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Starting a Medical Technology Venture as a Young Academic Innovator or Student Entrepreneur

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1 **Title Page:**

2 **Starting a Medical Technology Venture**
3 **as a Young Academic Innovator or Student Entrepreneur**

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Abstract

Following the footprints of Bill Gates, Steve Jobs and Mark Zuckerberg, there has been a misconception that students are better off quitting their studies to bring to life their ideas, create jobs and monetize their inventions. Having historically transitioned from manpower to mind power, we live in one of the most rapidly changing times in human history. As a result, academic institutions that are supposed to be pioneers and educators of the next generations have started to realize that they need to adapt to a new system, and change their policies to be more flexible towards patent ownership and commercialization. There is an infrastructure being developed towards students starting their own businesses while continuing with their studies. This paper aims to provide an overview of the existing landscape, the exciting rewards as well as risks awaiting a student entrepreneur, the challenges of the present ecosystem, and questions to consider prior to embarking on such a journey. Various entities influencing the start-up environment are considered, specifically for the medical technology sector. These parties include but are not limited to: scientists, clinicians, investors, academic institutions and governments. A special focus will be set on the seemingly unbridgeable gap between founding a company and a scientific career.

Key Terms: Entrepreneurship, bioentrepreneur, student entrepreneurship, medical devices

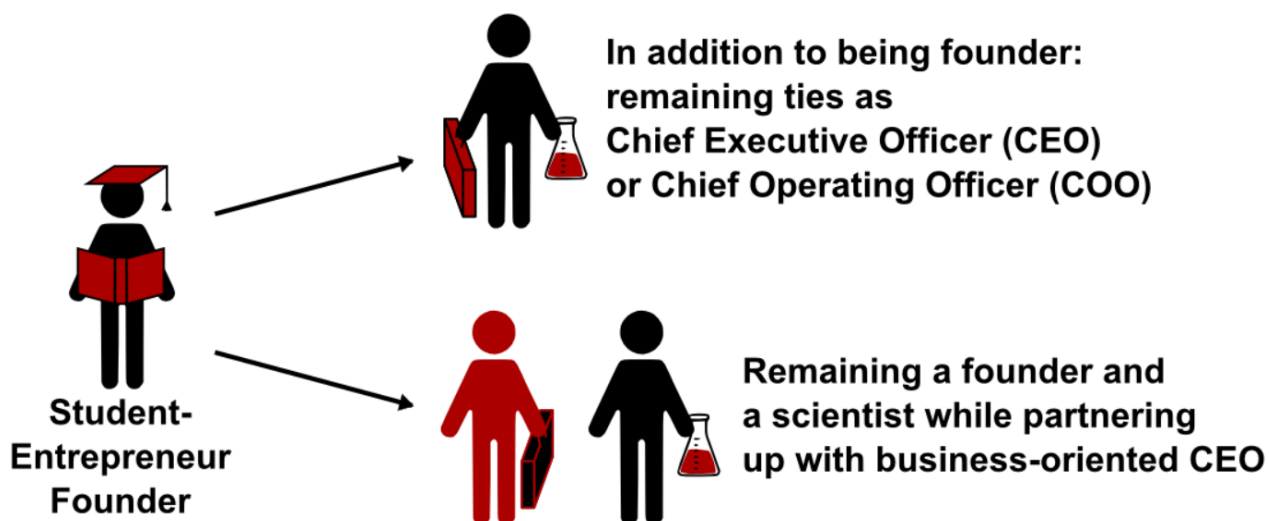
47 **1. Introduction**

48 During the past decade or so, the number of student entrepreneurs has been increasing
49 drastically^{7, 18}. This is particularly the case for the medical technology (MedTech) sector,
50 for which many inventions arise from laboratory benches and academic institutions^{8, 14,}
51 ²⁷. One of the most prominent revolutions occurring in our society is a shift of perception
52 towards entrepreneurship. Previously, a common misconception was that becoming a
53 successful entrepreneur necessitated dropping out of one's academic studies.
54 Prominent examples such as Bill Gates, Mark Zuckerberg and Steve Jobs underscored
55 this perception. This has certainly not been the case for the MedTech sector and
56 specifically for bioentrepreneurs. There are many noticeable examples of established
57 academic bioentrepreneurs in this field who can serve as an inspiration to the younger
58 generation of scientists and students. Examples include Faculty of the Johns Hopkins
59 Department of Biomedical Engineering's Center for Bioengineering Innovation and
60 Design (CBID), Faculty of the Stanford Byers Center for BioDesign, Professor Robert
61 Langer [Massachusetts Institute of Technology (MIT), Departments of Chemical and
62 Biological Engineering], Professor George Whitesides (Harvard University, Department
63 of Chemistry), Professor Stuart Foster (Scientist, Sunnybrook Research Institute,
64 Toronto), Professor Paul Santerre (University of Toronto, Dentistry), and many more.

65 Furthermore, due to fundamental transformations in our global society and economy
66 during the past few years, universities have been changing their policies^{10, 22} and
67 education curriculum^{2, 37} to allow an easier start for academic spin-offs: enabling
68 business-minded students or faculty to pursue their academic journeys while founding
69 companies in parallel. (See **Fig. 1.**) Aside from the programs mentioned above at Johns

70 Hopkins University and Stanford University, established programs include the Oshman
71 Engineering Design Kitchen at Rice University, the Center for Entrepreneurial Studies at
72 the University of North Carolina at Chapel Hill (UNC), and the joint Department of
73 Biomedical Engineering at UNC and North Carolina State University, which includes a
74 Senior Design Symposium. Many younger programs have followed, such as the
75 Harvard Innovation Lab (i-lab), and Master in Design Engineering at the School of
76 Engineering and Applied Sciences at Harvard University; the Yale Center for
77 Engineering Innovation & Design, and Yale Entrepreneurial Institute; the MIT Design
78 Lab, graduate “Venture Classes” at the MIT Media Lab, and an undergraduate Minor in
79 Entrepreneurship and Innovation at MIT.

80 With this new awareness and the support of academic institutions, a new era of
81 entrepreneurship has started²⁵. Unlike earlier, founders do not necessarily have to
82 become dedicated to business for the rest of their lives. Instead, students can get
83 inspiration from the model already proven for academic scientists to start companies
84 based on their own research projects, and choose whether they would like to hire
85 someone to run the daily operations of the companies for them.



86 **Fig. 1. Depiction of the choices facing a business-minded student scientist.**
87 **Student bioentrepreneurs in the MedTech field can now easily start their own**
88 **business based on their own research projects. They can subsequently have the**
89 **choice of whether to become the Chief Executive Officer (CEO) and run the daily**
90 **operations of the company, or to hire a CEO and remain involved only in the**
91 **capacity of founder and advisor.**

92

93 Although names of a few world-renowned scientists have been mentioned above as
94 inspiring role models, in this review, our focus will remain solely on student
95 entrepreneurs in the MedTech sector, that is, in the [biomedical engineering](#)
96 [instrumentation track](#). We will discuss some of the rewarding aspects as well as
97 challenges associated with their journeys, and we will name a few examples as case
98 studies. Here, we will not refer to the pharmaceutical sector, due to major differences in
99 the entrepreneurial considerations of such a journey.

100

101 1.1. A trend in society for transition from a top-down to bottom-up approach:

102 As mentioned previously, one of the reasons behind the rise of a new era of
103 entrepreneurship can be attributed to a general shift in economic structure during
104 recent years. The difficulties associated with job creation from a top-down
105 approach (industry and governments expected to create jobs) have led to much
106 underemployment. This situation has subsequently affected younger generations
107 worldwide^{6, 13}. As a result, a bottom-up approach to job creation has proved
108 beneficial, whereby any individual in society with novel ideas and an

109 entrepreneurial character is allowed to start an initiative to pursue his/her dream,
110 create jobs for others and make a fortune for himself/herself as well as society³⁰.
111 This process provides small businesses and early-stage start-ups with the
112 capacity to act as innovative motors of society to create jobs²³. In 2013, over
113 50% of the United States (US) working population was employed by small
114 businesses³². Moreover, since 1995, 65% of net new jobs have been created by
115 small businesses³².

116 The statistics mentioned above may sound counter-intuitive. This is because for
117 a long time, technological innovation was limited to large businesses, perhaps
118 due to the high costs of research and development required for commercializing
119 a product within the MedTech field. Improved accessibility to smart information
120 technology devices, wider distribution of prototyping expertise and fundamental
121 changes in the policies of academic institutions have allowed collaborations and
122 partnerships, which are instrumental for smaller business ventures gaining center
123 stage for such an impact. These factors are some of the elements discussed in
124 this article, when discussing various components involved in starting a
125 bioentrepreneurship journey.

126 1.2. Various stages of bioentrepreneurship:

127 Within the lifetime of every biotechnology / MedTech company, there are certain
128 milestones and various strategies essential for the company's success. Founding
129 a company and managing its growth until ultimately taking one of many strategies
130 for an exit can be a long journey. Before even founding a startup, several
131 prerequisites have to be fulfilled to allow a chance of success.

132 **Idea:** Firstly, the founder or founders need to have an innovative idea. This idea
133 should not only address a specific problem, but also it should have the potential
134 to either enter a market, or even preferably, generate a market. Especially in the
135 MedTech field, such an idea should be well accepted by customers and end-
136 users. This is particularly the case when considering clinically innovative devices
137 designed for use by clinicians and surgeons, as patient safety is at stake.

138 **Validation / Prototyping:** In order to prevent rejection by end-users, it is typically
139 recommended to seek feedback early on during the bioentrepreneurial journey.
140 To do so, when transitioning an idea into a product, various prototype designs
141 and manufacturing steps should be explored. This process of incremental
142 development can set the stage for more detailed feedback from experts and end-
143 users at each phase of progress. This process is iterative, hence improvements
144 on the prototype are evaluated with experts, and feedback obtained can be
145 implemented in the next round of prototyping. (See **Fig. 2.**)

146 Based on the “lean start-up” theory, first proposed by Eric Ries³³, customer
147 validation can shorten the product development cycle. Entrepreneurs should
148 always be open to pivoting from their original idea to incorporate new feedback
149 and / or explore new markets. To this end, student entrepreneurs should learn to
150 get out of the building and communicate their ideas with the real world. In
151 contrast with Master of Business Administration (MBA) programs that encourage
152 students to build a large network of people, scientists tend to exist in a more
153 contained culture. However, understanding the customer segment cannot be

154 achieved without getting into the real world and talking to potential end-users and
 155 customers.

156 Especially in MedTech, for which user acceptance is vital for the idea's and the
 157 company's survival, the above-described feedback also serves to improve
 158 specific aspects concerning application or integration in the medical workflow^{3, 31}.

159 Additionally, feedback at an early stage can help in determining the marketability.
 160 Various forms of seeking feedback include, but are not limited to, personal
 161 interviews and surveys of key opinion leaders in the field, as well as attendance
 162 at exhibitions and scientific conferences. However, there may be concerns about
 163 theft of intellectual property (IP). In order to protect IP, bioentrepreneurs may
 164 sometimes be discouraged from scientific publications or discussions with
 165 potential industrial partners. However, if such public disclosures are done with
 166 the right timing and with proper legal protection (e.g. discussions under non-
 167 disclosure agreements, presentations subsequent to patent applications, etc.),
 168 they can have great benefits for the quality of the product, as well as the

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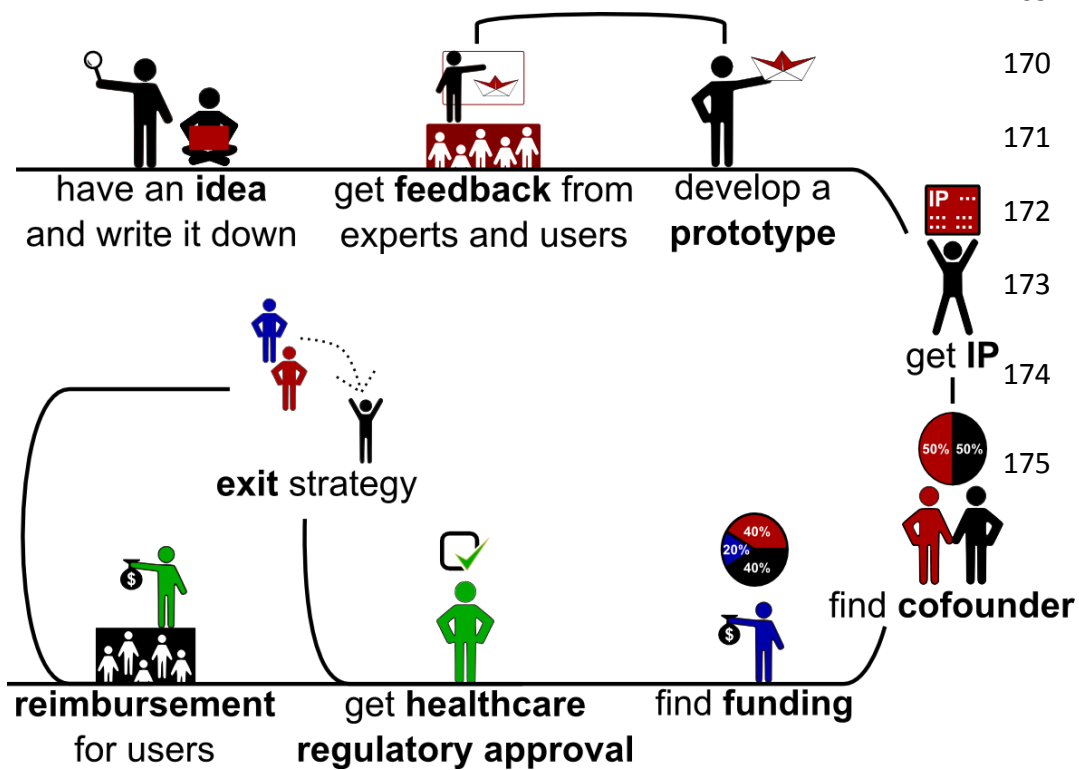
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183 **Fig. 2. Various stages of bioentrepreneurship. The diagram presents one possible**
184 **approach going from an idea to prototyping, regulatory approval and**
185 **monetization.**

186

187 **IP:** Having encouraged obtaining feedback and scientific publications, it is
188 important to note the following: In order to prevent the aforementioned theft of
189 ideas, IP must be secured. Apart from protecting ideas by patenting, IP is a
190 strong requirement for the acquisition of funding³⁹. There are different forms of
191 IP, and the strategy for how and where to obtain IP protection differ from country
192 to country¹⁷. This topic will also be a core subject of the review, as filing for IP
193 protection is both an inspiration for young innovators wanting to found a
194 company, as well as a potential challenge.

195 **Funding:** *“An entrepreneur without funding is a musician without an instrument.”*

196 This quotation by Robert A. Rice, Jr. underscores the imminent necessity of

197 every entrepreneur and company to find sufficient funding. For young
198 bioentrepreneurs without the means to fund projects personally, finding funding
199 sources is vital to keeping a company alive²¹. Funding can come from a variety of
200 sources, ranging from government grants to private investors¹⁵. However, each
201 funding opportunity comes with its own challenges. This topic will be discussed in
202 great depth in the remaining sections of the article.

203 **Regulatory approval:** Of particular importance in the entrepreneurship of
204 MedTech is the healthcare regulatory approval process. The process involves
205 filing an approval application to the respective national regulatory administration
206 [e.g. Food and Drug Administration (FDA) in the US, European Medicines
207 Agency (EMA) in Europe and HealthCanada for the Canadian market]. It is a
208 mandate to perform thorough preclinical tests, followed by clinical trials, in which
209 the safety and efficacy of the medical device or application can be proven. Only if
210 these studies are successful, can an application be filed and healthcare
211 regulatory approval be given. This process can typically take several years,
212 depending on the required thoroughness associated with a particular regulatory
213 approval category³⁴. In the next paragraph, some of these classes of healthcare
214 regulatory approval are listed. (See **Fig. 3.**) High risk technologies (class III)
215 include active and non-active implantable devices, such as pacemakers, stents
216 or artificial joints, as well as devices with new indications or unique technologies
217 that have not been previously taken to market. Technologies that are similar to
218 devices that are already commonly used, but are possible improvements, are
219 classified as having intermediate risk [class IIA (lower risk) or IIB (higher risk)].

220 Finally, all less risky devices that are commonplace to society, such as band-
221 aids, are rated as low risk (class I). Each class has different steps for gaining
222 approval, and approval must be granted before one can sell a product.

223 Of the most difficult steps in an inexperienced entrepreneur's path towards
224 success is interactions with the FDA. Included in this process is one of the most
225 overlooked parts of a correct submission: the appropriate utilization of testing
226 standards for characterizing the safety and efficacy of a device. The FDA has
227 numerous guidelines describing the appropriate testing that should be
228 performed, though they do not describe the exact methodology or data capture
229 that may be necessary. Furthermore, tests such as biocompatibility
230 characterization are expensive and are more effectively performed by a contract
231 research organization than an inexperienced entrepreneur. This is because
232 performing the wrong studies can quickly drain funding. A student with minimal
233 understanding of the proper path should seek the advice of a regulatory
234 consultant to help navigate the complex series of tasks involved in a proper
235 device submission.

236

237

238



239

240 **Fig. 3. Healthcare regulatory approval is essential for MedTech innovations**
 241 **around the world. Each device can fall within one of the classes depicted above.**
 242 **Adapted from²⁰.**

243 **Reimbursement for end-users:** Another issue that strongly affects the
 244 marketability of a product and should hence be considered early on is
 245 reimbursement for end-users¹⁶. In most cases, clinicians are the ones to use the
 246 product, but neither them nor the patients can afford a costly treatment. As a
 247 consequence, insurance is an important factor for companies in the MedTech
 248 sector. If an insurance company agrees to support the use of a medical device,
 249 the success rate and marketability of the product can significantly increase, since
 250 the device becomes affordable for a much larger group of people^{16, 29}. In this

251 manner, not only is the product accessible to a larger group of individuals, but
252 also insurance serves as a reference for the reliability of the product.

253 In the US, reimbursement is largely defined by how a new company interacts with
254 the Centers for Medicare and Medicaid Services (CMS): New companies should
255 attempt to be reimbursed by CMS, not only because of the sizable population
256 that they cover, but also due to the fact that many private insurance companies
257 await CMS' decision on novel technologies before adopting them into their own
258 coverage plans. To this end, it is the goal of a new technology to receive a
259 Current Procedural Technology (CPT) code, where CMS decide that the novel
260 technology is "reasonable and necessary" and lay out exactly how
261 reimbursement payment will work.

262 **Exit strategy:** Ultimately, every entrepreneur needs to decide on an exit
263 strategy. An exit does not necessarily end the lifetime of the company. Choosing
264 the right timing, as well as the right way to exit, is vital for both the product as well
265 as the personal development of the entrepreneur.

266 One of the most common exit strategies for bioentrepreneur scientists is to be
267 acquired by major companies in the field, which usually is a fruit of creating
268 relationships and partnerships prior to the exit point. As mentioned above, timing
269 is extremely important and can be a big game changer for a start-up's exit
270 strategy. Achieving major milestones such as FDA clearance, collecting clinical
271 data and capturing a small portion of the market can be definitive time points in
272 the fate of a start-up that impact the valuation of the company.

273 In the following section, we will discuss the landscape of the MedTech market. This
274 analysis will be used as a starting point to present both the inspirations for student
275 bioentrepreneurs to found a company, as well as the risks and challenges associated
276 with such a venture. Finally, we discuss important open questions and give a conclusion
277 about the *status quo* of student entrepreneurship, especially in the context of medical
278 devices and biotechnology.

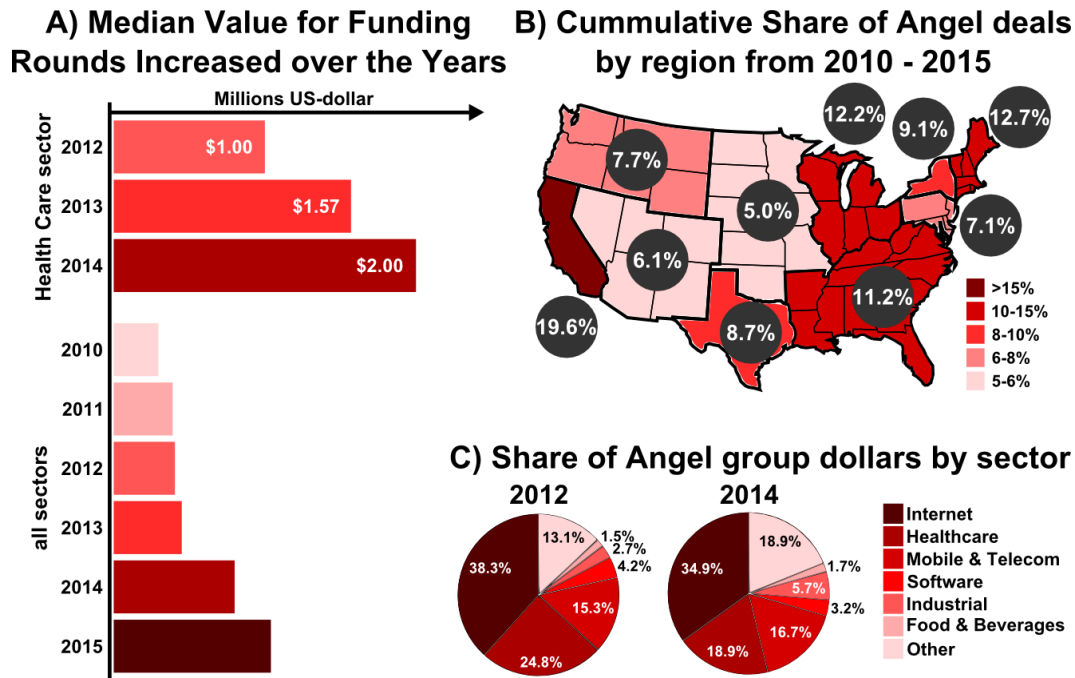
279 **2. MedTech market landscape**

280 In order to bring the healthcare industry into perspective with respect to the other
281 comparably sized markets, **Fig. 4** may be helpful. As shown in **Fig. 4(a)**, the size of the
282 financing round for the healthcare industry has increased from \$1M in 2012 to \$1.6M in
283 2013 and \$2M in 2014. Interestingly, this jump is greater than that in the internet and
284 mobile / telecom industries²⁶. **Fig. 4(b)** illustrates the geographical distribution of the
285 above-mentioned angel financing rounds within the US. Furthermore, as shown in **Fig.**
286 **4(c)**, 24.8% and 18.9% of funding by angel investors in 2012 and 2014 were devoted to
287 the healthcare industry⁴.

288 Since we are focusing on student bioentrepreneurs in this article, it is critical to gain a
289 better understanding of the breakdown associated with the entrepreneurship landscape
290 with respect to the age range and education level of the founders. As shown in **Table 1**,
291 the number of start-ups founded by college graduates has increased from 23.7% to
292 33% from 1996 to 2014¹¹. However, as shown in **Table 2**, the age for starting a
293 business has increased. Specifically, the percentage for entrepreneurs in the age range
294 of 20-44 years has dropped, while the proportion of entrepreneurs within the age range
295 of 45-64 years has increased. While surprising at first glance, these trends make sense.

296 This is because those who have achieved a higher degree of education tend to start
297 their careers later on in their lives. Furthermore, it is indicated that 34% and 40% of
298 start-up founders fall within the age ranges of 20-29 and 30-39 years, respectively¹¹.
299 Assuming that the start-ups founded by college graduates are based on an inventive
300 and pioneering technology, these data are promising and indicative of a growing trend
301 for inventive initiatives.

302 Such variations in the landscape are influenced by policies such as the 2010 Affordable
303 Care Act, which is providing more incentive for small companies to join the healthcare
304 industry. Incubators and accelerators as well as angel investment groups have become
305 much more common across many cities in North America, which has promoted start-
306 ups and helped them flourish. These entities provide services for start-ups such as
307 business strategy, management training, office space and more. With this support,
308 starting a company becomes less overwhelming, and seems like a more viable way to
309 create jobs for many young entrepreneurs. However, in general, still most start-ups fail.
310 This demands the birth of more field-specific incubators in order to avoid some of the
311 top reasons for failure.



312

313 Fig. 4. (a) The size of financing round for the healthcare industry increased from
 314 \$1M in 2012 to \$1.6M in 2013 and \$2M in 2014. (b) Geographical distribution of the
 315 above-mentioned angel financing rounds within the US²⁶. (c) 24.8% and 18.9% of
 316 funding by angel investors in 2012 and 2014 were devoted to the healthcare
 317 industry⁴.

Education	1996	2014
Less than High School	17.2%	15.1%
High School Graduate	32.3%	29.5%
Some College	26.8%	22.5%
College Graduate	23.7%	33.0%
Other	1.0%	2.7%

318 Table 1. Education level of entrepreneurs for years 1996 and 2014¹¹.

319

Age (years)	1996	2014
Ages 20-34	34.3%	24.7%
Ages 35-44	27.4%	22.9%
Ages 45-54	23.5%	26.6%
Ages 55-64	14.8%	25.6%

320

321 **Table 2. Age range of entrepreneurs for years 1996 and 2014¹¹.**

322

323 **3. Case studies**

324 Previously, we have mentioned that the next generation of students can get inspiration
 325 from some of the established and well-known professors and scientists who have
 326 already established a track record of co-founding various startups. In this section, we
 327 aim to list a few in order to prove that making an impact and commercialization are
 328 things that scientists have done and students can certainly do.

329 As mentioned earlier, a prominent example is of a well-established professor who may
 330 serve as a source of inspiration to students is Robert Langer from MIT. He holds over
 331 1,150 patents worldwide. Professor Langer's patents have been licensed or sublicensed
 332 to over 300 pharmaceutical, chemical, biotechnology and medical device companies³⁶.
 333 As a role model to his peers and trainees, it is no wonder that he is emulated by many
 334 of his students. One of these successful inventions is the GLIADEL® wafer, a
 335 biodegradable polymer loaded with a chemotherapeutic agent used for the treatment of
 336 recurrent gliomas. This work is a perfect example of academic entrepreneurship

337 involving Professor Langer (Departments of Chemical and Biological Engineering),
338 Professor Henry Brem (neurosurgeon at Johns Hopkins University) and W. Mark
339 Saltzman, student at the time and now a Professor at Yale University's Department of
340 Biomedical Engineering.

341 Another successful example of a student entrepreneur in Professor Langer's group is
342 Samir Mitragotri. In their *Nature* publication in year 2000, entitled "*Transdermal*
343 *monitoring of glucose and other analytes using ultrasound*"¹², the authors demonstrated
344 painless and convenient methods to measure blood analytes, particularly glucose,
345 without the need for injections. This research subsequently led to the founding of *Sontra*
346 *Medical Inc.*, which was later acquired by *Echo Therapeutics*. In addition to founding
347 several other companies, Dr. Mitragotri continued his academic career path and is now
348 a professor at Harvard University, which makes his journey a perfect example of
349 bioentrepreneurship by young academics.

350 Another case study from Professor Langer's group is Armon Sharei's doctoral studies
351 and their translation into a company. Dr. Sharei performed his PhD from 2008 to 2013
352 under the supervision of Professor Langer and Professor Klavs Jensen at MIT. During
353 this time, he worked on the intracellular delivery of macromolecules, nanomaterials and
354 other compounds. He achieved this by a technique called cell squeezing, which utilized
355 physical stress for direct cytosolic delivery of molecules in the proximity of the cell. As
356 this technique was key to many therapeutic and biotechnological applications such as
357 targeted cancer therapies, genetic engineering and a more effective administration of
358 various medications, Dr. Sharei, Professor Langer and Professor Jensen decided to
359 make the *CellSqueeze*® platform openly available by founding *SQZ Biotech*®. Both of

360 these case studies highlight how Professor Langer has successfully helped
361 commercialize his research, without the necessity to dedicate his occupation to the daily
362 operations of the start-up companies.

363 Unlike the examples above, there are others who have taken the opposite route (i.e.
364 starting a business from their studies and becoming the pilot of the commercialization of
365 their inventions). These individuals believe that no one is as passionate as the inventor
366 about the successful commercialization of their nascent technology. One successful
367 example of these types of individuals is Cameron Piron. In 1992, Sunnybrook Research
368 Institute (SRI) senior scientist, Dr. Donald Plewes, and his then-graduate student
369 Cameron Piron began developing magnetic resonance imaging (MRI) technology for
370 improved detection and biopsy of breast cancer. Twelve years later, they had a system
371 that was prompting other researchers and clinicians to ask how they could use it. In
372 2010, *Hologic Inc.* acquired *Sentinelle Medical Inc.*, the spin-off company from Dr. Piron's
373 graduate work, for \$85M²⁴.

374 Another great example of this type of entrepreneurial academics is Dr. Beau Standish,
375 CEO of *7D Surgical Inc.* Dr. Standish left a full time Professor position in the
376 Department of Electrical and Computer Engineering at Ryerson University to become
377 the CEO of *7D Surgical*, a company he founded with Dr. Victor Yang, that aimed to
378 redefine the surgeon's navigation experience by providing a detailed 3-dimensional view
379 of what lay beyond the surgical incision.

380 The final example of student-driven entrepreneurship we would like to mention is
381 *Interface Biologics Inc.* (IBI). Their primary areas of focus are anti-thrombogenic
382 additives that reduce thrombosis and programmable combination drug delivery devices.

383 The company was founded in 2001 based on the work of Dr. Paul Santerre at the
384 University of Toronto. At that time, Jeannette Ho was a graduate student in his
385 laboratory, and helped Professor Santerre found his company. After 15 years, she is still
386 involved with the company in the capacity of Vice President of Operations, and is
387 currently leading one of their main projects on additives in blood dialysis membranes.

388 Finally, we would like to name two start-ups primarily started and driven by students of
389 the abovementioned academic programs for entrepreneurship. *Sonavex, Inc.* is a
390 student spin-off from Johns Hopkins University's CBID program that has recently raised
391 \$3M in Series A financing. In addition, *iRhythm Technologies, Inc.* is the seventh
392 company launched from the Stanford BioDesign program. This company, with its
393 *ZioPatch* technology, is now the biggest company initiated from a BioDesign Innovation
394 Fellowship project to date, impacting 400,000 patients by 2016.

395 **4. Rewards of student entrepreneurship**

396 As a student entrepreneur considers embarking on such a journey, there will be many
397 exciting rewards awaiting him/her, which will provide the incentive to overcome the
398 many challenges on the way to success. Below, we aim to list some of these
399 motivations:

- 400 • **Hitting two birds with one stone:** Many graduate students tend to make
401 discoveries during their studies. Some think about why and how things end up
402 the way they do. However, there are others who tend to create things from
403 scratch, build new gadgets and say, "why not?!", "let's make this", "let's try this
404 approach." These folks tend to invent. The rewarding aspect of commercializing
405 inventions is that one can hit two birds with one stone: develop a technology,

406 which can be patented and sold, and publish it in a scientific journal, allowing the
407 individual to obtain a degree based on the performance of the prototype. One of
408 the greatest achievements of student entrepreneurs is that although they may
409 work on one project, they may be able to experience the best of both worlds. It is
410 definitely rewarding to be considered as an achieved entrepreneur, patent holder
411 and inventor, and continue one's scientific journey, which typically involves
412 scientific publications, committee meetings and thesis defenses.

413 • **Having a bigger impact:** In recent years, due to the improvements made to the
414 world's connectivity, facilitated by the advancement of media and online services,
415 the world's healthcare problems have become more tangible and addressable.
416 Problems such as infectious diseases require rapid, easy and inexpensive
417 solutions or prevention techniques. For many students who are interested in
418 applied sciences, the impact that they can make is no longer limited to sharing
419 ideas in peer-reviewed journals, as they can also take the initiative and create
420 innovative tools and real products that can contribute to resolving worldwide
421 medical issues.

422 • **Stepping stone for one's career:** Regardless of whether a start-up ends up
423 successful or not, as a student entrepreneur, one gains experience and a new
424 network, which by themselves open up many doors. Among the network one may
425 gain, competitors, collaborators and funding agencies can become one's next
426 employer. Starting a company can be considered a real-life MBA experience!

427 • **Job creation:** One of the main motivations for many entrepreneurs is the job
428 creation aspect. It is a win-win scenario, whereby one gets to see a venture grow,

429 while helping others grow professionally up the career ladder. Small businesses
430 and start-ups provide a large pool of jobs, especially for younger generations who
431 are looking for exciting new job opportunities.

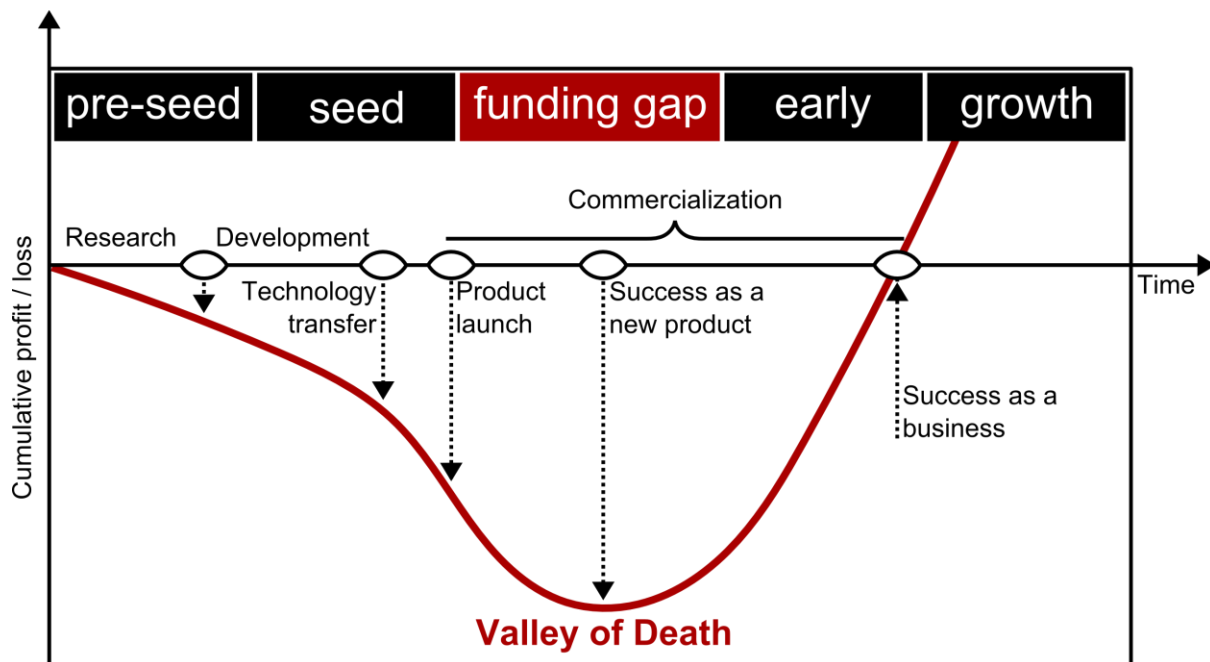
432 • **Contribution to the economy:** As a student entrepreneur, one will be able to
433 contribute to society through both job creation and potential monetization of one's
434 invention. In the case of monetization of inventions, either in the form of selling
435 the product or acquisition of patents, the money spent funding the company will
436 ultimately be brought back into society. This benefit is in addition to the
437 contribution of job creation to society.

438 • **Success stories for academic institutions:** There is no doubt that patents and
439 successful spin-offs are an important merit for universities and teaching hospitals.
440 As a result, successful student entrepreneurs make the university well renowned
441 to both future students and other companies. This means that innovation and
442 commercialization of inventions bring prestige and licensing revenue, not only for
443 the entrepreneur, but also the host institution³⁵.

444 **5. Challenges of student entrepreneurship**

445 • **Scarcity of funding:** Much like in an academic setting, the most important
446 challenge facing any entrepreneur is funding. Money to any venture is like blood
447 to the body. One may not realize the value and key role of funding until it runs
448 out, and when that happens, the death of the enterprise is inevitable. One reason
449 for start-up failures is the lack of ability to gain the trust of funding agencies and
450 investors to support the project in the long-term. The "valley of death" scenario
451 typically happens exactly when the project still needs funding to be further

452 developed. (See **Fig. 5.**) However, because of the early stage nature of the
 453 technology, there is limited capability in terms of raising capital.



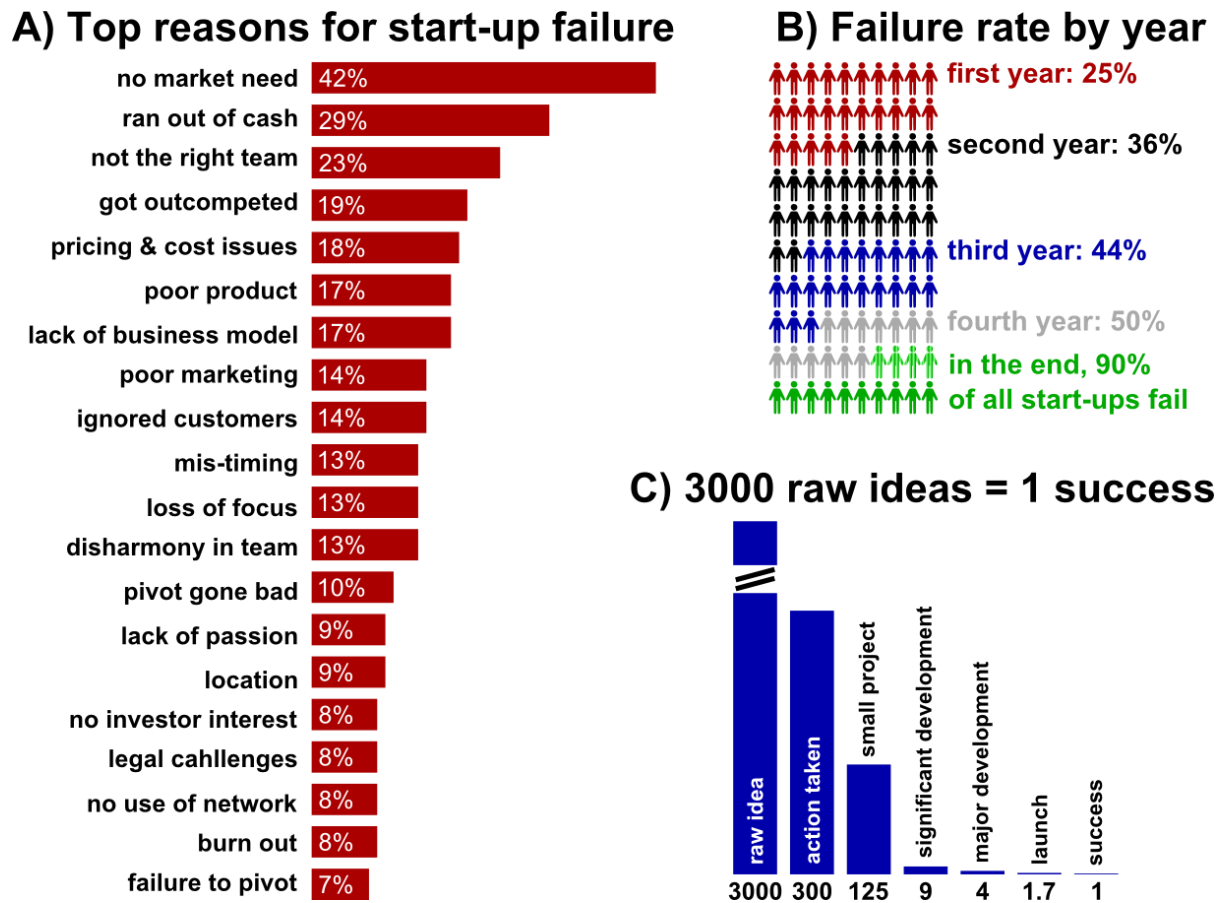
454
 455 **Fig. 5. Funding phases for a typical start-up. Adapted from³⁸.**

- 456
- 457 • **The high cost of funding:** In fundraising, one needs to provide incentives to the
 458 investors, including company shares. When in desperate need of capital, one
 459 may actually need to provide more shares for the same capital. As a result, it is
 460 important to conduct a cost-benefit analysis and assess the expenses paid by the
 461 start-up for a certain amount of cash. Such an expense could appear in the form
 462 of company shares, or the amount of return on investment (ROI) interest, or even
 463 be as simple as giving up control over your “baby technology.” Depending on
 464 how urgently and badly the company needs cash, there is more or less dilution
 465 associated with venture capital (VC) investment. That said, it is generally

466 encouraged to seek governmental grants, angel investors and crowd-funding
467 whenever possible, as opposed or banks or VC sources. In the case of MedTech
468 where many years of development and millions of dollars of investment are
469 required prior to sales revenue, this fact poses some very serious potential
470 issues. As a result, specifically in the world of MedTech, one needs to
471 consistently ask the following two questions: (1) What is the right type of funding?
472 (2) What are some of the requirements and drawbacks associated with a certain
473 type of funding?

- 474 • **Long and costly journey:** As mentioned above, founding and nurturing a
475 company is a long and costly journey. It is estimated that on average, 5-10 years
476 and \$5-10M are required prior to sales revenue for a class II product³⁴. Because
477 of these costs, as one decides to start such a journey, he / she should be aware
478 of the level of commitment involved, both financially as well as the time invested.
- 479 • **The risk:** Aside from the considerable amount of time and money needed for
480 investment into a single product idea, there is always a chance that it may fail! In
481 fact, commercialization of a technology is an extremely high-risk, high-reward
482 route. (See **Fig. 6.**) What if the technology fails? What if a better alternative is
483 introduced? Can you sell your product? Is your business model meaningful? Is
484 your market large enough? Is the customer acceptance rate reasonable? Who
485 are your competitors, and does your product have enough competitive advantage
486 over the current standard of care? Does your technology provide a platform for
487 other applications? If your first product fails, will your company fail as well? **Fig.**
488 **6(a)** aims to elucidate some of the top reasons for invention-based start-up

489 failures. This is followed by the rate of failure per year since inception [Fig. 6(b)],
 490 as well as the ratio of the number of initial raw ideas capable of monetization to
 491 successfully commercialized ideas [Fig. 6(c)].



493 **Fig. 6. Challenges of invention-based entrepreneurship: (a) Breakdown of the top**
 494 **reasons for start-up failure. (b) Failure rate by year since inception. (c) The ratio**
 495 **of the number of initial ideas to the number of cases of successful monetization.**

496 **Figures adapted from**^{4, 28, 38}.

- 497
- 498 • **Navigating amidst various parties with divergent interests:** As an
 499 entrepreneur, one of the most vital skillsets is to create win-win scenarios on a

500 routine basis. This is because as a start-up owner, one does not possess much
501 capital or prestigious affiliations to attract know-how from either industry or
502 academia. As a result, an entrepreneur has to remain sensitive to what motivates
503 various parties involved. These parties happen to possess highly differing
504 interests. Below, some of these parties are listed:

505 ○ **Scientific advisors:** It is important to realize what motivates a scientific
506 advisor: some may see the success of their trainees in publishing,
507 whereas some may be more open to partnering up with their students to
508 monetize inventions. Regardless, as co-inventors of the patents,
509 professors will have a key role in whether / how to proceed with
510 commercialization of the technology. This factor is especially important in
511 the case that a mentor is not interested in founding a company, and rather
512 is focused on academic merit.

513 ○ **Host institutions:** Academic institutions, universities and teaching
514 hospitals are not in the business of launching enterprises, investing capital
515 in their external spin-offs or dedicating staff to help with the daily
516 operations of these entities. That said, they are indeed interested in the
517 monetization of the patents for which they have paid legal fees¹⁹. Due their
518 interest in monetization, they typically prefer the acquisition of the patent
519 as early as possible, so that they would need to pay less for the patent
520 costs, and receive some money before the costs would get out of control.
521 As a student entrepreneur running a small start-up, unfortunately, one
522 typically is not capable of providing such amounts of cash. As a result, the

523 academic institution may not be cooperative in transferring the ownership
524 of the IP to the company (because one simply cannot afford the patent
525 fees)⁹. At the same time, one may not be able to conduct fundraising and
526 ask for investments if one is not the owner and the decision maker with
527 respect to the IP, which is the most important piece of any start-up
528 company¹. Unfortunately, this “chicken-egg” cycle is an extremely
529 common point of failure for many university spin-offs.

530 ○ **Incubators:** These entities can provide exciting resources, workshops and
531 inexpensive or free space to small business enterprises. However, one of
532 the challenges associated with dealing with these entities is that they
533 typically lack the domain knowledge and field-specific network necessary
534 for the success of a MedTech product. This is less so of an issue in the
535 software and app industry. Fortunately, there is a recent trend towards
536 having incubators specific to bioentrepreneurship and MedTech
537 innovations. As examples, see J Labs and Onestart.

538 ○ **Funding agencies and investors:** These entities are great resources to
539 tap into in order to finish prototyping and to bring a product to the market.
540 However, there are requirements associated with each funding
541 opportunity, which may affect the way one envisions the development and
542 / or sales of the product. In addition, as discussed previously, any private
543 equity provided by investors and VCs dilutes the founders’ shares in the
544 company, resulting in less control over the directions towards
545 commercialization of the invention.

546 ○ **Founding team:** One needs to team up with teammates whose level of
547 initial passion, long-term dedication and ultimate vision are shared at a
548 similar basis. Otherwise, disagreement over exit strategies, potential
549 partnerships and ownerships can easily lead to legal conflicts, whereas an
550 optimal team is probably one of the most important qualities for a
551 successful turnout.

552 It should be noted that managing parties with differing interests is one of the most
553 sensitive topics requiring ethical considerations, the lack of which can easily lead
554 to the failure of the entire initiative. While this topic can form the subject matter of
555 an entire article, due to the importance of the issue and the potential effect on
556 students' career paths, we will briefly describe it here. On one hand, faculty
557 members may exclude or minimize the shares of trainees who may have co-
558 developed the invention; while extreme, this situation is not unheard of. It is
559 crucial to form a committee encompassing those with expertise in academia,
560 business, and ethics, and those representing student bodies, faculty, and the
561 technology transfer office to ensure fair and standard practices. On the other
562 hand, faculty members may want graduating students to remain committed for at
563 least a reasonable amount of time to see the project through. Here, ownership of
564 the company may be structured to incentivize their commitment for a pre-
565 specified number of years, for example by vesting shares or having a buyback
566 policy.

567 **6. Other considerations for this journey**

- 568 • **Chief executive officer vs. founder:** Starting a company is different from
569 managing the daily operations of the company. On one hand, there are many
570 entrepreneurial characters, such as Mark Zuckerberg, Bill Gates and Steve Jobs,
571 who have started a company and continued with the daily operations of their
572 enterprises until successful monetization. On the other hand, there are scientific
573 role models, such as Professors Robert Langer (MIT) and Paul Santerre
574 (University of Toronto), who have remained dedicated to their academic
575 positions. As one starts forming a company, one needs to consider whether he /
576 she is interested in starting an establishment, delegating business tasks, giving
577 away shares and letting others run with the commercialization, or whether he /
578 she is purely dedicated to the success of this enterprise no matter the length,
579 cost and risk of the journey. This is probably one of the most vital questions one
580 needs to ask early on.
- 581 • **Partnership vs. dilution:** As one launches an organization from scratch, there
582 are many things to do, and achieving the objectives in a timely manner is by no
583 means feasible for one person. Consequently, the founder has a choice: he / she
584 can try to own everything and do everything by himself / herself, which typically
585 comes at the cost of extremely slow pace and lack of a proper network.
586 Alternatively, the founder can leverage energy, time and other resources (e.g.
587 network, capital, etc.) of others at the cost of giving away company equity, which
588 is certainly not the most desirable option for most founders. An analogy for this
589 decision-making scenario is to *have all of nothing vs. a piece of something*.

590 • **Outsourcing vs. in-house prototyping:** This is another choice facing most
591 start-ups, specifically in the area of MedTech. Those businesses with enough
592 capital can always outsource the fabrication and development of their devices.
593 Typically, outsourcing results in much faster pace for development, in addition to
594 access to another organization's resources, and sometimes, technical support
595 after prototyping. However, this is an extremely expensive option for companies
596 with limited amounts of cash, especially those at early stages surviving on
597 governmental funding opportunities.

598 • **Prototyping vs. scalability:** One should realize that there is a major difference
599 between prototyping in a laboratory vs. the complexity of scaling a product to
600 commercial volumes. FDA regulations involve strict quality assurance guidelines
601 that must be followed in a manufacturing facility. Such regulations include Good
602 Manufacturing Practices (GMP), and are designed to maintain the safety of a
603 device while it is being built. Meeting these standards is complicated, and the
604 final product design will be far different than the initial prototype.

605 • **Patent strategy:** Given the ever-increasing costs of patent fees, it is imperative
606 to select the right IP strategy. Typically, this decision-making involves
607 determining when to file for patent applications, as well as which countries to
608 enter into.

609 ○ **Timing:** An ideal timing allows the start-up to be able to conduct adequate
610 fundraising so as to be able to pay the patent fees. However, filing for
611 patent applications should also be done early enough to allow the
612 inventors to disclose the invention and seek funding. An early application

613 may leave the enterprise without enough funding to pay for the legal fees,
614 whereas a late application may position the inventors at a risk of public
615 disclosure and of course, encourages increased technical competition.

616 ○ **Target markets:** In addition to the timing, particularly in the case of
617 international patent applications, it is critical to decide wisely in terms of
618 which countries to enter into. Obviously, the more countries to be covered,
619 the higher the costs of the legal fees. It is important to note that in some
620 countries (e.g. China), the enforcement of IP laws may not be easy and so
621 many consider the associated fees as not necessary. Furthermore, IP
622 protection in Japan seems to be more difficult than in some other
623 countries. Most early stage North American start-ups choose to file in the
624 US, Canada and perhaps Europe.

625 • **Company incorporation strategy:** The same concept described above
626 regarding optimal timing of filing for patent applications holds true for when to
627 legally incorporate the company's existence. Incorporating a company too early
628 results in using commercialization funding to conduct early stage research, while
629 late incorporation of the company can lead to other consequences, such as
630 permitting competitors to legally register the name / website domain of one's
631 company or technology. One also needs to note whether the incorporation of the
632 company needs to be a federal incorporation, as opposed to a provincial / state
633 registration. This requires thorough study of the possible level of expansion
634 foreseen based on the potential impact of the technology. By means of example,

635 some inventions can improve the status of healthcare in some countries, but not
636 in other jurisdictions or countries.

637 • **Co-founder(s):** As discussed previously, when teaming up with other co-
638 founders, one needs to consider their level of initial passion, long-term dedication
639 and ultimate vision. Moreover, one also needs to consider other factors, such as
640 availability to commit time, energy and how established they are in their personal
641 and professional lives. On one hand, while energetic and ambitious founders are
642 essential in the success of a start-up, their career and family choices may
643 influence them to move on from one city and career stage to another. On the
644 other hand, established founders will have more experience and network to add
645 to the team.

646 • **Exit strategy:** This is one of the subjects that investors always inquire about
647 during the due diligence and assessment of a company. The reason is that
648 investors would like to know when / how the company is going to make money. In
649 the MedTech sector, whereby regulatory approvals and patent protections add to
650 the complexity of an already long, costly and risky journey, many scientists,
651 student entrepreneurs and academic institutions would prefer to sell the
652 ownership of the IP and / or the associated spin-off company. This option allows
653 the buyer to save on the amount of time and money spent on the research and
654 development of a risky idea. It also permits the academic institution to make a
655 profit from its investment (costs of the patent incurred). Finally, university
656 professors and student entrepreneurs favor this option, since they can easily
657 continue their academic journey while making sure their invention continues

658 reaching the market, and helping patients receive better care. Nonetheless,
659 acquisition is an exit strategy that requires many factors, including luck, to
660 happen. However, at the moment, it remains one of the most desirable
661 alternatives to scientist inventors and student entrepreneurs. Because of the
662 possibility of such acquisitions, students no longer need to quit their studies in
663 order to ensure the success of their commercialization efforts. That said, still to
664 date, the chances of acquisition remain low, calling for some policy changes and
665 considerations in the structure of the entrepreneurial ecosystem, including the
666 various parties listed in this article.

667 **7. Conclusion**

668 In this article, we have looked into how recent transformations in society, followed by
669 changing attitudes of academic institutions, have allowed for a younger generation of
670 student entrepreneurs to start a business based on their inventions, while being able to
671 complete their studies and even further pursue their academic ambitions, without
672 compromising the successful commercialization of their inventions. Particular emphasis
673 has been placed on bioentrepreneurship and enterprises geared towards the MedTech
674 ecosystem. Various aspects of student entrepreneurship are listed and discussed. Of
675 particular interest are the rewarding aspects and challenges associated with such a
676 journey, as well as some of the issues one needs to consider prior to embarking on this
677 journey. A few case studies have been presented and analyzed in order to study
678 diverse approaches chosen by corporations to survive in the long run, after being
679 founded by a student or academic bioentrepreneur.

680

681 **Conflicts of Interest:**

682 The authors report no conflicts of interest. AM and KTT are affiliated with a Canadian
683 start-up called *Spinesonics Medical Inc.* (this company is not mentioned in this
684 manuscript). NT and ML are entrepreneurial neurosurgeons affiliated with start-ups, but
685 their companies are not mentioned in this manuscript. HB was a visionary in a product
686 called Gliadel™, which is named in the manuscript as an example of successful
687 academic entrepreneurship (no commercial endorsement). All individuals named in the
688 case studies have agreed to their names being published in this article.

689

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