This document contains information and data from the first year of the DifferenceMaker Program launch. It includes a program overview, program activities, list of faculty fellows, $25K Idea Challenge summary, Idea Challenge finalists, program outcomes, and an outline of our future efforts and plans for the DifferenceMaker Program.
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DifferenceMaker Program Overview

The DifferenceMaker program was launched in June 2012, under the auspices of the Center for Innovation and Entrepreneurship at the University of Massachusetts Lowell. The goal of the program is to introduce UMass Lowell students to creative problem solving, innovation, and entrepreneurship, as well as accelerate purpose in their education, connect them to experienced alumni, and encourage an ethos of social responsibility.

The DifferenceMaker program introduces a range of extra-curricular and co-curricular activities meant to engage UMass Lowell students and faculty in creating sustainable solutions to problems that affect our community, our region and our planet. These activities, which span academic disciplines and include freshman through graduate students, engage our students and faculty in creative problem-solving, innovation and entrepreneurial action directed toward the development of sustainable solutions products, services, organizations and businesses. The point of the program is to help students develop an understanding of how their UMass Lowell education will assist them to make a difference in the world.

The program is experiential, allowing students to apply what they are learning before graduation in real-world situations with the guidance of faculty mentors, community leaders and successful entrepreneurs and alumni. We begin in the summer with freshman orientation, introducing the program and problem-solving process to teams of students in a 50 minute rapid ideation activity. This initial program is meant to provoke interest among the students in our program, and to also set the tone for their next four years at UMass Lowell – this institution is different, innovation and entrepreneurial activity are core to the learning process, and we expect “big things” of our students. We follow up in the fall semester with a series of class visits to various introductory courses (e.g., Intro. to Engineering, Intro. to Business, FAHSS Freshman Seminar). These visits are meant to re-introduce the program and to engage students across academic disciplines. These classroom visits are accompanied by an invitation to participate in college and community based idea challenges and pitch contests. We challenge our students to get involved inside, and outside of the classroom, but we also provide them with coaching and mentoring support.

As the academic year progresses, we shift focus to recruitment of student teams for the DifferenceMaker Idea Challenge. The goal of the Idea Challenge is to identify student teams who would benefit from financial and mentor support in implementing sustainable solutions to challenging problems. We collaborate with other campus programs and engage faculty, alumni and community members in identifying problems that matter and then in assisting students to develop sustainable solutions for addressing these problems. A series of activities and workshops are presented in order to encourage the formation of interdisciplinary student teams around problems that students care about. We utilize a four-stage method to help engage students in the entrepreneurial thinking process:
• **Problem**
  o Assist students to identify a problem that matters to them and to the broader community.

• **Opportunity**
  o Assist students to explore the opportunity associated with solving the problem. Who is affected by the problem? Who else is addressing the problem? How big is the opportunity associated with solving the problem?

• **Solution**
  o Encourage the generation and filtering of a range of possible solutions, from Blue Sky to Bedrock.

• **Resources**
  o Assist students in identifying and securing the various financial, human and knowledge resources required to implement the chosen solution.

These activities culminate in the DifferenceMaker Idea Challenge pitch contest, where student teams present the problem, opportunity, their proposed solution and a resource request to a panel of alumni and celebrity judges. In April 2013 DifferenceMaker Idea Challenge, ten UMass Lowell student teams received a share of the $25,000 prize in order to move their respective solution forward. These teams now have space in DifferenceMaker Central (ground floor, Lydon Library) and access to mentors and additional resources. Over 110 UMass Lowell students from 24 academic departments, representing 45 different teams and concepts participated in the Idea Challenge. Several of these teams have already raised additional award and private investment funding to move their ventures forward.

The Idea Challenge and other DifferenceMaker activities would not be possible without the generous support of our alumni, foundations and other organizations that share our vision for engaging students in innovative and entrepreneurial problem solving. We are very grateful for their financial support and for their guidance and encouragement of our efforts. Their financial contributions help support our student Enterprise Scholars, the DifferenceMaker Idea Challenge, student development workshops and our Faculty Fellows program.

Partners who have helped us make a difference include:

![Figure 2. Supporting Devices and the Green Bikes of Lowell team members discuss their DifferenceMaker projects.](image)
• Joseph C. Day Chancellors’ Fund
• Deshpande Foundation (through the Merrimack Valley Sandbox)
• Joseph P. Donahue Charitable Foundation
• Mitchell Kertzman Endowed Discretionary Fund
• Robert J. Manning Endowment Fund (Robert and Donna Manning)
• Francis L. McKone Chancellor’s Fund
• Jack Wilson Endowed Presidential Entrepreneurship Award Fund

This report provides a more detailed summary of activities for the first year of the program and provides some sense of our plans for expanding the program over the next year. Additional information regarding the DifferenceMaker program and our students efforts can be found on the DifferenceMaker website at http://www.uml.edu/differencemaker. If you would like more information regarding the DifferenceMaker program, or wonder how you might be able to help our students make a difference in this world, please reach out to our team. We can be reached at DifferenceMaker@uml.edu, or you can call me directly (978-934-4240).

Thank you for your interest in the DifferenceMaker program, we look forward to working with you as we grow the culture of innovation, entrepreneurship and creative problem-solving at the University of Massachusetts Lowell.

Dr. Steven F. Tello
Assoc. Vice Chancellor, Entrepreneurship & Economic Development
University of Massachusetts Lowell
DifferenceMaker Program Activities

1. Freshman Make A Difference-Orientation
These orientation sessions were a collaborative effort between UMass Lowell’s office of Orientation, Student Activities and Leadership, and Residence Life in order to introduce all incoming freshmen to the DifferenceMaker Program, as well as engage them in creative problem-solving within the University, community, region, and world.

2. Introduction to DifferenceMaker-Freshman Seminars
A series of in-class discussions in collaboration with the Manning School of Business, The Francis College of Engineering, The College of Fine Arts, Humanities, and Social Sciences, and The College of Health Sciences in order to introduce the DifferenceMaker Program to students of all disciplines and to inspire them to explore their passions through creative problem solving.

3. DifferenceMaker Living Learning Community (LLC)
A partnership between the DifferenceMaker Program and the Division of Student Affairs in order to provide freshman with the opportunity to reside in a dorm with an entrepreneurial atmosphere focused on creative problem solving and the development of sustainable innovations. The LLC aims to expose students to challenging social, environmental and business problems and then to help them devise and implement solutions for addressing these problems. DifferenceMaker LLC students meet regularly on-campus and also visit other universities and resources in the region that will help them develop sustainable solutions.

4. DifferenceMaker Idea Challenge
The DifferenceMaker Idea Challenge is a signature event for the DifferenceMaker program, and based on the outstanding response from students, faculty and alumni to the inaugural Challenge in April; this will be an annual event. Over 100 students participated in the Idea Challenge, including 45 teams representing 24 academic departments. Ten teams made it to the Idea Challenge Finals, and each team shared in a portion of the $25,000 award. The winning team, Developing Nation Prosthetics was awarded top prize as Campus-wide DifferenceMaker ($5000 prize) and has since gone on to place in the top 10 of Entrepreneur Magazines Young Entrepreneur competition. Additional details regarding the Idea Challenge are included below.

5. DifferenceMaker Faculty Fellows
Faculty Fellows were recruited through the Deans of each college at the University in an effort to involve all departments and majors in the DifferenceMaker Program. Seven faculty members (at least one from each college) were recruited to actively support and contribute to the development
of the DifferenceMaker Program. These Fellows helped DifferenceMaker staff understand the needs of students and faculty within their colleges, increasing participation across disciplines. In addition, the Fellows were active participants in both the design and conduct of the many DifferenceMaker workshops and programs offered over the past year. They also assisted with the recruiting and mentoring of student teams that applied to the Idea Challenge. Their support and participation was critical to the success of the program.

2012-2013 Faculty Fellows

John Brown
Lecturer
Graduate School of Education
English Education

Supriya Chakrabarti
Professor
College of Sciences
Physics

Ralph E. Jordan,
Visiting Instructor
Manning School of Business Management

Valerie Kijewski
Associate Professor
Manning School of Business Management/Marketing

Ainat Koren,
Associate Professor
College of Health Science
School of Nursing

Chad Montrie
Professor
College of Fine Arts,
Humanities and Social Sciences
History, American Studies, Gender Studies

Daniel Sullivan, Lecturer
Francis School of Engineering
Mechanical Engineering
6. DifferenceMaker Enterprise Co-op Students
The Center for Innovation & Entrepreneurship hired four DifferenceMaker Enterprise Co-op students throughout the year. These positions were entirely supported through the contributions of alumni. The students selected demonstrated a high level of academic performance (3.25 GPA or higher) and worked diligently in the design and implementation of all DifferenceMaker activities.

7. DifferenceMaker Central
DifferenceMaker Central was opened in May 2013. This space is a dedicated entrepreneurial area with a vibrant start-up community atmosphere. The space was made for all entrepreneurial teams to come together to work, brainstorm, and network. Student teams have access to flexible workstations, televisions, computers, mentors, and a dynamic meeting space to develop their ideas and collaborate amongst their teammates and fellow students.

8. Freshman Business Class-Lego Problem Solving
This Lego activity was a collaboration effort between the DifferenceMaker Program and the Manning School of Business to introduce students to the ideation development process and problem solving method, as well as helping them strengthen their ability to work in a team. Sessions were conducted in 9 classes with over 400 students participating. Prof. Deborah Finch of the Manning School of Business led this effort.

9. Introduction to Engineering-Extra Credit Project
This activity was a collaboration effort between the DifferenceMaker Program and The Francis College of Engineering to introduce freshman engineering majors to the DifferenceMaker Program, innovation, and entrepreneurship. In this introductory activity, the students’ innovative ideas were explored and presented in a format which would enable their projects to be candidates for both the DifferenceMaker Program Idea Challenge and Campus Catalyst program.

10. DifferenceMaker Honors Program
The Honors Program was a collaborative effort between the DifferenceMaker Program and The Commonwealth Honors Program to create a three credit lecture/seminar course. This course features dynamic speakers from across all colleges, to introduce a wide variety of innovation and facilitate discussions on innovation and its social impact. Professor James Canning, Honors Program Director led directed this effort.

11. Introduction to the DifferenceMaker Program
A series of events were held on both the north and south campuses to introduce students to DifferenceMaker Program concepts, allow them to share their ideas and interests, explore possible projects and solution, and to connected with each other to form teams. These events included the DifferenceMaker Convocation Pitch, the Climate Change Teach-in, a DifferenceMaker Team Building Dinner, and others.
12. Promoting the Campus Catalyst Program
The DifferenceMaker Program works closely with the Merrimack Valley Sandbox, a community business accelerator funded by the Deshpande Foundation, in order to encourage students to generate and develop their entrepreneurial ideas. The Sandbox Campus Catalyst program provided seed funding for student social and business solutions with potential. Catalyst information was provided to students at all DifferenceMaker events. Students also received consultation when applying to the Campus Catalyst Program. The DifferenceMaker application and Campus Catalyst application were similar in content so that unity between these programs would be maximized.

13. DifferenceMaker Program Promotion
In order to promote awareness of, and participation in, DifferenceMaker activities among faculty, staff, and students, a variety of outreach materials were developed and distributed across the University. These activities included program launch events, a DifferenceMaker website, a Facebook site, a Twitter feed (UML_Difference), various posters, postcards, presentations to classrooms, workshops, office hours, email blasts, and information tables.

DifferenceMaker $25K Idea Challenge

The first annual DifferenceMaker $25K Idea Challenge was launched in late January 2013. The goal of the Idea Challenge was to provide a competitive forum where students of all majors could demonstrate their ability to develop a sustainable solution (product, service, for-profit or non-profit venture) to a real-world problem or opportunity. Students were recruited through a variety of on-campus and online avenues, including classroom visits, social media, campus media and north/south kick-off parties. Forty-five applications were received from 112 students by the application deadline in February. These students represented all six academic colleges and 24 academic departments.

All teams were asked to develop a proposal concept paper, a 3-minute concept pitch and a concept poster. A series of workshops and coaching sessions were offered to assist student to develop their project concepts and refine their pitches. Student teams pitched their ideas to two panels of judges at the Preliminary Pitch-off Event and Idea Challenge. The judges consisted of UMass Lowell Alumni and supporters. All teams that developed the required deliverables were invited to participate in the Preliminary Pitch-off on April 12 (18 teams participated). The top 10 teams went on to compete in the final Idea Challenge on April 17 where $25,000 in award funding was presented.

Idea Challenge Tools and Resources
DifferenceMaker staff and Faculty Fellows developed a number of tools and resources to assist students in team formation, problem identification, opportunity assessment, concept ideation and resource planning. These tools and resources included:
• **TeamMaker Platform** - Allowed students to build their project teams by posting their project ideas and information online where they could then search for “seekers” (students interested in becoming part of a team). On the other hand, “seekers” could utilize the TeamMaker Platform by posting their project interests and skills, and seeking projects/teams to work with. This platform facilitated team formation. [http://www.uml.edu/Innovation-Entrepreneurship/DM-Idea-Challenge/TeamMaker/TeamMaker.aspx](http://www.uml.edu/Innovation-Entrepreneurship/DM-Idea-Challenge/TeamMaker/TeamMaker.aspx)

• **Resource Website** – An extensive resource website was developed to provide students with access to materials developed for the Challenge along with materials from other competitions and programs (e.g., Business Model Canvas resources). Students reported making extensive use of the resource website. [http://www.uml.edu/Innovation-Entrepreneurship/DM-Idea-Challenge/Resources.aspx](http://www.uml.edu/Innovation-Entrepreneurship/DM-Idea-Challenge/Resources.aspx)

• **Workshop Series** - Designed and implemented a five session workshop series to assist students in applying the problem-solving process described above to transform idea solutions into sustainable projects. These workshops were conducted on campus (with pizza and soda—of course : ) , but were also recorded so students could retrieve the workshop content from the Idea Challenge resource website.

• **Coaching Sessions**: Provided students with guidance to refine their idea concepts and final presentations. All students invited to conduct a sample “pitch” in order to prepare for the preliminary and final events.

**Idea Challenge Awards**
A total of $25,000 in prizes was awarded to 10 student teams. The awards were presented in six different categories including UMass Lowell Campus-wide DifferenceMaker, Significant Social Impact, Sustainable Environment, Innovative Technology, First to Market and Honorable Mention. The award money was provided through the generous support of our own University alumni. A complete list of award winning teams is listed below.

Once funds were awarded to each team, the DifferenceMaker staff met with each team to identify next steps in the implementation of proposed solutions. Each team was also provided card access to the DifferenceMaker Central innovation space, and was introduced to potential mentors to facilitate the development of each team concept.

![Figure 6. Alumni judges listen attentively to student pitches.](image)
Idea Challenge Finalists

Campus-Wide DifferenceMaker

$5,000
Developing Nation Prosthetic
Low cost high functionality replacement limb with an acceptable amount of customization for children in other nations.
- Katherine Cain Mechanical Engineering 2013
- Jonathan De Alderete Mechanical Engineering 2013
- Brendan Donoghue Mechanical Engineering, History 2013
- Sean Gibson Mechanical Engineering, Business 2013
- Olivia Keane Mechanical Engineering 2013
- Erin Keaney Plastics Engineering 2013

Significant Social Impact

1st Place - $3,500
Healthy Habits
Inspire children to achieve healthier lifestyles by eating nutritious foods, exercising and being active to prevent sedentary lifestyles.
- Jacqueline Bradley Nursing 2013
- Meghan Hathaway Nursing 2013
- Katerina Kafkas Nursing 2013
- Nicole Leblance Nursing 2013
- Haley Mayne Nursing 2013
- Michelle Racioppi Nursing 2013

2nd Place - $1,500
Bright Future Generation
Non-Profit Organization: Mental health services addressing the needs of Rwandan youth.
- Vanessa Colomba Peace and Conflict Studies 2013
- Steve DiPerna Psychology
- Isaije Mihigo University of Rwanda
- Yousef Theeb Business 2016

Sustainable Environment

1st Place - $3,500
Lowell Sprouts/Lets Grow Lowell
Uses school gardens as a way to educate middle school children about the importance of sustainable, organic agriculture.
- Mary Beth Burwood Psychology 2012
- Sean Hicks Marketing 2014
- Christopher Horne Economics 2014
2nd Place - $1,500
Hybrid Power Tricycle
Assistive tricycle for handicap kids that utilizes pedaling power and a motor together. It also has a full support system and wireless shutoff.

- Anthony Capone Electrical Engineering Masters
- Derek Dempsey Electrical Engineering Masters

Innovative Technology

1st Place - $3,500
Robotic Feeding Arm
Produces robotic arms to assist people where debilitating circumstances inhibit them from performing daily living activities.

- Philip Colangelo Computer Engineering Masters

2nd Place - $1,500
Notoja
School enrichment collaboration application. It provides modules for student note-taking, book trading, as well as discussion groups.

- Avery DeCesare Mathematics 2016
- Rohit Krishnan Electrical Engineering 2016
- Eric Marcoux Computer Science 2016
- Tanjil Mustafa Mechanical Engineering 2016
- Brian Tran Electrical Engineering 2016

First to Market

1st Place - $3,500
Grab a Bite
Social food network that engages users and helps increase restaurants customer traffic through marketing, ease of use and convenience.

- Aldo Beqiraj Electrical Engineering 2014
- Denis Lemos Computer Engineering 2013
- Andrew MacRobert Computer Science 2013
- Andrew Webb Computer Science 2013

2nd Place - $1,500
III-Point Stik
A product that gives tactile/kinesthetic feedback for both correct spinal alignment and correct breathing mechanics to demand quality movement.

- Ramez Antoun Physical Therapy 2013
- Nick Bleil Graphic Design 2012
- Ryan Connor Physical Therapy 2013
- Michael Tadros Northeastern University Finance and Accounting
- Robert Roufail Northeastern University Mechanical Engineering
Honorable Mention DifferenceMaker

$500
U.R. Corp
Recognizes the importance of small businesses and what they do for the economies of local and national marketplaces and helps them compete with larger companies by expanding their market reach.

- Robert Fisher  
  Mechanical Engineering  
  2015

DifferenceMaker Program Outcomes

In its inaugural year, the DifferenceMaker Program produced a variety of outcomes that are consistent with the mission of the University of Massachusetts Lowell. Increases in entrepreneurial activity and social consciousness were expected outcomes as well as the shift in culture towards an applied service orientation for those involved. Many outcomes, especially those that are considered to be traditional academic outcomes, were also noted.

The DifferenceMaker Program advanced three specific skills sets in the 3,000+ students who participated. Faculty, administrators and the judges of the challenge noted that students displayed educational development in entrepreneurial skills, twenty-first century soft skills and traditional academic skills over the course of just ten months.

Students exhibited significant problem solving, collaboration, critical-thinking, research, leadership, creativity, communication, reading, writing, presenting, public speaking, planning, organization, marketing and goal setting skills throughout the year, with most of these competencies being met in the last four months of the school year, during the Idea Challenge process.

This student-centered initiative created a cultural shift where human potential was released into the UMass Lowell community, inspiring academic, civic, professional, entrepreneurial, environmentally sustainable and socially conscious activity where students from across six schools and 24 majors worked together to solve problems in the local community, the region and the world.

Previously, undrawn intersections between academic departments, between faculty and within multiple levels of the University’s administration, as well as alumni grew into a tight network. This is

Figure 7. Students consider alternative use for campus waste in ideation session.
where the DifferenceMaker program became a nexus for professional growth and change for students and for the University as a whole. Faculty from the Manning School of Business and the Francis School of Engineering worked with faculty from the College of Fine Arts, Humanities and Social Sciences; the Graduate School of Education and the College of Health Science, among others to mentor students from different majors who pooled their skills and talents to identify problems, research solutions and design products and systems that built both social and economic capital, as well as intellectual skills.

Faculty reported that students worked as hard on DifferenceMaker projects as they did in their academic courses, and DifferenceMaker activities were often extra or co-curricular activities. Students conducted team-based critical thinking, researched and designed sophisticated presentations, along with systems, services, models, prototypes and computer applications that add social and economic value to the community. Alumni stakeholders, business leaders and other supporters affiliated with the University judged Idea Challenge projects based on industry standards. And students received valuable, practical feedback and made important connections to leaders in various professional fields.

Through 10 events, 4 workshops and coaching from 7 faculty fellows, 112 students submitted 45 Idea Challenge applications from 24 different majors. All applications were creative, professional and the result of collaborative team focused attention. Of those 45, 18 teams participated in the preliminary round of the Idea Challenge, and then 10 teams competed in the final $25,000 DifferenceMaker Idea Challenge. The final 10 teams were composed of 30 students from both the undergraduate and graduate schools.

All 112 students in the Idea Challenge reported that they experienced activities that included:

- problem solving,
- writing for a professional audience,
- speaking for a professional audience,
- planning a real world project,
- implementing a project plan
- and working as a team

Each student played a role in creating a product or service, but more importantly students reported that they learned the processes of these entrepreneurial activities. Projects such as developing a prosthetic arm for third world children, an urban farming system for elementary school children and a robotic feeding arm for the disabled were not only funded through the DifferenceMaker Idea Challenge, but were also validated and recognized by external investments from organizations independent of the University (e.g., Entrepreneurship Magazine, Deshpande Foundation). There were many more interesting projects that were developed by our student participants.

The DifferenceMaker program produced numerous professional opportunities for students to work with one another along with faculty and alumni on projects that are sustainable, innovative and valuable to the community. Outcomes associated with DifferenceMaker were numerous, varied, and cut across academic disciplines. DifferenceMaker engages students in new and interesting ways, because the origin of these projects is the students themselves. They identify, research and attempt
to solve these problems with the support of fellow students and the UMass Lowell community. In doing so, their educations have become enriched through creativity, critical thinking and entrepreneurship.

**Future Efforts**

The DifferenceMaker Program plans to continue many of the activities and events initiated in the first year of the program. Some of these programs will be revised and we intend to launch several new initiatives, including a DifferenceMaker Passport Program, a DifferenceMaker Mentor Program and a seed grant program to encourage faculty participation in the DifferenceMaker program. We also plan to expand our collaboration with several University colleges.

This year we plan to increase the role of DifferenceMaker Living Learning Community students in the DifferenceMaker program by training the members to become DifferenceMaker ambassadors once they transition into their sophomore year. We will do so through weekly meetings and monthly events. The training will allow LLC members to learn more about entrepreneurship and the DifferenceMaker Program so they can promote it to student clubs and campus classes. Once the LLC students become sophomores they will transition into a DifferenceMaker Ambassador role, and hopefully will form the nucleus of a yet-to-be-formed DifferenceMaker student club.

In order to assist students to both record and encourage their participation in DifferenceMaker events, we are planning the development and implementation of a DifferenceMaker Passport Program. Consistent with the goals of the UMass Lowell DifferenceMaker Program, the Passport Program will assist students to identify, record and collect experiences meant to:

- Develop individual entrepreneurial identity
- Develop entrepreneurial skills and self-confidence
- Develop creative and sustainable solutions to complex problems
- Connect with the University, MV Sandbox and community entrepreneurial ecosystems

We anticipate that the number of students engaged in the DifferenceMaker Program and related activities will increase each year. As we encourage and reward the formation of various types of student ventures and projects, the need for mentors who can consult with student teams will increase. We plan to guide these students and track their progress through a professional Mentor Program. The UMass Lowell Mentor Program will provide a committed network of mentors with a broad set of skills and professional experiences, who can assist UMass Lowell entrepreneurs in developing the knowledge and skills, needed to grow an idea into a successful, new venture.

The DM UMass Lowell Mentor Program will seek to connect DifferenceMaker students with successful experienced entrepreneurs and alumnus, as well as faculty and staff. The Mentor Program will focus on assisting students to further develop solutions as part of the DifferenceMaker Program. Mentors will provide guidance in further refining student team objectives and help them in building their entrepreneurial skillsets.

We are planning to offer DifferenceMaker Faculty Workshops to help faculty consider how they might engage their own students in DifferenceMaker activities through course related activities and through co-curricular activities. Our hope is that by engaging more faculty, they in turn will serve as both mentors and catalysts for students, encouraging and guiding student project selection and
development. We have also observed that student teams often need support and guidance from faculty from different disciplines, these workshops and an accompanying seed grant program are meant as catalysts to encourage interdisciplinary engagement among faculty,

While the overarching goal of the DifferenceMaker program is to encourage UMass Lowell students to develop sustainable and entrepreneurial solutions to the challenges and opportunities they will confront in this world, we anticipate another, potentially significant impact on the University community itself. Our students will only be successful if they have the support of faculty, alumni, business and community members. During our first year of program activities, we have found these constituents to be most supportive and willing to mentor and work with our students. Alumni are mentoring and investing in student ventures. Faculty are working across disciplines to ensure their student teams make progress. Local profit and non-profit businesses are eager to work with student teams, providing real-world problems and opportunities for student projects. In one short year, the DifferenceMaker program has been embraced by the greater University community. Our hope and plan is to anchor this program in the curriculum and culture of the University, so all UMass Lowell students have an opportunity to make a difference in this world.

The DifferenceMaker Program
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