Collaborative Innovation: A framework for promoting innovation-driven entrepreneurship across campus

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***Abstract*—**

This innovative practice full paper describes the framework for the Center for Collaborative Innovation (CCI) and how the school of engineering is collaborating with the school of business and department of arts and design to promote innovation-driven entrepreneurship across the university. The CCI was established to promote innovation-driven entrepreneurship, not only among engineering students, but among all students, faculty and staff across the university. While many engineering students have access to design and prototyping tools, many other non-engineering students and faculty have little or limited access to and expertise in the use of relevant design, fabrication and prototyping tools required to turn their ideas into an innovative product. In addition, while the engineering students and faculty may have expertise and access to design and prototyping tools, they usually have limited expertise and access to business and marketing skills required for successful business development. The CCI provides access to training, expertise and tools needed by engineering and non-engineering persons to move their innovative ideas toward a successful product in the market. The goal is to provide experiential and hands-on learning to the participants. The CCI is innovative in that while many entrepreneurship programs or incubators focus on the business feasibility of the business idea, the CCI incubator focuses on equipping the participants and helping them to address both the business feasibility as well as the technical feasibility of their business ideas.

The paper highlights how the CCI leverages the different expertise and resources available in different units of the university to create a synergistic force to promote experiential learning and innovation-driven entrepreneurship across campus. The paper will address critical challenges such as: Teaching practical entrepreneurship in a completely online environment due to the Covid-19 pandemic; addressing and accommodating the tight schedule of participants who may be graduate students and faculty with other pressing responsibilities and commitments; and learning from past cohort and redefining how to add the most value to the participants. Future plans for sustaining, increasing the impact and scaling up the program will be discussed as well. The lessons learned and the framework may provide a model for other engineering schools to collaborate with other units within their university to leverage resources and promote innovation as well as entrepreneurship across their campus. Engineering can play a major role in bridging the gap between business feasibility and technical feasibility of a business idea.

Keywords—entrepreneurship, innovation, pandemic, engineering, collaborative, experiential learning

I. INTRODUCTION

College campuses are great breeding grounds for innovation. There is a large collection of great intellectual minds and expertise, both young and old, on our campuses. In addition, there are available on our campuses critical infrastructure and facilities needed to promote innovation that are not readily available anywhere else. The focus on learning and problem solving on our campuses also creates an environment that is free from distraction and that promotes creativity and innovation.

It is however very important to make a distinction between invention and innovation. An invention has been defined as [1] an idea that is 'new', 'different' and 'better' as compared to the existing ideas. In fact, the term can be used to define all forms of human creative endeavors including the composition of a poem to the development of a chemical process [2]. An invention is however devoid of economic value unless it is put into practical use and consumption [2]. An abstract idea may be an important invention but it takes an entrepreneur to transform

the abstract invention into a marketable product [2], thereby converting the invention into an innovation. By "getting things done," the entrepreneur produces economic value and thereby utility [2].

In addition, the inventor and the entrepreneur may or may not be the same person. Furthermore, an invention may remain dormant for years until an entrepreneur comes up with an innovation that is apt to mass production [2]. It is this invention-market fit, powered by entrepreneurs, that turns an invention into an innovation. When inventions are properly adopted in the production process, they become innovations for they contribute to the productivity of resources [3]. Consequently, 'marketableness' and 'profitableness' are the keywords for an innovative product to become successful [2].

Innovation however requires collaboration [4]. The myriad set of problems facing our society and world are too complex to be solved by a single discipline. According to Richard K. Miller, President, Olin College [5], "the problems are no longer contained in one continent. They transcend time zones. They transcend political boundaries. They transcend disciplines. They are no longer technology problems. They are societal problems." Consequently, it has become increasingly important to bring more, diverse minds to the table and to break down silos in order to create innovative solutions to these complex problems [4].

In addition, creating a solution is not enough. Successful innovation requires solutions that out-compete what is currently in the marketplace. Successful innovation requires a varied team with expertise including technical, business, human relations and communications. The challenge with promoting innovation on our campuses is that while we have these expertise on our campuses, they tend to be isolated in departments and colleges. There are limited opportunities and avenues for these expertise to come together and be available to provide the needed support for students and faculty to drive innovation.

The Center for Collaborative Innovation (CCI) was established to promote innovation-driven entrepreneurship, not only among engineering students, but among all students, faculty and staff across the university. While many engineering students have access to design and prototyping tools, many other non-engineering students and faculty have little or limited access to and expertise in the use of relevant design, fabrication and prototyping tools required to turn their ideas into an innovative product. In addition, while the engineering students and faculty may have expertise and access to design and prototyping tools, they usually have limited expertise and access to business and marketing skills required for successful business development. The CCI provides access to training, expertise and tools needed by engineering and non-engineering persons to move their innovative ideas toward a successful product in the market. The goal is to provide experiential and hands-on learning to the participants. The CCI is innovative in that while many entrepreneurship programs or incubators focus on the business feasibility of the business idea, the CCI incubator focuses on equipping the participants and helping them to address both the business feasibility as well as the technical feasibility of their business ideas.

The paper describes the framework for the CCI and how the school of engineering is collaborating with the school of business and department of arts and design to promote innovation-driven entrepreneurship across the university. It highlights how the CCI leverages the different expertise and resources available in different units of the university to create a synergistic force to promote experiential learning and innovation-driven entrepreneurship across campus. The paper will address critical challenges such as: Teaching practical entrepreneurship in a completely online environment due to the Covid-19 pandemic; addressing and accommodating the tight schedule of participants who may be graduate students and faculty with other pressing responsibilities and commitments; and learning from past cohort and redefining how to add the most value to the participants. Future plans for sustaining, increasing the impact and scaling up the program will be discussed as well.

II. LITERATURE REVIEW

Entrepreneurial mindset has been defined as a specific state of mind which orientates human conduct towards entrepreneurial activities and outcomes [6]. According to the Allan Gray Orbis Foundation (AGOF) [7], this state of mind is influenced by multiple factors such as what people know or do not know (their knowledge), what people have done or have not done (their experience), what people can do or believe they can do (their level of competency and self-belief), and who they are (their personality, values, attitudes, and beliefs) [8].

Research has shown that education based on a curriculum and activities grounded more in generative approaches such as design thinking naturally fosters the entrepreneurial mindset [8]. In addition, highly experiential entrepreneurship programs have been found to be embedded in the local entrepreneurial community or ecosystem which promotes deep entrepreneurial learning via multiple avenues [8]. The best programs exhibit co-immersion in which the entrepreneurial community is also embedded in the program. In order to achieve this, students can be provided with multiple critical developmental experiences through the "venture creation" approach [8]. It is a highly structured process with all the elements of constructivistic learning [8] and all the tools for nurturing a startup, such as lean startup [9].

It has also been shown that mindset change from a novice to an expert occurs through a combination of critical development experiences (CDE) [8] and a well-coordinated combination of personal reflection, peer support, and expert mentoring [10]. The CDE are activities that are able to displace deeply rooted assumptions and beliefs in the mind. A deep exposure to models of the expert mindset is also critical for developing the expert mindset [8]. The approach utilized in this paper combines critical CDE elements in moving students from the novice entrepreneurial mindset to the expert entrepreneurial mindset. It centers on the interaction of four key components: 1) Critical development experiences based on the experiential

entrepreneurship Lean Launchpad customer discovery process, 2) Peer learning and mentoring, 3) Expert support and mentoring for technical and business feasibilities, and 4) Community support through local organizations and partnerships. Participants are provided with multiple CDE through the venture creation approach [8], engineering design and business development support [11].

III. COLLABORATION FOR INNOVATION

In 2020, the R B Annis School of Engineering, University of Indianapolis, received a $50,000 Elevate Nexus Higher Education Grant to promote innovation-driven entrepreneurship at the University and the surrounding community. The focus was to:

1. Strengthen the engineering entrepreneurial program, and
2. Promote innovation-driven entrepreneurial activities across the UIndy campus through a collaborative innovation framework

A. Strengthening the Engineering Entrepreneurial Program

In the R B Annis School of Engineering (RBASOE), the junior year of the DesignSpine sequence of courses is devoted to training students from the different engineering programs on developing the entrepreneurial mindset [12]. Fig. 1 provides an overview of the critical development experiences that the students are exposed to in order to move them from the novice EM towards the expert EM.

Fig. 1. Critical development experiences for moving engineering students from a novice EM towards an expert EM.

The Holistic Entrepreneurial Mindset Development Approach (HEMDA) is employed to translate the students from a novice entrepreneurial mindset towards an expert entrepreneurial mindset (Fig. 2). Students are provided with multiple critical developmental experiences through the "venture creation" approach [8] and engineering design process using the Design for Six Sigma methodology. There are two courses one in the fall semester (ENGR 396) and the other in the spring semester (ENGR 398) devoted to innovation-driven entrepreneurship. The two semesters are divided into four phases. Each phase concludes with a gate review (stage gate) presentation. The final gate review (gate review 4) is a business pitch competition where the teams present their ideas to judges from the community (Fig. 3). The program has gone through two cohorts with about 30 engineering students graduating from it.

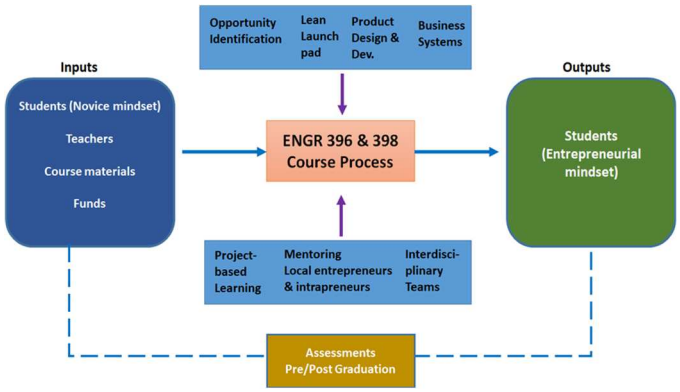

Fig. 2. Holistic Entrepreneurial Mindset Development Approach (HEMDA) for translating STEM students from a novice entrepreneurial mindset to an expert entrepreneurial mindset. [11]

Fig. 3. A junior level student team presenting their business pitch before judges from industry and UIndy (First cohort-Spring 2019). [11]

Over the course of two semesters, the multidisciplinary junior engineering student teams will identify a commercially viable opportunity; validate it using the customer discovery process of the Lean Launchpad methodology; design, build and test the prototypes using the Design for Six Sigma Methodology; and present their business ideas in a business pitch competition. The two semesters are divided into four phases with specific focus as highlighted in Table 1. Each phase concludes with a gate review (stage gate) presentation. The final gate review (gate review 4) is a business pitch competition where the teams present their ideas to judges from the community. In the Spring semester, the students will also

participate in an IP seminar and develop an IP strategy for their product. They will also create 2 minutes promotional videos of their products. The training involves engineering faculty (engineering design), UIndy's Department of Art and Design (branding and promotional materials), as well as a leading IP protection law firm in Indianapolis. For two years we have worked with business mentors from our community who work with our engineering students for about nine months as they develop their product ideas.

TABLE 1. OVERVIEW OF ENGINEERING ENTREPRENEURIAL TRAINING OF THE DESIGNSPINE (PROGRAM PHASES AND TIMELINE)

Phase & Gate Review	Focus	Expected Timeline
1-Fall semester	Opportunity identification and customer discovery (tests customer perception of the problem & customer's need to solve it)	Week 1-8
2-Fall semester	Design of Minimum Viable Product (MVP)	Week 9-15
3-Spring semester	MVP (Prototype) development & story-based entrepreneurial learning	Week 1-8
4-Spring semester	Validate the design, complete business model & plan including financial analysis & IP protection; business pitch competition	Week 9-15

A key component of the course is the collaboration between the school of engineering and the department of art and design. Students from the department of art and design serve as a consulting team for the engineering teams. While the engineering teams spend significant effort on the technicality of the product development, the art and design student teams help in developing the logo and presentation templates that enhance the branding and effective communication of the product to different stakeholders, particularly during the business pitch competition.

B. Promoting Innovation-Driven Entrepreneurial Activities Across Campus through a Collaborative Innovation Framework

In the 2019/2020 academic, Dr. Marcos Hashimoto, professor of entrepreneurship at the UIndy School of Business, sent one of his students to Dr. David Olawale, a professor at the UIndy School of engineering. The student had an idea for an innovative saving and payment system to help low income families save and pay their utility bill on time while grocery shopping. The idea required some technical skills which she lacks and which can be prohibitively expensive for her to pay for. This experience resulted in the founding of the Center for Collaborative Innovation (CCI) incubator where students, faculty, staff, as well as members of the outside community who have innovation-driven ideas can come to receive support and access resources needed to test and develop their ideas.

The CCI consists of five UIndy Innovation Fellows, who are faculty or staff with expertise in the following areas:

1. Marketing and financial analysis or business law – School of Business
2. Branding and promotional materials – Department of Art and Design
3. Prototyping and mechanical engineering – R B Annis School of Engineering
4. Software development/Computer Science – R B Annis School of Engineering
5. Customer discovery and program coordination – R B Annis School of Engineering

In addition, there are provisions for the Innovation Fellows to be supported by student employees (known as Innovation Associates), as needed. Furthermore, external supports from community partners are sought through the UIndy's Office of Advancement and Pro Edge Center. Community partners such as CPA firms, intellectual property (IP) protection lawyers, marketing, and design firms will provide additional support in terms of mentorship and professional service hours (Fig. 4). We already have a relationship with a leading IP firm in Indianapolis that has been providing in-kind support by providing IP training to our engineering entrepreneurial program. Funds from the Elevate Nexus grant are allocated to sustain the operations of the CCI for two academic years in order to provide sufficient time to build support for sustainable operations, growth and impact.

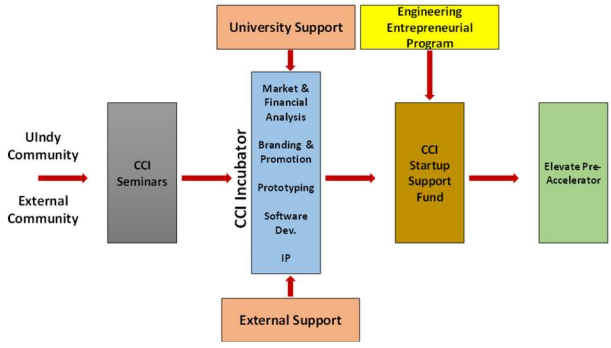

Fig. 4. Overview of the framework for the UIndy's Center for Collaborative Innovation (CCI).

CCI key activities and programs

Fig. 4 provides an overview of the framework for the UIndy Center for Collaborative Innovation (CCI) with the key activities and programs.

Seminars

The CCI organizes at least two seminars over the course of an academic year (2 semesters). An introductory seminar at the beginning of each semester that provides an overview of innovation-driven entrepreneurship, customer discovery process, business structure, and the CCI framework. The introductory seminars will be targeted at faculty, students and staff, as well as the external community as a promotional and educational vehicle. They take place within the first five weeks of each semester. Students, faculty, and staff with innovative ideas are able to submit a brief idea description/proposal to the program coordinator for review through the CCI website. Application submissions are ongoing throughout both semesters. There is also an intellectual property (IP) protection seminar in the Spring (around week 10 of the second semester).

CCI Incubator Program

Based on inputs from the team of Innovation Fellows, innovation-driven ideas will be selected to participate in the UIndy CCI Incubator program so at to access resources available through the Center for Collaborative Innovation (CCI). This will comprise access to relevant faculty needed for testing and developing the idea, as well as resources such as 3D printers, laser cutters, etc. The key activities that teams in the CCI Incubator program will engage in are customer discovery and market analysis using a business model canvas; developing presentation decks & branding materials; as well as prototyping of the minimal viable product. The deliverables after going through the program include business model canvas, presentation deck/video; and MVP prototype. Teams will be required to devote at least 10 weeks to the program so as to allow sufficient time for customer discovery and prototyping.

IV. METHOD

For the engineering students participating in the engineering design courses, there are two sets of reflection writing assignments through which they discuss their experience working with students from the art and design department as well as working with industry mentors. The purpose is to capture the students' thought and learning from the experience.

At the end of the fall semester, all students are required to submit a reflection assignment to be graded, more for participation. The instruction was to: Take the time to reflect (2-3 pages) on your experience and lessons learned as they relate to the following:

a. Interactions with business mentors/industry expert

b. This class. What did I gain from this class? How have I grown? What new things do I want to pursue or learn because of this class?

c. Working in a team and with colleagues from different engineering disciplines and background/character

d. Working with art/design student team who served as consultants

The course instructor reviews the submitted reflections paying close attention to components of the activities that produced positive learning outcomes and experiences for the students. These are continued and strengthened. Special attention are given to activities that resulted in negative learning outcomes and experiences so that ways can be found to eliminate ot improve for better experiences for the students. When necessary, the instructor brings such comments to the attention of other faculty to help with the improvement that may be needed.

As part of the requirements for the CCI Incubator program, participants are required to complete two surveys (starting and closing) to gauge their level of exposure and development of key entrepreneurial concepts at the beginning and end of the CCI Incubator program. In addition, at the end of each cohort, Innovation Fellows (instructors) take time to reflect on their experience, capturing what works and what are the challenges that need to be addressed. These and the results from the participants' survey results are reviewed during the meeting at the end of each cohort. The reflections and survey results provide the input for improving the program for subsequent cohorts.

CCI Incubator Opening Survey Questions

Background info: Discipline; Sex; Status (student, faculty, staff, …)

Please score yourself on your current level of exposure, experience and/or competence in the areas mentioned below with 0 being low and 10 being perfectly experienced or competent.

Level of exposure to or experience in the customer discovery process__

Level of exposure to and competence in market analysis and customer segments__

Level of exposure to and competence in financial analysis__

Level of exposure to and experience in use of branding and promotional materials to communicate and promote a product or an idea __

Level of experience in creating prototypes of an idea or product__

Level of confidence to move this idea forward into a viable business __

Have you participated in an entrepreneurial or business incubation program before?

What are the most important things you want to learn or gain from this program?

CCI Incubator Closing Survey Questions

Background info: Discipline; Sex; Status (student, faculty, staff, …)

Please score yourself on your level of exposure, experience and/or competence in the areas mentioned below with 0 being low and 10 being perfectly experienced or competent.

Level of exposure to or experience in customer discovery process __

Level of exposure to and competence in market analysis and customer segments __

Level of exposure to and competence in financial analysis __

Level of exposure to and experience in use of branding and promotional materials to communicate and promote a product or an idea __

Level of experience in creating prototypes of an idea or product__

Level of confidence to move this idea forward into a practical solution/business __

What are the most important things you learned or gained from this program?

What are the things you feel you still need (skills, knowledge, people, resources) to turn your project into reality?

What are the areas you think need improvement in the CCI Incubator?

What are your suggestions for improving the program?

V. KEY RESULTS

A. Reflection Analysis: Engineering Students' Experience Collaborating with Industry Mentors as well as Art nd Design Students

Table 2 provides a summary of the reflection analysis of students' responses to their experience interacting with business/industry mentors. All the students reported a very positive experience working with the mentors. Part of the feedback is that they would like more time and interactions with the business/industry mentors.

TABLE 2. REFLECTION ANALYSIS OF STUDENTS' RESPONSES TO INTERACTIONS WITH BUSINESS/INDUSTRY MENTORS

	Fall 2019	**Fall 2020**
Number of students	15	24
Number with negative comments	0	0

Table 3 provides a summary of the reflection analysis of students' responses to their experience working with student teams from the art and design department. Of the 39 student respondents, only one student reported a negative experience working with the art and design team. The student stated that he was not satisfied with the quality of the work provided.

TABLE 3. REFLECTION ANALYSIS OF STUDENTS' RESPONSES TO WORKING WITH ART AND DESIGN STUDENT TEAM

	Fall 2019	**Fall 2020**
Number of students	15	24
Number with negative comments or experience	1	0

Key findings from students' reflections

Engineering students developed great appreciation for other disciplines outside of engineering that are critical for successful product development as well as developed better communication skills with persons outside of engineering. A number of the students reported that they learned a lot from their Art and Design colleagues. They learned about the art and design process as well as going beyond the client's expectations as demonstrated by some of the Art and Design students. The engineering students were impressed with the different thought approach by the art and design students as well as their ability to translate the engineering team's vision for the product into logos and company names. Similarly, the business mentors from industry provided them with real life perspectives that are critical for the successful introduction of an engineered product into the market that the students may not have gotten through other classes. The experience also enhanced their ability to communicate effectively with industry leaders who may not have an engineering background. A number of the industry mentors also provided their student teams' access to other experts and leaders within their organization for additional support.

B. Survey Result Analysis: CCI Participants

Tables 4, 5 and 6 provide insight on the type of participants accepted into the CCI Incubator program. The tables show the diversity of the participants in terms of the discipline area (Table 4), gender (Table 5) and employment status (Table 6). The demographics show that CCI is achieving its goal of providing access to resources and support to a diverse university population that otherwise would not have had access to such resources. In addition, all the eight participants who started the CCI Incubator program reported that they had never been a part of a business incubator program. Of the eight participants, only one is from engineering.

TABLE 4. DIVERSITY OF DISCIPLINE AREAS OF THE CCI INCUBATOR PARTICIPANTS

	Number of participants (start of program)	
Discipline area	**Fall 2020**	**Winter 2021**
Engineering	1	
Art	1	
Health sciences	2	
Social sciences		2
Business		2

TABLE 5. GENDER DISTRIBUTION OF CCI INCUBATOR PARTICIPANTS

	Number of participants (start of program)	
Gender	**Fall 2020**	**Winter 2021**
Male	2	1
Female	2	3

TABLE 6. EMPLOYMENT STATUS OF CCI INCUBATOR PARTICIPANTS

	Number of participants (start of program)	
Employment status	**Fall 2020**	**Winter 2021**
Grad student	2	1
Undergrad student	1	2
Faculty	1	1

Table 7 provides a summary of the participants' responses to capture their level of exposure and experience in key entrepreneurial activities at the beginning of the CCI incubator, as well as to capture the growth, if any, after completing the CCI incubator program. A review of the results in Table 7 indicates that financial analysis, customer discovery and creating prototypes are the major areas of needs for participants. In addition, the result indicates that there are significant improvement in the participants' exposure and competence in the measured areas after completing the CCI Incubation program.

TABLE 7. SUMMARY OF OPENING AND CLOSING SURVEY RESULTS FROM CCI INCUBATOR PARTICIPANTS

	Fall 2020 (Cohort 1)		Winter 2021 (Cohort 2)	
Criteria	**Opening survey (Average)**	**Closing survey (Average)**	**Opening survey (Average)**	**Closing survey (Average)**
Level of exposure to or experience in the customer discovery process	5.25	7.25	3.25	10
Level of exposure to and competence in market analysis and customer segments	5	6.5	5	10
Level of exposure to and competence in financial analysis	3.5	6.75	3	10
Level of exposure to and experience in use of branding and promotional materials to communicate and promote a product or an idea	4.5	8	5.75	10
Level of experience in creating prototypes of an idea or product	5.5	8.25	2.75	10
Level of confidence to move your idea forward into a viable business	5.5	9.25	5.25	10
Number of respondents	4	4	4	1

According to the participants, some of the most important lessons learned from the CCI Incubator program include:

"I was very naive coming into this program. CCI opened my mind and eyes to what is necessary to bring my ideas to fruition. I knew I did not really have a head for business. I had planned on eventually hiring a marketing team or the like to help me manage the aspects I struggle with. I am still not completely comfortable with the numbers, but I am glad to have a much better understanding of what is expected. I feel a little less lost, and as I tackle each task, I feel a bit more confident that I am able to do this myself. I will likely still hire someone to manage this in the future, (I certainly plan on developing my other Ideas) but at least I will know what is going on."

"It was really great working with the Engineering and IE folks to work/talk through my manufacturing process."

"I learned a lot of important financial information! I appreciated the spreadsheets we were provided."

"How to build a brand and how to create a business model and 5-year projection."

C. Key Lessons Learned

Participants' Workload: As Table 6 indicates, the participants are faculty and students with a lot of responsibilities. Some of the graduate students are parents in addition to full course load. Consequently, the participants found it difficult to complete assigned tasks outside of the incubator class periods. As a result, the Innovation Fellows decided to introduce a clinic model during the second cohort of the program (Winter 2021). The clinic model involves teaching and explaining concepts for about 35 minutes and allowing the participants to spend the next 40-45 minutes applying the concepts and tools to their business while in the class. The Innovation Fellows are available to provide them with support as needed. With this approach, the participants get to do a lot of work during the incubator period and develop the skills needed to work on their business ideas.

In addition, because of the various responsibilities of the participants, a number of participants who started the program were not able to attend all sessions or complete the program. In the second cohort, of the four that started, only two completed the program.

Getting More Applicants: The first cohort of the program had a pool of seven applicants while the second cohort had a pool of four applicants. The Innovation Fellows plan to market the program not only within the University of Indianapolis but also to surrounding universities and colleges for the third cohort of the incubator program.

Covid-19 challenges: Due to the Covid-19 Pandemic, both the business training and technical feasibility/prototyping assessment were all done virtually. While the business training is okay to be done virtually, the technical feasibility/prototyping will benefit more if the participants can come into the engineering school to speak with our team and actually create prototypes.

Incorporation of business formation and law module: One of the feedback from the first cohort was the need to include business formation and business law module into the CCI Incubator curriculum. Consequently in the second cohort of the incubator, we introduced the business formation and business law module by having a business law professor of practice as a guest instructor.

VI. CONCLUDING REMARKS

This paper provides insights on a collaborative framework that strengthens the entrepreneurial mindset of engineering students by exposing them to critical developmental experiences including collaborating with other students from the art and design department as well as working with business mentors from the industry. The result shows that the framework enhanced their communication skills as well as their ability to work with effectively with others outside of the engineering discipline. In addition, the paper provided information on a collaborative framework through the Center for Collaborative Innovation (CCI) that involves collaboration among the school of engineering, school of business as well as the department of art and design. Through the CCI, non-engineering students, faculty and staff are able to access the different expertise and other resources needed to move their ideas toward a marketable product.

Future work will include the collection of additional data to assess the effectiveness of the collaborative framework. There are also plans to extend the duration of the cohort over two semesters to provide adequate time for participants to work on both the business feasibility and technical feasibility aspects of their projects. In addition, CCI would be working to increase the number of participants joining the cohort by advertising the program at surrounding universities and colleges. Increase the number of participants could lead to the creation of a physical incubator/co-working space on the UIndy campus.

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