

# **Developing Entrepreneurial Thinking Across Campus and Beyond**

## **2018 GCEC Track:**

### **Entrepreneurship Across Disciplines**

**University of Massachusetts Lowell  
One University Avenue  
Lowell, MA 01854**

#### **Team:**

Dr. Steven Tello, Vice Provost for Innovation and Workforce Development

Holly Butler, Program Director, DifferenceMaker

Ha Pho, Program Manager, DifferenceMaker

Michelle Bazin, Lecturer, Business Law and Ethic, Faculty Fellow

John Brown, Lecturer, Education, Faculty Fellow

Dr. Guanling Chen, Associate Professor, Computer Science, Faculty Fellow

Dr. Mazen El Ghaziri, Assistant Professor, Nursing, Faculty Fellow

Dr. Deborah Finch, Lecturer, Business, Faculty Fellow

Dr. Hunter Mack, Assistant Professor, Mechanical Engineering, Faculty Fellow

Dr. Brent Shell, Lecturer, Biomedical Science, Faculty Fellow

Dr. Neil Shortland III, Assistant Professor, Criminal Justice, Faculty Fellow

The University of Massachusetts Lowell [DifferenceMaker® program](#), under the [Center of Entrepreneurship and Economic Development](#), engages students of all majors and disciplines in innovative thinking and launching sustainable new products, services and ventures that solve problems that matter. Please refer to Appendix 1. DifferenceMaker envisions a world where UMass Lowell graduates are equipped with a set of entrepreneurial skills and experiences that support them in developing sustainable solutions to problems encountered in their community, their workplace or around the world.

Launched in 2012, the program has served over 15,000 University students (About 3,000 students/year) and provided over \$280,000 in seed funds to 73 different student ventures. Please refer to Appendix 2 for the DifferenceMaker impact. During the 2017-2018 academic year, DifferenceMaker hosted 211 events on campus with 8,255 student contacts, including four major pitch competitions across all six academic colleges (Business, Engineering, Education, Fine Arts, Humanities and Social Sciences, Health Sciences, Science). Please refer to Appendix 3 for the 2016-2018 DifferenceMaker activity statistics sheet.

DifferenceMaker does this by engaging students, faculty, alumni and the community in a series of extra- and co-curricular activities that address problem-solving, opportunity assessment, team development and business model construction. Please refer to Appendix 4 for the DifferenceMaker model and Appendix 5 for a list of events. Before they take their first class on campus, all first-year students are initiated into the University's culture of innovation and entrepreneurship by participating in a Freshman Orientation hosted by DifferenceMaker. This session includes ideation and creative problem-solving activities that culminate in a Convocation Pitch Contest in which first-year students vote in real time to award \$3,000 in cash to their peers with the best business problems and solutions.

DifferenceMaker is guided by a three-phase process: raise awareness, build skills and concepts, and then launch ventures. Freshman Orientation, Convocation Pitch Contest, and over 50 classroom visits raise awareness among UMass Lowell students regarding both the potential for entrepreneurial thinking to assist in solving important problems, and also demonstrates the University's commitment to supporting our students in solving these problems through entrepreneurship. The \$50,000 Idea Challenge workshops, three college-based pitch events (DCU/MSB Innovation Contest, Francis College of Engineering Prototyping Competition and the Fine Arts, Humanities and Social Sciences Creative Venture Competition), rocket pitch coaching and mentoring are meant to provide students with the skills they need to develop an idea into a venture plan, including an understanding of markets, opportunities, customers, business models and business planning. Whether they propose a low-cost, adjustable prosthetic limb; a water filter for developing nations; a wearable device for emergency; or an online educational platform to prevent extremist recruitment – all teams are schooled in the basics of venture development. Please refer to Appendix 6 for the DifferenceMaker Process.

In 2014, DifferenceMaker was assessed by an expert team on learning outcomes using the Vision Grant rubric and the guidance of Charlotte Mandell, Vice Provost. By studying student artifacts (video of verbal pitch, hand-written Idea Plan, etc.), the team reported that the following learning outcomes were associated with the DifferenceMaker program: integrative learning, global

learning, problem solving, and creative thinking. Please refer to Appendix 7 for the DifferenceMaker Vision Rubric.

In addition to dozens of classroom visits and co-curricular workshops, DifferenceMaker engages over 200 faculty, alumni and other entrepreneurs as judges, coaches and mentors throughout the year. In order to facilitate the participation of students from all six academic schools, DifferenceMaker recruits a Faculty Fellow from each college. These Fellows advise DifferenceMaker on how to best connect with students, faculty and alumni from their college. They also provide mentoring and program support to DifferenceMaker teams. The opportunity to serve as a DifferenceMaker Faculty Fellow has become a prestigious role for faculty, with the deans of each school making the appointment. Please refer to Appendix 8 for the organizational chart.

The engagement of alumni and external entrepreneurs is critical to the success of DifferenceMaker. First, our alumni and sponsors provide much of the funding for awards and student staff. DifferenceMaker staff work closely with the University's Development Office to raise approximately \$100,000 per year from alumni and corporate sponsors. Digital Credit Union, Enterprise Bank, Facebook, Hewlett Packard Enterprise, along with countless alumni and other supporters and partners contribute annually to support various DifferenceMaker activities. Alumni and regional entrepreneurs also serve as judges and mentors in our various competitions. The DifferenceMaker Preliminary Pitch event, which narrows the field for the ten Idea Challenge finalist teams, is an annual event that includes 30 student teams pitching across 5-6 judging rooms to panels of 5-6 judges. BAE Systems, a local defense contractor and home to many UMass Lowell engineering alums, sent a team of nine employees to campus in December 2015 to judge the Engineering Prototype Competition. Later, these same judges were invited to Demo Day, where DifferenceMaker helps match alumni mentors to student teams. As the teams mature, DifferenceMaker helps to refresh appropriate mentors to team needs.

While DifferenceMaker started as an extra- and co-curricular program, it has begun to integrate into various college curricular. First academic deans from business, education, engineering, health sciences and fine arts and social sciences have worked with DifferenceMaker staff to develop specific course assignments, activities and visits that engage their respective students in creative problem solving and entrepreneurship. The Manning School of Business has introduced a 1-credit, *Freshman DifferenceMaker Seminar* course that is now mandatory for all business school freshman. The Francis College of Engineering and Manning School of Business have developed a joint engineering and entrepreneurship capstone course for engineering and business seniors that integrates DifferenceMaker into the curriculum. DifferenceMaker methodology is also integrated into the curriculum of the 2-credit Community Health and Health Policy course at the Zuckerberg College of Health Science. During the summer, DifferenceMaker participated in two, one-week engineering summer camp programs hosted by the College of Engineering for high school seniors. Fall 2017, DifferenceMaker partner with American East Academic Consortium to host two 24-hour hackathon events that attracted over 200 students from 9 member universities in the AE conference.

DifferenceMaker has also expanded the University's engagement on an international basis. Working closely with Professor Ashwin Mehta from the Manning School of Business,

DifferenceMaker staff assists in the offering of the bi-annual Global Entrepreneurship Experience course which hosts students from countries like India, China, Haiti, Bhurma, Thailand, Japan and South Africa. In the summer, this 2 week accelerated immersion course is hosted on-campus in Lowell, where DifferenceMaker staff teach and also link international student teams with our own DifferenceMaker startup teams. In January 2015, DifferenceMaker Director Holly Butler traveled to Hubli, India with Professor Mehta to teach KLE University faculty how to integrate DifferenceMaker activities into their own business and engineering curriculum. This is part of an on-going partnership that will include another visit and training session in Hubli next winter.

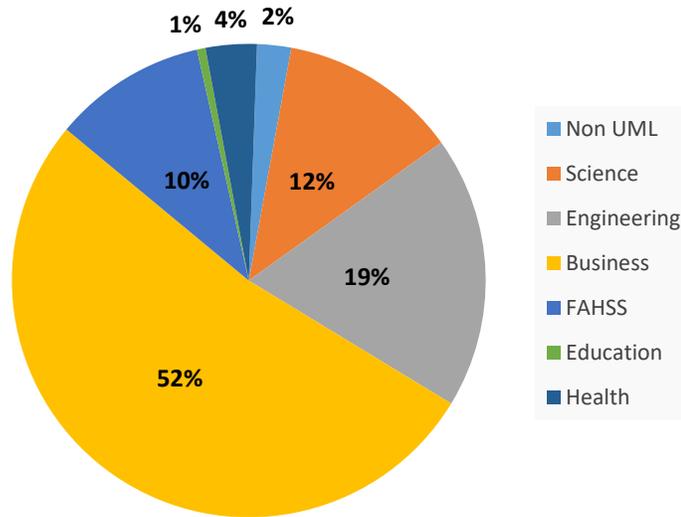
Since its launch in 2012, DifferenceMaker has developed materials such as methodologies, workshop presentations/documents, templates, applications, worksheets, curriculum, a Faculty Fellow and Mentor Program, and more. Through this developmental process, DifferenceMaker has become a role-model for launching other entrepreneurship programs across the world. Multiple universities have contacted DifferenceMaker inquiring about starting a program of their own and asking to adopt practices, utilize documents, and franchise DifferenceMaker. Some of these universities include, University of New Hampshire (USA), University of Wisconsin Milwaukee (USA), Hampton University (Virginia, USA), University of Ottawa (Canada), and KLE Technological University (India). Please refer to Appendix 9. Due to the multiple inquiries, DifferenceMaker developed and held a 3-hour workshop at the 2017 Deshpande Symposium for Innovation and Entrepreneurship in Higher Education. This proved additional demand amongst a variety of universities to learn more about best practices, failures and pivots in entrepreneurial program planning, launch and sustainability.

DifferenceMaker has proven to be transformational for UMass Lowell. What started as an extra-curricular program supporting a handful of student entrepreneurs has grown into a multi-faceted effort that engages thousands of University students, faculty and alumni of various majors and backgrounds in utilizing innovation and entrepreneurial thinking as tools to solve problems that matter to their respective disciplines and communities. The program has grown beyond expectations and is now a critical programmatic element woven into academic and extra-curricular programs and activities. While DifferenceMaker has provided important lessons and support for students pursuing an entrepreneurial path, it has also helped to distinguish UMass Lowell as an institution that extends learning well beyond the classroom through experiential learning and connecting students across campus. Due to this hard work and constant developmental process, in 2016, the UMass Lowell DifferenceMaker program won the Deshpande Symposium Award for Innovation and Entrepreneurship Excellence in Higher Education.

Over the last six years DifferenceMaker has made an impact at UMass Lowell and on thousands of students and faculty. DifferenceMaker has also served as an avenue for those students and faculty to make a difference and impact in the community and world. Please refer to Appendix 10. The future holds many opportunities for the expansion of DifferenceMaker, to positively affect entrepreneurial problem solving and innovation, both on campus and beyond.

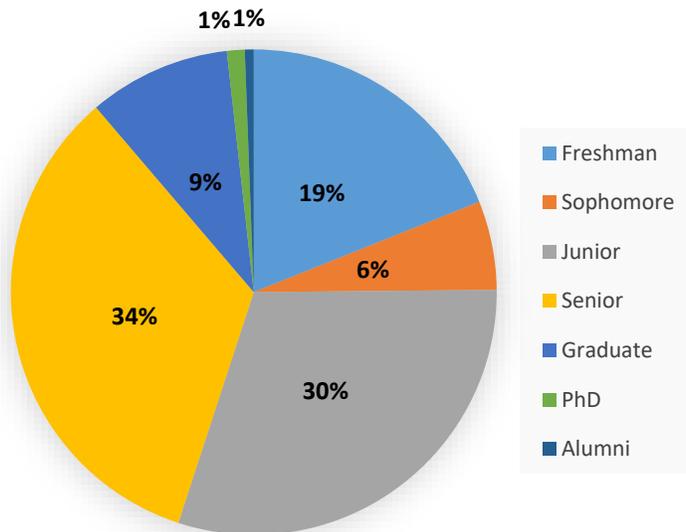
**Appendix 1.**  
**Broad DifferenceMaker Student Idea Challenge Participation**

**By Majors**

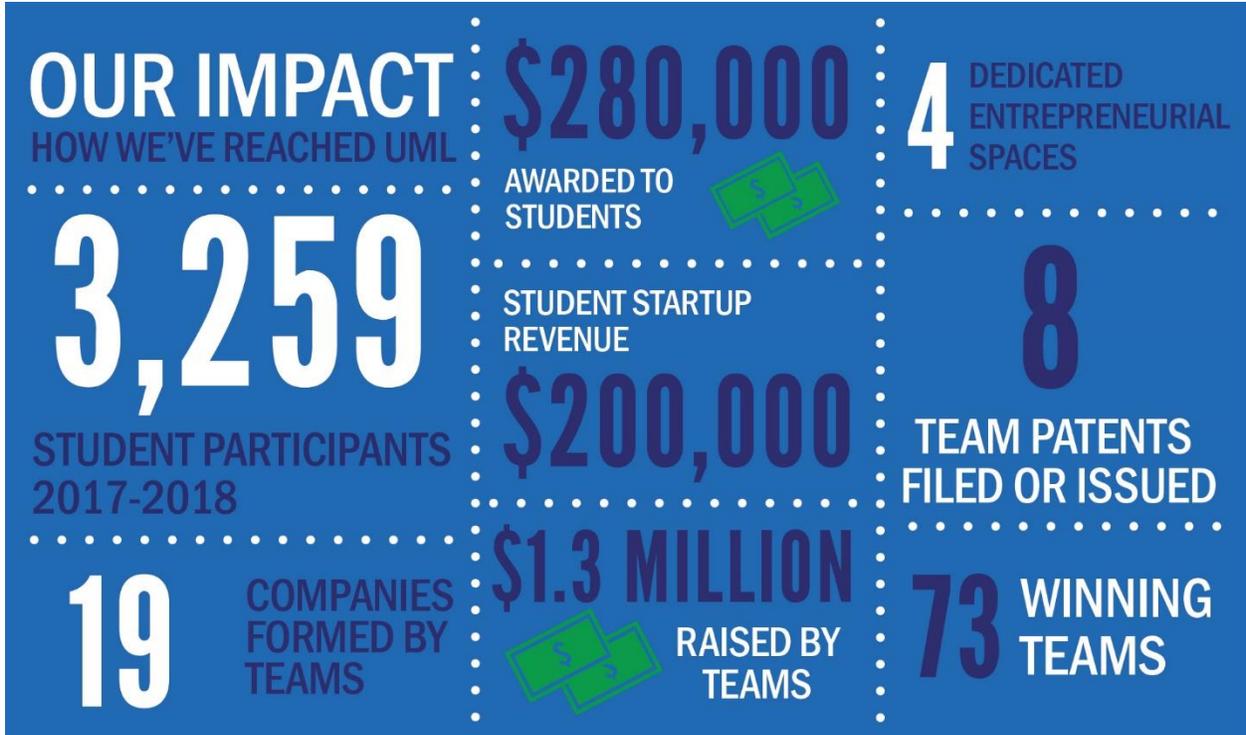


**Disciplines: 8 Business Disciplines, 5 Science Disciplines, 7 Engineering Disciplines, 9 FAHSS Disciplines, 1 Health Disciplines, 1 Education Disciplines**

**By Academic Level**



Appendix 2.  
DifferenceMaker Impact



**Appendix 3.**  
**2017-2018 DifferenceMaker Activity Statistics**

Type of Activity	2016-2017		2017-2018	
	No of Events	No of Student Contacts	No of Events	No of Student Contacts
<b>Awareness Raising &amp; Entrepreneurial Orientation</b>				
Classroom Visits/Presentation	47	1,346	80	2,650
Classroom Problem Solving Activities	35	361	63	1,627
Climate Change Teach-in	1	600		
Convocation/Move-in Weekend/Homecoming	3	2,500	3	1,687
DM Introduction Events/Speaker Series	6	72	2	10
DM Kickoff	1	45	1	56
DM Living Learning Community	2	15		
Freshman Summer Orientation Sessions	21	1,678	21	1,637
Hackathon	1	95 (from 10 universities)	1	124 (from 7 universities)
Student and Alumni Celebration	1	30	1	30
<b>Building Basic Skills &amp; Concept Development</b>				
College Competitive Workshops	6	50		
College Competitive Events	3	143	3	112
Idea Challenge Workshops	4	86	4	115
Rocket Pitch Coaching	27	87	26	65
<b>Supporting Business Formation</b>				
Idea Challenge Kick-off	1	44	1	45
Idea Challenge Events	2	143	2	97
<b>Total</b>	<b>160</b>	<b>7,312</b>	<b>211</b>	<b>8,255</b>

## Appendix 4. DifferenceMaker Model

<b>Problem</b>	<p>Clearly state the problem addressed by the team's solution.</p> <ul style="list-style-type: none"> <li>• How significant is the problem?</li> <li>• Who is affected by the problem?</li> <li>• Why is it important to solve this problem?</li> </ul>
<b>Opportunity</b>	<p>Demonstrate your knowledge regarding the opportunity associated with addressing this problem.</p> <ul style="list-style-type: none"> <li>• How many people are affected by this problem? Who are they?</li> <li>• How is this problem currently addressed? By who?</li> <li>• Why is your team uniquely qualified to address this problem?</li> </ul>
<b>Solution</b>	<p>Describe your proposed solution.</p> <ul style="list-style-type: none"> <li>• Clearly explain your solution to the problem</li> <li>• Why did the team choose this solution?</li> <li>• What differentiates your solution from other solutions?</li> <li>• How will you sustain your solution?</li> <li>• What are the costs and benefits associated with your solution?</li> </ul>
<b>Feasibility &amp; Resources</b>	<p>Identify the resources (physical, knowledge, human, financial) and budget required to develop and implement your solution.</p> <ul style="list-style-type: none"> <li>• How will these resources be acquired and used?</li> <li>• Present the road map for implementing your solution including key milestone, risks and risk mitigation techniques.</li> </ul>

**Appendix 5.**  
**Fall 2017 and Spring 2018 DifferenceMaker Events**

**DifferenceMaker® Entrepreneurship Fall 2017**

<b>Date/Times</b>	<b>Location</b>	<b>Events</b>
<b>Sept. 7 – Dec. 7</b> Thursdays 11 a.m.-1 p.m.	O'Leary Library, Room 101 South Campus	<b>New! South Campus DifferenceMaker Office Hours</b>
<b>Sept. 26</b> 5:30-7:30 p.m.	Saab ETIC, Atrium North Campus	<b>2017 DifferenceMaker Season Kick-off, College Competition Announcement, and Hack AE Announcement</b>
<b>Sept. 26</b> Registration Opens	Online uml.edu/collegecompetitions  theaeac.org/program/hackae	<b>FAHSS Creative Venture Competition</b> <b>Francis College of Engineering Prototyping Competition</b> <b>DCU/MSB Innovation Contest</b> <b>Hack AE (America East)</b>
<b>Oct. 3</b> 12-1 p.m.	DifferenceMaker Central Lydon Library, Suite 012 North Campus	<b>Entrepreneurship Lunch Meet-up</b> Learn about the college-based competitions, talk about your ideas, and more! Lunch is provided.
<b>Oct. 11</b> 5:30-8 p.m.	University Crossing, Moloney Hall, Room 260	<b>Annual DifferenceMaker Celebration</b> Please RSVP at <a href="http://alumni.uml.edu/DifferenceMakerCelebration">alumni.uml.edu/DifferenceMakerCelebration</a>
<b>Oct. 14</b> 3-6 p.m.	Tsongas Arena Lawn	<b>DifferenceMaker at Homecoming</b>
<b>Oct. 17</b> 12-1 p.m.	O'Leary Library, Room 103 South Campus	<b>Entrepreneurship Lunch Meet-up</b> Learn about the college-based competitions, talk about your ideas, and more! Lunch is provided.
<b>Oct. 21</b> 9 a.m-4 p.m.		<b>Pandora Challenge: Music &amp; Social Impact</b>
<b>Oct. 31</b> Registration Deadline at 5 p.m.	Online uml.edu/collegecompetitions  theaeac.org/program/hackae	<b>FAHSS Creative Venture Competition</b> <b>Francis College of Engineering Prototyping Competition</b> <b>DCU/MSB Innovation Contest</b> <b>Hack AE (America East)</b>
<b>Nov. 4-5</b> 24-hour Event	O'Leary Library, 1st Floor South Campus theaeac.org/program/hackae	<b>New! Hack AE</b> <b>America East Hackathon</b> Register Online by Oct. 31
<b>Nov. 9</b> Executive Summary Deadline at 5 p.m.	Online uml.edu/collegecompetitions	<b>FAHSS Creative Venture Competition</b> <b>Francis College of Engineering Prototyping Competition</b> <b>DCU/MSB Innovation Contest</b>
<b>Nov. 15</b> Finalists Announced	Via DifferenceMaker Email and Social Media	<b>College Competition Finalists Announcement</b>
<b>Dec. 1</b> Registration Opens at 5 p.m.	Online uml.edu/DifferenceMaker	<b>2018 \$50K Idea Challenge Application Opens</b>
<b>Dec. 4</b> 3-9 p.m.	Saab ETIC, Atrium North Campus	<b>Francis College of Engineering Prototyping Competition Finals</b>
<b>Dec. 5</b> 6-9 p.m.	Saab ETIC, Atrium North Campus	<b>DCU/MSB Innovation Contest Finals</b>
<b>Dec. 6</b> 6-9 p.m.	O'Leary Library, Room 222 South Campus	<b>FAHSS Creative Venture Competition Finals</b>

Visit **DifferenceMaker Central**—Lydon Library, Suite 012



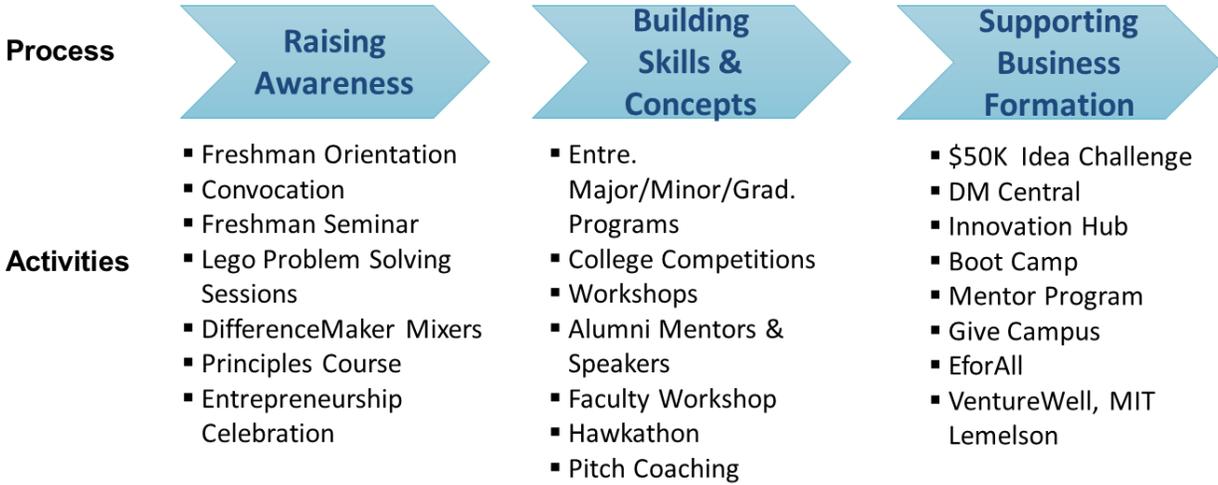
# DifferenceMaker® 2018 Spring Calendar

Date/Times	Location	Events
<b>December 1, 2017</b> 5 p.m.	Submit Online <a href="http://www.uml.edu/ideachallengeapp">www.uml.edu/ideachallengeapp</a>	<b>\$50K Idea Challenge Application Opens</b>
<b>February 7, 2018</b> 5:30 – 7 p.m.	University Crossing Moloney Hall, Room 260	<b>\$50K Idea Challenge Kick-off and Idea Hack</b>
<b>February 13</b> 5 p.m.	Submit Online <a href="http://www.uml.edu/ideachallengeapp">www.uml.edu/ideachallengeapp</a>	<b>\$50K Idea Challenge Application Closes</b>
<b>February 20</b> 5:30 – 7:30 p.m.	Lydon Library, Room 110 North Campus	<b>Workshop Series 1</b> Identifying Problems
<b>February 22</b> 5:30 – 7:30 p.m.	Lydon Library, Room 110 North Campus	<b>Workshop Series 2</b> Assessing Opportunities and Value Proposition
<b>February 26</b> 5:30 – 7:30 p.m.	Lydon Library, Room 110 North Campus	<b>Workshop Series 3</b> Developing Business Models
<b>February 28</b> 5:30 – 7:30 p.m.	Lydon Library, Room 110 North Campus	<b>Workshop Series 4</b> Delivering Your Rocket Pitch
<b>March 5</b> 5 p.m.	Submit Online <a href="http://www.uml.edu/differencemaker">www.uml.edu/differencemaker</a>	<b>Idea Plan</b> Due Online
<b>March 19</b> 5 p.m.		<b>Semi-Finalists Announced</b>
<b>March 21-28</b>	DifferenceMaker Central Lydon Library, Suite 012 North Campus	<b>Rocket Pitch Coaching</b>
<b>March 29</b> 5 p.m.	Idea Plan, Submit Online <a href="http://www.uml.edu/differencemaker">www.uml.edu/differencemaker</a>  Rocket Pitch and Poster, submit to <a href="mailto:differencemaker@uml.edu">differencemaker@uml.edu</a>	<b>Revised Idea Plan, Rocket Pitch and Poster</b> Due Online
<b>April 4</b> 1:30 – 6 p.m.	O'Leary Library, 1st Floor South Campus	<b>Preliminary Pitch-off</b>
<b>April 25</b> 5 – 8:30 p.m.	University Crossing Moloney Hall, Room 260	<b>\$50K Idea Challenge</b>

FOR FULL CONTEST DETAILS, VISIT: [www.uml.edu/differencemaker](http://www.uml.edu/differencemaker)  
Questions? Email [DifferenceMaker@uml.edu](mailto:DifferenceMaker@uml.edu)



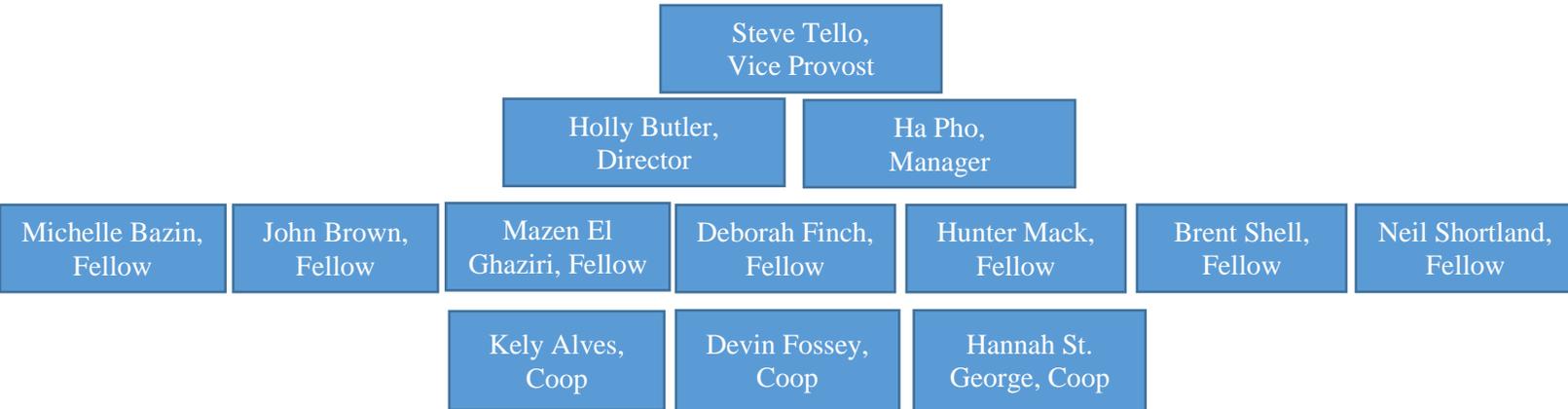
## Appendix 6. DifferenceMaker Process and Activities



## Appendix 7. DifferenceMaker Vision Rubric

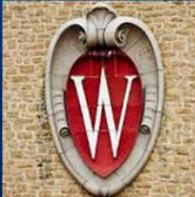
<b>Integrative Learning</b>				
	4	3	2	1
<b>Connections to Discipline</b> <i>Sees (makes) connections across disciplines, perspectives</i>	Creates <b>wholes</b> out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Connects examples, facts, or theories from more than one field of study or perspective.	Presents <b>examples</b> , facts, or theories from more than one field of study or perspective.	Presents <b>examples</b> , facts, or theories from one field of study or perspective.
<b>Integrated Communication</b>	Fulfills the assignment(s) by choosing a format, method and visual aid in ways that <b>enhance meaning</b> , making the message clear to the audience.	Fulfills the assignment(s) by choosing a format, method, and visual aid to <b>explicitly communicate</b> the content in a way that allows the audience to easily understand their message..	Fulfills the assignment(s) by choosing a format, method, and visual aid that <b>connects in a basic way</b> what is being communicated (content) with with the audience	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) <b>in an appropriate form</b> for the audience
<b>Global Learning</b>				
	4	3	2	1
<b>Personal and Social Responsibility</b>	Takes <b>informed and responsible action</b> to address ethical, social, and environmental challenges in the project by providing a solution or benefit to the global system.	<b>Articulates and explores</b> the ethical, social, and environmental consequences of the project and identifies a <b>range of actions</b> informed by their sense of personal and civic responsibility.	<b>Explains</b> the ethical, social, and environmental consequences of the project.	<b>Identifies</b> basic ethical dimensions of the project.
<b>Problem Solving</b>				
	4	3	2	1
<b>Define Problem</b>	Demonstrates the ability to construct a <b>clear and insightful</b> problem statement with evidence of all relevant contextual factors.	<b>Demonstrates</b> the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately <b>detailed</b> .	<b>Begins to demonstrate</b> the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is <b>underdeveloped</b>	Demonstrates a <b>limited ability</b> in identifying a problem statement or related contextual factors.
<b>Sustainability</b>	Solution presents plans to overcome barriers for implementation and sustainability.	Solution considers potential barriers that exist for implementation and sustainability.	Solutions considerations of barriers for implementation and sustainability are underdeveloped.	Solution shows no considerations of barriers for implementation and sustainability.
<b>Creative Thinking</b>				
	4	3	2	1
<b>Innovative Thinking</b> <i>Novelty or uniqueness (of idea, claim, question, form, etc.)</i>	<b>Extends</b> a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	<b>Creates</b> a novel or unique idea, question, format, or product.	<b>Experiments</b> with creating a novel or unique idea, question, format, or product.	<b>Reformulates</b> a collection of available ideas.

## Appendix 8. DifferenceMaker Organizational Chart



**Partners:** Deshpande Foundation, Digital Federal Credit Union, EforAll, Enterprise Bank, Foley and Lardner LLP, VentureWell and more.

## Appendix 9. Quotes from Schools Adopting DifferenceMaker

<ul style="list-style-type: none"> <li>• University of Ottawa               <ul style="list-style-type: none"> <li>• Student-led <u>DifferenceMaker Program</u></li> <li>• “DifferenceMaker has been instrumental in helping all our students engage in entrepreneurial activities”</li> </ul> </li> <li>• University of New Hampshire               <ul style="list-style-type: none"> <li>• Various elements including Faculty Fellow Program</li> <li>• “We are happy to have met DifferenceMaker at the 2016 Deshpande Symposium. We thank them for allowing us to steal the DM Faculty Fellow program – it proved to work very well”</li> </ul> </li> <li>• Hampton University               <ul style="list-style-type: none"> <li>• Freshman Orientation</li> <li>• “Our incoming freshman love the tinker toy activity – thank you <u>DifferenceMaker!</u>”</li> </ul> </li> <li>• University of Wisconsin Milwaukee               <ul style="list-style-type: none"> <li>• Idea Challenge, Faculty Fellow Program</li> <li>• “The DifferenceMaker Idea Challenge process is efficient and has streamlined our efforts”</li> </ul> </li> <li>• Washington State Opportunity Scholarship               <ul style="list-style-type: none"> <li>• Mentor Program</li> <li>• “The <u>DifferenceMaker Mentor Program expectations and responsibilities sheet</u> was most helpful to us in launching our program”</li> </ul> </li> <li>• KLE Technological University, India               <ul style="list-style-type: none"> <li>• Various activities and worksheets</li> <li>• “Our students, of all majors, thoroughly enjoy the <u>DifferenceMaker Lego activities</u>”</li> </ul> </li> </ul>	     
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## Appendix 10.

### DifferenceMaker Student Team Photos and Sustainability

**Nonspec**, the 2013 Campus-wide DifferenceMaker team has developed a low-cost, adjustable prosthetic limb for individuals in developing nations:

- Top 10 College Entrepreneur of the Year by Entrepreneur Magazine
- IAPD Plastics Application Design Award
- ASME ISHOW, 1st Place Award - \$25,000
- VentureWell Open Minds, 4th Place Award
- Collegiate Inventors Competition Expo, Silver Medal
- NCIIA E-team Stage I & II
- Patent Issued
- Office space at UMass Lowell Innovation Hub
- MassChallenge \$50K Winner
- Tested prototype in India and began product distribution
- Cartier Women's Initiative Awards Finalist
- Total Money Raised: **\$690,000**



*Jonathan de Alderete, Engineering, Erin Keaney, Engineering, Brendan Donoghue, History, MSITE*

**Biobubbler**, the 2014 Idea Challenge 1<sup>st</sup> Place winner in the Significant Social Impact category, traveled to Haiti in 2015 and 2016 to implement their product – a simple and effective water-filtration system for Haitian homes.

- This team performed product testing onsite in Haiti to explore the opportunity for establishing a product distribution channel located there.
- The Biobubbler has been deployed in twenty communities in an around Les Cayes, Haiti
- The teams have established a mini-enterprise to continue sales and distribution of the system in Les Cayes.

- The team founder just entered medical school and wishes to start her own practice in Haiti one day.



*Rachel Paquette, Biology, Nawal Khan, Business with their Biobubbler system.*

**InvisaWear:** 2016 Idea Challenge 1<sup>st</sup> place winner in Innovative Technology Solution category. The team developed a wearable device that connects to a smart phone via Bluetooth. With the simple push of a button, it sends help messages and location information to predetermined emergency contacts.

- Incorporated as a business
- Full working device
- Currently beta-testing product
- Utilizing Innovation Hub office space
- Final MassChallenge (top 128)
- Featured on NECN News
- Beginning production in June 2018
- Secured \$100,000 loan from LDFC
- iCorp recipient
- Ran a successful indiegogo campaign
- Total money raised: **\$520,000**



*Rajia Abdelaziz – Electrical Engineering and Computer Science, Raymond Hamilton – Electrical Engineering*

**Operation 250**, the 2017 Idea Challenge Campus-Wide DifferenceMaker winner, OP250 seeks to educate children, parents, and teachers about online safety and how to most effectively protect themselves from coming into contact with online violent extremism material and individuals

- Presented to 250 educators and school administrators at North Adams Public Schools
- Presented on behalf of the State’s anti-bullying and anti-hate requirements for each public school system in Massachusetts
- As part of the “An Expression of Courage” collaboration between Mass MoCA and North Adams Public Schools, ran a student workshop with 70 sixth-graders
- Schools around the country have been downloading and using the Op250 readings and Table Talks in their classrooms
- In collaboration with the Center for Terrorism and Security Studies, UMass Lowell, and the Middlesex Partnerships for Youth Inc. presented “Combating Hate and Extremism: Fostering Inclusion in our Schools and Communities”
- Published as a case study in the United Nations Educational, Scientific, and Cultural Organization “Youth Waging Peace” initiative
- Money raised: **\$70,000**



*Tyler Cote, Senior, Political Science and Criminal Justice, Jaime Keenan, Junior, Criminal Justice, Jonas Pierribia, Senior, Criminal Justice, Nicollete SanClemente, Sophomore, International Business, Danielle Thibodeau, Senior, Criminal Justice and Psychology*