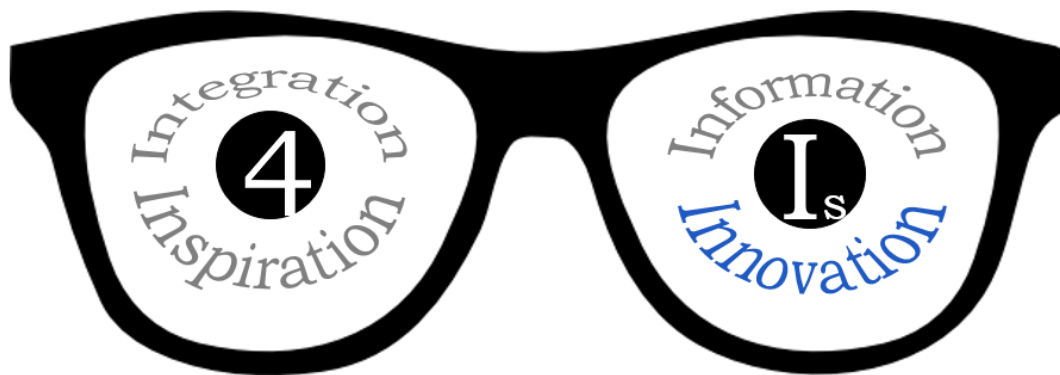
**Empowering Lifelong Learners with the tools to succeed.**

- Traditional Learning
- Master Classes
- Local Interests, Local Teachers
- Low Time Commitment



## Information

Empowering  
Lifelong Learners  
with the tools to  
succeed.



\*SEE what we did there.



# Innovation

**Converting ideas into tangible creations.**

- Creativity for a Common Cause
- Certifications
- Networking



## **Innovation**

Converting ideas into tangible creations.





“Educating students to shape their lives, their professions, and their societies.”



### Presentation Narrative

Team Introductions....

The design process was our guide throughout this innovation. This image represents the steps we went through to design something mutually beneficial for both the Holland community and GVSU. We sometimes had to redefine our prototypes, as you saw in the video, but this only strengthened the final result, which we'll share with you now.

Christopher:

I want you all to take a good look around the space, notice the size of the rooms, listen to the sounds, and breathe in deeply the smells... Now, close your eyes. Imagine a space bustling with people. Imagine the sounds of ideas flowing from person to person, hear the excitement in the voices of young and old from every demographic and background sharing ideas. Listen to the crackling of a welder while the instructor shares their craft in a pop-up class. Feel the excitement of a 3<sup>rd</sup> grader watching a 3d printer create his first ever part. Hear the cadence of a teacher demonstrating the proper way to do chest compressions during a one-day CPR training course requested by a local business. Feel the energy buzzing between Lifelong Learners as they utilize the tools and opportunities available to them in this space.

Now, open your eyes. Did you like what you imagined? Welcome to our Innovation. The Meijer Makers Design Lab!

Tony:

Makerspaces are one of the fastest growing trends in all of academia. They house all the latest technology of the day, and offer people the opportunity to train and work with that technology,

not just read about it, alongside seasoned experts from the community. Memberships can be sold to generate a constant revenue stream for a campus that currently is struggling financially. Members will be trained on the equipment they wish to use with unlimited access once certification has been obtained. Meijer Makers is a fitness center for the mind and a gym for creativity. It is rooted in four principals, or “four I’s.”

The first principal is “Integration: Bringing a diverse community into a collaborative space.” During the day, the Holland Campus will be utilized by anyone from the community who is interested in using the facility. From the elementary student curious about engineering, to the retired tradesman expanding their craft, to the budding entrepreneur exploring product design, Meijer campus will welcome all into a center for experimentation and growth. This growth isn’t only in technical and artistic skill, but relationships. With an inclusive atmosphere that encourages collaboration, the diverse population in Holland will have the opportunity to build closeness and empathy through common interests. Each group has unique perspectives and skills to offer.

Natalia:

The next principal is “Inspiration: Imagination exploration for creative minds.” The Meijer Campus will become a space for exploration. Local design students and retired professionals searching for volunteer opportunities would spearhead facilitation of equipment. These mentors would only add to the resources in the space. While some ideas might be brought to Meijer Makers for development, others will be born simply by the chance to explore. A safe space designated for children will provide the opportunity for young minds to dream big—an opportunity they might not be offered at home. Holland residents will be able to let their imaginations run wild.

Patrick:

Next, “Information: Empowering lifelong learners with the tools to succeed.”

While technology and equipment, mentors, and collaboration are all tools for success, Meijer Makers stretches beyond even that. This space is also a framework for more traditional learning. In the evenings, the space will be transformed into a lecture-style education space. Masterclasses, brief workshops focused around a single skill or topic, will be hosted. These classes will cater to the needs and interests of the community. Local businesses may request a specific training to benefit employees, or local residents may wish to share their passions through teaching. Holland residents who specialize in the identified areas will participate as facilitators. Not only is this an opportunity to teach technical skills, but also interpersonal ones. These hard and soft skills are a need identified in our research. Through classes over short periods of time, learners with time limitations will have the chance to take part in the Meijer Makers community.

Haley:

Lastly, “Innovation: Converting ideas into tangible creations.” A powerful element of Meijer Makers is bringing innovative community members around a local issue—creativity for a common cause. The potential of influencing the Holland community for the better is paramount as innovation develops into real products and relationships continue to grow between individuals

in the space. Underrepresented communities will have the chance to earn certifications and meet employers. Retirees with seasoned passion for their field will have the chance to come alongside young students just discovering it. The Meijer Makers Design Lab is truly a space that empowers the Grand Valley motto: “Educating students to shape their lives, their professions, and their societies.” With support for this innovation, the GVSU Meijer Campus will become a flexible and integral component to an already vibrant and innovative community.

Christopher:

Now, close your eyes one more time. Imagine you’re standing in the Meijer Makers Design Lab. Hear the sounds of the people. See the integration of diverse groups. Children’s faces lighting up in inspiration, and information passing from person to person. See the final touches being places on a new innovation. Now imagine yourself in this space. What role are you playing? Are you an investor, and instructor, an inventor?

Now, open your eyes. We need your help. Will you support this project moving forward? What can you do, right now, to spread the word about this innovation? This is a concept we’re very passionate about and, with your help, it can become a reality.

### Video Link

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



## Innovation Symposium Findings

<b>Call to Action</b> <b>Envisioning the Future</b>	
<b>Information Provided to Stakeholders</b>	Makers Space (Meijer Makers Design Lab) Holland is a vibrant town, with much to offer people from every walk of life... except for a place to let creativity flourish through technology. Grand Valley can support our innovation and initial startup costs.
<b>Call to Action</b>	<i>What can you do today, tonight, this week, to help this innovation idea become a reality?</i> Spread the word, email GV executives, invest!
<b>Information requested from stakeholders</b>	1. Have you thought about bringing the Technology Showcase found in the GVSU Allendale library to Holland? 2. Could Pop-Ups and the Makerspace be running at the same time?

<b>Innovation Symposium Feedback</b> <b>Capture What's Meaningful to Advance your Innovation</b>	
<b>Verbal Feedback</b>	Loved the idea, asked to include the technology showcase that already exists on the Allendale campus.
<b>Feedback</b>	Advice: <ul style="list-style-type: none"> <li>• Offer rental space to the current community MakerSpace groups.</li> <li>• How can you expand what the tech career line already does?</li> <li>• Look at Techshop. - GR Makers –Careerline Tech –The Geek Group –Lakeshore Makers.</li> <li>• Consider what resources you need to equip the space.</li> <li>• Connect with evergreen commons for retired volunteers.</li> <li>• Connect with HASP for volunteers.</li> <li>• Add 'tech showcase' for Holland community.</li> </ul> <p>Aid: Apply for grant from Gates Foundation (supports community education). Local donors could be asked to sponsor/donate a machine or device for the maker space.</p>
<b>Visual Feedback</b>	A lot of smiles, and head nods of agreement from the crowd.

<b>Post-Symposium Reflections</b> <b>Integrate the Feedback &amp; Offer Final Recommendations</b>	
<b>DIVERGE:</b> How did the feedback deviate from your team's current recommendations?	<ul style="list-style-type: none"> <li>• No point in going forward if GVSU isn't on board.</li> <li>• Change the active hours around to serve the greatest number of people.</li> </ul>

<p><b>CONVERGE:</b> How did the feedback <i>align</i> with and enhance the team's innovation?</p>	<ul style="list-style-type: none"> <li>• Much agreement that this could be successful.</li> <li>• Could absolutely be a success.</li> <li>• Expand the innovation to include already existing resources.</li> </ul>
<p><b>SYNTHESIZE:</b> How can others <i>use</i> the feedback provided?</p>	<ul style="list-style-type: none"> <li>• Use the overwhelming positivity as a jump off point for the innovation to continue.</li> <li>• Start a board to continue progress.</li> <li>• Do more research.</li> </ul>
<p><b>RECOMMEND:</b> What next steps does your team recommend to stakeholders?</p>	<ul style="list-style-type: none"> <li>• Start a board to continue progress.</li> <li>• Test out the idea with big companies in town.</li> <li>• Go to local companies and find out what kinds of classes should be offered.</li> </ul>