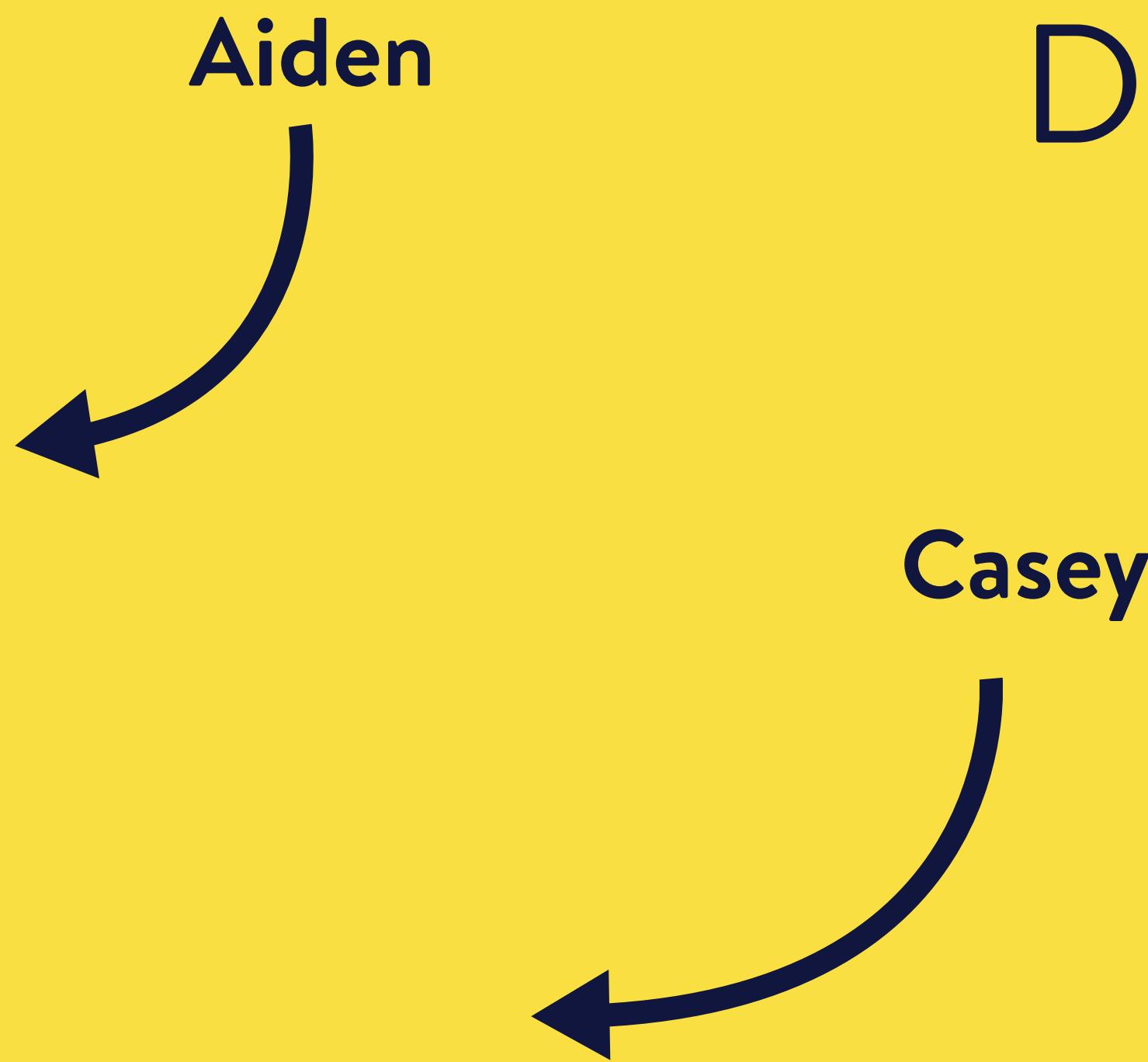


Hello!

Group One
Design for Social Impact

5 Communication Design Seniors



Group One
Design for Social Impact

Our Presentation

1. Generative Research
2. Problem Statement
3. Primary and Secondary Research
4. Personas and Insights
5. Ideation
6. Walking through solution
7. In-depth design choices of solution

2 Lists

Problems in St. Louis

- The image consists of a solid blue rectangular background. On the left side, there are three evenly spaced white circles. To the right of each circle is a white rectangular box. The top box is taller than the bottom two. All three boxes are positioned vertically along the same horizontal line.

Problems at WashU

- The image consists of a vertical list of ten items. Each item is preceded by a solid blue circle of uniform size. To the right of each circle is a rectangular area with a light blue background and a darker blue border, which has been redacted with a horizontal line of black dots. The circles are evenly spaced vertically, and the redacted areas are also evenly spaced.

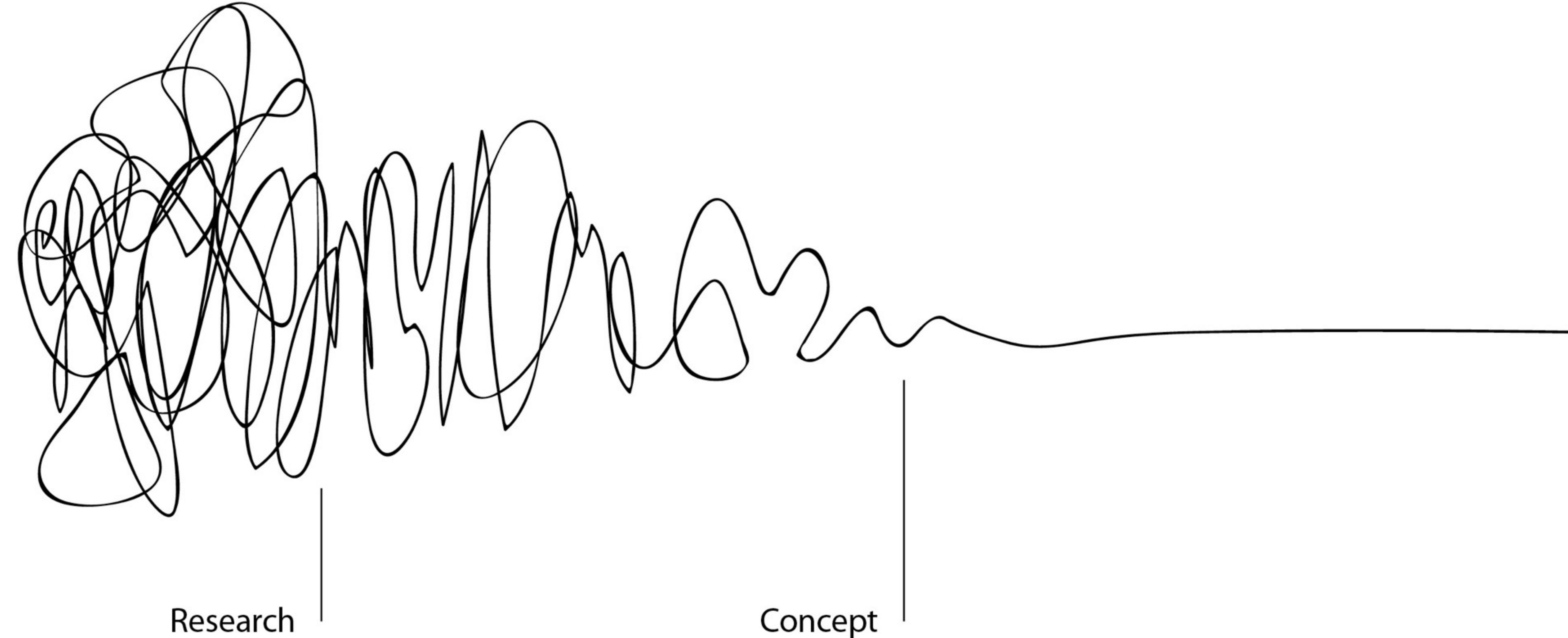
Braindrain

Braindrain

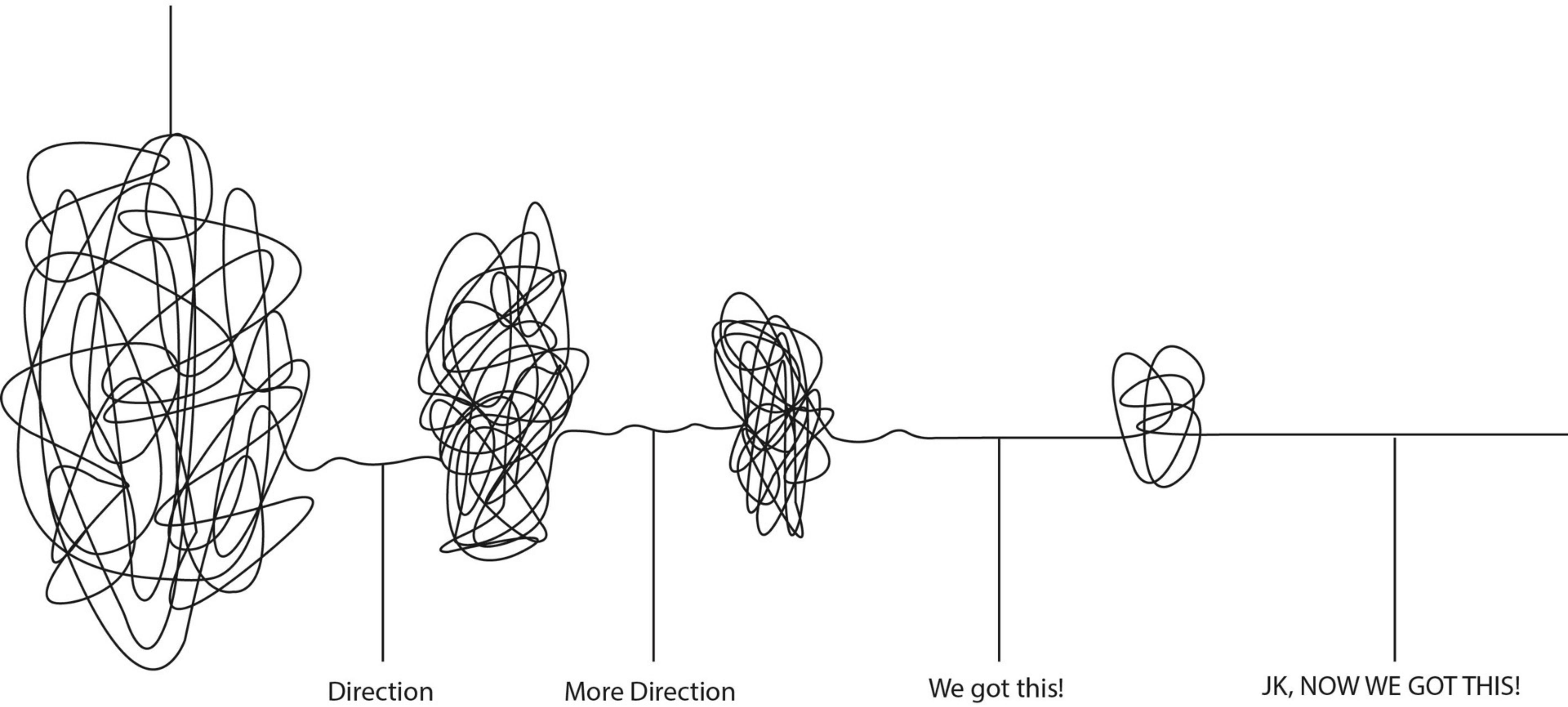
The emigration of highly trained or intelligent people from a particular country.

Uncertainty / patterns / insights

Clarity / Focus



Uncertainty / Insights



Braindrain

Braindrain

Why does this happen?

Generative Research

Informal conversations with students

“St. Louis is a perfect place to go to school, but it seems **a bit small** to stay in after college.

Alaina Rolfes
Senior, Business School

“I did Books & Basketball...it was nice
but I **didn't form real relationships**
with the people.”

Jackie Hough
Freshman, Arts & Sciences

“I’ve definitely heard of Cherokee Street...but I’ve never actually been! The WashU Bubble is real.”

Sam Zanchi
Junior, Arts & Sciences

“I’m more interested in real cities
like New York and San Francisco.”

Luke Daly
Junior, Arts & Sciences

“I was really involved as a freshman
but now I don’t really have time.”

Mehrmah Haider
Junior, Arts & Sciences



Advancing Integrated Sustainability A46 ARCH 404

Alberti Program: Architecture for Young People (ARCH 490) Arch 490A/B

Celluar_Transformations A46 ARCH 529E

Community Arts and Social Practice: An Introduction (ART 5080) ART 5080

Community Building, Building Community (X10 307) X10 307

Community Development & American Cities A46 ARCH 5079

Contemporary Practices in Sustainable Urbanism

Decoding Sustainability A46 ARCH 434R

Design Process A46 ARCH 209

Developing Sustainable Urban Communities (A49 MUD 5078) A49 MUD 5078

Digital Filmmaking: City Stories (XCORE 344)X10 XCORE 344

Drawing on the City (ARCH 303A) A46 ARCH 303A

DuBois Meets Churchill: Social Justice & the Built Environment (A46 ARCH 455C) A46 ARCH 455C

Explore & Contribute: Collaboration between Washington University & Henry Elementary School (ARCH 490 A) ARCH 490 A

From Design to Realization (ART X96A) -University City Sculpture Series ART X96A

From the Bottom Up: A Grassroots Approach to Healthy Communities & Neighborhoods A49 MUD 568D

Furnish It, With Pieces (ARCH 435E) ARCH 435A

Historic Preservation/Urban Design A46 ARCH 664

Informal Cities Workshop: Designing Urbanity: Collective Housing in Emergent Cities (MUD 562H) MUD 562H

Information Modeling for Sustainable Design A46 ARCH 462H

Landscapes thru time: history of the built environmentA46 ARCH 475D

HOW MIGHT WE

**Connect Sam Fox undergraduate students with
classes and programs that engage with St. Louis?**

Research

Literature review

Informal conversations

Interviews

Survey

Research

Literature review

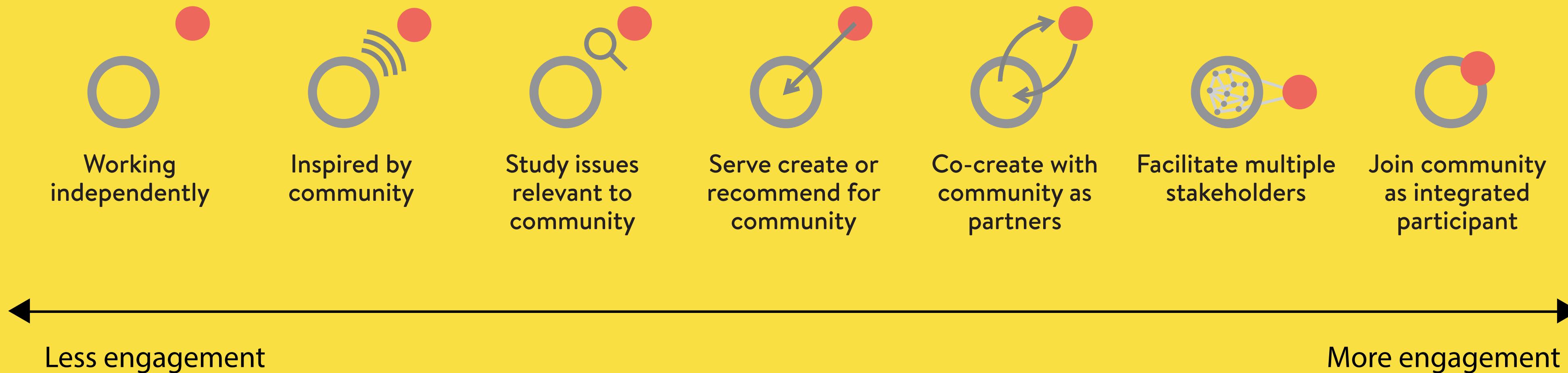
Informal conversations

Interviews

Survey

1. “Why Community Engagement is Important in Higher Education” about VCU
2. Gephardt Institute statistics and map
3. Terminology
4. Modes of interaction

Modes of interaction



Research

Literature review



Eric Hamblett

Informal conversations



Liz Kramer

Interviews



Jenni Harpring

Survey

“The reason WashU students leave the area after graduating is that there’s no pipeline...there’s minimal connection between students and St. Louis”

Eric Hamblett

Co-Founder of Bazaarboy and TechArtista, WashU alum

“I advocate for socially-engaged courses, but there is often **chronic under-enrollment**, so it’s becoming harder to make the case for them.”

Liz Kramer

Assistant Director of Community-Based Design & Sustainability
Sam Fox School of Design & Visual Arts

“The goal of community engagement
is to **build stronger communities**. To
me, that’s the reason it’s important.”

Jenni Harpring
Assistant Director for Campus and Community Partnerships
Gephardt Institute

Research

Literature review

Informal conversations

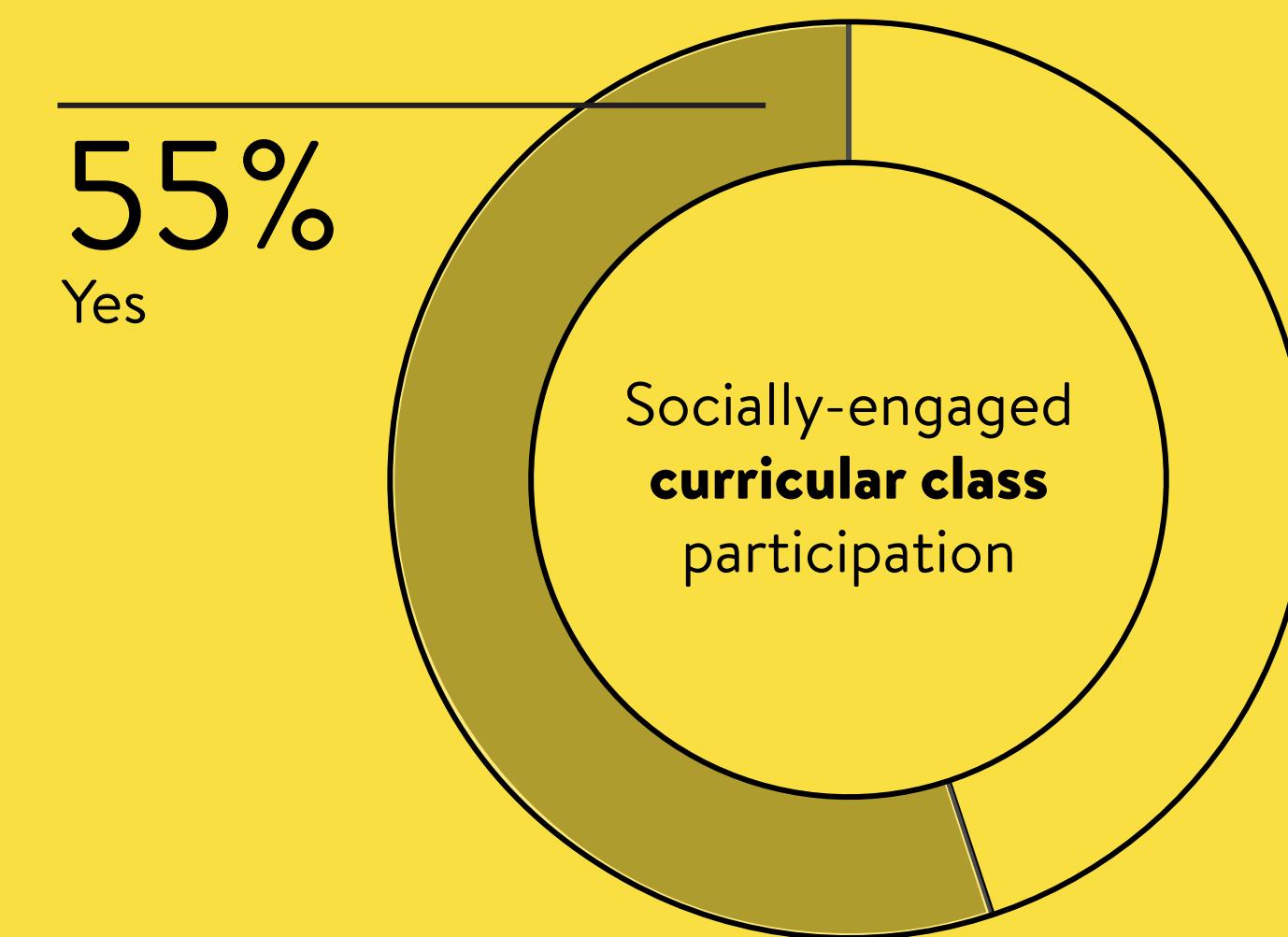
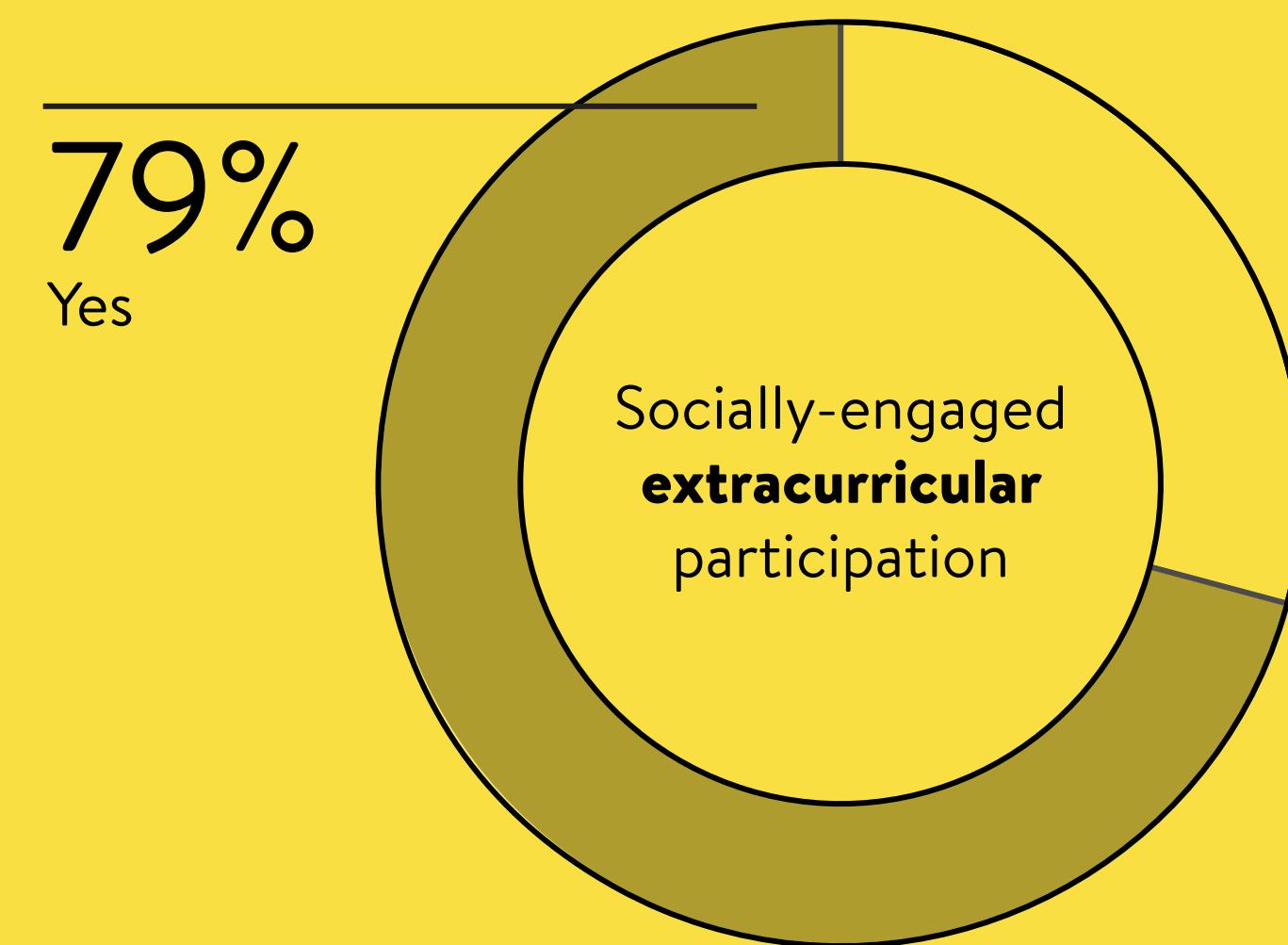
Interviews

Survey

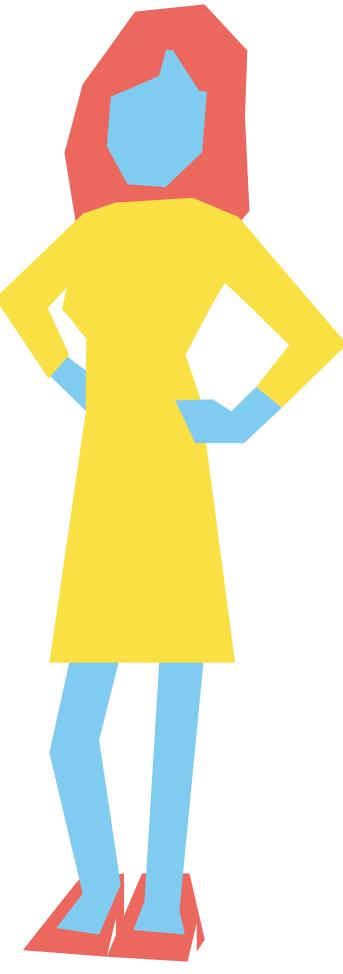
62 Sam Fox undergrads

24% of population

Survey: 62 Sam Fox undergrads



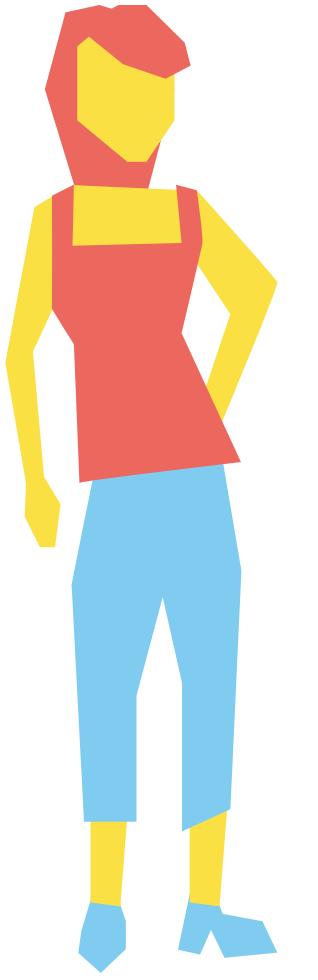
Synthesis of research: Personas



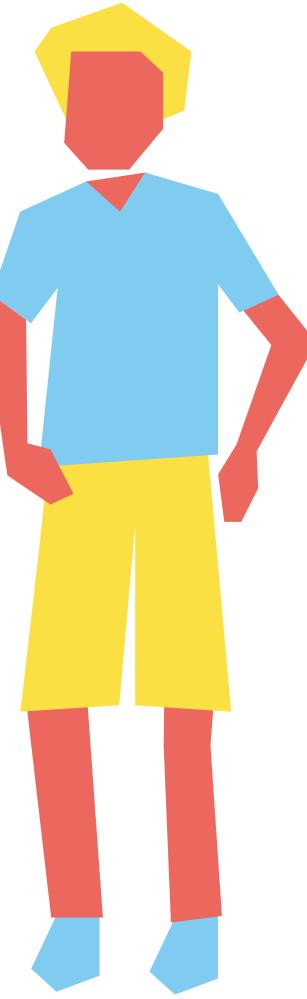
Engaged Emma



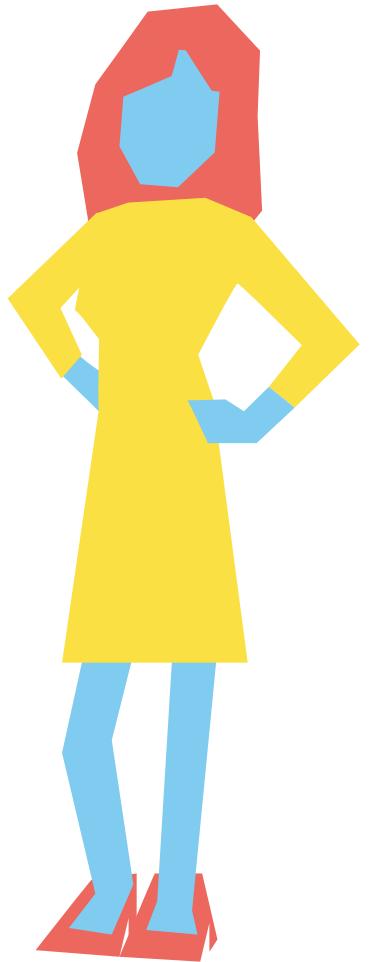
Ambitious Adam



Hesitant Hannah

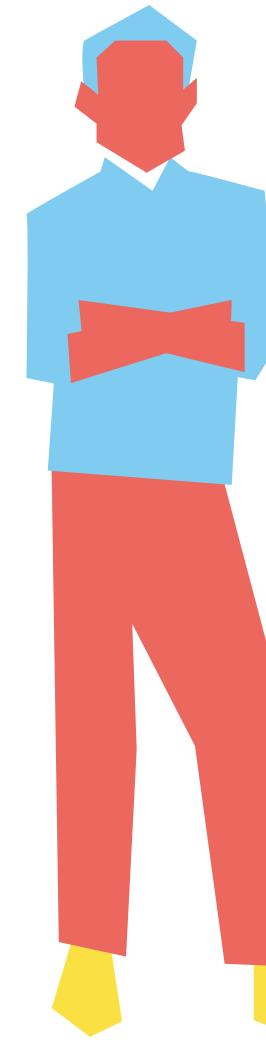


Oblivious Oliver



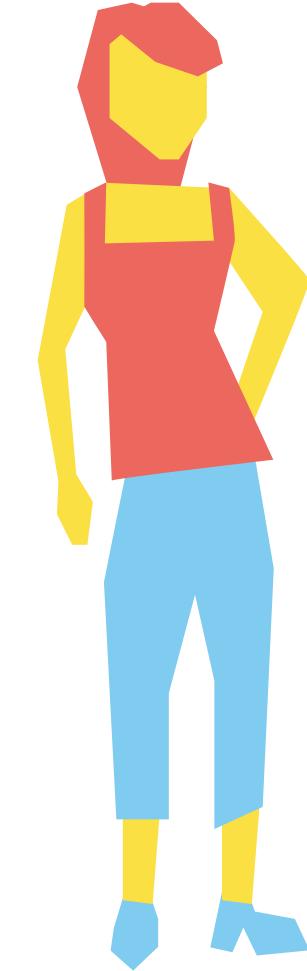
“After I took Community Building, I knew I would stay involved with St. Louis.”

Engaged Emma



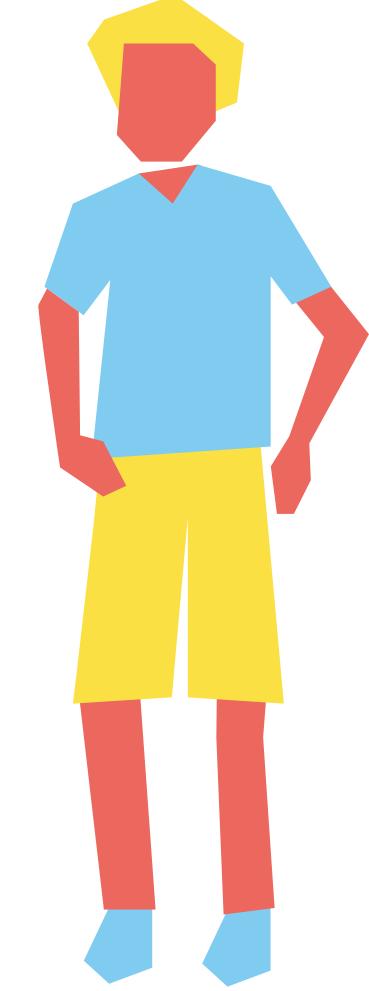
“I’m tired of theoretical
classes and worksheets,
I want to do real work!”

Ambitious Adam



“Hm, sounds interesting, but
does it fulfill requirements?
Are my friends taking it?”

Hesitant Hannah

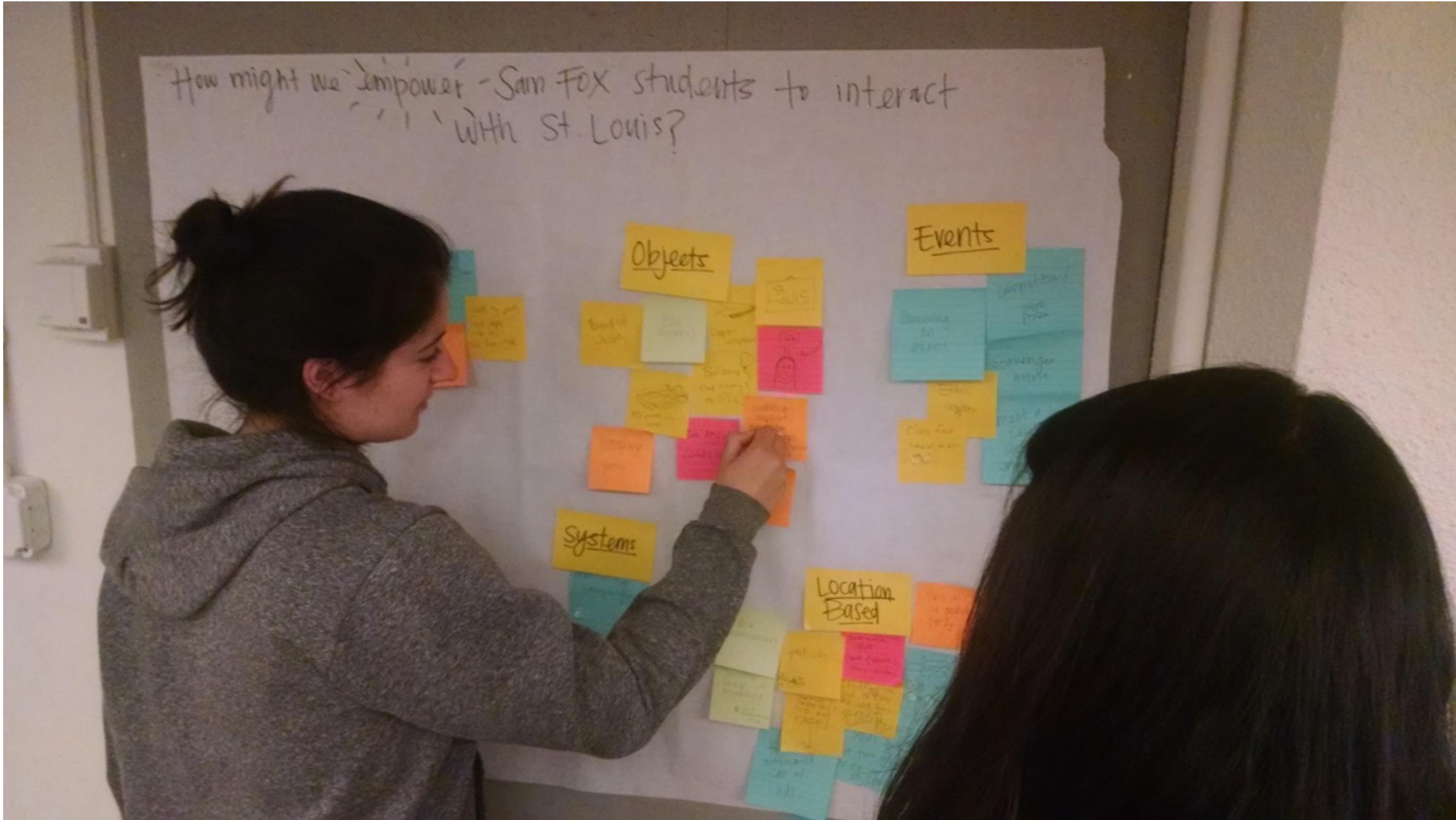


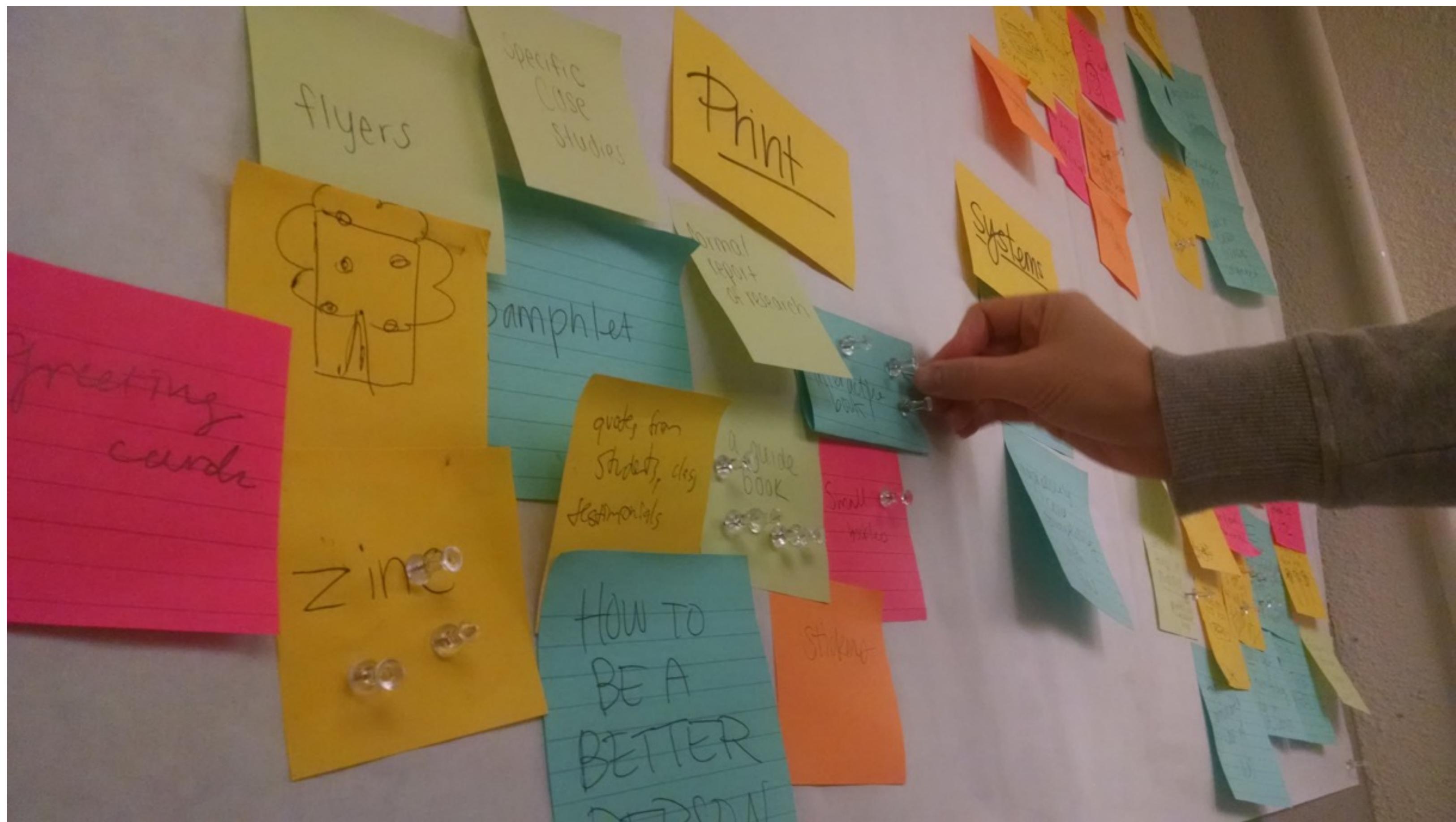
“CBTL? Is that similar to a
BLT because I love those.
Will there be food there?”

Oblivious Oliver

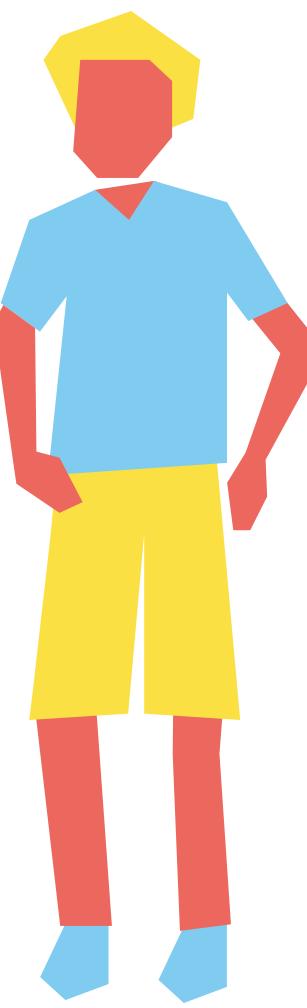
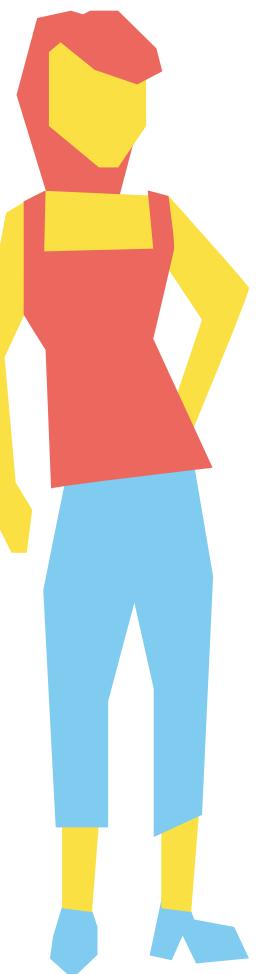
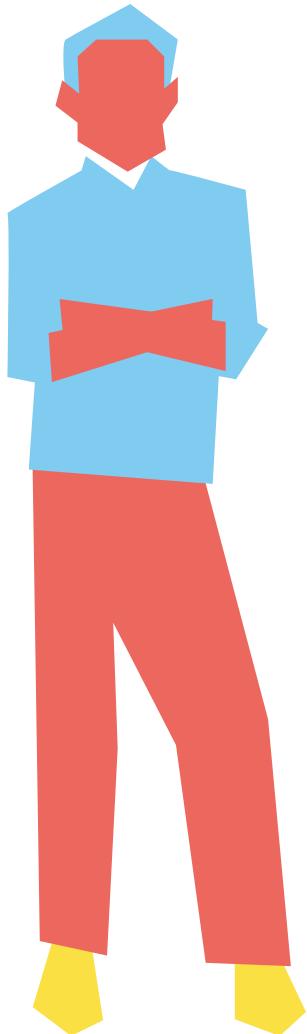
Ideating and Prototyping







The Class Fair









**Connecting Sam Fox with
socially-engaged courses.**



Why should *you* take a socially-engaged course?

- » Many take field trips or are taught off-campus, getting you out of the classroom and into the community!
- » Many involve interesting community-based and environmental projects.
- » Many involve community business partners and connect you with real people in the community offering valuable, real-world experiences.
- » Oh, and don't forget—they fulfill course requirements!



architecture

F10 ART 435M Albie Mitchell TT 1:00-4:00pm
Reconsidering the Margin: Places of Meeting

Coursework Intention
Coursework builds on relationships in Detroit with this city and beyond. Meeting places are often overlooked in the city, the margins, the margins, the margins... Students will work collaboratively to develop projects for the city, the margins, the margins, the margins... The project will culminate in a campaign or map and guide for the margins.

Student Experience
Students will work collaboratively to develop projects for the city, the margins, the margins, the margins... The project will culminate in a campaign or map and guide for the margins.

Project Examples
By Albie Mitchell
By Albie Mitchell
By Albie Mitchell
By Albie Mitchell

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Project Examples
By Albie Mitchell
By Albie Mitchell
By Albie Mitchell
By Albie Mitchell

communication design

F10 ART 435M Design for Social Impact
Perry Acree MW 1:00-4:00pm

Coursework Intentions
Students will learn design research methods and tools to prioritize the needs of others. They will design research, analyze data, and discover innovative solutions to issues in the community while working collaboratively.

Student Experience
Students will learn design research methods and tools to prioritize the needs of others. They will design research, analyze data, and discover innovative solutions to issues in the community while working collaboratively.

Project Examples
By Perry Acree
By Perry Acree
By Perry Acree
By Perry Acree

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Student Experience
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Project Examples
By Perry Acree
By Perry Acree
By Perry Acree
By Perry Acree



F10 ART 385A

Public Practice: Art Practice

Noah Kirby | MW 8:30-11:30am

Coursework Intentions

Students choose locations, estimate costs, design models, and make professional presentations before University City's Municipal Commission on Arts & Letters. Winning projects—funded by the city and the Regional Arts Commission of St. Louis—are then constructed, installed, and unveiled.

Project Examples



By Caitlin Penny | caitlinpenny@wustl.edu

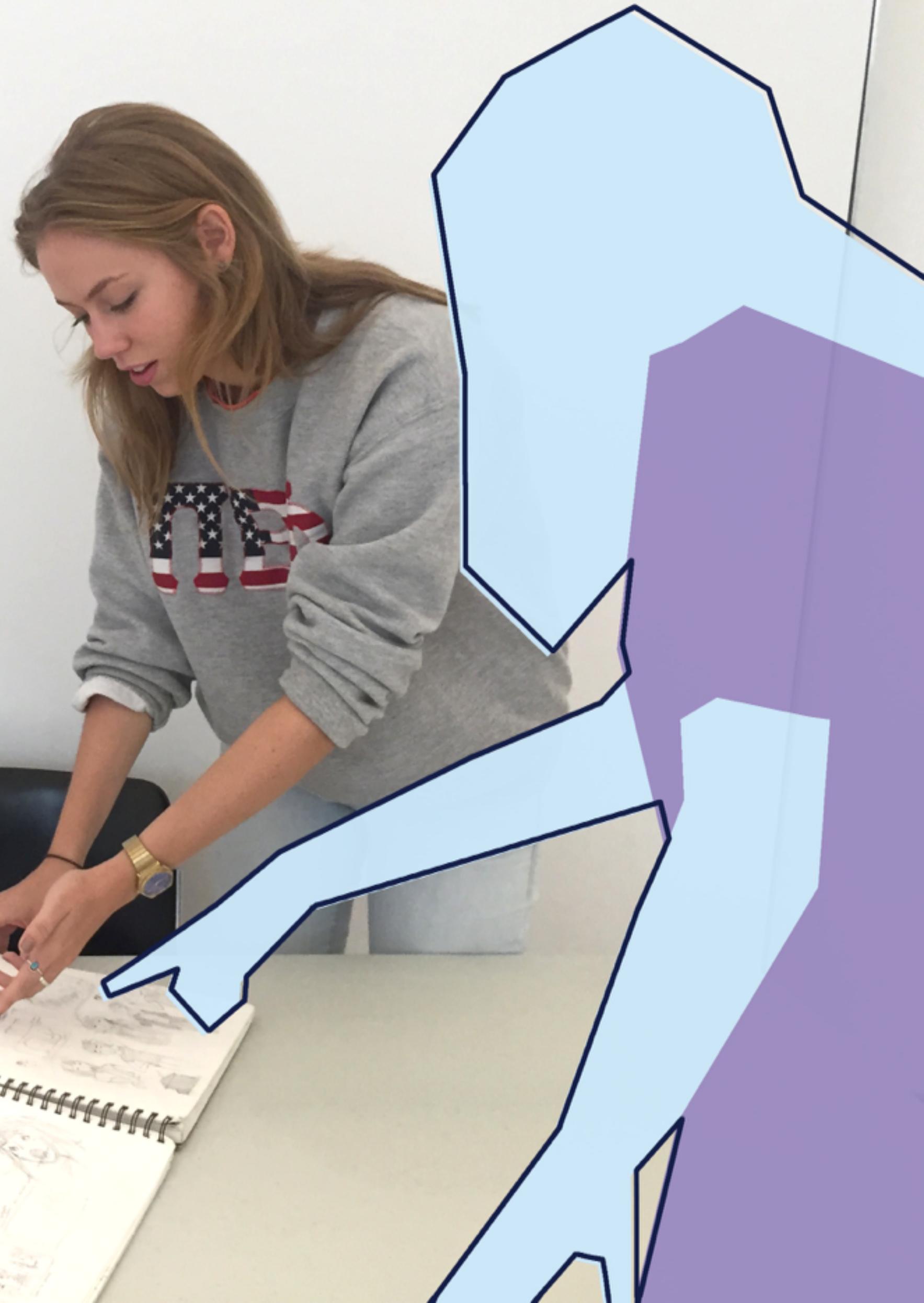


By Michael A. Williams | m.a.williams@wustl.edu

Student Experience

Brain Randolph | b.randolph@wustl.edu

"Public Practice for University City enabled me to use my creativity as a positive force to beautify our surrounding community. It was so moving to have my work out on display for everyone to see."



F10 ART 385A

Public Practice: Art Practice University City Sculpture Series



Noah Kirby

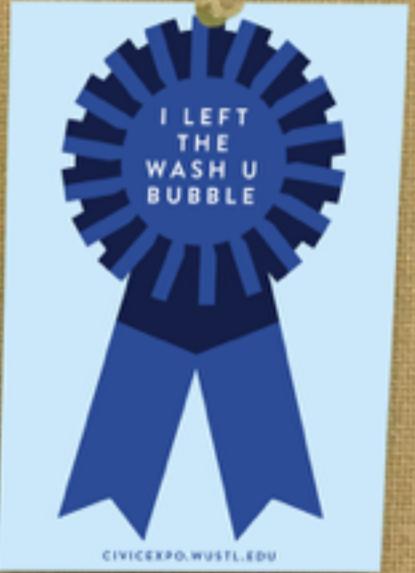
nkirby@wustl.edu

Through the University City Sculpture Series, WUSTL students work with municipal partners to get approval for and execute public sculpture in University City. Participants gain valuable experience executing on works of public art for temporary installation.

M 8:30AM 11:30AM	T	W 8:30AM 11:30AM	Th	F
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3 Credits For: Art | Elect Des | Elect Arch | Elect

Prerequisites: Junior Standing, BFA student

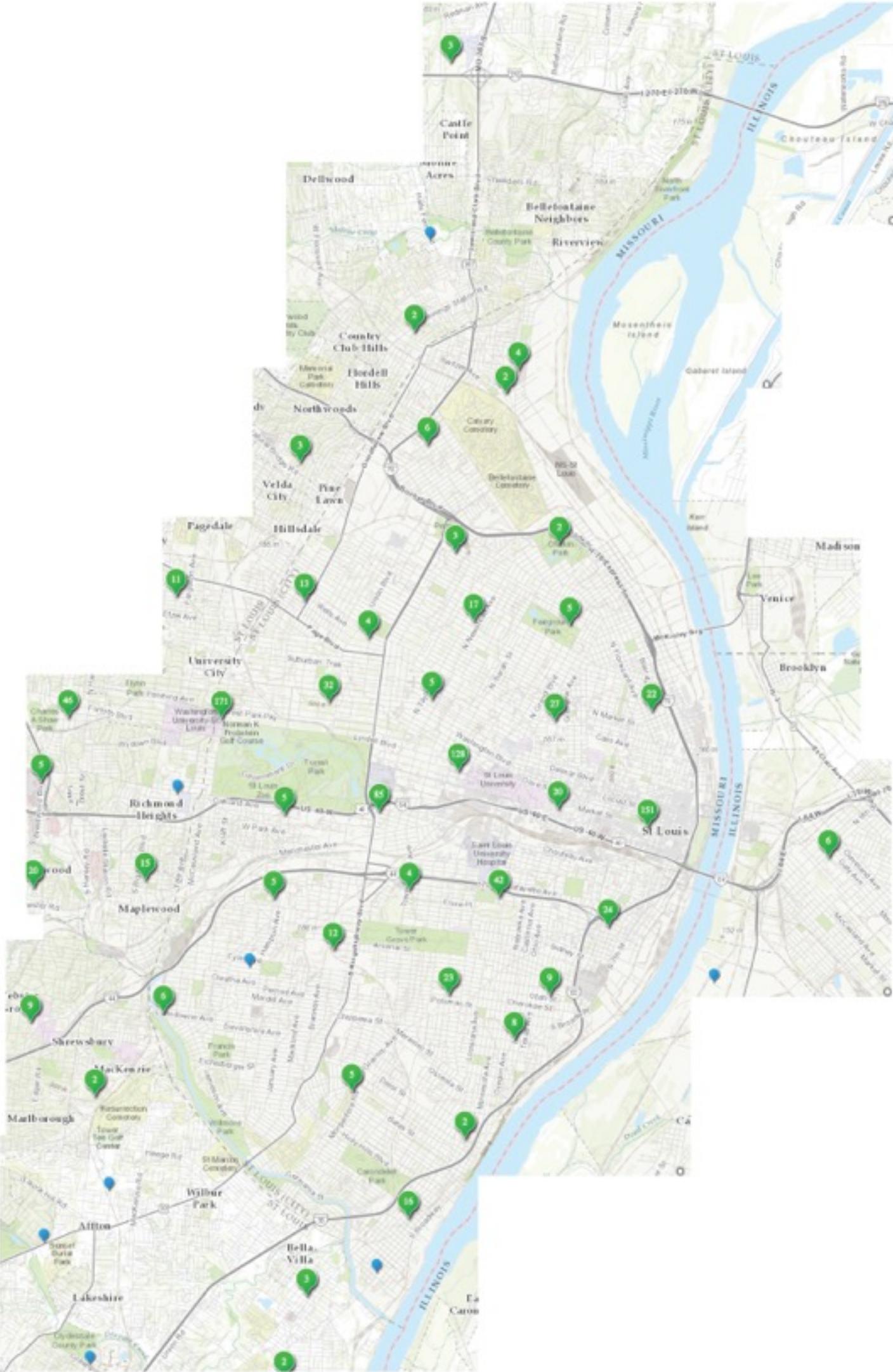


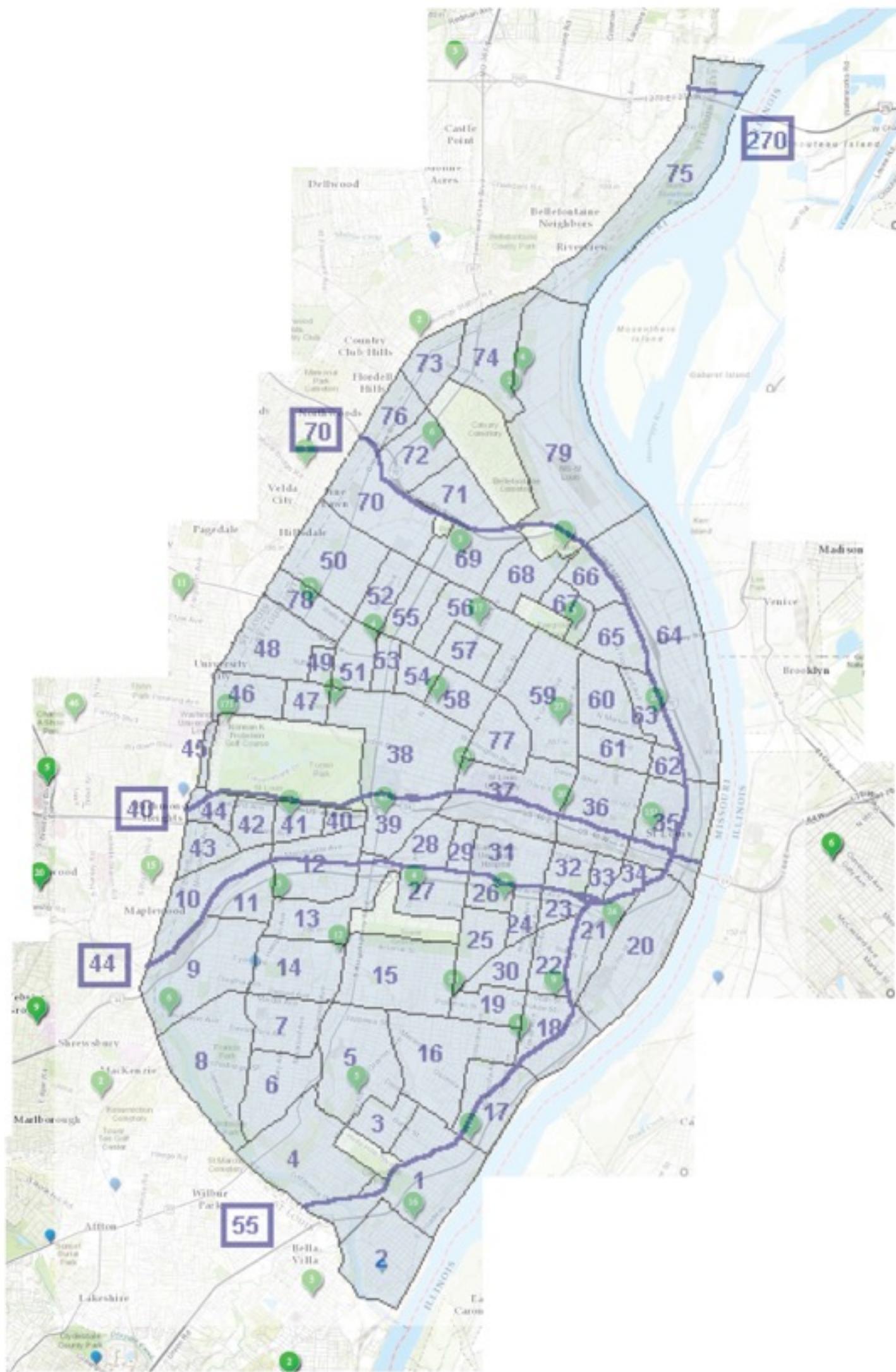
A closer look

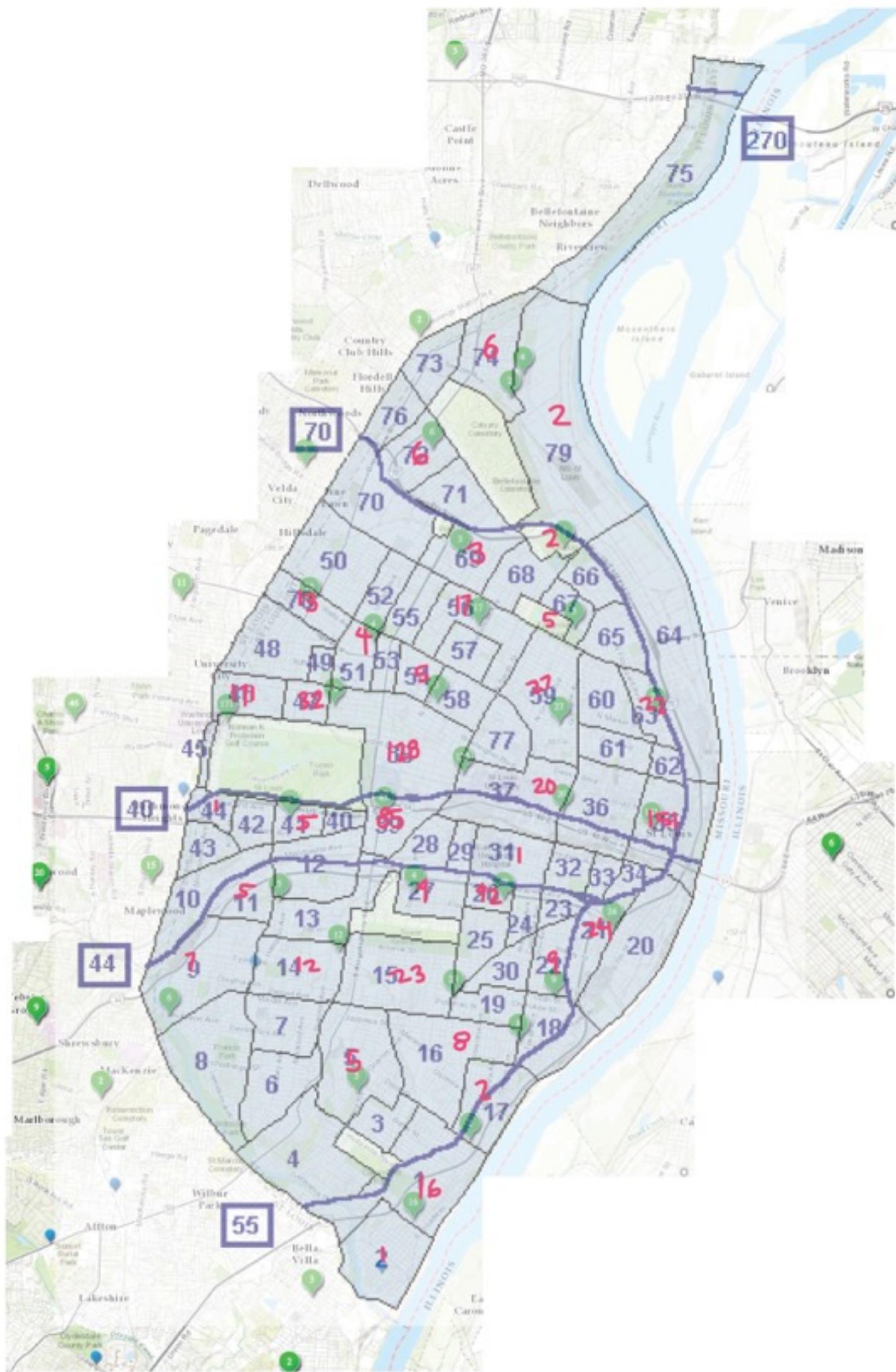


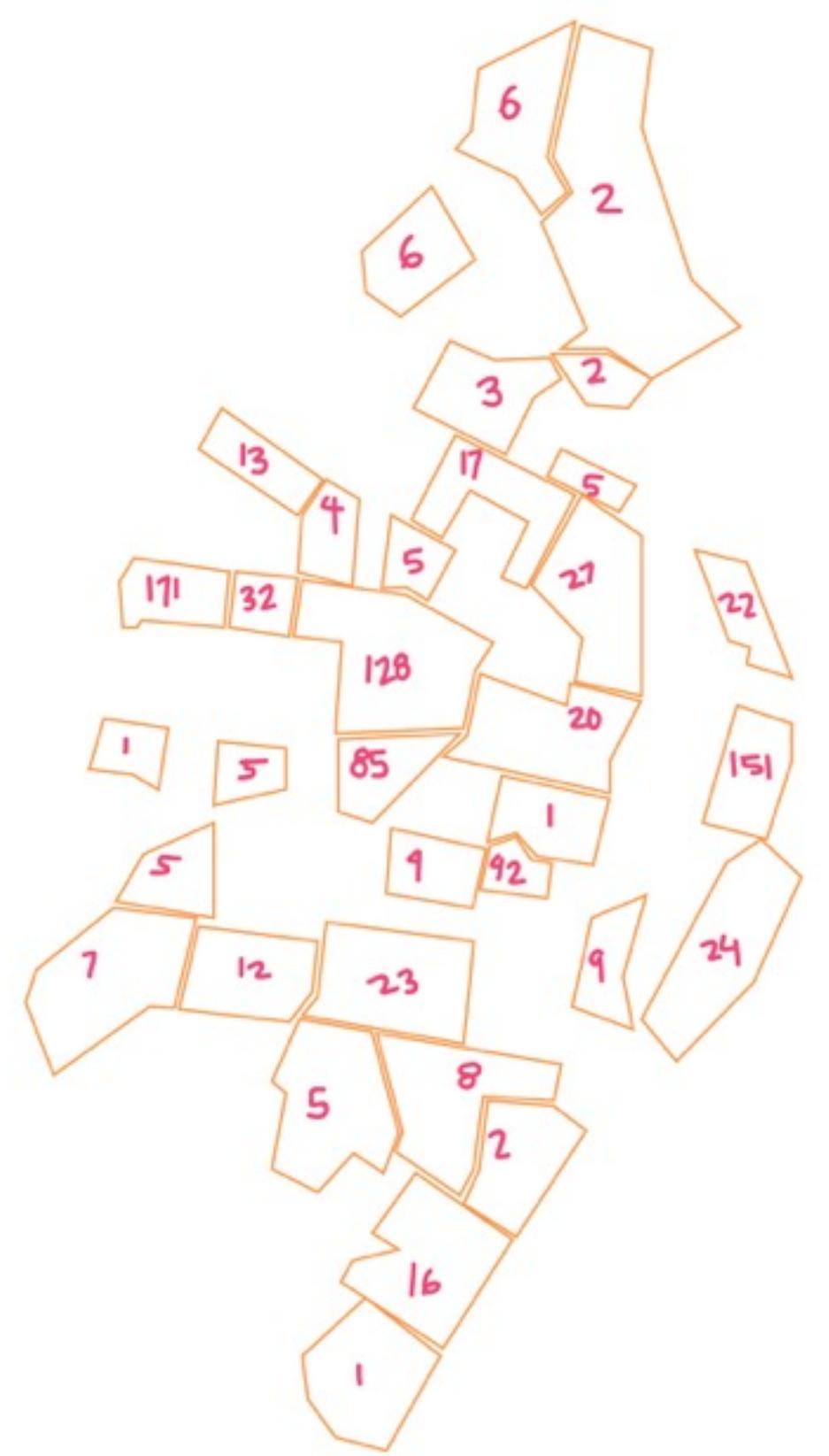
civic
expo

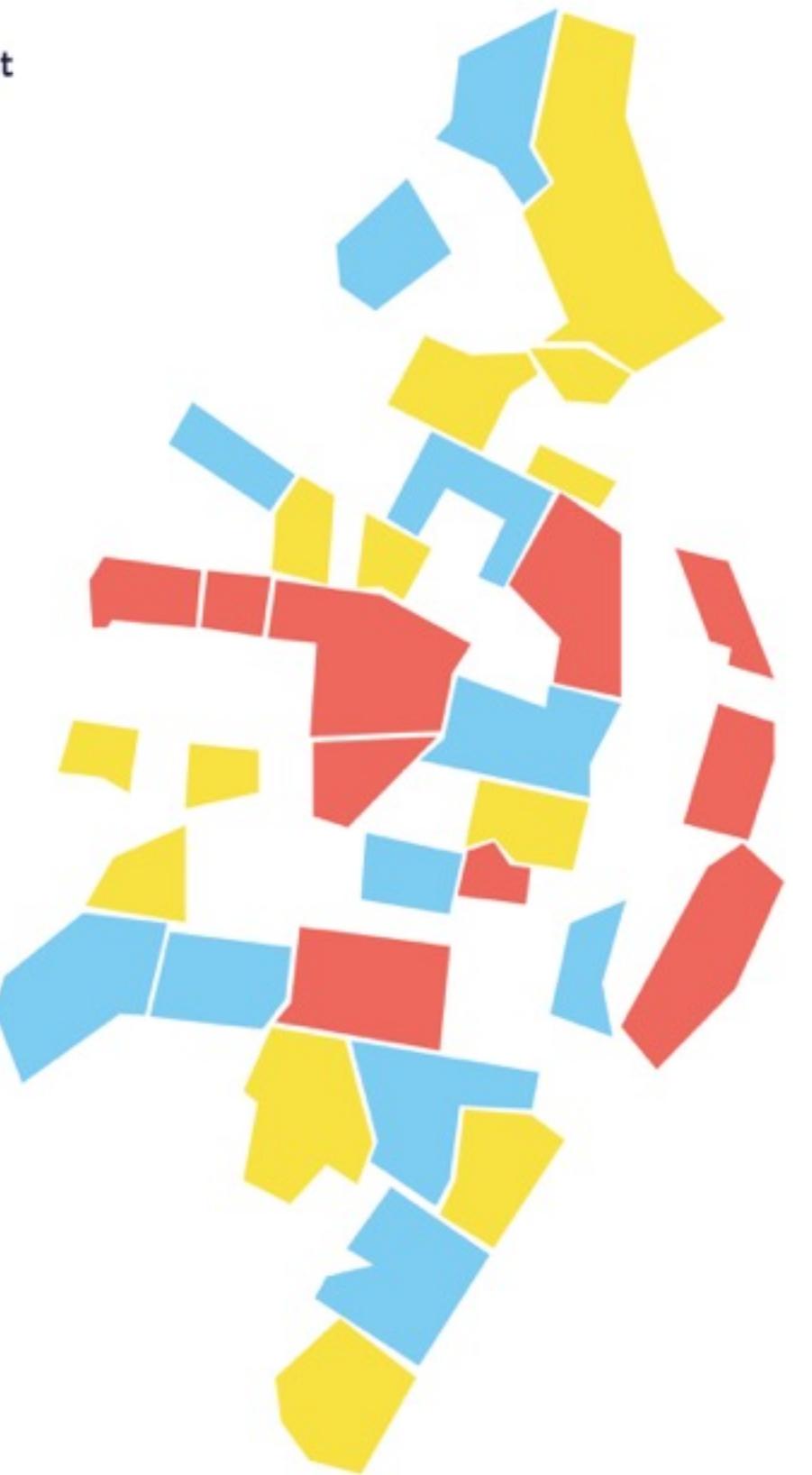
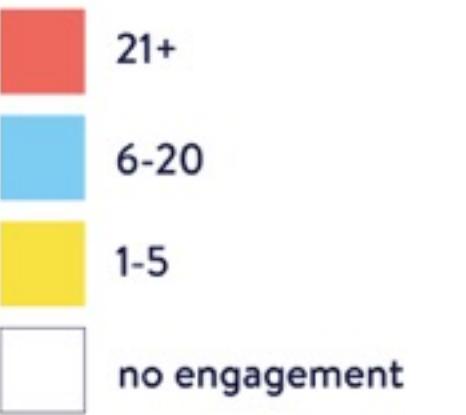
civic
expo













the interconnectivity,
movement, and dynamism
that occurs in cities

+

neighborhoods of St. Louis
(colored in accordance to past level of
involvement by Washington University)

+

the greater grid:
the city of St. Louis



- █ COMMUNICATION DESIGN
- █ STUDIO ART
- █ FASHION DESIGN
- █ ARCHITECTURE
- █ EXTRACURRICULAR

Brandon Text
It's a nice and friendly font.

It reads nicely on a smaller scale, too.



F10 ART 385A

Public Practice: Art Practice

Noah Kirby | MW 8:30-11:30am

Coursework Intentions

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Project Examples



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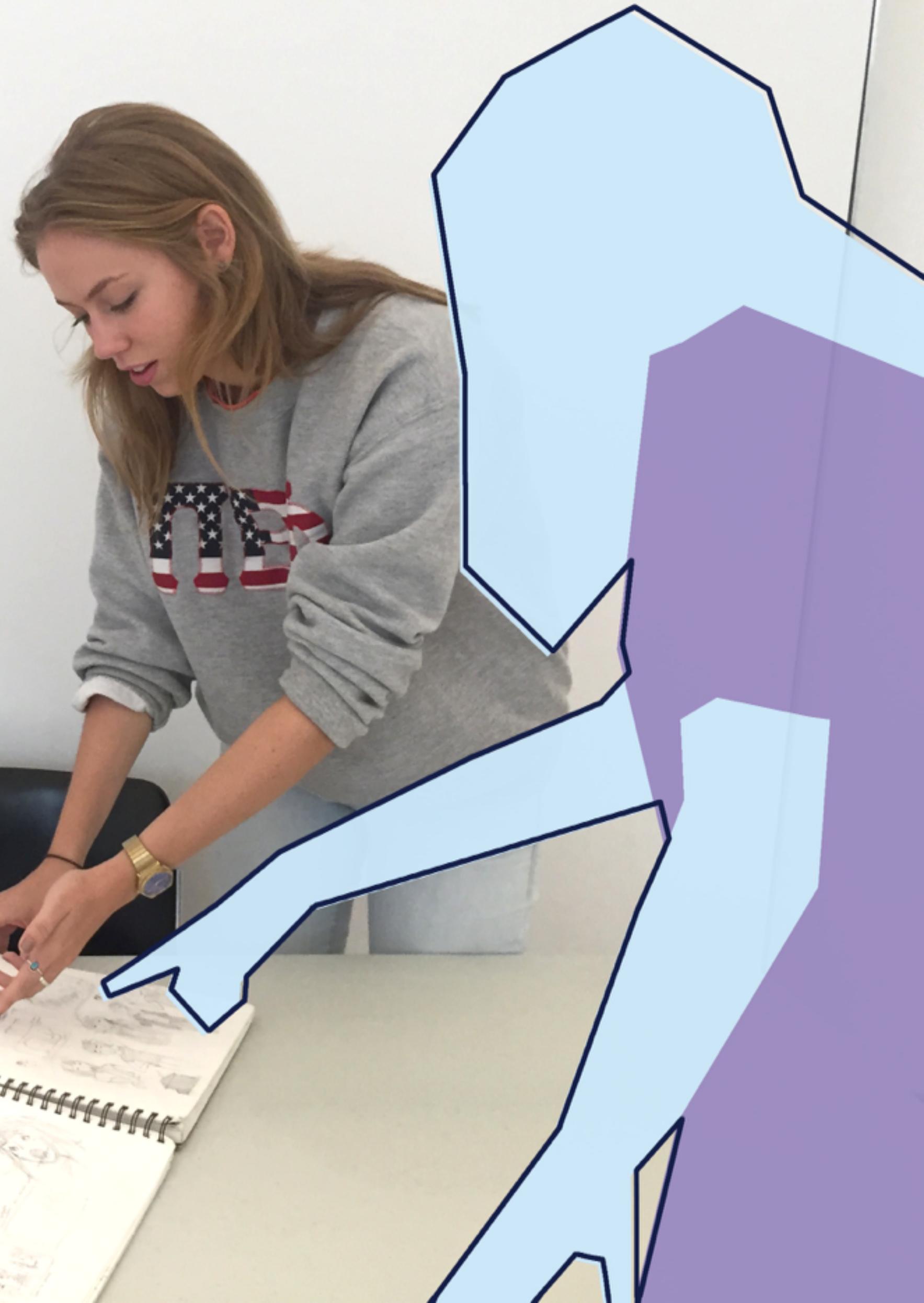


By Michael A. Williams | m.a.williams@wustl.edu

Student Experience

Brain Randolph | b.randolph@wustl.edu

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F10 ART 385A

Public Practice: Art Practice

Noah Kirby | MW 8:30-11:30am

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Students choose locations, estimate costs, design models, and make professional presentations before University City's Municipal Commission on Arts & Letters. Winning projects—funded by the city and the Regional Arts Commission of St. Louis—are then constructed, installed, and unveiled.

Project Examples



By Caitlin Penny | caitlinpenny@wustl.edu



By Michael A. Williams | m.a.williams@wustl.edu



By Madeline Marak | madelinemarak@wustl.edu

Student Experience

Brain Randolph | b.randolph@wustl.edu

"Public Practice for University City enabled me to use my creativity as a positive force to beautify our surrounding community. It was so moving to have my work out on display for everyone to see."

F10 ART 435M

Design for Social Impact

Penina Acayo | MW 1:00-4:00pm

Coursework Intentions

Students will utilize appropriate design research methods and tools to prioritize the needs of end users. They will conduct design research, analyze data, and discover innovative solutions to issues in the community while working collaboratively.

Project Examples



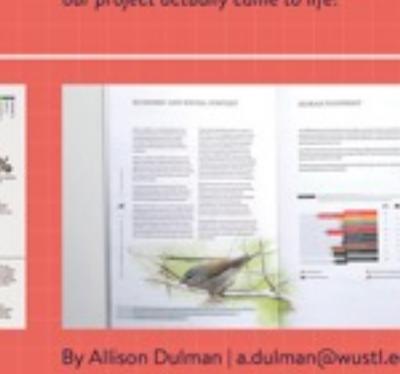
By Sara Meinecke | slmeinecke@wustl.edu



By Nikolai Laba | nikolailaba@wustl.edu

Student Experience

Aiden Zucker | azucker@wustl.edu
"Classmates and I developed a class fair for Sam Fox to increase awareness of CBTL course offerings. We worked closely with faculty members and our project actually came to life!"



By Allison Dulman | a.dulman@wustl.edu

A46 ARCH 488

Alberti Program

Gay Lorberbaum | Sat 12:00-4:00pm

Coursework Intentions

WUSTL students work with 4th-9th grade students from St. Louis Public Schools to teach them about architecture. There is a focus on sustainable design through hands-on 2D and 3D problem solving projects, lectures and discussions.

Project Examples



Max Shieldman | m.shieldman@wustl.edu



Megan Howard | howard.m@wustl.edu

Student Experience

Sam Franklin | samfranklin@wustl.edu
"Working in the Alberti Program has been one of my most eye-opening experiences at WashU. I loved being able to connect my coursework with service in an enjoyable, meaningful way."



Greg Bialick | gregbialick@wustl.edu

F10 ART 435M

Albie Mitchell | TT 1:00-4:00pm

Reconsidering the Margin: Places of Meeting

Coursework Intentions

Coursework builds on relationships in Pagedale with the city and Beyond Housing while laying the ground work for new action. Students will work collaboratively to develop improvements for the city, for example, a pedestrian-focused way-finding campaign or map and guide for tourists.

Project Examples



By Anthony Wright | awright@wustl.edu



By Victoria White | v.e.white@wustl.edu

Student Experience

Lewis Finn | lewisfinn@wustl.edu
"Discovering CBTL courses really impacted the course of my architecture education. The work I did in Reconsidering the Margin gave my work meaning, purpose and practicality."



By Anna Goldman | annagoldman@wustl.edu

F10 ART 385A

Public Practice: Art Practice

Noah Kirby | MW 8:30-11:30am

Coursework Intentions

Students choose locations, estimate costs, design models, and make professional presentations before University City's Municipal Commission on Arts & Letters. Winning projects—funded by the city and the Regional Arts Commission of St. Louis—are then constructed, installed, and unveiled.

Project Examples



By Caitlin Penny | caitlinpenny@wustl.edu



By Michael A. Williams | m.a.williams@wustl.edu

Student Experience

Brain Randolph | b.randolph@wustl.edu
"Public Practice for University City enabled me to use my creativity as a positive force to beautify our surrounding community. It was so moving to have my work out on display for everyone to see."



By Madeline Marak | madelinemarak@wustl.edu

F10 ART 435M

Special Topics in Communication Design: Design for Social Impact



Penina Acayo

p.acayo@wustl.edu

Students will learn how to utilize design research methods to develop solutions for social issues in our community. Throughout this course, students will work collaboratively to solve problems from a human-centered point of view, from problem identification to developing a viable solution.

M	T	W	Th	F
1:00PM 4:00PM		1:00PM 4:00PM		

3 Credits For: Art | Elect Des | Major Arch | N/A

Prerequisites: Senior Standing, College of Art

A46 ARCH 563D

Reconsidering the Margin: Places of Meeting, Spaces of Transformation



Albie Mitchell

a.mitchell@wustl.edu

This course builds on relationships in Pagedale with the city and Beyond Housing while laying the ground work for new action. In 2014, students developed a pedestrian-focused way-finding campaign aligning with a Great Streets Grant and planned development.

M	T	W	Th	F
	1:00PM 4:00PM		1:00PM 4:00PM	

3 Credits For: Art | Elect Des | Elect Arch | Major

Prerequisites: Sam Fox or Brown students

A46 ARCH 488

Alberti Program: Architecture for Young People



Gay Lorberbaum

lorberbaum@wustl.edu

WUSTL students work with 4th-9th grade students from St. Louis Public Schools to teach them about architecture. They complete hands-on 2D and 3D problem solving projects, use the libraries and computer labs on campus, and are introduced to the field of architecture through lectures and discussions.

Sat	Sun
12:00PM	
4:00PM	

3 Credits For: Art | Elect Des | Elect Arch | Elect

Prerequisites: College of Architecture

F10 ART 385A

Public Practice: Art Practice University City Sculpture Series



Noah Kirby

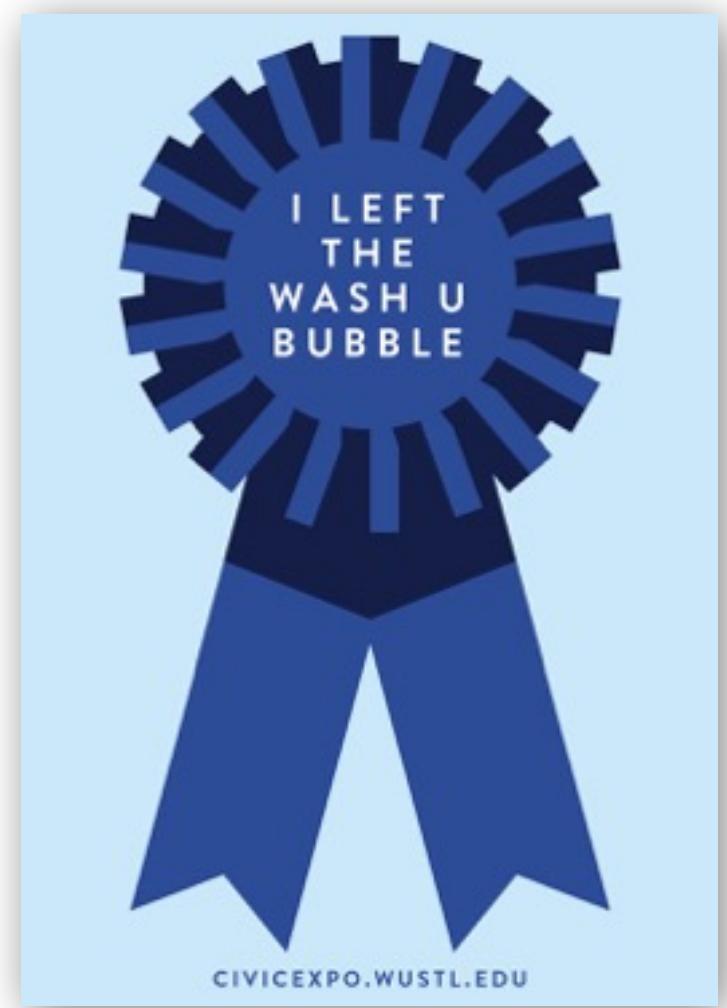
nkirby@wustl.edu

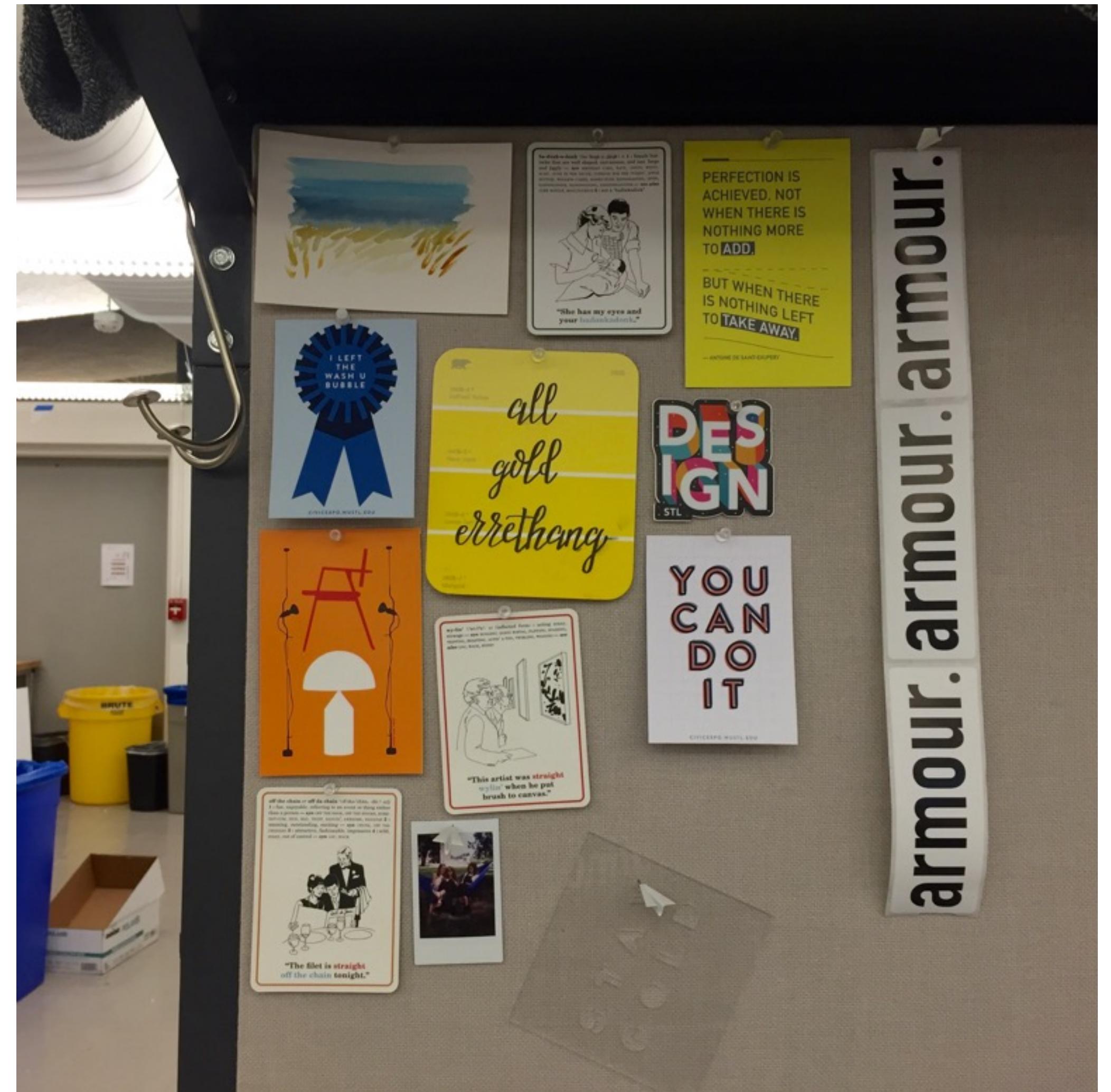
Through the University City Sculpture Series, WUSTL students work with municipal partners to get approval for and execute public sculpture in University City. Participants gain valuable experience executing on works of public art for temporary installation.

M	T	W	Th	F
8:30AM 11:30AM		8:30AM 11:30AM		

3 Credits For: Art | Elect Des | Elect Arch | Elect

Prerequisites: Junior Standing, BFA student





F10 ART 385A

Public Practice: Art Practice

Noah Kirby | MW 8:30-11:30am

Coursework Intentions

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Project Examples



By Caitlin Penny | caitlinpenny@wustl.edu



By Michael A. Williams | m.a.williams@wustl.edu



By Madeline Marak | madelinemarak@wustl.edu

Student Experience

Brain Randolph | b.randolph@wustl.edu

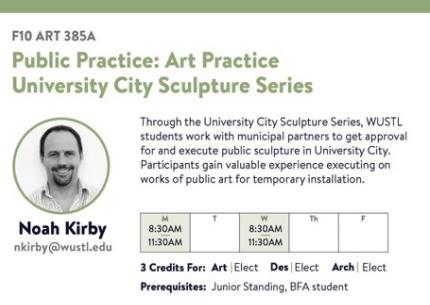
"Public Practice for University City enabled me to use my creativity as a positive force to beautify our surrounding community. It was so moving to have my work out on display for everyone to see."

**Free food in
the name of
community
engagement!**

Nov. 4th & 5th
10am-2pm
Steinberg Main Lobby

civic expo

Connecting Sam Fox with
socially-engaged courses.



Problem

Connecting Sam Fox undergraduate students with classes and programs that engage with St. Louis

Insights

1. Students join programs as freshman, then stop
2. Student-run programs aren't satisfying because it's difficult to see the impact that you're having
3. Students just don't have the time

Solution

Civic Expo:
a fun and informative class and extracurricular exhibition highlighting value of programs and facilitating enrollment

You're invited

Civic Expo

November 4th – 5th
Steinberg Lobby

Thank you!

Group One
Design for Social Impact