Holland Helpers

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Design Thinking to Meet Real World Needs
LIB 323 01 & HNR 313 01

Holland Helpers
Collaborative education through service

Team 3
Kristin Budd, Stephanie Emelander, Lauren Hogikyan, Sharnell James, Nicholas (Nick) Petrie, and David (DJ) Salerno
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Abstract

Grand Valley State University’s Meijer Campus located in Holland, MI has been hoping to better support the Holland community. It aims to be a campus full of innovative ideas, inspired and supported by students, and representative of the Holland community. Over the course of the winter of 2017 we—an interdisciplinary team of undergraduate students at Grand Valley State University—have engaged in the Design Thinking process order to develop an innovation designed to turn this vision into a reality. In the follow portfolio, you will be able to flip through our journey to find what we believe is a viable, sustainable answer to the quest initiated. Through interviewing, researching, and challenging our preconceived ideas about finding solutions, we have created Holland Helpers: Collaborative Education through Service. This program brings GVSU Students alongside Holland community members to address chronic needs through a multi-disciplinary lens to create a well-rounded, plausible solution. While our Design Thinking process led us to Holland Helpers, through the steps outlined within this document you can create solutions designed to meet your own messy, multifaceted needs!
Design Brief
Background and Context:
Grand Valley State University’s (GVSU) Holland campus came to be in large part from President Don Lubbers’ commitment to expand GVSU across the west side of the state. At first, GVSU asserted its presence in Holland by offering degrees and professional development opportunities directly to the region’s large companies such as Herman Miller and Haworth. In the 1990s, GVSU worked with local high school facilities to host hundreds of classes for community members. Given the success of these offerings and the donation of land by Frederick Meijer in 1996, GVSU created the current Holland campus, offering classes for continuing adult education (Jonaitis and Miller, Lecture, January 2017).

Construction cost $6 million to build the Holland campus, but the 1,800 students that enrolled when it finally opened made it worth it.

Great things were happening then. The campus was meeting needs within the community: supporting companies as they created new jobs and adding revenue to GVSU. Unfortunately, Lubbers retired before the Holland campus had a strong sense of direction on the full possibilities. There were big hopes and dreams for what this campus could be, but enrollment began to decline in 2005. To respond to this shift, leadership of the Holland campus published a Concept Paper. Designed to realign the campus vision with GVSU and the Holland community, the Concept Paper suggested the campus could become a separate college with its own staff and requirements or a consortium (hosting Grand Rapids Community College (GRCC) and Muskegon Community College (MCC) courses). Another option suggested for the campus was to maintain current operations while developing, “programming which addresses early intervention and mentoring with various Holland school districts” (Wendy, Fletcher, Cole, & Jonaitis 10). While GRCC and MCC classes are now being hosted at the campus, the Holland campus is still far from the 5,000-student capacity (Jonaitis and Miller, Lecture, January 2017).

In the fall of 2016, five interdisciplinary undergraduate teams of students enrolled in Design Thinking to Meet Real World Needs studied the history and current status of the campus and designed innovations for the Holland campus. They suggested a range of visions for the campus including

- **Sprout**, an idea for the campus to be a sustainability bastion,
- **The HIVE**, the hub for innovation and valued entrepreneurship,
- **Multigenerational Design Thinking School**, a place for future innovators to have an impact in the Holland community,
- **Laker Lifelong Learning**, which imagines the campus as a place for developing lifelong learners, and
- **The SS Holland**, an innovation that turns the Holland campus into a contemporary space and institutes an advisory board with representatives from the campus and the local community.

As well they left some encouraging thoughts behind on what we could do next. For example, coming up with ideas to increase Holland campus’s marketing, creating a better connection between Holland and GVSU, creating an expert in residence, and the re-imagination of the Holland campus as an internship hub (*Next Steps Paperwork*). However, they left a few gaps in their research work. Our goal is to fill those research gaps and come up with a comprehensive and inclusive innovation for the Holland campus that aligns the most valuable innovations with the needs of the Holland community.

**Today’s Opportunity Statement**

We will work to establish the GVSU Holland Campus as a specialized branch of Grand Valley where students can enroll in courses to expand their thinking and problem solving skills in conjunction with the Holland community.

Currently, the GVSU Holland campus envisions itself as a place where all learners are advocated for and welcomed, where through collaboration with the surrounding community needs can be met, and innovation in the forms of teaching and learning are embraced. As we build off of this important vision of the campus, we have developed a consistent, sustainable need-addressing methodology to provide the advocacy of community members and reliably address community needs. By bringing in students from all disciplines, enrolled in multiple courses looking at the same need to address it from all angles, we will make strides towards making the vision a reality. Our plan will appeal to GVSU students, and everyone will want to be a part of this alternative learning process taking place in Holland.

**Process Constraints:**

- GVSU Holland campus must remain at the same location;
- The Holland campus cannot be structurally changed;
- The Holland campus needs to serve as an educational setting;
- Holland campus’ staff will remain the same and their experiences must be considered;
- The Holland campus must remain affiliated with Grand Valley and continue to uphold the values and meet the criteria of a branch campus;
- The Holland community must have the opportunity to be involved at this campus;
- The level of candor in community members;
- Addressing the mission, vision, and values of the campus.
These constraints were created to identify the parameters around which our Innovation Team will design a new plan for the GVSU Meijer Campus in Holland. We carefully selected and thought through these constraints to highlight important areas our group must be consistently considering as we form our plans. Whether we are considering a redesign of the interior, a restructuring of the classrooms, or how to welcome the groups within the Holland community to the Holland campus, we will work with a dedication to remembering and reflecting upon these constraints.

**Ecosystem Description:**

The project ecosystem is composed of an abundant number of stakeholders. Some may be interacting with each other daily whereas others don’t know of the existence of the other. The stakeholders that are going to be involved are the citizens that have deep roots in Holland along with Grand Valley State University. Our project will directly serve the following stakeholders:

- Holland Citizens
- Grand Valley State University Students and Faculty members
These two groups are the initial people who could be directly affected by any changes that are brought to the Holland campus. But just from the two groups listed above, there are a whole host of groups and individuals that can and will be involved in designing the Holland campus to best suit the community. These stakeholders hold perspectives that should be carefully considered. By embracing the beliefs of the community members, our team will be able to deliver an impactful design that can produce long term success.

- City of Holland: From the residents to the Government, they all hold unique perspectives of what their community needs versus what their community wants.

- Businesses: Our team will receive valuable information from both small and large businesses.

- Religious Organizations: Speaking with individuals from all different backgrounds will give us a well-rounded idea of how we can serve all citizens in Holland.

- Non-profit community: Non-profits play a vast role in the community. Their current impact on the community will help guide our team to best serve the community and GVSU.

- Holland Area Schools: Charter, Public, Christian, Catholic, and early education schools can all impact the results of how the Holland campus is utilized.

- Current users of Holland campus: Learning from the local community colleges will be an advantage as we go forward with how we utilize the Holland campus.

**Methods:**

We will as a group conduct both primary and secondary research to gather information for our Design Thinking project. Research will be done by:

**Secondary Research**
- Using the Grand Valley State University library database to locate articles as well as internet search engines.

- Utilizing the “Project Specific Sources” provided by stakeholders to contextualize and historicize the nature of the problem.

- Referencing portfolios from the past semester to compare information and locate any gaps.

**Observation**
Exploring the Holland campus first hand; walking the entirety of the land owned by Grand Valley to gain understanding of what we are working with.

**Immersion**
- Spending time at the Holland campus to observe and understand student and faculty behaviors, routines, and interactions.
- Engaging in the environmental portion of the Holland campus to understand all of the campus’ users, i.e., bee apiaries.

**Dialogue**
- Interviewing Stakeholders who are currently involved with the Holland campus, as well as those who we feel could have potential involvement as shown on the Stakeholder map.
- Attending optional meetings and interviews to gain as much possible access to ideas regarding the Holland campus.

Our research tasks will be divided into smaller tasks assigned to individual team members. Assignment of tasks will be based on individual passion and expertise, as well as by the ability to perform tasks on time. Through dividing research among individuals based on passion and availability, we are hoping to achieve our objectives while enjoying the work, as well as getting it done in an orderly fashion. We will allow ourselves to be surprised by any information that we gather. In moving forward on a weekly basis, we will integrate research findings into our weekly team meeting to fill in our other team members, collect thoughts and ideas, and ultimately collaborate with one another to create innovative possibilities.

**Intended Outcome:**

The GVSU Holland campus is an essential part of the Holland community because it adds to what has already been created within the community. At the end of this process, we hope to make the GVSU Holland campus a hub for multidisciplinary approaches that will help solve the needs of the Holland community. The long-term goal is that we hope to create a space in which students are learning by doing and also making a real-world impact. We have created a list of potential outcomes that we could see happening because of the usage of the GVSU Holland campus:

- Students from different disciplines will be educated on the Holland campus, but also enjoy simply visiting and spending time in this space.
- Support from the outside community, meaning, spreading the word about the campus and possibly hosting events there to create a comfortable and welcoming environment events.
- Students will be able to receive a unique way of learning that they would otherwise not receive in their lecture halls.
In conclusion, the intended outcome of this project is to help the Holland campus become a strong participant in the community. A place that is sought out by GVSU students and professors and also the Holland community.
**Stakeholder Map**

The number of stakeholders that could weigh in on this project affords a real challenge. Given time constraints, the breadth of stakeholders could prevent in-depth insights. Creating an innovation that accommodates all stakeholders may seem nearly impossible. In order to better comprehend the scope of the project, we generated a stakeholder map visualizing the range of Holland citizens that could be affected by the Holland Campus. The model reflects how the Holland campus can become an education destination within the community. The map funnels and organizes who we should talk to as our research evolves, and shows a key part of the process our team managed as we defined our research ultimately leading to innovations.
Affinity Map

Each week after our team engaged with the community in dialogues and completed secondary research, we added new insights to our affinity map. Over time, we collected many insights. We then looked for similarities between these insights and organized them into specific categories. From these insights, we then extracted “needs statements,” which created our team’s innovation platform.
Collaborator Debriefs

Feedback is a crucial element of the design thinking process. To produce effective and meaningful innovations and prototypes, one must acknowledge the needs of their stakeholders, and to successfully do this, one must receive feedback to know if prototypes are meeting those needs, or if they require revisions before moving forward. Our team has come to agree that the desires of our stakeholders are most important, and our objective is to use their needs to provide insightful, useful, and ultimately effective innovations. With the feedback from our first debrief we were able to visualize a more clear and direct path forward. The debriefs allowed us to gather input from key stakeholders on our most promising ideas, as well as opinions of our current ideas that might not be worth pursuing. This process provided valuable feedback loops that allowed our team to move forward with confidence in the ideas we chose to pursue.

Debrief One

<table>
<thead>
<tr>
<th>Design Challenge Debrief</th>
<th>Team Problem Statement:</th>
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<tr>
<td></td>
<td>We will work to establish the GVSU Meijer campus as an education destination in the Holland community where every generation can go to engage in lifelong learning.</td>
</tr>
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</table>

Insights:
- Every generation requires different means of expression.
- There is a potential opportunity for students and companies to find a common ground at the GVSU Holland Campus.
- A community that invests in early childhood education will see the benefits for years to come.
### Questions for the Collaborators

| 1. If companies are interested in getting involved with the Holland Campus, what room or space would they have to work with? |
| 2. Which insights of ours sounds the most promising to you and why? |
| 3. In your opinion, how can GVSU support the Holland Campus better? |
| 4. Which groups of people would you be interested in having come to or interact with the Holland Campus? |
| 5. What areas have we not touched on yet that you would like to see us reach out to in the future? |
## 1. Debrief Feedback
### Capture What’s Meaningful to Advance Effective Innovation

<table>
<thead>
<tr>
<th>Instructor</th>
<th>-Insights need to be less like conclusions. Insights are supposed to be guiding our future research, and clearly showing patterns for future innovation, not providing conclusive evidence that our ideas are “worthy.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>-If we bring in children, how do we accommodate the parents?</td>
</tr>
</tbody>
</table>
| Collaborator | -Different generations require different means of expression is important, but who else have you talked to between K-12?  
-Receive a smattering from everybody.  
-If you make a space for everyone, there is a concern that it could become for no one.  
-Narrow in on one insight.  
-Do we focus on the physical space or on the space of mind?  
-Does the GVSU campus need to be physically inside of spaces?  
-A balanced space may be difficult to come by.  
-We are being poached for tech workers by Silicon Valley – how can we keep people here? Is GVSU Holland part of this mission?  
-Local businesses have a need to learn about their own craft.  
-Look into the furniture industry. How can companies use the Meijer campus for a learning lab related to their own company?  
-Making a demonstration showroom.  
-Why are companies so ready to invest in the lives of students? Partly because of workforce. Keep researching this.  
-Holland is not Google, and is not full of old factories. How do we define the in-between that truly makes up Holland?  
-Holland Campus personnel is bringing in many different groups to make them see that they have a “home” at that campus. |
- College and public university is a right for everyone / can be attainable.
- Upward Bound? There are many programs available, and students travel through every step.
- Narrow but wide, or wide but narrow?

Other Stakeholder(s)

- The information above encompasses all of the tips given to our group by the Holland collaborators present on Wednesday.

## 2. Post-Debrief Reflections

Integrate the Feedback & Ideate Next Steps

**DIVERGE:** How did the feedback deviate from your team’s current insights?

1. Decide whether we want to address the needs of one generation very well or address a few needs of each generation.

2. Our preliminary research mostly involved early childhood education; while we intend to research the entire age spectrum. Our current base of knowledge is strongest for the youngest citizens, so it may have seemed that our goal was to create a childcare center. As we research further, our goals may become clearer. At this point our ideas were not entirely supported, thus concerned our collaborators.

3. A place for companies working with students, or with their current employees, is a need in the Holland community. Will we head in this direction, rather than continue with our multi-generational approach?

4. There are specific groups, not just generations that need to find a “home” in Holland. Do we need to specify other groups, rather than just stick with bringing in the generations? Our seemingly straightforward problem statement is far more complex that it seems.

5. While bringing generations into the Holland Campus, how will we ensure that Holland is truly represented? We must speak to more people in order to ensure that we are representing everyone.
## CONVERGE:
How did the feedback align with and enhance the team’s current insights?

1. Space: There is not currently a space where all generations of Holland residents can come together.

2. Employee Pipeline: Companies are looking to establish pipelines from students to their company. As we realize this through interviews, we must now take this information further and see how we can represent and fill this hole in Holland by utilizing the Holland Campus.

3. Meeting Diverse Needs: Different generations definitely need different means of expression. We must continue to research and ideate based on this insight.

## APPLY:
How can you use the feedback provided?

1. We need to speak with more groups, and more generations. We first need to hear broadly from everyone, in order to decide whether we will focus on one generation in depth or we will focus on multiple generations less deeply.

2. We should continue to piece together the experiences of people in Holland to see how Holland is truly defined. By doing this, we can bring the essence of Holland into the GVSU Meijer Campus.

## ACT:
What are your next steps?

1. Establish a variety of interviews.

2. Research generational needs, and search for successful multi-generational communities.

3. Experience Holland on a personal level, while hearing from others to paint a picture of this community as we engage in design thinking. We must truly empathize to be successful.

### Debrief Two

### 1. Debrief Preparation

**Telling the Story**

**Design Challenge Debrief**

**Team Problem Statement:**
We will work to establish the GVSU Meijer Campus as an education destination in the Holland community where every generation can go to engage in lifelong learning.
Holland needs…
- The opportunity for workers to further develop in their field.
- To address the educational and opportunity gaps present in their community.
- To provide companies with space to help their current employees, as well as space to recruit new employees.

Innovations…
- Innovation 1: GVSU Holland could become a place for community members to earn certificates in their field. For example, factory workers could come to GVSU Holland to receive their certificate in safety.
- Innovation 2: GVSU Holland can expand upon pre-existing programs in the community for young students. For example, the CASA Program is “serving the underserved” at Hope’s Campus and is in need of more space to assist a larger population of students.
- Innovation 3: GVSU Holland can host “how-to” classes as needed based on community input. This campus can become directly involved with the population of Holland by responding to what they ask for.
- Innovation 4: GVSU Holland can become a destination for events. Companies, small businesses, and various other groups can reserve the space for their purposes.
- Innovation 5: GVSU Holland can become a campus for Holland community members and current GVSU students of various disciplines to learn from each other.

| Questions for the Collaborators | 1. Which innovation do you think the most potential for success?  
2. Would you rather our innovation be wide but narrow or narrow but wide? |
| Instructor | -Out of all the classes that she has been teaching for this course, none of the in-class groups have come together to integrate across teams.  
-Visualize the space that you are in. We are surrounded by employees and students within just a short distance of the Holland Campus.  
-Confirm that your innovation is relevant to the community and to the Holland campus. |
| Class | -Many of the other groups have similar innovations to each other. |
| Collaborator | -How is your innovation going to bring a revenue stream to the university?  
-To sell your innovation to the key stakeholders, align key innovations to Grand Valleys’ metrics.  
-Professors and K-12 teachers have the desire to meet with one another to discuss techniques but don’t necessarily have a formal way of doing so.  
-If students begin to go to the Holland Campus, it will show faculty members that there is a desire for a program to start at the Holland Campus.  
-Hybrid classes hosted at the Holland Campus.  
-If students want to come to the Holland Campus, how would they get here? Many freshmen don’t even have vehicles on campus. Maybe the target audience would be juniors and seniors.  
-Non-profits need financial help. They are actively practicing on transforming to long term relationships vs. drop in volunteering.  
-There is a significant cost tied to transportation. If we wanted to get kinds at the Holland Campus to mentor, we would need to partner with other local organizations to help reduce cost.  
-There’s a stigma around tutoring and mentoring for the children. How can we change that?  
-Hybrid classes offer courses at non-traditional class times.  
-Can we use what we currently have to give back to the community? |
- A lot of the work-force is run through temporary agencies. Not everyone wants to go to college. How can we teach the population of workers that are working through temporary agencies to have marketable skills to land a full-time position with benefits?

- Factory work will be redefined within the next five to ten years. Persons working these positions will need whole new skill sets to work in the automated factories.

- There’s going to be 10,000 employees per month (nationally) retiring for the next 20 years.

- When mentoring students, it doesn’t necessarily matter what you are talking to them about. They want to see that someone is giving them attention and cares for their well-being.

- 83% of students at the local elementary school have free or reduced lunches. This is right around the corner from the Holland Campus.

- I want to support whatever the community wants but at some point, the university will be asking how we can make money.

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

<table>
<thead>
<tr>
<th>DIVERGE: How did the feedback <em>deviate</em> from your team’s current insights?</th>
<th>1. We can help local non-profits all day at the Holland Campus but we need to see revenue coming into this building as well.</th>
</tr>
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<tbody>
<tr>
<td>2. Instead of trying to tackle all the problems at hand the collaborators suggested that we hone in on one innovation to dedicate more research to.</td>
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<tr>
<td>3. Grand Valley may not have the expertise to offer certificate training. This is for technical schools. We don’t necessarily want to invest in heavy machinery for this building.</td>
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<tr>
<td>4. The Holland Campus doesn’t have an auditorium for companies to rent out. Many people like our space but it is for smaller groups.</td>
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| CONVERGE: How did the feedback *align* with and enhance | 1. Collaborators confirmed that getting students to the Holland Campus would get the attention of shine faculty members. Once we have the buy-in from the students, the buy-in from the faculty members follows. |
| APPLY: How can you use the feedback provided? | 1. We will strive to gain buy-in from students at Grand Valley.  
2. We will try to integrate mandatory requirements into the Holland Campus.  
3. We will explore how local businesses would want to use this space.  
4. We will work to support the needs of the community and keep them center to our focus. |
| --- | --- |
| the team’s current insights? | 2. Collaborators agreed that Grand Valley students that are required to have volunteer or tutoring hours logged for their major should come to the Holland campus to help serve students at need.  
3. Collaborators reinforced that companies need more space to rent out for events or meetings. Companies like to get their employees out of their normal space to get creative juices flowing.  
4. Collaborators suggested that we need to support what the community wants. |
| ACT: What are your next steps? | 1. We will interview other Grand Valley professors’ to see if making mandatory events at the Holland campus is a feasible innovation.  
2. We are thinking of ways to go deep and wide but making one innovation the focal point of our solution.  
3. We are re-visiting our problem statement to ensure we are capturing what we are gathering from our research, interviews, and innovations.  
4. We will look to see where we have overlap with different innovations to enable us to combine innovations. |
## 1. Debrief Preparation

**Envisioning the Future**

<table>
<thead>
<tr>
<th><strong>Design Challenge Debrief</strong></th>
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<td><em>We will work to establish the GVSU Meijer campus as an education destination in the Holland community where every generation can go to engage in lifelong learning.</em></td>
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**Top two prototype concepts**

Educational Support Center…
An educational destination to cater to the ebbs and flows of the needs in business and in the community.

The Holland Campus could host: tutoring, workshops, certifications, and how-to classes.

1. Hosting How-Two classes at GVSU Holland based on input from the Holland Community
   - These classes can be sponsored by companies, run by GVSU graduate students, or by current GVSU faculty.

2. Bring in GVSU Students (from Allendale and Grand Rapids) to engage in real-world experiences with community members in Holland.
   - Projects would emerge from students’ degree of study and interests as well as issues identified by Holland community.
Summary Illustration

Innovation 1:

Innovation 2:

Questions for the Collaborators

1. Do you see room for growth in our innovations? What are we missing?

2. Has involving current GV Students (from the main campuses) been discussed before?
3. Are the innovations too far spread? Will we be able to accomplish our goals?

<table>
<thead>
<tr>
<th>Debrief Feedback</th>
<th>Capture What’s Meaningful to Advance your Prototypes</th>
</tr>
</thead>
</table>
| **Instructor**   | - The university needs to formally employ someone whose job requires a deep awareness of what the needs of the community are: a boundary spanner.  
- There needs to be support to create these classes and sustain them over time.  
- How can we give back to Holland and foster relationships? |
| **Class**        | - Team two interviewed President Haas who said that his vision for the Holland campus is for the people of **Holland** and the **Holland community** to use it (in place of focusing on attracting people from other communities to Holland).  
- Team one’s interest in Pop-up is similar to our “how-to” classes. There is the potential to think collaboratively and share ideas here. |
| **Collaborator** | - Focus on older generation (our “How-to” classes idea stemmed from this in light of one of our research bibliographies).  
- Innovation 2: We are on a good path with the idea of encouraging the GVSU student population to engage with the campus. How should we work to engage GVSU students in this collaborative problem based idea? This could be done through expanding internships, which was an idea that was received well. There is a huge benefit in this unique opportunity for the students.  
- Instead of Pop-up classes, Holland should host Pop-up themes. This idea was previously explored and has real potential. An example was provided, and is described here: What if the Holland community had an issue with food? A class could have a class focus class on this issue, and the students would attend the Holland Campus to work out this problem, and a new theme would emerge once the issue was “resolved.”  
- The collaborators mentioned a professor who once only taught at GVSU Holland. He was highly regarded by students, so they made a point of enrolling in this course and travelling to Holland. When so
many people went there, the environment improved and was a lively campus. The benefit to the students certainly has to be foremost and primary. This is not always easy, but a “dynamite” professor made it possible once upon a time. It is sometimes difficult to find professors of this nature, so how else can we attract students to GVSU Holland?

-A question was posed: how would the word get out about these classes and how would we figure out what the Holland community is interested in at the time?

-The benefit to Pop-up classes is making employees more marketable.

-Pop-up classes are low-risk. Can we sustain it? Will the temporary nature come off as credible?

-Create questions to ensure the courses at the Holland campus yield long-term outcomes.

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<thead>
<tr>
<th><strong>POST-DEBRIEF REFLECTIONS</strong></th>
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<tr>
<td>Integrate the Feedback &amp; Decide on Your Best Solution</td>
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**DIVERGE:**
How did the feedback *deviate* from your team’s current insights?

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<tbody>
<tr>
<td><strong>1.</strong></td>
<td>We may need more long-term challenges, rather than changing themes each class.</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td>The Pop-up classes may not be sustainable. How do we guarantee that people will come back and continue to fund these?</td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td>It could be difficult to recruit professors who are willing to put in the time to run their classes at GVSU Holland.</td>
</tr>
</tbody>
</table>

**CONVERGE:**
How did the feedback *align* with and enhance the team’s current insights?

<p>| | |</p>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td>Pop-up classes have the potential for employees to grow in skill, and in turn work towards new positions based on their skill-set.</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td>GVSU Students could gain experience and other valuable traits based on the theoretical classes at GVSU Holland.</td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td>We would be helping GVSU students, but would be primarily involved in the Holland community.</td>
</tr>
</tbody>
</table>

**APPLY:** How can you *use* the feedback provided?

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<td><strong>1.</strong></td>
<td>We need to think about the realities of bringing GVSU students to Holland. How can we make the experiences meaningful enough to have students make the trip out to Holland?</td>
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<td>ACT: What are your next steps?</td>
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<td>1. Continue to talk with the community. We need to hear more perspectives.</td>
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<td>2. We need to investigate success stories of Pop-up classes, or other similar community-based ideas.</td>
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<td>3. We need to realistically consider our constraints.</td>
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2. We need to think through the sustainability of Pop-up classes. What would make these courses different? How would we continually attract people to these courses?
**Top Five Innovations**

**Innovation #1:** GVSU Holland could become a place for community members to earn certificates in their field. For example, factory workers could come to GVSU Holland to receive a certificate in safety.

We received feedback from stakeholders that this innovation could benefit the community along with bringing in revenue for the campus but we would need to ensure that Grand Valley has the **capacity** to teach such courses. Certain jobs require special training and not all companies always offer these training courses. By offering classes for them at the GVSU Holland Campus, it would allow workers to get a certificate for their training to then show future employers that they have the skills needed to get the job done. This could be done through a collaborative of Grand Valley students. Beginning with marketing students, they can market to local companies that courses, such as CPR, are taught at the Holland Campus. From there, we can have graduate nursing students teach the courses. Ultimately that will bring in paying customers to the Holland Campus. Another way local workers could earn certificates are through hybrid courses. For example, employees could be seeking a certificate in supervision. The majority of the class could be taught online with a few meetings over the period of the course that would be located on the Holland Campus. This would make the courses be more accessible to community members while still exposing them to the wonderful GVSU Holland Campus.
**Innovation #2:** GVSU Holland can expand upon pre-existing programs in the community for young students. For example, the CASA Program is “serving the underserved” at Hope’s Campus and is in need of more space to assist a larger population of students.

Holland already has great programs available to underserved students in the community. We believe that GVSU Holland can help to expand these programs, rather than compete with the pre-existing programs. The community, as a whole, can work together to decrease the opportunity gap that currently exists within the schools of Holland, as well as the community as a whole. After speaking with executives at the Children’s After School Achievement Program (or CASA), we realized that the successful afterschool program they have established at Hope College is in need of more space to engage with a larger student population. GVSU Holland could collaborate with Hope College, and reach out to different groups of students based on their location geographically, provide additional space for the valuable tutoring sessions to take place, as well as provide additional and unique resources of the GVSU Meijer Campus. Hope College’s geographical location and lack of space has stunted expansion of programs like Children’s After School Achievement Program. After speaking with stakeholders, we have been told that there are underserved students within a mile from GVSU Holland’s Campus. We would pull from this neighborhood through potentially adding the campus onto their bus route, or by providing safe ways to reach the school by foot or bike. We see a need in Holland for mentor and tutoring programs, and we think it would be great for GVSU Holland to begin to fill this need. While filling this need, Grand Valley could potentially benefit from creating a direct pipeline from the elementary students involved through the program to becoming a future Laker. Positive impacts on students at a young age can inspire them to become a student at the university from which the mentors came.
Innovation #3: GVSU Holland can host “how-to” classes based on community input. This campus can become directly involved with the population of Holland by responding to what they most need and desire.

During our second debrief, collaborators brought attention to the fact that, no matter our innovation, we need to support the needs of the Holland community. We think that a great way to do this would be to host “how-to” classes at the Holland Campus. Polls could be run within the Holland community to find out exactly what everyone is interested in. Based on this feedback, the Holland Campus could host a class on the subject matter. For example, there is a large population of Latinos in the Holland community and a good majority of the kids in said population are first generation college students or will be first generation college students. Knowing this, the Holland campus could host a “How to Prepare for College Courses Class” or a “How to Apply for College” course. An important aspect of these courses pertains to how it will be funded, and how many people need to attend to make this investment worth it. We would charge a small fee for attendance in order to cover the building costs. Depending on the class’ goal, we will reach out to businesses in the area who are experts in the field. If the class’ educator requires a paid appearance, we would have to adjust the student fee accordingly. In some cases, we will be able to reach out to GVSU Professors to run the course. Many people would benefit from these courses and valuable lessons could be taught to help the Holland community flourish even more.
Innovation #4: Grand Valley State University Holland can become a destination for events. Companies, small businesses, and various other groups can reserve the space for their purposes.

We came to an agreement on using this as an innovation because we thought it would be benefit the community. After interviewing someone from the Holland Library we learned there is not enough public spaces for people to host events and that would be perfect if the Holland Campus could become that space. Although, we’re aiming to encourage the Holland community to come to the campus, we are also trying to generate greater awareness within the Grand Valley (Allendale and Grand Rapids) community about the Holland Campus. In Holland, there are many companies that have big teams and don’t have meeting space available through the corporation, therefore they are looking for space to meet and often head out of Holland to do so. If they knew about the Holland Campus they may be open to using that space. The question that always arises is, how can we get people/companies educated about the open space at the Grand Valley Holland Campus?

Due to Holland’s community being full of various groups and companies, one positive report from someone who hosts an event at GVSU could spark the interest of a variety of groups. This would bring more people in, and ultimately establish the campus as an events destination. GVSU Holland could provide a unique event space, and we believe the space could be used effectively for this purpose.
Innovation #5: GVSU Holland can become a campus for Holland community members and current GVSU students of various disciplines to learn from each other.

GVSU Holland is an extension of GVSU as a whole. Knowing that Grand Valley already has a large, motivated student body, we feel that we can tap into this energy while assisting the Holland community. GVSU Holland could serve as a hub for real-world experience for students prior to entering the work force. We believe that multiple majors from multiple disciplines could find experience at the Holland Campus working with the community of Holland. For example, if a community member wanted to host an event at GVSU Holland, Grand Valley students who are majoring in hospitality (more specifically event planning) could come out to GVSU Holland and run this event. Another example could come into play with education majors. Future teachers could venture to GVSU Holland to tutor students of various ages in various subjects. The students of Holland would benefit academically, while our GVSU students would be given the opportunity to use and refine their teaching skills before they have a classroom of their own. The students of Grand Valley would greatly benefit from these experiences, as would the Holland community members who would receive the services.
Top Two Design Prototypes

Design Prototype 1: GVSU Holland can host “how-to” classes as needed based on community input. This campus can become directly involved with the population of Holland by responding to what they ask for.

During our second debrief, the collaborators brought attention to the fact that, no matter our innovation, we need to support the needs of the Holland community. We think that a great way to do this would be to host “how-to” classes at the GVSU Holland Campus. Polls could be run within the Holland community, through a mail survey, to find out exactly what everyone is interested in. Based on that feedback, the Holland Campus would host a class on the subject matter. For example, there is a large population of Latinos in the Holland community and a good majority of the children in said population are first generation college students or will be first generation college students. Knowing this, the Holland campus could host a “How to Prepare for College Courses Class” or a “How to Apply for College” course. An important aspect of these courses pertains to how it will be funded, and how many people need to attend to make this investment worth it. We would charge a small fee for attendance in order to cover the building fees and to make a profit for GVSU Holland. Depending on the class’ goal, we will reach out to businesses in the area who are experts in the field. If the class’ educator requires a paid appearance, we would have to adjust the student fee accordingly. In some cases, we will be able to reach out to GVSU Professors to run the course. Many people would benefit from these courses and valuable lessons could be taught to help the Holland community flourish even more. Residents would be able to work on and develop new skills that could help them, not just in their everyday life, but in their field of work.
Design Prototype 2: GVSU Holland can become a campus for Holland community members and current GVSU students of various disciplines to learn from each other.

GVSU Holland is an extension of GVSU as a whole. Knowing Grand Valley has a large, motivated student body, we feel that we can tap into this energy while assisting the Holland community. GVSU Holland could serve as a hub for real-world experience for students prior to entering the workforce. We believe that multiple majors from multiple disciplines could find experience through the Holland Campus with the community of Holland. For example, if a community member wanted to host an event at GVSU Holland, Grand Valley students who are majoring in hospitality (more specifically event planning) could come to GVSU Holland and run this event. Another example could include education majors. Future teachers could venture to GVSU Holland to tutor students of various ages in various subjects. The students of Holland would benefit academically, while our GVSU students would be given the opportunity to use and refine their teaching skills before they have a classroom of their own. The students of Grand Valley would greatly benefit from these experiences, as would the Holland community members who would receive the services.
Final Prototype: Holland Helpers

Imagine the GVSU Holland Campus as an interdisciplinary hub for addressing real-world challenges: a place of partnership where GVSU students work with the Holland community in order to address the needs of this community. With different issues, there are multiple disciplines that will need to be addressed. By bringing different disciplines together to work on one problem, students will take different approaches to the problem while working with the community to create more informed and inclusive solutions to complex problems Holland faces today.

This innovation can be best imagined through an example. Holland currently is struggling with low reading scores in their schools. Grand Valley students from different disciplines and different courses could be focused on addressing this issue. A sociology class could work on the sociological issues impacting the scores, a social work class could work to educate parents on how to help their children succeed in reading, and a class of future educators could work to develop a comprehensive plan as to what students can do to improve their scores. Through every step, students would be going into the Holland community to make sure their concerns are being addressed and handled in a sensitive and understanding manner.

The various GVSU classes would work together, as well as collaborate with the Holland community to learn from their experiences and integrate their insights as they work on the project. By collaborating with the Holland community, the solutions are more likely to be successful when implemented. What we are proposing is a real win-win: GVSU students enrolled in these courses will be receiving unique experiences within various disciplines that they could not get on the Allendale or Grand Rapids campuses and the Holland community will benefit from co-developed solutions to pressing problems they are experiencing. Overall, the students of Grand Valley State University will be working directly with the Holland community to unpack problems faced by community members today while studying at the GVSU Holland Campus.
IMAGINE

GVSU Students working with Holland residents to solve real-world problems being faced in Holland.
HOLD THAT THOUGHT!

HOW DID WE GET HERE?

DESIGN THINKING!
DECISIONS, DECISIONS...

Certificates  Mentor Program  How-To Classes  Event Space

...and finally...

HOLLAND HELPERS

COLLABORATIVE EDUCATION THROUGH SERVICE
TEAM PROBLEM STATEMENT

We will work to establish the GVSU Holland Campus as a specialized branch of Grand Valley where students can enroll in courses to expand their thinking and problem solving skills in conjunction with the Holland community.

HOW DOES IT WORK?
How might GVSU come alongside the people of Holland to help their students develop lifelong reading skills, and ultimately raise reading scores?
WHO BENEFITS?

Holland

• A continual problem-solving method
• University Support and resources
• Community exposed to GVSU Holland Campus

Grand Valley Students

• A unique learning experience
• The opportunity to network
• Learning by doing
BUT WHAT ELSE?
SO, NOW WHAT?

- GVSU earning the trust of Holland residents
- Establish a goal!
• Assign passionate professors

• Enroll motivated students

2

Then

3

Dive in!

Next
• GVSU Holland will be a recognized supporter in the community
• High enrollment
• Personal growth

HERE WE GO!
Video Link:

https://www.youtube.com/watch?v=Z5KdSfcQMkI&feature=youtu.be
## Innovation Symposium Findings

### Call to Action
**Envisioning the Future**

| Information Provided to Stakeholders | **Top Innovation**  
Key insights from Design Thinking Journey  
Current Barriers |
|-------------------------------------|--------------------------------------------------|
| **Call to Action**                  | We are calling on GVSU Holland stakeholders to begin the process of addressing the possibility of making Holland Helpers a reality in the hopes of developing a consistent, reliable need-addressing program in Holland.  
We ask GVSU to gain the trust of Holland in addressing their needs through our students, working to find passionate professors to run and design these courses, enrolling motivated and hard-working students to work on finding solutions, and ultimately providing relief of the needs and creating a positive interaction between the Holland community and GVSU. |
| **Information requested from stakeholders** | 1. How do we establish new coursework at Grand Valley?  
2. Which need in Holland do we address first? |

### Innovation Symposium Feedback
**Capture What’s Meaningful to Advance your Innovation**

| Verbal Feedback | The verbal feedback received at the Innovation Symposium suggested that our message was not entirely clear. The questions focused on our five innovations, rather than the final prototype concept we developed. There was also confusion as to how exactly the classes would run, and who the students would be. With attempts to redefine our innovation, the feedback was positive. However, stakeholders still felt somewhat confused. |
| Written Feedback | It was suggested we utilize existing partnerships between GVSU Holland and the community. The audience also suggested we speak more to why Holland would be a great place for this, and expand upon the story of our process in reaching this innovation. |
| Visual Feedback | One stakeholder suggested that the video was not helpful in explaining our innovation. |
## Post-Symposium Reflections
**Integrate the Feedback & Offer Final Recommendations**

| **DIVERGE:** How did the feedback provided *deviate* from your team’s current recommendations? | 1. Questions received had to do more with our other four innovations, and why we selected an alternate innovation.  
2. We had not realized that other programs were conducting similar courses. |
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<td><strong>CONVERGE:</strong> How did the feedback provided <em>align</em> with and enhance the team’s innovation?</td>
<td>1. When we asked the audience to share a chronic need in Holland, an audience member suggested we address affordable housing. One suggestion shared by a member in the audience listed at least 5 courses that could be designed around this issue. This showed that our innovation is possible!</td>
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| **SYNTHESIZE:** How can others *use* the feedback provided? | 1. Others can investigate existing programs to see how they can make similar ideas a reality.  
2. Others can create their ideas with the intention of sharing more about their journey, and being clearer in their explanations. |
| **RECOMMEND:** What next steps does your team recommend to stakeholders? | 1. Address the process for creating new courses.  
2. Find willing professors and hear more from the students who would be interested in enrolling. |
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Closing Statement

The method and process of Design Thinking has allowed our team to more fully understand the real needs of both the Meijer Campus and the Holland Community. Reviewing what others have done in their own communities through secondary research and empathizing with a range of community members and stakeholders associated with this community has allowed our team to generate a significant innovation that could be impactful for years to come. Based upon the research and interviews that Team Three has conducted, we firmly believe that integrating GVSU students with Holland community members will not only build a revenue stream for Grand Valley, but create an impactful relationship with the citizens of the Holland community.

Thank you for taking the time to read our Innovation Portfolio. We have only scratched the surface with our ideas of implementation, so let’s minimize planning and maximize action by making Holland Helpers a reality!