

Entrepreneurship and the Canadian Universities

Report of a National Study of Entrepreneurship Education: 2009¹

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and on ENTRENET

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The Directors of The John Dobson Foundation wish to again recognize and thank Teresa Menzies for her excellent job of researching and publishing an accurate account of the status of entrepreneurship in Canadian universities. Her first book was published in 1998 and her work over these many years has been very valuable in helping Canadians learn about entrepreneurship in our universities.

About The John Dobson Foundation

Mission of The John Dobson Foundation

“Jobs, jobs, jobs!” One of the principal missions of The John Dobson Foundation is to encourage an educational environment which will set the stage for creating productive jobs for Canadians. One of the major activities within this mission is to encourage educational institutions to expose their students to the benefits and opportunities of pursuing entrepreneurial activities.

Rationale: Historically 93% of new jobs come from small companies. The Foundation strives to stimulate small company formation and growth by promoting favourable tax incentives, less bureaucratic interference and a wider understanding by the Canadian public of the positive impact new companies have on job creation.

Guiding Experience

Over the years, the Foundation has learned many things, however, the three most important takeaways are:

1. *The only constant is change.* The Foundation’s current activities are vastly different from those of a decade ago. Because the world changes so quickly we feel that it is imperative to constantly re-evaluate and adjust our focus to keep up with the times. Maximizing the role of the internet is probably our biggest opportunity and challenge at the moment.

2. *Entrepreneurs come from all walks of life.* We continually emphasize the need to get university faculties, other than the Business Schools, involved in the education of entrepreneurship. We have found that the majority of successful new ideas and innovations come from entrepreneurs who attended non-business school faculties. We have also identified the need to provide mentoring and involvement of college students in their communities as well as getting members of the business community collaborating with the local colleges. Our most recent new successes have come from our projects involving pre-college students.
3. *Bureaucracies stifle entrepreneurs.* The Foundation considers that the cost, mental frustration, and waste of time, caused by unproductive regulatory and government intrusion stifle the entrepreneur and must be challenged. Jacques Lamarre, formerly the CEO of SNC-Lavalin and one of Canada's outstanding business leaders recently said: "The biggest challenge facing business and industry is the bureaucracy. We have to stop its attempt to take over". A prime example of this is the \$13 billion that is spent per year by Canadian businesses in order to file their taxes.

Foundation Guidelines

Building towards the mission of the Foundation, we have the following internal guidelines, all aimed at the creation of jobs in the future.

1. *It's not who is right, but what is right.* What role will each project contribute to job creation in the future? In order to improve our country, we must look for the innovation and growth of the next decade, rather than focusing on who made a correct or incorrect decision in the past.
2. *Experience is the best teacher.* Regarding the educational aspects relating to entrepreneurship and mentoring, we look to support and promote passionate individuals who, in many cases, have practical business experience – a view which has been thrust upon us by the students. We find that students respond to, get motivated by, and learn most, from people who have created and run businesses.
3. *Be self-sustaining.* In the spirit of Entrepreneurship, we believe in funding new activities for a limited number of years, with the view that if they are successful, projects will be self-sustaining or they will attract others to support them. As a result, the Foundation can exit and find new entrepreneurial projects that need funding. Roughly half of our donations over the last three years have been to new activities.
4. *Constantly recruit.* The Foundation is the first Canadian foundation to be known for entrepreneurship. We feel a desire and responsibility to encourage and welcome as many individuals as possible to join our cause and expand entrepreneurship activities. They in turn should work at expanding the cause. All are welcome!

5. *Commercialize!* Successful entrepreneurs come in many forms, however, the greatest contributions come when ideas get commercialized. For example, many consider that producing patents is a sign of a successful entrepreneur. While this may be true, our Foundation believes that the biggest economic value is created when a new idea is commercialized.
6. *Success starts with one person.* Our investing in charitable institutions stresses heavily backing *individuals within institutions* with a passion for their specialty, as opposed to the more general practice of giving to the institution per se.

John Dobson



Entrepreneurship and the Canadian Universities

Report of a National Study of Entrepreneurship Education: 2009¹

EXECUTIVE SUMMARY

POPULARITY OF ENTREPRENEURSHIP COURSES

- ❖ Over the last 5 years (2004 to 2009) Entrepreneurship courses at universities across Canada have become increasingly popular, with a 33% growth rate.
- ❖ The number of students taking Entrepreneurship courses has increased by 27% since 2004.
- ❖ The national growth rate for undergraduate Entrepreneurship courses between 1979 and 1999, was 444%. From 1999 to 2004, the growth rate was 9%, and for 2004 to 2009 it is 22%.
- ❖ The national growth rate for graduate Entrepreneurship courses between 1979 and 1999 was 232%. From 1999 to 2004, the growth rate was 5%, and for 2004 to 2009 it is 56%.

¹ Menzies, T. V. (2009, August). *Entrepreneurship and the Canadian Universities: Report of a National Study of Entrepreneurship Education 2009*, St. Catharines, ON: Brock University (ISBN 978-0-9683539-5-0).

- ❖ Entrepreneurship courses are mostly electives, not required courses.

Geographic Comparison

- ❖ By geographic area, Quebec leads with an average of 7 undergraduate courses per university (Ontario 5.9, Provinces West of Ontario 4.6, Provinces East of Quebec 3.8). There is a similar pattern for graduate course offerings with Quebec again leading. This was also the case in 2004, with Quebec leading at the undergraduate and graduate level according to average number of Entrepreneurship courses per university.
- ❖ Universities in Ontario have increased their graduate course offering on average by 137% over the past 5 years. Meanwhile, universities in the West, on average, have increased their offerings of graduate entrepreneurship courses by 73%.
- ❖ In 2009, universities in Ontario increased undergraduate and graduate student enrolment in Entrepreneurship courses by 58% compared to 2004. For the Provinces West of Ontario there was a 27% increase, and in the East 15%. Quebec was already ahead in student numbers and advanced by only 2%.

By Universities

- ❖ There has been considerable rationalization in Entrepreneurship course offerings. As of 2009, 25 universities have increased their undergraduate Entrepreneurship course offerings over the last 5 years (only 20 universities in 2004). 14 universities offer the same number of courses (this number was 15 in 2004), and 16 universities have reduced the number of Entrepreneurship courses offered (this number was 19 in 2004).
- ❖ Over the last 5 years, 20 universities (only 14 in 2004) have introduced from 3 to 9 new undergraduate entrepreneurship courses, while 14 (24 in 2004) universities have added between 1 and 2 new courses. Overall, there has been considerably more growth between 2004 and 2009 than there was in the five years, 1999 to 2004.
- ❖ The University of Toronto has added the most new Entrepreneurship courses since 2004 – 11 additional courses.

By Faculty

- ❖ As in 2004, Entrepreneurship is housed mostly within Faculties of Business, however, at least for Introductory level courses, course reach is often across the entire university. The next most common Faculty offering degree programs and courses in Entrepreneurship is Engineering. Across Canada there are instances of various other Faculties offering Entrepreneurship single courses. The academic hub for Entrepreneurship is primarily in Business (Management) Faculties. There are a growing number of named Chairs and tenured professors in Entrepreneurship. This

adds a robust base to the disciplinary area and indicates the development of a strong foundation from which to spread Entrepreneurship programming across the University.

- ❖ The majority of Entrepreneurship courses are taught by tenured or tenure-track faculty, many of whom have experience of starting and/or managing a small business

By Degree Programs

- ❖ There are an increased number of degree concentrations, majors and minors in Entrepreneurship since 2004. In 2009 there were 29 universities offering undergraduate degree majors or minors in Entrepreneurship (only 21 universities in 2004). At the graduate level the numbers are 20 in 2009 and only 15 in 2004.

COURSE TOPICS – HOW IS THE DISCIPLINARY AREA DEVELOPING

- ❖ Courses at the undergraduate and graduate level were categorized into 13 main groups. This is a reduction from 19 types in 1999 and 2004. There has been considerable rationalization, as would be expected as this new disciplinary area matures.
- ❖ The following courses are increasing greatly in popularity at the undergraduate and graduate level: Business Planning including courses on Entrepreneurship in general but with a major component being completion of a Business Plan, Entrepreneurship Special Topics, Finance/Venture Capital, and Technological Entrepreneurship (which usually includes creation of a Business Plan).

RANKING THE UNIVERSITIES

- ❖ In terms of number of undergraduate Entrepreneurship courses, the top universities in Canada are:
 - Medical/Doctoral Category: Université Laval (19 courses)
 - Comprehensive Category: University of New Brunswick, Simon Fraser University, University of Windsor, York University. (All 8 courses)
 - Primarily Undergraduate Category: Brock University (11 Courses)
- ❖ In terms of number of graduate Entrepreneurship courses, the top universities in Canada are:
 - Medical/Doctoral Category: HEC Montreal (16 courses)
 - Comprehensive Category: University of Waterloo (9 courses)
 - Primarily Undergraduate Category: Saint Mary's University (6 courses)
- ❖ In terms of undergraduate student Entrepreneurship course enrolment, the top 4

universities in Canada with 1,300 to 1,775 students are:
HEC Montreal, Laval, Ryerson, and Western Ontario (in alphabetical order).

- ❖ In terms of graduate student Entrepreneurship course enrolment, the top 4 universities in Canada with 450 to 750 student are:
Queen's, Western Ontario, Waterloo, and York (in alphabetical order).

LOOKING AHEAD

- ❖ Entrepreneurship course offerings are increasing across every Geographic area. However, there are still instances of universities that offer just one or two courses. To build programs and a robust base, with full-time tenured faculty, which is the best way to ensure longevity, it is necessary to develop a core group of courses.
- ❖ The large research universities (medical/doctoral) have become pre-eminent in the offering of undergraduate and graduate Entrepreneurship courses. Across only 15 universities they provide 44% of all undergraduate Entrepreneurship course offerings and 61% of the graduate. This indicates that Entrepreneurship is now being accepted as a mainstream cognitive disciplinary area. It thus follows that there will be dedicated resources and enhanced future growth potential. The existence of this depth of programming at research intensive universities promises a major impact on technology transfer and commercialization of innovations.
- ❖ Every university in Canada should have an entrepreneurship centre to assist with the “for credit” university course offerings, to nurture cross-campus Entrepreneurship course offerings, provide support for student start-up activities, offer “not for credit” entrepreneurship programs, be involved with research activities, and lead community engagement activities. In 2004 there were 27 University-based Entrepreneurship Centres, and as of 2009 there are 39. This is a major increase, in no small part due to the encouragement and funding from organizations like The John Dobson Foundation and other generous philanthropists and benefactors. Unfortunately, 3 university Entrepreneurship centres have closed since 2004, in part due to a lack of funding, retirements, and key faculty moving to new locations. Universities that do not have an Entrepreneurship Centre, though fewer in number than in 2004, do not derive the opportunities that an Entrepreneurship Centre can leverage and facilitate.
- ❖ Approximately, 2.4% of the undergraduate and graduate students, enrolled full-time or part-time, across the 55 Canadian universities, took a course in Entrepreneurship, during the 2008/09 academic year. Thus there appears huge potential for cross-campus expansion of Entrepreneurship course offerings.



Entrepreneurship and the Canadian Universities

Report of a National Study of Entrepreneurship Education: 2009²

INTRODUCTION

This is the third in a series of reports about Entrepreneurship courses at Canadian Universities (Menzies & Gasse, 1999; Menzies, 2004a, 2009).³ Notable entrepreneurship scholars like Karl Vesper, Ed McMullan, Jerry Katz and Bill Gartner (Katz, 2003; Vesper, 1985, 1993; Vesper & McMullan, 1988; Vesper & Gartner, 1997, 1999) established this tradition of reporting on entrepreneurship courses at universities and monitoring the development of the disciplinary area. Not surprisingly, the importance of Entrepreneurship is increasingly being recognized, for example:

“The Global Education Initiative of the World Economic forum ... has embarked on a process to advance Entrepreneurship Education as one of the key drivers of sustained social development and economic recovery.”

World Economic Forum, Switzerland, April 2009⁴

² Menzies, T. V. (2009, August). *Entrepreneurship and the Canadian Universities: Report of a National Study of Entrepreneurship Education 2009*, St. Catharines, ON: Brock University (ISBN 978-0-9683539-5-0).

³ Reports by Menzies, funded by the John Dobson Foundation, also include Menzies, 1998, 2002 & 2009, and a related paper is Menzies, 2000.

⁴ <http://www.weforum.org/en/initiatives/gei/EntrepreneurshipEducation/index.htm>

And,

“We must create new opportunities for students to develop entrepreneurial mindsets, behaviours and skills – abilities that will help them not only to create their own futures, but also to contribute to the ... economy... There is a role here for everyone. All stakeholders – from Vice-Chancellors to lecturers, career advisers to entrepreneurs, alumni and all types of organizations – have something to contribute ... there is much left to do if we want all students to have the opportunity to access enterprise and entrepreneurship. It is time for us to meet this challenge head-on”

Preface, National Council for Graduate Entrepreneurship, September, 2008⁵

Initiatives like the World Economic Forum and the UK National Council for Graduate Entrepreneurship emphasize why it is important to take stock of where we are, with regards Entrepreneurship education. Furthermore, it is a relatively new disciplinary area at universities. There is considerable hype surrounding the potential benefits of raising awareness and providing readiness skills for venturing. Arguably, Entrepreneurship education student outcomes have economic, social and cultural implications. Furthermore, courses are popular with students. Also, the number of tenured faculty teaching and researching in entrepreneurship is increasing at an impressive rate.

The John Dobson Foundation,⁶ the Kauffman Foundation,⁷ and other Foundations and philanthropists (e.g. Wesley and Mary Nicol Foundation⁸) encourage, nurture, lead, and finance, amongst other things, university-based initiatives to advance the following two major thrusts:

1. Education “about” Entrepreneurship
2. Education to increase awareness “about”, and readiness skills “for”, Entrepreneurship as a potential current or future career choice.

⁵ <http://www.cihe-uk.com/docs/events/0809DEGReport.pdf>

⁶ <http://www.icecap.ca/ice/Dobson.html>

⁷ <http://www.kauffman.org/>

⁸ <http://www.nicol-award.com/>

As stated in the Kauffman Thoughtbook 2009:

*“Discovery consists of seeing what everybody has seen and
thinking what nobody has thought” (Albert Szent-Györgyi, coverpage)*

and

*“A key task of ... higher education is to establish innovation and its implementation
as core educational goals” (p.117) ⁹*

The increasing emphasis on Entrepreneurship is evidenced by initiatives like that of Industry Canada (part of the Canadian government), which launched a survey in 2008 to “identify entrepreneurship courses, enrolment rates, programs, resources and support available to students in order to map the teaching of Entrepreneurship across Canadian colleges and universities”.¹⁰

Just as with a Business Plan, the moment it is written, it is out of date, the same has to be said about Entrepreneurship Education reports. This report concerns one year, 2008/9, which is 5 years on from the previous report 2003/4 (Menziez, 2004a). However, for the 2009/10 academic year, there are already exciting new programs and courses that will be offered at universities across Canada. Course counts and enrolment numbers are also changing yearly. So this report should be looked at as a snapshot in time and a window to gauge what is being accomplished and what needs to be done in this disciplinary area.

Methodology

This current report is a multi-staged longitudinal 10 year study of university-based Entrepreneurship education. We do not include Colleges within this longitudinal study, however, they are important providers of Entrepreneurship Education.¹¹

⁹ For a free copy: <http://www.kauffman.org/about-foundation/kauffman-thoughtbook-2009.aspx>

¹⁰ *Small Business Quarterly*, February 2009, 10 (4), p.1 Entrepreneurship Education Survey.

¹¹ Mount Royal College is an outstanding example of the rigorous and creative entrepreneurship programming at the College level: “The entrepreneurship program at the Bissett School of Business is designed to ensure that its graduates have the ability to envision, create and grow innovative products, services or processes within a new business venture, mature organization or non–profit setting (Pers. Com., Vance Gough, 2009). http://shex.org/wiki/Course:Entrepreneurship_at_Bissett

This report is **about “dedicated” ENTREPRENEURSHIP COURSES, not about** university courses that include some content about Entrepreneurship, the route that more “general studies/reports” take. There are many instances of university courses that have entrepreneurship-related content. Some researchers investigate approximately how much entrepreneurship-related content is included across ALL university degree courses. This is NOT what this report is about. This report, as with all earlier parts of this longitudinal study, concerns “dedicated” Entrepreneurship courses. Entrepreneurship courses that exist in Colleges of Education for students in teacher training were excluded in past reports and are not included here.

A census approach is used with rigorous data collection procedures, rather than a survey. Building on the data collected in 1999 and 2004, the data collection for 2009 involved initial web page searches and updating of existing data. Then, for each university in Canada, extensive email and phone contact was made with entrepreneurship-related faculty, administrators and staff, thus utilizing robust methods and triangulation of data collection. However, apologies are made in advance for any mistakes or omissions in this report. The web version can be updated with any corrections.

Method Of Counting University Courses

There are two ways of counting university course offerings, namely:

- a) Courses that actually ran in 2008/09, or
- b) Courses that appear in the various university calendar course listings.

If a course appears in a university calendar, it cannot always be assumed that the course is currently offered. Some university courses are cycled and may run every two years due, for example, to a lack of resources or perceived lack of student demand. The absence of the course instructor (e.g. due to a sabbatical or sick leave) may lead to a course not running in a certain year. A new program may have been introduced and the students may take a year or so to work through the system until they are in say, 4th year, and thus ready to take the course, but the course will be in the calendar, ready for the students when they reach the correct stage. Often there are a number of reasons why a certain course just does not run in

a current year. Budgetary issues are often at the core and as entrepreneurship courses are often in the “elective” rather than “required for degree” category, it is these courses that are often not staffed and thus not offered. Furthermore, due to the current financial situation, at many universities, more stringent rules have been introduced about minimum class sizes, and this can lead to the cancellation of some “in the calendar” courses. At the graduate level, especially for Ph.D. courses, the issue of course calendar listings and actual courses run is even more complex. Graduate courses often appear in the calendar but might not be taught on a regular basis.

In this report, courses are counted and universities ranked according to only those courses that were offered and ran in the 08/09 academic year.¹² The rationale for this is as follows:

- 1) The majority of universities in Canada run all the courses that appear in their calendar. So the issue of (a) and (b) above does not exist.
- 2) Extensive phone interviews were conducted with instructors to ascertain why courses that appeared in the university calendar did not run in the 08/09 academic year. Based on this survey of instructors it was determined that approximately 60% of courses that appeared in the university calendar but were not offered currently, had not run for one or more years, and were not likely to run again.

Our aim is to produce a comprehensive longitudinal report about the current situation with regards to “for credit” entrepreneurship programming at universities across Canada. This report presents the incidence of courses, the types of courses, the number of enrolments, and the differences across the last 10 years.

It is hoped that this report may act as a catalyst to encourage the offering of additional courses or programs modeled on what works at other universities. The international interest in these longitudinal studies speaks to the importance of collaborative efforts, especially at the initial stages of a new discipline, like Entrepreneurship.

¹² Courses are counted according to separate course descriptions in university calendars. There may, of course, be several sections of one particular course. So counting of courses, alone, may give a misleading idea regarding the impact of the entrepreneurship courses on a per capita basis.

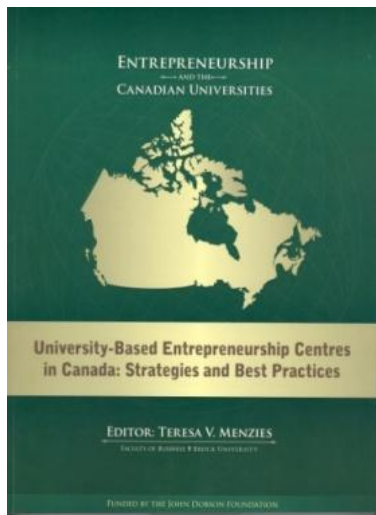
Disciplinary Definition of Entrepreneurship

For the purposes of this report, Entrepreneurship has been conceptualized as including the study of theories, concepts and knowledge concerning self employment, small business, creation and operation of new ventures, technological entrepreneurship, corporate entrepreneurship, innovation and creativity, high growth ventures, entrepreneurial management, social entrepreneurship (not-for-profit), and family business.

Scope of Study

Universities in Canada are included in this study, however, those formally established within the last 5 years are omitted to allow for comparison with previous reports. The Maclean's Guide includes these recently established universities as "speciality universities". Some of these universities do indeed offer Entrepreneurship courses, and will be studied in future reports.

Entrepreneurship and the Canadian Universities: Strategies and Best Practices of Entrepreneurship Centres.



Entrepreneurship Centres are a key component of a high potential and well integrated entrepreneurship program. A 27 chapter book, containing chapters written by Directors and Endowed Chairs of Entrepreneurship, and published in early 2009 is available at (www.brocku.ca/entship). This book provides valuable additional information on many aspects of entrepreneurship education at universities in Canada and should be considered a companion to this report. It was also funded by The John Dobson Foundation.



Entrepreneurship Education in Canada

THE NATIONAL PICTURE: A LONGITUDINAL VIEW¹³

The incidence of Entrepreneurship education at universities in Canada shows strong growth.¹⁴ Undergraduate courses show a robust growth rate from 9% over the 5 years from 1999 to 2004, to a 22% increase for the period 2004 to 2009¹⁵. The graduate growth rate is more than double the undergraduate rate with a 56% increase in graduate entrepreneurship course offerings over the 5 year period 2004 to 2009. This compares with only 5% growth for graduate courses from 1999 to 2004. As shown in Table 1, the national picture for Entrepreneurship education at universities shows a healthy surge in growth rates.

**Table 1: Number of Entrepreneurship Courses at Canadian Universities
1979, 1999, 2004 & 2009**

© Menzies, 2009

Course Type	1979 ¹⁶	1999	20 year Increase	1999	2004	5 Year Increase	2004	2009	5 Year Increase
Undergraduate	41	223	444%	223	243	9%	243	296	22%
Graduate	31	103	232%	103	108	5%	108	168	56%
Total	72	326	353%	326	351	8%	351	466	33%

¹³ Menzies, T. V. (2009, August). *Entrepreneurship and the Canadian Universities: Report of a National Study of Entrepreneurship Education 2009*, St. Catharines, ON: Brock University (ISBN 978-0-9683539-5-0).

¹⁴ See earlier discussion under Methodology about which universities are included in this report along with the rationale.

¹⁵ In each instance, courses are across the academic year, for example, for the 2009 figures courses are offered over the September 2008 to August 2009 academic year.

¹⁶ Loucks, Menzies & Gasse, (2000).

The following summary in Table 2 shows the number of Entrepreneurship courses that appeared in the university calendars across Canadian universities but were not offered in the September 2008 to August 2009 academic year.

Table 2: Entrepreneurship Courses listed in the various University Calendars but Not Offered in the 2008/09 Academic Year			
© Menzies, 2009			
Course Type	Total Number of Courses Not Run	Total Number of Universities with Courses Not Run	Breakdown of Universities with Courses Not Run
Undergraduate	42	20	<ul style="list-style-type: none"> • 9 Universities with 1 course • 8 Universities with 2 courses • 1 Universities with 3 courses • 1 Universities with 4 courses • 1 University with 10 courses
Graduate	21	10	<ul style="list-style-type: none"> • 4 Universities with 1 course • 5 Universities with 2 courses • 1 University with 7 courses

The counting of courses and the subsequent ranking of universities is based on a count of courses that actually ran in the 2008/09 academic year.¹⁷ This is the only method that allows for an accurate comparison across all universities in Canada at one particular point in time.

For the 2004 report it was found that about 2% of the overall entrepreneurship courses were in the university calendar but did not run. For this 2009 report, excluding the outliers (one instance of 10 undergraduate courses, and one instance of 7 graduate courses, listed in the university calendar but did not run in 08/09, and both will not run in 09/10 year) 9.8% of undergraduate course numbers and 8% of graduate courses are not counted within Table 1 or in subsequent areas of this report. Due to the methodology of excluding courses that appear in the university calendar but did not run in the current year, the course numbers in

¹⁷ Every attempt has been made to provide accurate data. We provide the usual disclaimer and apologize for any mistakes in counting, data entry, typographical or miscellaneous reasons for why reported numbers may be different from actual.

this report should be considered conservative.

GEOGRAPHIC COMPARISON¹⁸

The popularity of Entrepreneurship courses is evident, as shown in Table 3, from the increased incidence across all geographic regions. In the 1999 and 2004 reports (Menziez & Gasse, 1999; Menziez, 2004), Quebec was ahead of all other regions in terms of number of courses offered, especially within the graduate offerings. However, the pattern over the last 5 years is that the Provinces west of Quebec have been gradually catching up to Quebec’s lead position. Across the 17 Ontario universities included in this report, there are now 100 undergraduate courses offered, compared to 85 undergraduate courses across the 12 Quebec universities. In 2004 Quebec and Ontario both had 78 undergraduate courses, but Ontario universities have now surged ahead with very strong growth in undergraduate Entrepreneurship course numbers. The 14 universities West of Ontario have also shown very strong growth, from a course total around 44 to 42 in 1999 and 2004, to a very strong current 65 courses. The 12 universities included within the Eastern Provinces, show little change in number of undergraduate course offerings over the last 10 years.

Looking at an average per university for undergraduate course offerings, Quebec has **7** in 2009 and holds the top position, as it did in 1999 and 2004. Ontario has also been consistently second with an average in 2009 of 5.9 courses per university. The West is third with 4.6 on average and the East is fourth with only 3.8 courses, on average, at each university.

**Table 3: Geographic Comparison of Entrepreneurship Course Offerings
(UNDERGRADUATE)**

© Menziez, 2009

Location of Universities	# Courses 1999	# Courses 2004	# Courses 2009	Average per University		
				1999	2004	2009
East	44	45	46	4.0	4.1	3.8
Quebec	67	78	85	5.6	6.5	7.0
Ontario	64	78	100	4.0	4.3	5.9
West	48	42	65	3.7	3.0	4.6

¹⁸ The “East” geographic region comprises 12 universities in Provinces East of Quebec. The “West” comprises 14 universities west of the province of Ontario. Ontario includes 17 and Quebec 12 universities. This latter number counts UQaC, UQaM, UQaR, UQaTR, UQeAT, UQeO, separately.

Comparing the incidence of graduate entrepreneurship courses over the last 10 years shows that universities, on average, in the “East” category are offering about the same number of courses over the 10 year period (Table 4). The Quebec universities show about a 9% increase from 2004, but Quebec already had a robust number of graduate courses. However, universities in Ontario have increased their graduate course offering by 137% over the past 5 years. Meanwhile, universities in the West, on average, have increased their offerings of graduate entrepreneurship courses by 73%. Looking at an average per university, Quebec still holds the top position with an average of 4.3 graduate courses per university, followed by Ontario with 3.8, the West with 2.7 and the East in the last position with only 1.3.

Table 4: Geographic Comparison of Entrepreneurship Course Offerings (GRADUATE)						
© Menzies, 2009						
Location of Universities	# Courses 1999	# Courses 2004	# Courses 2009	Average per University		
				1999	2004	2009
East	14	12	15	1.3	1.1	1.3
Quebec	46	47	51	3.8	3.9	4.3
Ontario	24	27	64	1.5	1.5	3.8
West	19	22	38	1.5	1.6	2.7

GEOGRAPHIC COMPARISON BY COURSE ENROLMENTS

The increasing popularity of entrepreneurship courses is evident with increased enrolment across all geographic regions, but most particularly in Ontario with 58% more students taking entrepreneurship undergraduate and graduate courses than in 2004.¹⁹ This is followed by the West with 27% more students, the East with 15% more and Quebec with a small increase of 2%. It must be noted that Quebec as of 2004 was already in a very strong position with high course enrolments and a small increase as of 2009 might be expected.

¹⁹ Enrolment numbers should only be regarded as a very rough approximation of popularity as there are a variety of reasons for varying student numbers by university. Some Instructors may be on sabbatical, a course may not be offered currently due to a shortage of faculty, and some courses are offered bi-annually. Also, a new course offering will always have small numbers, if an elective. Furthermore, some universities are small and do not have a large student body. Caution should therefore be exercised when interpreting popularity and impact by student numbers. A further caveat to interpretation of student enrolment numbers as a measure of popularity is that some students may take more than one entrepreneurship class. So enrolment numbers differ from number of students.

Overall, across Canada there has been an increase since 2004 of 27% in student enrolments in undergraduate and graduate Entrepreneurship courses.

Enrolment in individual classes varies widely with the largest undergraduate class being an enrolment of 800 and the smallest, in a graduate class, being one student. Ideally, we would compare courses along with student enrolment, by course, and by university, to track popularity and growth in the discipline. However, course enrolments are a sensitive issue, especially given the current economic situation.²⁰ Thus, throughout this report, university course enrolments have been aggregated, or shown within a broad range.

Table 5: Geographic Comparison of Entrepreneurship Course Enrolment Across Canadian Universities					
Undergraduate (78%) & Graduate (22%) Combined Enrolment Figures					
<small>© Menzies, 2009</small>					
Location of Universities	2003/04 Total Course Enrolment	2008/09 Total Course Enrolment	2004 - 2009 % Increase	2003/04 Average per University	2008/09 Average per University
East	2,179	2,514	15%	218	210
Quebec	6,460	6,579	2%	587	549
Ontario	6,697	10,467	58%	394	616
West	3,152	3,997	27%	242	286
Total	18,488	23,557	27%	342	428

WHICH UNIVERSITY FACULTIES OFFER ENTREPRENEURSHIP PROGRAMS?

Business, often called Management, Faculties, are the “home” faculty of most instructors/professors of Entrepreneurship. Historically, this has been the way in which the disciplinary area has developed. It is entirely appropriate that Business Faculties have housed entrepreneurship. Inherently, there is a good fit with regards experiential background, professional training, contextual, experiential and action based learning and projects, academic background, links with the community and so on. The Academy of Management (AOM), the primary academic organization for Business professors, is the

²⁰ All universities provided enrolment figures to the author of this study. However, some universities have requested that reporting of these numbers be aggregated into a range format.

major academic organization for Entrepreneurship research dissemination. Membership in the Entrepreneurship Division of the AOM has increased greatly over the last decade and it is now one of the largest Divisions within the AOM. The credibility with which Entrepreneurship research has been invested, due to high quality research, at forums like the AOM, Canadian Council for Small Business and Entrepreneurship, and International Council for Small Business annual forums, has helped, along with associated journal publications, to secure tenure and promotion through the ranks for many scholars in the area of Entrepreneurship.

Some Faculties of Engineering are also well known for their programs and Faculty members who teach Entrepreneurship (e.g. McMaster, New Brunswick, Toronto, Waterloo). Across universities in Canada, there are other instances of a few courses being taught by instructors/professors within other Faculties. As of the 2003/4, Entrepreneurship Education report (Menzies, 2004a), 42% of Canadian universities offered Entrepreneurship courses mainly through Faculties of Business, but also through other Faculties, primarily Engineering. Just over half (58%) of Canadian universities in 2003/4 only offered Entrepreneurship courses through Faculties of Business. As of 2008/9, the picture is very similar, with 45% of universities having Entrepreneurship offered via mostly Faculties of Business but also by other Faculties and Departments, e.g. Engineering, Economics, Recreation and Leisure, Library Science, Tourism, Mathematics and Science, Health Science, Arts and Humanities. As of 2008/9, 55% of Canadian universities offer all their Entrepreneurship courses via a Faculty of Business.

As discussed above, it is to be expected that a Faculty of Business would be the academic “home” for Entrepreneurship Scholars and instructors. However, the important question is: Are students across the university obtaining education about Entrepreneurship?

ENTREPRENEURSHIP COURSES: WHICH STUDENTS CAN TAKE COURSES?

As of 2003/4 mainly business students were taking courses and programs in Entrepreneurship, followed next by engineering students. The observed pattern is very similar for 2008/9. However, there is an increase in the number of courses that are open to “ALL” university wide student majors. Approximately 70% of the universities across Canada teach Entrepreneurship courses to non-business students, as well as to business students. Often there are special programs whereby Entrepreneurship is a “required” course for a major in another Faculty. Often special joint programs exist between Engineering and Business Faculties. Entrepreneurship Faculty at some universities offer targeted Entrepreneurship courses for various other Faculties. However, these instances are the exception and not yet common across all universities. What is common is an introductory Entrepreneurship course, which may be a Business Plan type of course, that is available for students from any Faculty.



The Leaders in Entrepreneurship Education²¹

Some universities welcome while others view with angst the annual MACLEAN'S Guide to Canadian Universities. Regardless of the difficulty of comparing something, that is in many respects, indefinable, MACLEAN'S guides have become a benchmark for competition between universities. Just as the Likert-type scale, the 1 to 5 ranking in survey questionnaires, has become fairly standard, so has the distinction made by MACLEAN'S between the different types of universities: Medical Doctoral; Comprehensive; and Primarily Undergraduate. Just as with the marking of the Likert-type scale, there is room for argument about which category a university falls within. Regardless of this, the MACLEAN's ranking does draw attention to universities, it is a vehicle that urges and causes change, it is an easily understood benchmarking system, and it allows the smaller universities to be ranked more fairly. For these reasons, the idea of the MACLEAN'S categories will be utilized for "Ranking of the Leaders."²²

²¹ Menzies, T. V. (2009, August). *Entrepreneurship and the Canadian Universities: Report of a National Study of Entrepreneurship Education 2009*, St. Catharines, ON: Brock University (ISBN 978-0-9683539-5-0).

²² It might be asked whether it is valuable to rank the leaders in Entrepreneurship education. This national report acts as a benchmark and a guide for universities to gauge what is being offered in terms of entrepreneurship education and as such, ranking the leaders is valuable. However, counting of courses and student enrolment is only one method of examining Entrepreneurship education.

RANKING THE LEADERS

MEDICAL DOCTORAL UNIVERSITIES – UNDERGRADUATE COURSES

There are 15 universities in our report classified as Medical Doctoral. As shown in Table 6 below, Université Laval leads across Canada in terms of number of entrepreneurship courses offered at the undergraduate level.

Table 6: Canadian Medical Doctoral Universities The Leaders in Entrepreneurship (UNDERGRADUATE Course Count: 2008/09)		
© Menzies, 2009		
Rank	University	Number of Courses
1	Laval	19
2	HEC Montreal	14
3	Toronto	12
3	UWO	12
5	McGill	10
6	UBC	9
6	Manitoba	9
6	Saskatchewan	9
9	Sherbrooke	8
10	Calgary	7
11	Alberta	6
12	Ottawa	5
12	Queen's	5
14	Dalhousie	3
15	McMaster	2

HEC Montreal is second. If we add McGill University (5th) and the Université of Sherbrooke (9th), this shows a strong cluster in Quebec of universities offering undergraduate entrepreneurship education. The Universities of Toronto (3rd) and Western Ontario (3rd) are strong contenders for the lead with a large number of undergraduate courses. The Universities of British Columbia (6th), Manitoba (6th), and Saskatchewan (6th) each have 9 undergraduate entrepreneurship courses, which indicate a robust range of courses in entrepreneurship. Together, the Medical Doctoral universities account for 130, or 44% of all undergraduate entrepreneurship courses at universities across Canada.

MEDICAL DOCTORAL UNIVERSITIES – GRADUATE COURSES

At the graduate level, there is a different ranking of Medical Doctoral universities. As shown in Table 7 below, HEC Montreal tops the list with 16 courses. There is then a strong cluster of universities that offer in the range of 12 to 8 courses (Calgary, Queen’s, UBC, Laval, UWO, McMaster). As a group, the Medical Doctoral universities account for 102 courses or 61% of all graduate Entrepreneurship courses at universities across Canada.

Table 7: Canadian Medical Doctoral Universities The Leaders in Entrepreneurship (GRADUATE Course Count: 2008/09)		
© Menzies, 2009		
Rank	University	Number of Courses
1	HEC Montreal	16
2	Calgary	12
3	Queen’s	11
4	UBC	10
4	Laval	10
6	UWO	9
7	McMaster	8
8	Ottawa	6
8	McGill	5
10	Alberta	3
10	Dalhousie	3
10	Saskatchewan	3
10	Toronto	3
14	Sherbrooke	2
15	Manitoba	1

COMPREHENSIVE UNIVERSITIES – UNDERGRADUATE COURSES

There are 12 universities in our report classified as Comprehensive. As shown in Table 8 below, the University of New Brunswick, Simon Fraser University, the University of Windsor, and York University, all top the list with 8 undergraduate Entrepreneurship courses offered in the 2008/09 academic year. A second cluster of universities offer from 7 to 4 courses (Victoria, Memorial, Waterloo, UQaM). Together, the Comprehensive universities account for 63 courses or 21% of all undergraduate entrepreneurship courses at

universities across Canada.

Table 8: Canadian Comprehensive Universities The Leaders in Entrepreneurship (UNDERGRADUATE Course Count: 2008/09)		
© Menzies, 2009		
Rank	University	Number of Courses
1	UNB	8
1	Simon Fraser	8
1	Windsor	8
1	York	8
5	Victoria	7
6	Memorial	6
7	Waterloo	5
8	UQaM	4
9	Carleton	3
10	Concordia	2
10	Guelph	2
12	Regina	2

COMPREHENSIVE UNIVERSITIES – GRADUATE COURSES

At the graduate level, there is a different ranking of Comprehensive universities. There are only 11 Comprehensive universities that offer entrepreneurship courses at the graduate level, as shown in Table 9 below.

The University of Waterloo tops the list with 9 courses. There is then a strong cluster of universities that offer in the range of 5 to 3 courses (York, UNB, UQaM, Windsor, Victoria). Together, the Comprehensive universities account for 36 courses or 21% of all graduate entrepreneurship courses at universities across Canada.

**Table 9: Canadian Comprehensive Universities
The Leaders in Entrepreneurship
(GRADUATE Course Count: 2008/09)**

© Menzies, 2009

Rank	Comprehensive University	Number of Courses
1	Waterloo	9
2	York	5
3	UNB	4
3	UQaM	4
3	Windsor	4
6	Victoria	3
7	Concordia	2
7	Simon Fraser	2
9	Carleton	1
9	Memorial	1
9	Regina	1

PRIMARILY UNDERGRADUATE UNIVERSITIES – UNDERGRADUATE COURSES

There are 28 universities in our report classified as Primarily Undergraduate. As shown in Table 10 below, Brock University tops the list with 11 undergraduate Entrepreneurship courses offered in the 2008/09 academic year. Ryerson is a close second with 10 courses. A cluster of universities offer from 7 to 4 courses (UQaR, UQaTR, Saint Mary’s, Wilfrid Laurier, Acadia, Laurentian, UPEI, UQaC, UQeAT, and StFX). Together, the Primarily Undergraduate universities account for 103 courses or 35% of all undergraduate entrepreneurship courses at universities across Canada.

PRIMARILY UNDERGRADUATE UNIVERSITIES – GRADUATE COURSES

At the graduate level, there is a different ranking of Primarily Undergraduate universities. There are only 11 Primarily Undergraduate universities that offer entrepreneurship courses at the graduate level. As shown in Table 11 below, Saint Mary’s University tops the list with 6 courses. Wilfrid Laurier is a close second with 5. Primarily Undergraduate universities account for 30 courses or 18% of all graduate entrepreneurship courses at universities across Canada.

**Table 10: Canadian Primarily Undergraduate Universities
The Leaders in Entrepreneurship
(UNDERGRADUATE Course Count: 2008/09)**

© Menzies, 2009

RANK	University	Number of Courses
1	Brock	11
2	Ryerson	10
3	UQaR	7
3	UQaTR	7
5	Saint Mary's	6
6	Wilfrid Laurier	5
7	Acadia	4
7	Laurentian	4
7	UPEI	4
7	UQaC	4
7	UQeAT	4
7	St. Francis Xavier	4
13	Bishop's	3
13	Mount Allison	3
13	Mount Saint Vincent	3
13	Nipissing	3
13	UQeO	3
13	Trent	3
19	Brandon	2
19	Lakehead	2
19	Moncton	2
19	Royal Roads	2
19	U Sainte Anne	2
24	Athabasca	1
24	Cape Breton	1
24	Lethbridge	1
24	UNBC	1
24	Winnipeg	1

Table 11: Canadian Primarily Undergraduate Universities The Leaders in Entrepreneurship (GRADUATE Course Count: 2008/09)		
© Menzies, 2009		
Rank	University	Number of Courses
1	Saint Mary's	6
2	Wilfrid Laurier	5
3	UQaTR	4
3	UQeAT	4
5	UQaC	3
6	Athabasca	2
6	Ryerson	2
8	Brock	1
8	Cape Breton	1
8	UQaR	1
8	Royal Roads	1

THE LEADERS BY COURSE COUNT: SUMMARY

To summarize, Table 12 shows the leaders in Entrepreneurship education across Canada, categorized in a way that allows the predominant type of university programming to be taken into account. It is unfair to rank small institutions alongside large, research intensive, universities. The MACLEAN'S type format allows a somewhat more level playing field, although, given the complexities associated with universities, no system can be perfect in terms of grouping.

Table 12: Leaders in Entrepreneurship Education in Canada: Course Count 2008/09						
© Menzies, 2009						
Rank	Medical Doctoral	# Courses	Comprehensive	# Courses	Primarily Undergraduate	# Courses
Undergraduate Courses						
1 ST	Laval	19	New Brunswick, Simon Fraser, Windsor, York	8	Brock	11
Graduate Courses						
1 ST	HEC Montreal	16	Waterloo	9	Saint Mary's	6

Table 13 shows the degree to which each category of university contributes to the total number of Entrepreneurship courses across Canada.

Table 13: The Contribution of each Category of University to Overall Entrepreneurship Course Count across Canada: 2008/09				
© Menzies, 2009				
	Medical Doctoral	Comprehensive	Primarily Undergraduate	Total
Undergraduate Courses				
# of Universities	15	12	28	55
% Courses	44%	21%	35%	100%
Average # courses per University	9	5	4	5
Graduate Courses				
# Of Universities	15	11	11	37
% Courses	61%	21%	18%	100%
Average # courses per University	7	3	3	4

LEADERS IN ENTREPRENEURSHIP DEGREE PROGRAMS MAJORS, MINORS AND CONCENTRATIONS

The importance of offering a degree program, minor, or concentration in Entrepreneurship cannot be underestimated. A cluster of courses which are grouped into a minor or major attract various resources and have a higher likelihood of attracting students. The universities listed in Table 14, according to Undergraduate and Graduate categories, have made a commitment to Entrepreneurship by combining a cluster of courses into a concentration, minor or degree major. Some universities have programs at both the undergraduate and graduate level, which denotes a particularly strong commitment to Entrepreneurship education.

Comparing the number of majors, minors and concentrations in 2004 with that in 2009, we see an increase from 21 to 29, at the undergraduate level, and 15 to 20 at the graduate level. Overall this shows a 33% increase in Entrepreneurship program majors/minors.

Table 14: Which Universities have Entrepreneurship Degree Programs (Major, Minor or Concentration)?

© Menzies, 2009

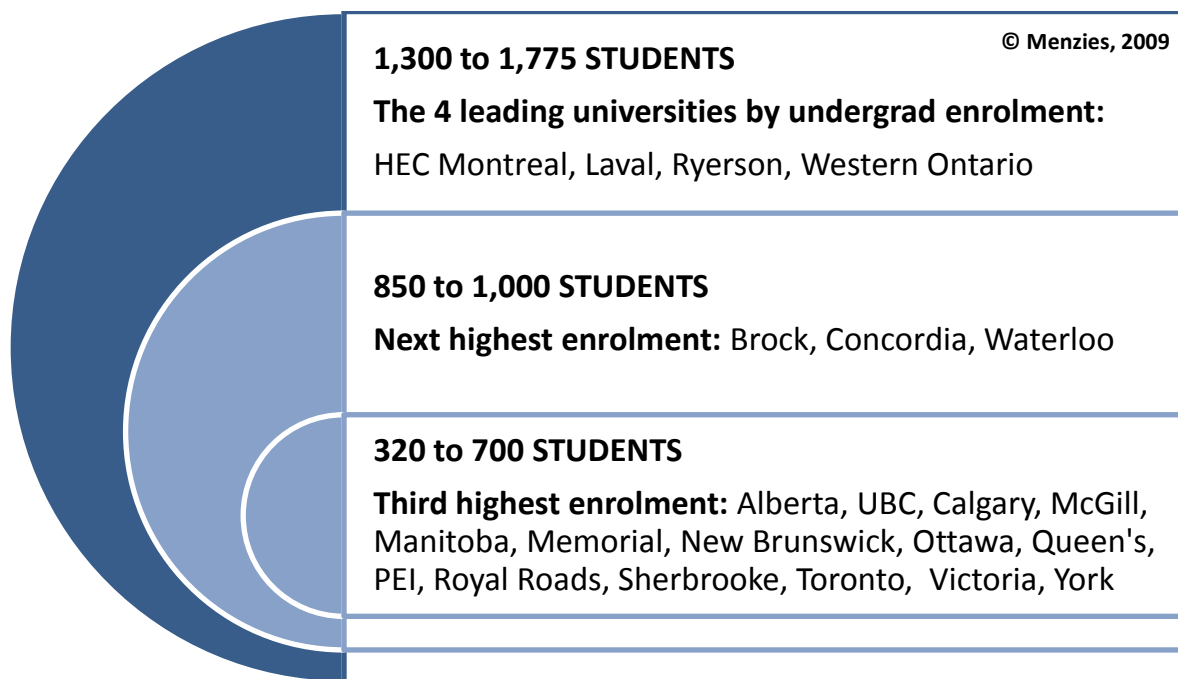
University	At the Undergraduate Level	At the Graduate Level
Alberta	✓	-
Bishop's	✓	-
Brandon	✓	-
UBC	✓	✓
Brock	✓	-
Calgary	✓	✓
Concordia	✓	✓
Dalhousie	✓	✓
Laval	✓	✓
Manitoba	✓	-
McGill	✓	-
McMaster	-	✓
Memorial	✓	-
Moncton	✓	-
HEC Montreal	✓	✓
UNB	✓	✓
Ottawa	✓	✓
UPEI	✓	✓
UQaM	✓	✓
UQaTR	✓	✓
UQeAT	-	✓
Ryerson	✓	-
Saint Mary's	✓	✓
Saskatchewan	✓	✓
Sherbrooke	✓	-
Simon Fraser	✓	-
St. Francis Xavier	✓	-
Toronto	✓	-
Victoria	✓	✓
Waterloo	-	✓
UWO	✓	✓
Wilfrid Laurier	✓	✓
York	-	✓

THE LEADERS IN TERMS OF STUDENT ENROLMENT

Ranking the leading Canadian universities in terms of Entrepreneurship education, requires consideration of incidence of courses, but also enrolment in courses should be considered. Table 5 earlier gave a comparison by geographic location across Canada according to enrolment. The following Tables 15 (undergraduate), and 16 (graduate) show the leaders in Canada according to the number of students enrolled across the various entrepreneurship courses at each university. Universities within each grouping are listed alphabetically and not by enrolment.

Table 15: The 22 Leading Canadian Universities in Terms of Entrepreneurship Courses (UNDERGRADUATE Student Enrolment: 2008/09)

In alphabetical order



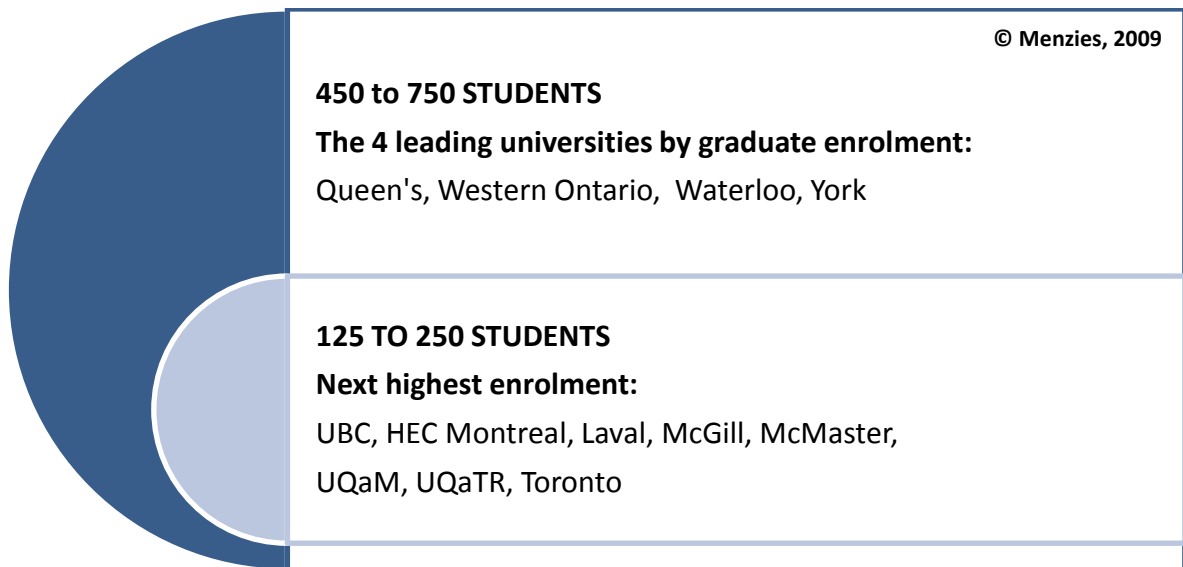
The leading universities for undergraduate entrepreneurship enrolment are, in alphabetical order: HEC Montreal, Université Laval, Ryerson University and the University of Western Ontario. The runners up to these top four are Brock University, Concordia University and the University of Waterloo. The remaining universities within the top 22 are: the University of Alberta, University of British Columbia, University of Calgary, McGill

University, University of Manitoba, Memorial University of Newfoundland, University of New Brunswick, University of Ottawa, Queen's University, University of Prince Edward Island, Royal Roads University, Université of Sherbrooke, University of Toronto, University of Victoria, and York University.

The 12 leading universities by total student enrolment for Graduate Entrepreneurship education are shown below in Table 16.

Table 16: The 12 Leading Canadian Universities in Terms of Entrepreneurship Courses (GRADUATE Student Enrolment: 2008/09)

In alphabetical order





Entrepreneurship Courses at Canadian Universities

TYPES AND INCIDENCE OF COURSES²³

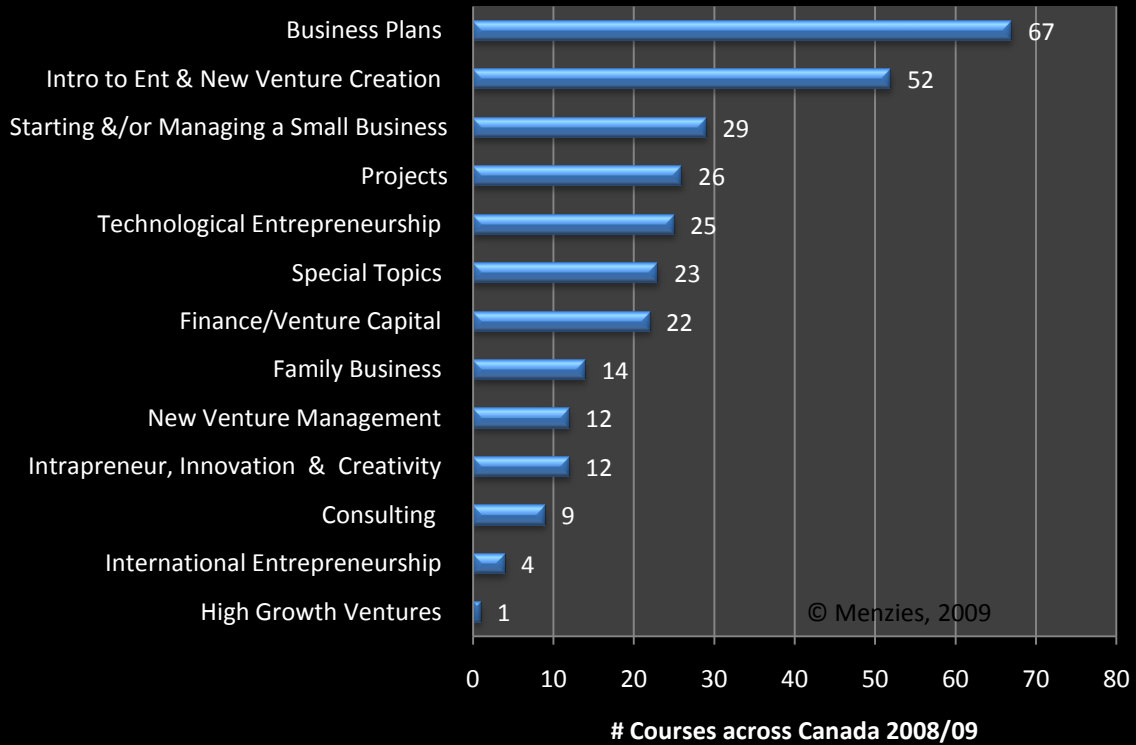
There are a broad range of entrepreneurship courses being offered at universities in Canada.²⁴ As of the 2008/09 academic year in Canada there were 13 classifications for undergraduate and also for graduate courses, staying within the earlier classifications to enable comparisons with 1999 and 2004.²⁵ Table 17 (undergraduate), and Table 18 (graduate), show the incidence of the different types of Entrepreneurship courses, at universities across Canada, for the 2008/09 academic year. The tables are ordered with the most prevalent courses at the top down to the least common course. Course classification information is provided in subsequent pages.

²³ Menzies, T. V. (2009, August). *Entrepreneurship and the Canadian Universities: Report of a National Study of Entrepreneurship Education 2009*, St. Catharines, ON: Brock University (ISBN 978-0-9683539-5-0).

²⁴ Courses were analyzed according to the categories developed by Menzies and Gasse (1999) and Menzies (2004). This allows comparisons with 1999 and 2004. Careful attention was paid to include only courses that were clearly dedicated to entrepreneurship, small business, or family business. Course titles do not always indicate the conceptual content of the course. Also, a course description may not include all the topics taught in a course.

²⁵ We combined some categories that were separated in earlier reports (1999, 2004). For example, we combined the Introduction to Entrepreneurship Courses and the New Venture Creation courses as the content across universities did not warrant separate classifications. Courses were excluded from this report if their focus was not mainly entrepreneurship.

**Table 17: Type of Entrepreneurship Courses:
Undergraduate**



UNDERGRADUATE

The most prevalent Entrepreneurship course is a course which has been labeled as “Business Plans” but is usually broader in content and includes as a major component, the production of a business plan. This type of course can be found at almost all universities across Canada.

Business plan competitions have become increasingly common across Canada. Sometimes students compete in these competitions using the plan prepared in class. However, business plan competitions are not part of, or related to, the majority of business plan types of courses offered at the universities across Canada. Business plan competitions are most often extra-curricular activities, which faculty assist students with, but students generally receive no course credit, and faculty contribute their time and effort voluntarily.

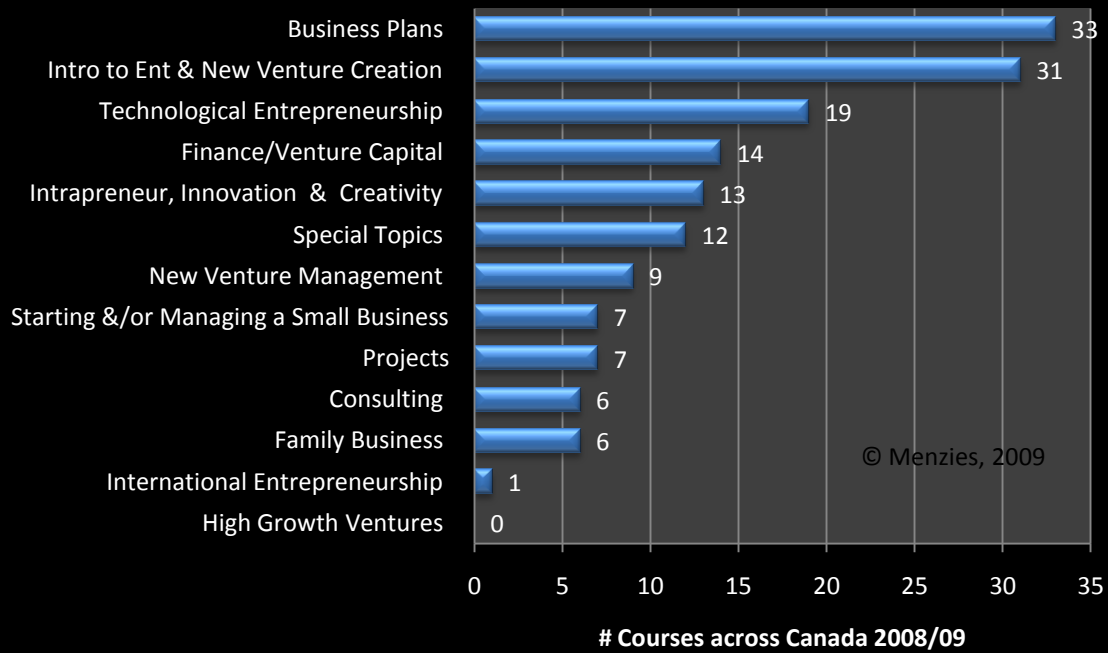
The next most common course type is an Introduction to Entrepreneurship or New Venture Creation course. Starting and/or Managing a Small Business is also a popular type of course and found at most universities. As shown by the numbers, all other courses are not so commonly found at ALL universities. There are 55 universities included in this report and with only 25 instances of Technological Entrepreneurship, it is offered at less than half the universities in Canada. Technological Entrepreneurship courses most commonly include the preparation of a business plan as a major course assignment.

GRADUATE

The following Table 18 presents a summary of graduate entrepreneurship courses, by type, offered across Canada. At the graduate level, just as at the undergraduate level, Business Plans and Introduction to Entrepreneurship and New Venture Creation are still the most common course areas. However, Technological Entrepreneurship, Finance/Venture Capital and Intrapreneur, Innovation and Creativity are more popular as graduate courses in relation to the remaining types of courses than they are at the undergraduate level. Family Business appears more popular at the undergraduate level than it does at the graduate level.

A course classification guide and a longitudinal comparison, over a 10 year period, 1999 to 2009, for each type of entrepreneurship course follows. Then examples of course descriptions are provided that capture the essence of each course type. However, course descriptions vary, from two or three lines, to a full description of 30 or so lines. Usually it is the university that determines the length of course description for publication in the university calendar, thus the variation by university, according to description length. The course description gives a broad guideline to what is included in the course. There is often some variation according to instructor and student cohort. The instructors listed below beside the course descriptions may or may not have been the author of the course description, depending on when the calendar entry was written and so on.

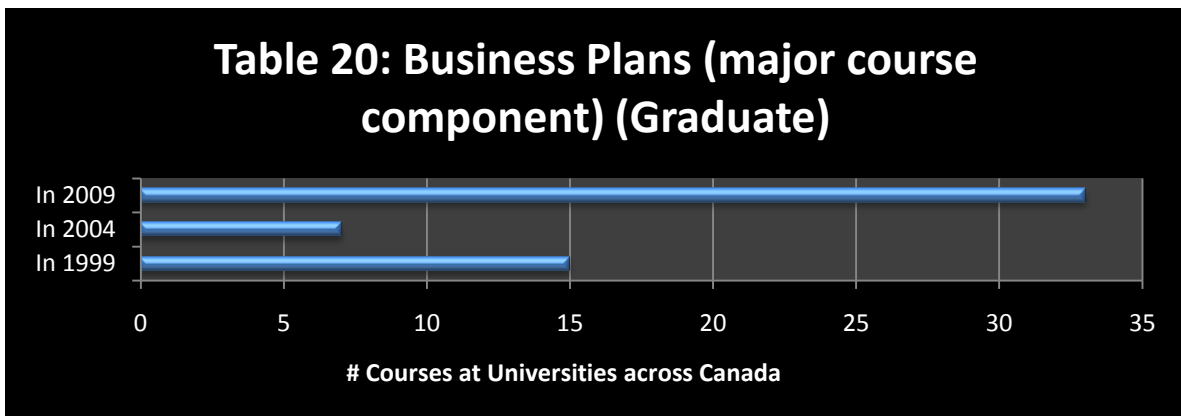
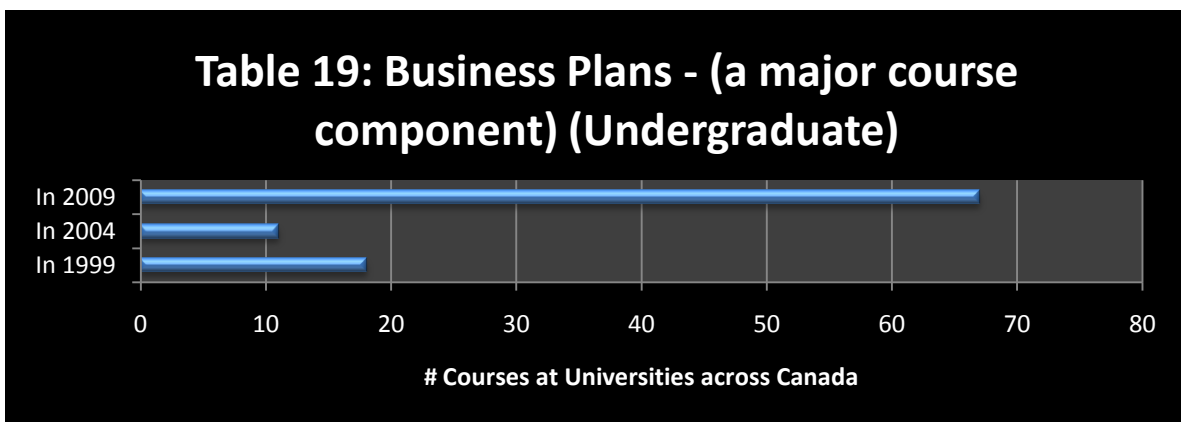
**Table 18: Type of Entrepreneurship Courses:
Graduate**



BUSINESS PLANNING COURSES

Course Classification: Business Planning type courses require completion of a business plan as a major course component. The content of the course can be focused entirely on business planning, or will be a major focus of the course with remaining material providing a broader context re entrepreneurship. Contains theoretical and practical content, although there is a strong focus on contextual, experiential and action based learning.²⁶

POPULARITY/INCIDENCE: 1999, 2004 and 2009



²⁶ Technological Entrepreneurship courses are classified separately under that course type, even although most include completion of a business plan as a major course component. To ascertain the total number of courses requiring completion of a business plan, add Business Plan and Technological Entrepreneurship course numbers together.

BUSINESS PLANNING: UNDERGRADUATE SAMPLE COURSE DESCRIPTIONS

Bishop's University, Course in the Williams School of Business and Economics²⁷

BMG 214ab Introduction to Entrepreneurship: New Venture Creation 3-3-0

*This course requires students to examine the entrepreneurial process from conception to the implementation of a new venture. It concentrates on the attributes of successful entrepreneurs and entrepreneurial teams, on their search for and assessment of opportunities and on gathering of resources to convert opportunities into businesses. Students will work in teams to **prepare a detailed business plan** and compete for the David Rittenhouse (fall semester) and P.H. Scowen (winter semester) prizes in entrepreneurship. Note: This course is open to all Bishop's University students.*

Instructor: Prof. Steve Karpenko

E Mail: skarpenk@ubishops.ca

Brock University, Course in the Faculty of Recreation and Leisure

RECL 3P50 Entrepreneurship in Recreation Service Organizations

*Process of starting a new recreation service business including the study of the characteristics of an entrepreneur, the identification and evaluation of business opportunities in the recreation services field, the assembly of resources and the **development of a business plan**. Exploration of entrepreneurship as it relates to the management of recreation service organizations.*

Instructor: Prof. Sean Smith

E Mail: sean.smith@brocku.ca

University of Calgary, Course in the Haskayne School of Business

ENTI 201 H (3-2) Introduction to Business Venturing

*Introduces students to the various management disciplines from the perspective of creating a new business venture. The primary methodology is through a project in which students identify a business opportunity, research the opportunity, write a **business plan** for the business and present the plan in class.*

Instructor: Prof. Leslie Roberts

E Mail: leslie.roberts@haskayne.ucalgary.ca

University of Prince Edward Island, Course in the School of Business Administration

BUS 468 - Entrepreneurship: Creating Business Ownership for You

*This course will offer individuals who are interested in self-employment as a career option the chance to develop business ideas to be ready to take to market. Students will assess their own career position in self employment. Hands on learning, researching the market, assessing opportunities, developing a business plan for a new venture or part of the succession process of a business. Students will identify their industry of choice, determine their suitability and prepare an **execution plan** to enter business solely on their own or through the School's "adopt a son/daughter" program for business succession plans. This course will have limited numbers, focusing on those persons with the passion, enthusiasm, and desire to realize their dream of business ownership.*

Instructor: Prof. M. Cassidy

E Mail: mcassidy@upei.ca

²⁷ The following course descriptions, in italics, are copied from the various university calendars.

Queen's University, Course in the School of Business

COMM 405 The Management of New Enterprise

*Focus is on the development of new business ventures rather than on the operation of an existing business. The key activity of is the **development of a business plan**, which would be used to raise capital. Individuals or small teams are required to define a business concept which is of interest to them and which they might actually pursue following graduation. This concept is to be fully developed, information gathered and economic analyses completed to the level where a plan could be presented to a group of venture capitalists and/or interested backers. In addition to the field project, a number of case studies describing new business ventures will be examined.*

Instructor: Prof. Robert Woyzbun

E mail: Rwoyzbun@businesss.queens.ca

Ryerson University, Course in the School of Business Management

ENT 500 - Entrepreneurship: New Venture Start-up

*This introductory course is designed for non-business program students who wish to start a business of their own or want to assess their own potential for such an option. It will help the student to understand the complexities facing startups. The process of business planning will be featured. Opportunity identification and evaluation will be stressed. The course will assist in the creation of new Canadian ventures or at a minimum this course will cultivate the entrepreneurial spirit within the individual. Students will be required to attempt to **develop a business plan** for a new venture of their choice.*

Instructor: Prof. Mary Han

E Mail: mhan@ryerson.ca

University of Toronto, Course in the Faculty of Applied Science and Engineering

ECE488H1F, CHE448H1S, MIE488H1F, MSE488H1F and CIV488H1S

Entrepreneurship and Business for Engineers

*Everyone from the media to government is talking about entrepreneurial activities as the engine of the Canadian economy. The age of enterprise has arrived and those with the entrepreneurial spirit, the drive to create wealth and the persistency required to make a difference to their own companies are the winners. Our experience shows that the most successful people in these activities will be those who have the "entrepreneurial" spirit, the drive to create wealth and the persistency required to make a difference to their own companies. Entrepreneurs are in control of their own lives, they structure their own progress and are accountable for their own success and engineers are the most capable people to prosper in the global economy. Large and medium sized corporations now search for the intrapreneur (an entrepreneurial individual who prefers to work inside a larger firm rather than to start or manage their own) who will lead them to success in the future. This course is intended to give the students an understanding of small business enterprises and to introduce the skills needed to run one. We will cover how to launch a new firm, its technical, economic, legal, HR, marketing & sales and financial aspects together with case histories from industry. Visitors from industry will be joining some lectures. The session project is the preparation of a **complete Business Plan** by each student. The course has three hours of lectures and a Tutorial, which will be used to bring in real life entrepreneurs as visitors.*

Instructors: Prof. J.C. Paradi + others

E Mail: paradi@mie.utoronto.ca

BUSINESS PLANNING: GRADUATE SAMPLE COURSE DESCRIPTIONS

Cape Breton University, Course in the Shannon School of Business

MBAD 618 Principles of Venture Analysis

*The course provides students with opportunities to apply knowledge acquired in prior experience and other business courses, in planning and developing a business venture. Students who complete this course will have a sound understanding of the process of **developing a business plan**, and will be able to evaluate business plans. The course will also attempt to explore the differences between traditional business practice and community economic development.*

Instructor: Prof. H. Johnstone

E Mail: harvey_johnstone@cbu.ca

Dalhousie University, Course in the MBA Program

BUSI 6002 New Venture Creation

*New Venture Creation is about entrepreneurship: the process of creating new businesses. It employs cases, experiential exercises, and a major project to expose students to the issues, problems, and challenges of creating viable new businesses. The project provides students with the opportunity, within the framework of a formal class, to explore and develop business ideas they have been considering or wish to investigate. The final output of the project is a feasibility study, **business plan**, and financing proposal for a new venture.*

Instructor: Prof. David C. Roach

E Mail: david.roach@dal.ca

HEC Montreal, Graduate Course

53-473-06 Business Plan

*Learning how to prepare a business plan is a basic skill in the administrative sciences. It will be of use primarily to people considering the possibility of going into business, and to others as well. Preparing a business plan is an excellent way of understanding how the various parts of an organization fit and function together. In other words it makes you learn about, the links between its components and how they interrelate with the surrounding environment. It also requires a synthesis that forces entrepreneurs to focus their administrative and other knowledge around a project they themselves have defined. Graduates in administration will be asked to join boards of directors and apply their managerial expertise. The learning acquired when preparing a business plan will help them diagnose organizational situations quickly and accurately. It is difficult to design a course tailored to the needs of every member of a large group, and yet, it is precisely this that would be ideal when teaching the steps in preparing a business plan. The entrepreneurial craft, like other creative crafts, is the expression of a highly personal viewpoint. This course, presented in workshop form, attempts to reflect this dynamic by allowing students to trace their own paths, as far as possible, as they learn through a process based principally on discussion and exchange. The first part of the course examines the aspects of organization, management accounting and finance required to complete a business plan. The course also addresses the start-up phase, since research has shown that this is one of the weaknesses in current venture creation programs. **Students are trained to produce excellent business plans**, but are unprepared to launch the business. The course*

therefore aims to **guide students through the process of preparing their plans and translating them into action**, either by launching a new business or acquiring an existing one. Two courses are an excellent preparation for this course: "Visionary and Entrepreneurial Thinking" (53-456-03) and "Sectorial Analysis and Business Opportunities" (53-467-04). The course: "Small Business Management" (53-457-05) is complementary.

Instructors: Prof. G. de Medeiros
Prof. L. J. Fillion

E Mail: g.Medeiros@keyfactors.ca
louisjacques.fillion@hec.ca

McMaster University, Graduate Course in the Faculty of Business

BUSINESS P715 Entrepreneurship

*Using case studies, lectures, and visits from local entrepreneurs, students will develop an appreciation of the challenges and rewards that come from starting a small business. A cornerstone of the course is the development, by a group, of a **detailed business plan** examining the finance, marketing, logistical, and strategic implications of starting a potential new business.*

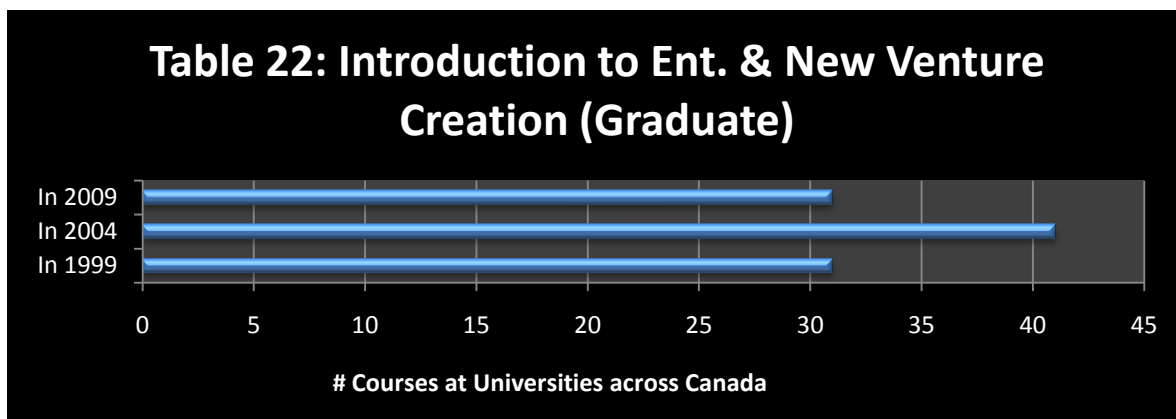
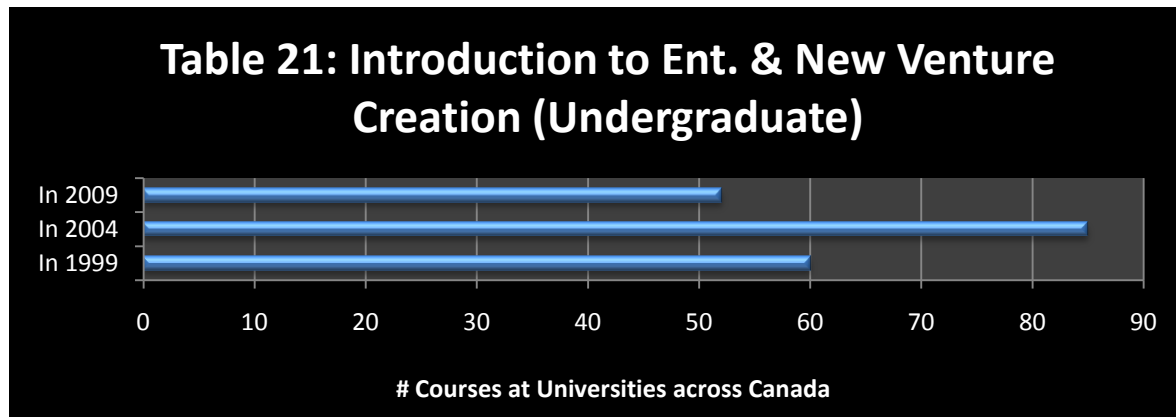
Instructor: Prof. Marvin Ryder

E Mail: ryderm@mcmaster.ca

INTRODUCTION TO ENTREPRENEURSHIP AND NEW VENTURE CREATION COURSES

Course Classification: Introduction to Entrepreneurship and New Venture Creation types of courses, often include an overview of the field of entrepreneurship. The range of topics include, for example, self evaluation, motivation, vision, psychological characteristics, study of successful entrepreneurs, opportunity identification and search, business plans, team building, negotiating, strategic planning, managing risk and uncertainty; the process of starting a new venture geared towards high potential start-ups; entrepreneurship as a viable career option; development of a foundation for understanding entrepreneurship. Overview of franchising, intrapreneurship and family business can be included. A business plan or at least a feasibility study may be required, but it is not the major focus of the course. Contains theoretical and practical content.

POPULARITY/INCIDENCE: 1999, 2004 and 2009



The reason for the reduction in courses of this type, at both the undergraduate and graduate level, may be due to the counting of any course with a business plan as a major component being classified into the business plan category and not as an introductory course. This may account for a small part of the decline. However, there appears to be a general move towards more offerings of business plan type courses.

INTRO TO ENTREPRENEURSHIP & NEW VENTURE CREATION: UNDERGRADUATE SAMPLE COURSE DESCRIPTIONS

University of British Columbia, Course in the Sauder School of Business

COMM 486T Fundamentals of Entrepreneurship

This is an introductory course intended to provide students with an understanding of the characteristics of entrepreneurs, entrepreneurial opportunities and the entrepreneurial process. It seeks to give students an experiential, in-depth overview of the challenges involved in identifying and developing an opportunity for an entrepreneurial venture. Entrepreneurial refers to ventures that are opportunity-focused, whether their setting is a start-up, a small early stage firm, a social enterprise or a larger well-established company.

Instructor: Prof. Mari-Anne Linde

E Mail: mari-ann@sauder.ubc.ca

Université Laval, Course in the Faculty des Science de l'Administration

ENT-22605 Savoir entreprendre : la passion de créer et d'agir

Ce cours d'introduction à l'entrepreneuriat s'adresse à tous les étudiants inscrits au premier cycle. On y présente les multiples formes de l'entrepreneuriat, ce qu'est un entrepreneur, une PME et comment ces connaissances s'insèrent dans chaque formation disciplinaire. Les étudiants auront à développer une esquisse entrepreneuriale, chacun développant un thème spécialisé: création et gestion d'un projet ; travail autonome et micro-entreprise ; développement et gestion d'une organisation coopérative et d'économie sociale ; gestion d'une PME traditionnelle. Ce cours vise donc à transmettre le savoir et les connaissances dans le domaine de l'entrepreneuriat, à illustrer l'esprit d'entreprise, la passion des entrepreneurs, leur besoin de créer et d'innover et leur orientation vers l'action, qui les pousse à entreprendre et à réaliser leur projet.

Instructor: Prof. Yvon Gasse

E Mail: Yvon.Gasse@mng.ulaval.ca

Laurentian University, Course in the School of Commerce and Administration

COMM 4046 E-Entrepreneurship (Course in French only)

This course focuses on the role of the entrepreneur in business society and includes an analysis of the individual entrepreneur and the nature and problems involved in establishing new business enterprises. It is primarily for students considering an entrepreneurial career as a primary choice or as an alternative to employment in a larger firm. Topics include: characteristics of the successful entrepreneur, methods of identifying

new opportunity areas, starting a new enterprise, tax and legal aspects of new business, and financing for initial capital growth.

Instructor: Prof. Yves Robichaud

E Mail: YRobichaud@laurentian.ca

Ryerson University, Course in the School of Business Management

ENT 526 – Entrepreneurship: Introduction to Entrepreneurial Behaviour

Designed to provide a foundation in entrepreneurial studies that will lead to entrepreneurial behaviour and interests. The primary objective of the course is to stimulate the student's interest in entrepreneurship thereby cultivating the entrepreneurial spirit. The course examines what it means to be an entrepreneur, the process of entrepreneurship and the stages of growth of an entrepreneurial venture. Students are introduced to real entrepreneurs via readings, assignments and Guest Speakers.

Instructor: Prof. Sean Wise

E Mail: sean.wise@ryerson.ca

**INTRODUCTION TO ENTREPRENEURSHIP & NEW VENTURE CREATION:
GRADUATE SAMPLE COURSE DESCRIPTIONS**

Concordia University, Course in the John Molson School of Business

MANA 683 Entrepreneurship and Small Business Management

*This course introduces participants to the **process of venture creation** including sources and types of financing, the business plan, successful ventures, the entrepreneur, corporate entrepreneurship and innovation. The course also focuses on knowledge based firms and family business issues.*

Instructor: Prof. Bakr Ibrahim

E Mail: bibrahim@alcor.concordia.ca

McMaster University, Course in the Xerox Centre for Engineering Entrepreneurship & Innovation

SEP*720 Entrepreneurial Processes and Skills

*Through this module you will develop an understanding of the **fundamentals of sustainable businesses**. Students will develop an awareness of and skills in innovation and entrepreneurial behaviour. Emphasis will be placed on becoming a more effective team player, becoming more aware of one's own learning style and entrepreneurial orientation, and understanding the process of business idea generation, development and evaluation.*

Instructor: Prof. Rafik Loutfy

E Mail: loutfy@mcmaster.ca

University of Victoria, Course in the MBA Entrepreneurship Program

MBA 562 Promise Cognitions: Entrepreneurial Marketing

*Part of the integrated MBA Entrepreneurship program, this course focuses on the **knowledge sets** required to: identify business opportunities, understand customers, develop valued products, gain market acceptance, overcome or mitigate opportunism, and manage stakeholder relationships.*

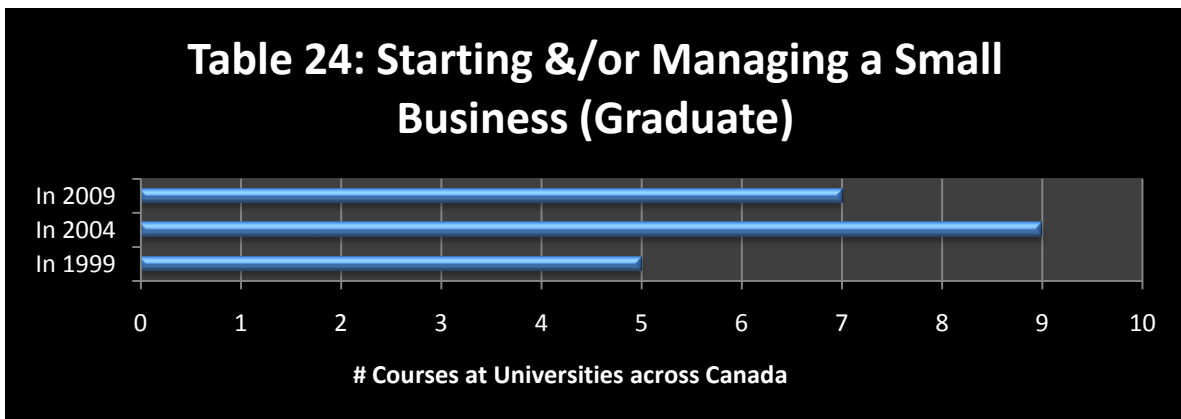
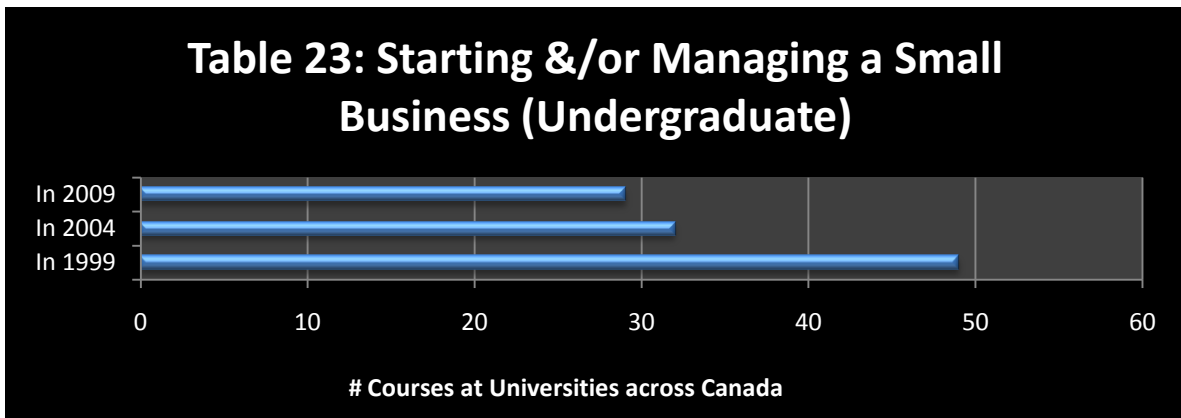
Instructor: Prof. Brock Smith

E Mail: smithb@business.uvic.ca

STARTING AND/OR MANAGING A SMALL BUSINESS COURSES

Course Classification: Starting a small business, including franchising or purchasing an existing business. Topics include, for example, opportunity search, start-up operations, financing and marketing. If there is a business plan assignment, it is not the major focus of the course.²⁸ “Small” is specifically mentioned in the course description. Similar to New Venture Management courses except that the emphasis is on “small” businesses. Contains theoretical and practical content.

POPULARITY/INCIDENCE: 1999, 2004 and 2009



STARTING AND/OR MANAGING A SMALL BUSINESS:

²⁸ If a business plan is the major focus, then the course has been classified as a Business Plan course.

UNDERGRADUATE SAMPLE COURSE DESCRIPTIONS

Acadia University, Course in the Fred C. Manning School of Business

BUSI 4613 Small Business Management

*The issues involved in the evolution and operation of the **small business firm**. Emphasis is on management, including such topics as starting new firms, purchasing existing firms, franchising, entrepreneurship, personnel, information systems, and marketing.*

Instructor: Prof. Ron Robichaud

E Mail: ron.robichaud@acadiau.ca

McGill University, Course in the Faculty of Management, John Dobson Centre for Entrepreneurial Studies

BUSA 464 Management of Small Enterprises

*Distinctive characteristics, risks, opportunities and rewards inherent in the ownership and **management of the small enterprise**. It will assist students in judging the appropriateness of an entrepreneurial career and in selecting and timing a specific venture.*

Instructors: Prof. Angela Burlton

E Mail: angela.burlton@mcgill.ca

Memorial University, Course in the Faculty of Business Administration

6600 Managing Growth in the Small Firm

*This course is designed to introduce the student to the challenges and opportunities of **managing small growing businesses**. The focus will be on the functional issues and solutions within the context of growth oriented small firms. In addition, the course will explore strategic planning in the owner-managed business and strategies for growth and expansion. Extensive use will be made of cases and examples of Atlantic Canada.*

Instructor: Prof. Dennis Hanlon

E Mail: dhanlon@mun.ca

STARTING AND/OR MANAGING A SMALL BUSINESS: GRADUATE SAMPLE COURSE DESCRIPTION

McGill University, Course in the Faculty of Management, John Dobson Centre for Entrepreneurial Studies

BUSA 664 Creating the Small Business

Focussing on the strategies and operating policies of small business enterprise, the course is designed for individuals who are considering entrepreneurial careers either as owners or managers. Provides a practical approach to the many problems likely to be encountered in the evolving life cycle of the small business.

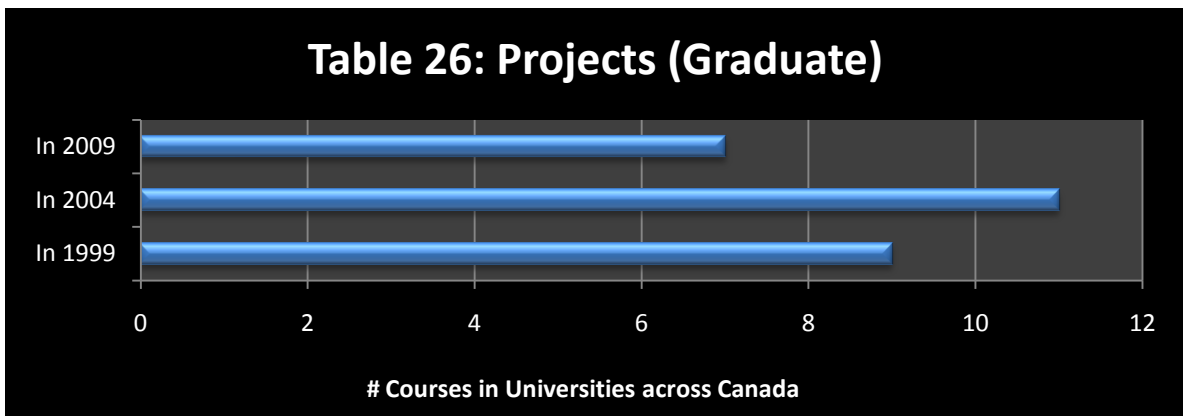
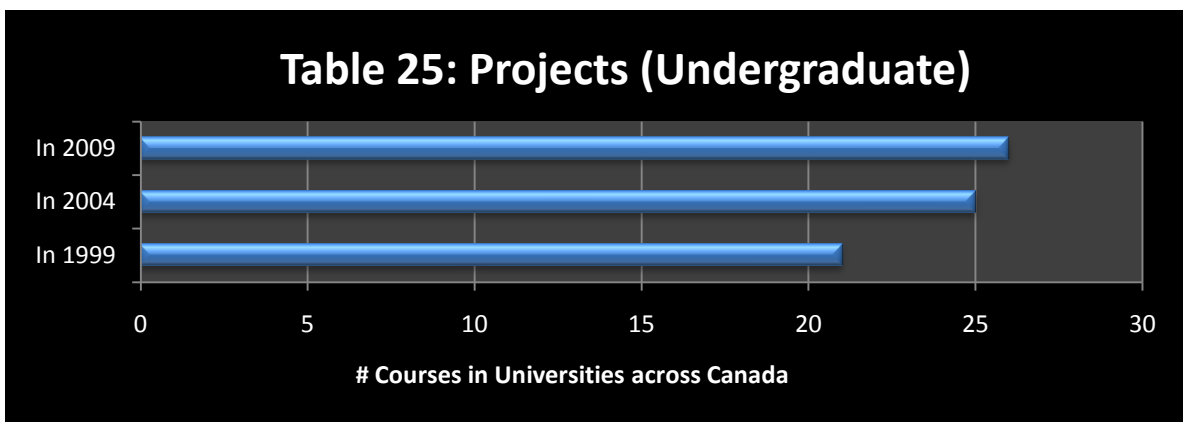
Instructor: Prof. Alexander Kalil

E Mail: Alexander.kalil@mcgill.ca

PROJECT COURSES

Course Classification: Students usually work on an independent or team study whereby they decide on a topic, and research it. The course can be research or action based or a combination. Outcomes include e.g. journal article, case study, portfolio, research report. Travel to other countries for the research and study is sometimes included.

POPULARITY/INCIDENCE: 1999, 2004 and 2009



PROJECT COURSES: UNDERGRADUATE SAMPLE COURSE DESCRIPTIONS

University of New Brunswick, Course in the J. Herbert Smith Centre – Technology Management and Entrepreneurship Program

TME 3913 Aspects of Technology Management: Independent Study

*Involves the design and independent execution of a **project** dealing with technology management and entrepreneurship and will be of particular relevance to student who have work experience. The project choice and design must be defended before a committee of engineering and administration faculty members who will then supervise approved projects.*

Instructor: Prof. Linda Bulmer

E Mail: lbulmer@unb.ca

Ryerson University, Course in the School of Business Management

ENT 730 – Entrepreneurship: Entrepreneurial Organizational Appraisal I

Provides the skills necessary to appraise a venture organization. It is a field study course that will provide insight into an entrepreneurial organization. Students will develop an understanding of what drives an entrepreneurial organization, and how such an organization is built and managed. Students will review and evaluate the technologies, processes, capabilities, competencies, functions, and financial and market performance of an entrepreneurial organization.

Instructor: Prof. Steve Gedeon

E Mail: sgedeon@ryerson.ca

Wilfrid Laurier University, Course in the School of Business and Economics

BU 498n Start-a-Business Workshop

This course is a learning-by-doing experience and will teach students about entrepreneurship by helping them to act like entrepreneurs, and perhaps actually to become entrepreneurs. The class is aimed at a small group of outstanding students who already have innovative ideas for a new business. The intent is to provide students with individualized instruction, mentoring, and assistance in researching, defining, optimizing, and describing the business concept. Entrance into the course will be limited and with the permission of the instructors, based upon a one-page synopsis of the proposed business; this will be due one month before the course begins. The second Start-a-Business program is currently under development. In this program students will actually run their own business on a co-op work term.

Instructor: Prof. S. Farlow

E Mail: sfarlow@wlu.ca

PROJECT COURSES: GRADUATE SAMPLE COURSE DESCRIPTION

University of Ottawa, Course in the Executive MBA Program

ADX 6271 Innovation and Entrepreneurship Project in Silicon Valley

The course provides a thorough practical experience so that participants will develop a better understanding of e-business and innovation. During this field trip to San Jose,

California, participants will be exposed to a series of expert presentations and company visits supporting the course objectives while solving a business problem for an Ottawa-based firm. The consulting engagement is to be completed through expert interviews in the Valley.

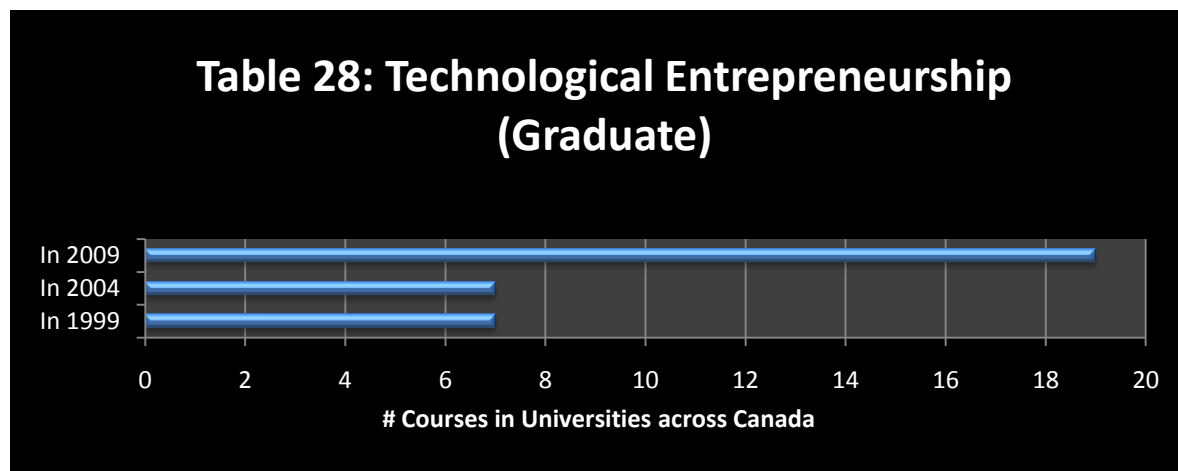
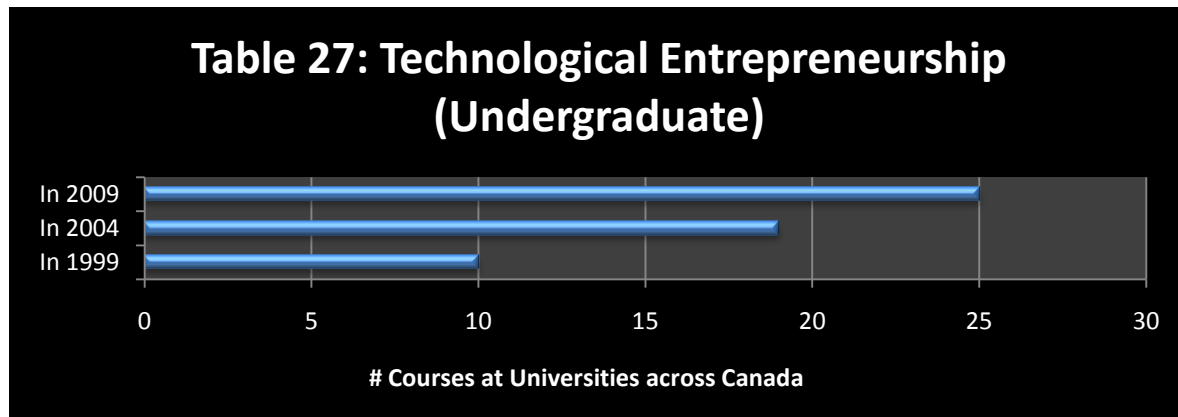
Instructor: Prof. Pierre Sabourin

E Mail: Sabourin@telfer.uottawa.ca

TECHNOLOGICAL ENTREPRENEURSHIP COURSES

Course Classification: This course is often provided for engineering or science students. It is a new venture creation course that deals with opportunity identification and business start-up. However, the emphasis is on commercialization of innovation and inventions. Included are the fundamental strategies for starting a new business with an emphasis on intellectual property issues. Managing risk and uncertainty is often discussed. There is usually a business plan assignment and this is often a major focus of the course.²⁹ Contains theoretical and practical content.

POPULARITY/INCIDENCE: 1999, 2004 and 2009



²⁹ In this report, Business Plan courses dealing with start-ups in general vs. technical entrepreneurship are reported separately. To ascertain business planning courses overall, the reader should aggregate Business Planning and Technological Entrepreneurship courses.

TECHNOLOGICAL ENTREPRENEURSHIP: UNDERGRADUATE SAMPLE COURSE DESCRIPTIONS

McGill University, Course in the Faculty of Management, John Dobson Centre for Entrepreneurial Studies

BUSA 465 Technological Entrepreneurship

Concentrating on entrepreneurship and enterprise development, particular attention is given to the start-up, purchasing and management of small to medium-sized industrial firms in an environment that would appeal to Engineering students. The focal point is in understanding the dilemmas faced by entrepreneurs, resolving them, developing a business plan, and the maximum utilization of the financial, marketing and human resources that make for a successful operation.

Instructor: Prof. Philip McCully

E Mail: Philip.mccully@mcgill.ca

University of New Brunswick, Course in the J. Herbert Smith Centre – Technology Management and Entrepreneurship Program

TME 3413 Technological Entrepreneurship and Creativity

An introduction to technological entrepreneurship from two perspectives, i.e. Creativity – the production of new technology-based business ideas/opportunities by entrepreneurs, and, innovation – the implementation of those ideas. Students will be exposed to entrepreneurship as a career alternative, the entrepreneurial process, creativity and its components, management of creativity and innovation in organizations, evaluation of entrepreneurial opportunities and the linkages between entrepreneurship, creativity and innovation.

Instructor: Prof. Mike Oliver

E Mail: moliver@unb.ca

TECHNOLOGICAL ENTREPRENEURSHIP: GRADUATE SAMPLE COURSE DESCRIPTIONS

University of Calgary, Course in the Haskayne School of Business

ENTI 791 H (3-0) Technology Commercialization

The process of taking a technology product or service from development to the market, including market strategies, finding investors and potential early customers, the role of advisors, legal issues and the importance of the exit strategy for founders and early stage investors. Students will be required to complete a major project to write a feasibility study for a new technology or a case study of a successful technology venture.

Instructor: Prof. Ronald Edison George

E Mail: rongeorge@aol.com

University of New Brunswick, Course in the Faculty of Business Administration

MBA 6119 Venture Development

Covers recognition of opportunity, resource requirements, and venture financing. Provides an introduction to mature and emerging technologies and the entrepreneurial opportunities arising from those technologies. Examines evolution of technology-intensive

industry sectors, assessment of technological risk from an entrepreneurial perspective and the economic and social impacts of technology on society.

Instructor: Prof. Andrew Gaudes

E Mail: agaudes@unb.ca

University of Ottawa, Course in the Executive MBA Program

ADX 6262 High-Tech Entrepreneurship

Technology-based startups have a number of characteristics that set them apart from other start-ups, in particular their intellectual assets, the speed of technological change, their resource requirements, their global reach, their potential for fast growth and their relationship with the capital community. The objective of this course is to provide MBA candidates with an understanding of the issues, questions, decisions, challenges, faced by entrepreneurs as they consider launching a technology-based venture, from pre-start-up and early growth, through seed, start-up development and execution stage (preparation for exit strategies such as IPO).

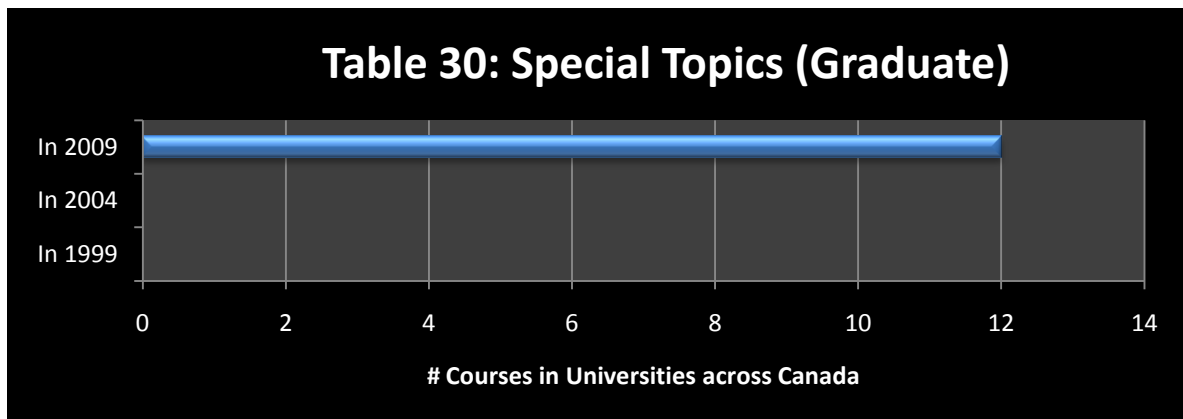
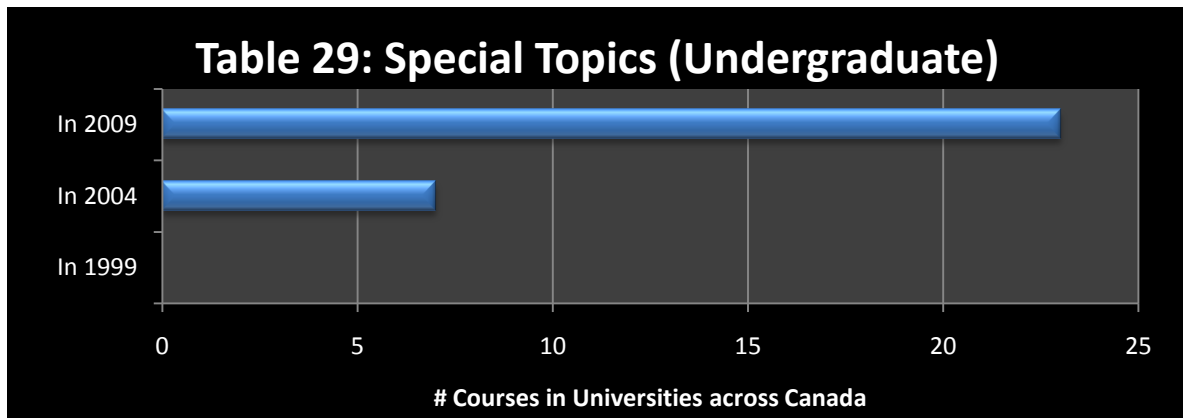
Instructor: Prof. Sophia OhChan

E Mail: ohchan.sophia@ic.gc.ca

SPECIAL TOPIC COURSES

Course Classification: These courses deal with aspects of entrepreneurship that are unique or contextual. For example, they may be focused on a particular issue that is current or a special interest group, or study a range of topics at a more advanced level than an introductory course. Entrepreneurship relating to regional development and community development are included within this classification. Contains theoretical and practical content.

POPULARITY/INCIDENCE: 1999, 2004 and 2009



SPECIAL TOPICS: UNDERGRADUATE SAMPLE COURSE DESCRIPTIONS

Ryerson University, Course in the School of Business Management

ENT 527 - Studies in Entrepreneurship

*This course will expose the student to many of the **special topics** currently dominating the study of entrepreneurship. These may include international entrepreneurship, women entrepreneurs, family enterprises, government initiatives, multiculturalism, free trade, franchising, buying a business, micro entrepreneurship and Intrapreneurship. Students will be expected to write and present papers on various topics using both primary and secondary research techniques.*

Instructor: Prof. Dave Valliere

E Mail: valliere@ryerson.ca

St. Francis Xavier University, Course in the Faculty of Business Administration

457 Community Enterprise Development

This course explores the relationship between entrepreneurship, innovation, and community-based economic development in a rural context. The course uses a multidisciplinary perspective to examine the impact of socio-economic factors on a community's capacity for stimulating entrepreneurship and economic development. Students will gain practical experience in stimulating enterprise in response to negative economic circumstances.

Instructor: Prof. M. Diochon

E Mail: mdiochon@stfx.ca

University of Victoria, Course in the Faculty of Business

IB 405 Sustainable Communities

Critically examines the global landscape in which business operates, with attention paid to social, political, economic and cultural issues, and considers the role that might be played by business in developing sustainable local societies.

Instructor: Prof. Ana Maria Peredo

Email: aperedo@uvic.ca

University of Waterloo, Course in the Faculty of Arts

WS 207 Women and Entrepreneurship

This course examines women's work in North America since the mid-19th century, through to the enormous growth and success of women entrepreneurs in today's society. The final weeks of the course will feature guest speakers, adding a practical component to the course.

Instructor: Prof. Ginette Lafreniere

E Mail: glafreniere@wlu.ca

SPECIAL TOPICS: GRADUATE SAMPLE COURSE DESCRIPTIONS

McGill University, Course in the Faculty of Management, John Dobson Centre for Entrepreneurial Studies

BUSA 691 Entrepreneurial Leadership

Over the course of fourteen weeks, students in this class will have an opportunity to interact on a very personal level with more than a score of the greatest contemporary leaders in Canada from a very broad spectrum of human endeavours. Additional perspectives will be gained through the interventions of many of the leading academics and administrators from McGill who will act as guest hosts, "ghosts." You will be exposed to leadership styles as they relate to individuals and to specific fields of activities. It is essential to underline that the intent of this course is NOT to have the participants pass judgement on the success or failure of an individual's career. If necessary, let history be the judge. Rather, the emphasis of this course is on the PROCESS of becoming a leader, and how the leadership is made manifest and implemented.

Instructor: Prof. David M. Lank

E Mail: david.m.lank@mcgill.ca

University of Saskatchewan, Course in the Graduate MBA Program

MBA 872 Global Agribusiness Management

This course provides an in-depth look at the trends and challenges facing agribusiness managers, developing the concepts and tools necessary to lead human and capital resources for profit and success in a competitive environment that require innovation and entrepreneurialism to build a sustainable competitive advantage.

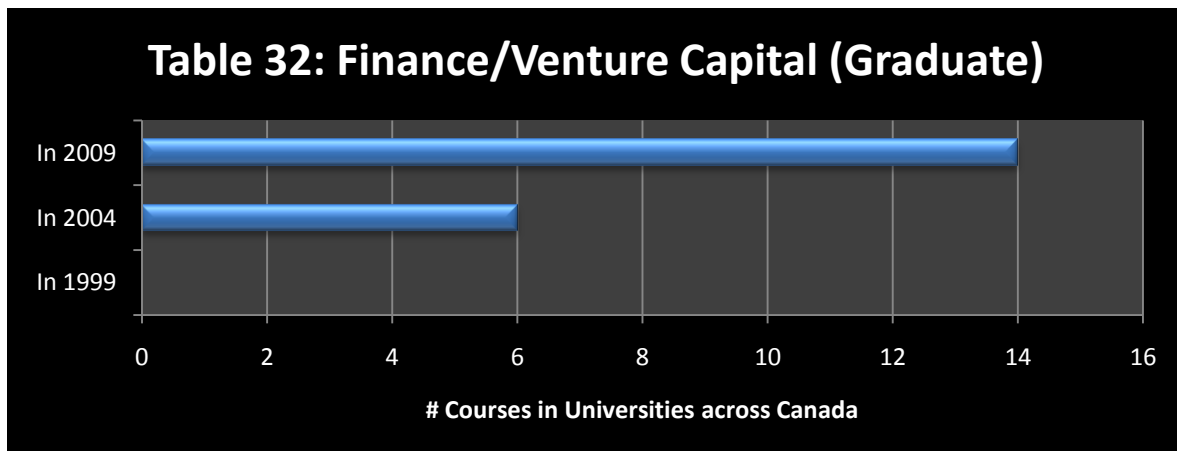
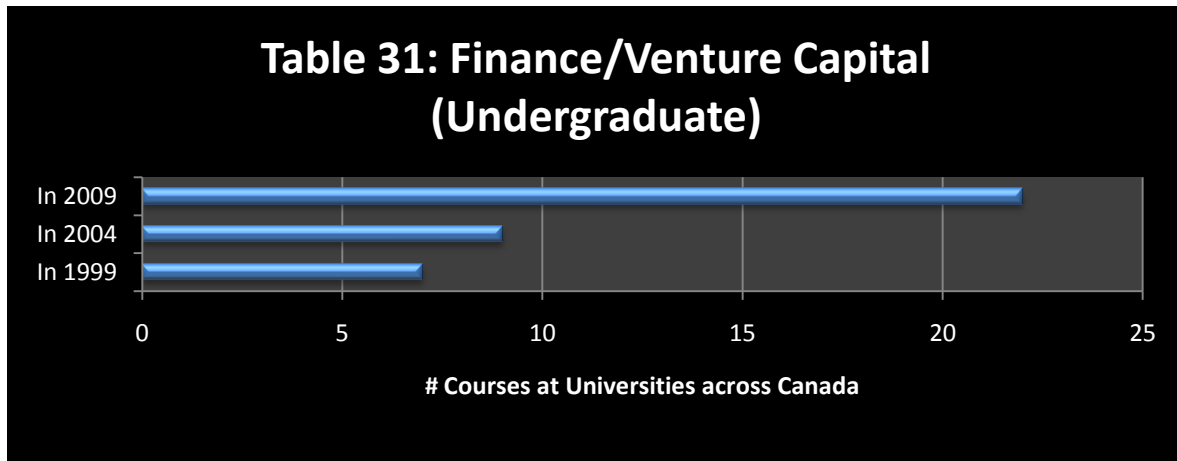
Instructor: Prof. Marvin Painter

E Mail: painter@commerce.usask.ca

FINANCE/VENTURE CAPITAL COURSES

Course Classification: This course includes topics such as debt and equity, deal negotiation, managing finances at start and early stages, dealing with cash flow problems, managing tax and government issues, and basic accounting needed to operate a business. Some courses also include an emphasis on financing issues for fast growing businesses. Contains theoretical and practical content.

POPULARITY/INCIDENCE: 1999, 2004 and 2009



FINANCE/VENTURE CAPITAL: UNDERGRADUATE SAMPLE COURSE DESCRIPTIONS

University of British Columbia, Course in the Sauder School of Business

COMM 486X Entrepreneurial Finance

*Entrepreneurs play an important role in capitalist economies. Entrepreneurship is associated with competition, innovation, employment and value creation. The biggest hurdle for most entrepreneurs is obtaining **financing**. While there are a variety of means by which entrepreneurial companies can be financed, all of them involve considerable challenges. Investors in entrepreneurial companies also face a non-trivial challenge of identifying suitable investment companies, and managing these investments. This course will provide a comprehensive introduction into the process of financing entrepreneurial companies.*

Instructor: Prof. Thomas Hellmann

E Mail: Thomas.hellmann@sauder.ubc.ca

University of Calgary, Course in the Haskayne School of Business

FNCE 473 H (3-0) New Venture Finance

*Application of financial theory and analysis to the valuation and **financing** of new ventures. Course balances learning of concepts, development of analytical skills, and practice in decision making. Opportunity to apply learning to live projects.*

Instructor: Prof. Jess Chua

E Mail: jess.chua@hasayne.uclagary.ca

FINANCE/VENTURE CAPITAL: GRADUATE SAMPLE COURSE DESCRIPTIONS

University of British Columbia, Course in the Sauder School of Business

BAEN 505 – Venture Capital Finance of Entrepreneurship

*This course, taught by industry practitioners, provides an introduction to Venture Capital and Venture Capital-backed entrepreneurial ventures. It tries to combine the perspectives of the Entrepreneur who is trying to get **financing** for his venture and the Venture Capitalist. Most of the course is very practical, bringing students up to date with the latest in the field of Venture Capital, including: positioning entrepreneurial ventures for financing, deal comparisons, key elements of the venture capitalist's due diligence, deal structuring, term sheets, negotiations and actual deal making, exit strategies etc.*

Instructor: Prof. Wal Van Lierop

E Mail: wvlierop@crysalix.com

University of Ottawa, Course in the MSc in Management Program

MGT 6111 Venture Capital and Private Equity

*Role of **venture capital** and private equity in the enterprise development process and in the commercialization of innovation. Examination of the following: assembly and investment of early-stage risk capital; operation of venture capital firms' equity and that of private firms; evaluation of investments; portfolio management; non-financial forms of value added provided by venture capital funds. Theory and practical exercises.*

Instructor: Prof. Allan Riding

E Mail: riding@telfer.uottawa.ca

Saint Mary's University, Course in the MBA Program

6680 Private Equity and Rapid Firm Growth

*This graduate level course considers all forms of private equity, but specializes in venture capital and business angel **finance**. Theoretical concepts are used to understand the formation, financing, structuring, compensation and governance of venture capital firms in particular.*

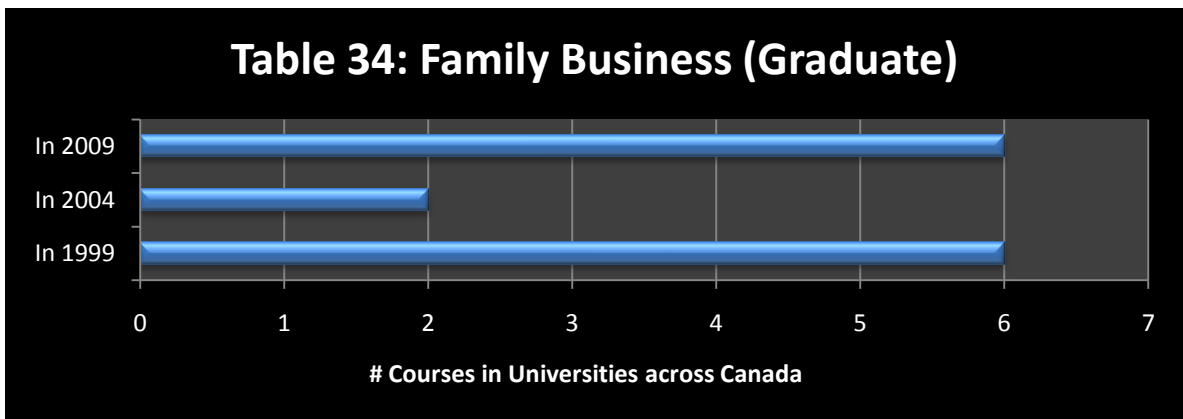
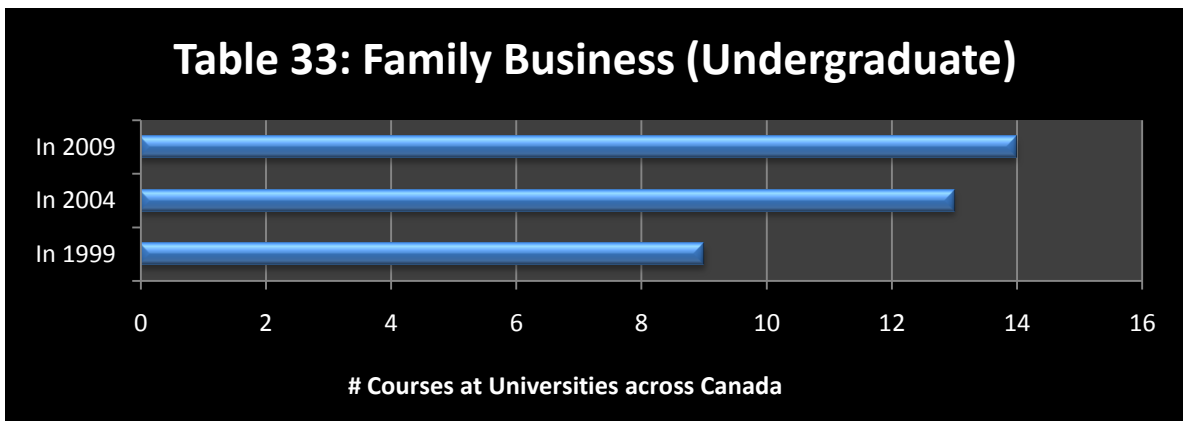
Instructor: Prof. E. Farrell

E Mail: ellen.Farrell@smu.ca

FAMILY BUSINESS COURSES

Course Classification: This course includes topics about the importance of family businesses, the founder and entrepreneur; managing conflict in the family business; succession in the family business; going outside the family; strategic management in the family business; preparation of children for roles in family firms; international family businesses. Contains theoretical and practical content.

POPULARITY/INCIDENCE: 1999, 2004 and 2009



FAMILY BUSINESS: UNDERGRADUATE SAMPLE COURSE DESCRIPTIONS

University of Manitoba, Course in the Asper School of Business

ENTR 3106 Family Business Management

*An examination of the unique challenges inherent in the management of a **family business**. Topics include founder relinquishment, the need for succession planning and firm regeneration, the core actors and their issues, ownership structure and estate planning.*

Instructor: Prof. Reginald Litz

E Mail: rlitz@umanitoba.ca

Saint Mary's University, Course in Degree in Entrepreneurship

MGMT 3380.1(2) Family Business

*This course is designed to examine the dynamics of **family-owned businesses** which have problems peculiar to the family orientation. It covers issues such as income vs. inheritance, management and promotion, bringing non-family resources to the firm, harvest and sell out strategies, succession, deciding to join the family firm, establishing credibility as a daughter or son, stages of family business growth, and strategic planning.*

Instructor: Prof. J. Chamard

E Mail: john_chamard@smu.ca

Trent University, Courses in the Faculty of Business Administration

ADMN 465 – Family Business

*In a intensive seminar format, the course examines the current literature on **family business**, with specific attention to problem identification and theory development. Research methodologies appropriate to qualitative field work are reviewed to support individual and team-based field work.*

Instructor: Prof. Kathryn Campbell

E Mail: kcampbell@trentu.ca

FAMILY BUSINESS: GRADUATE SAMPLE COURSE DESCRIPTION

University of Alberta, Course in the School of Business Executive MBA

SMO 628 Managing Family Enterprise

*Designed to improve managerial knowledge and practice through improved recognition and understanding of the significance of **family firms** and of the unique challenges they face. Designed primarily for individuals who a) are members of a family with established business interests; b) might find themselves working for family controlled firms; c) might find themselves working in a professional capacity with family controlled firms in roles such as accountant, lawyer, banker or consultant.*

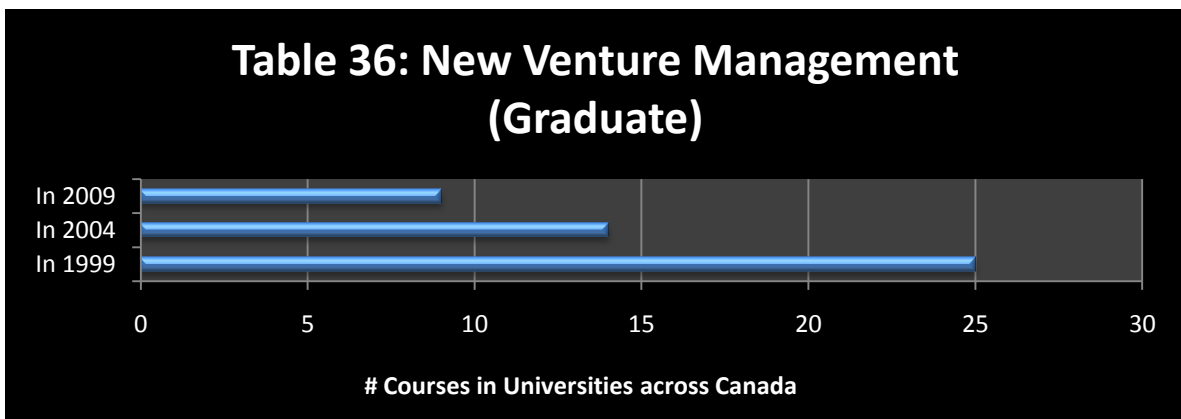
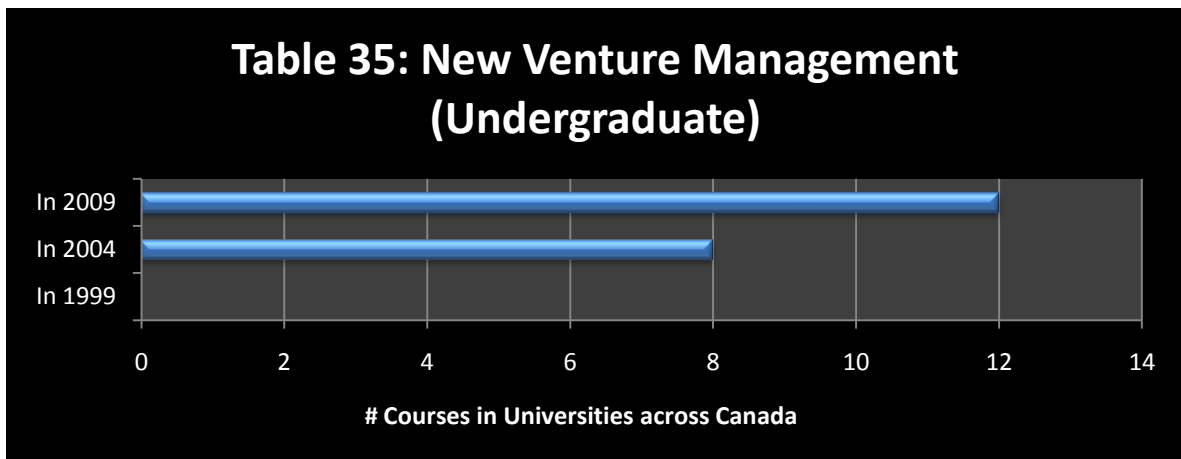
Instructor: Prof. Jennifer Jennings

E Mail: jennifer.jennings@ualberta.ca

NEW VENTURE MANAGEMENT COURSES

Course Classification: Courses in this classification include: Managing a new venture, including a wide range of topics about the functional areas, for example, marketing, financing, legal, human resources, operations, and accounting. Forecasting, financing and strategic planning for growth, are often considered. Contains theoretical and practical content.

POPULARITY/INCIDENCE: 1999, 2004 and 2009



NEW VENTURE MANAGEMENT: UNDERGRADUATE SAMPLE COURSE DESCRIPTIONS

Dalhousie University, Course in the School of Business

MGMT 4901.03/(COMM 4301.03) Managing the Venturing Process

*Managing the Venturing Process is a capstone course that explores the strategic elements required to **venture** successfully. Delivery is in a seminar format with students taking significant responsibility for their own learning. The constructs of venturing stage, venture process and venture context are used to frame the discussion.*

Instructor: Prof. Ed Leach

E Mail: Ed.Leach@Dal.ca

Université Laval, Course in the Faculté des Sciences de l'Administration

MNG-23052 Small Business Strategic Management and Entrepreneurship

*This course allows the student to go beyond the basic notions of entrepreneurship and small business management, namely by addressing issues such as the strategic choices facing the entrepreneur in the start-up and growth phases of his business, the creation and **management** of the high-tech firm, problems related to the **management**, succession and take-over of the family firm. This course is not a «strategy» course in the usual sense but rather an opportunity to become knowledgeable about the unique characteristics of small entrepreneurial firms.*

Instructor: Prof. Josée Audet

E Mail: josee.audet@mng.ulaval.ca

NEW VENTURE MANAGEMENT: GRADUATE SAMPLE COURSE DESCRIPTION

Carleton University, Course in the Sprott School of Business

BUSI 5808 Enterprise Development

*The profitable growth of an enterprise from startup through to maturity. Specific topics include financing and **managing growth**, and the role of entrepreneurial leaders in the creation of value. Draws mainly from finance, organizational behavior, strategy and marketing.*

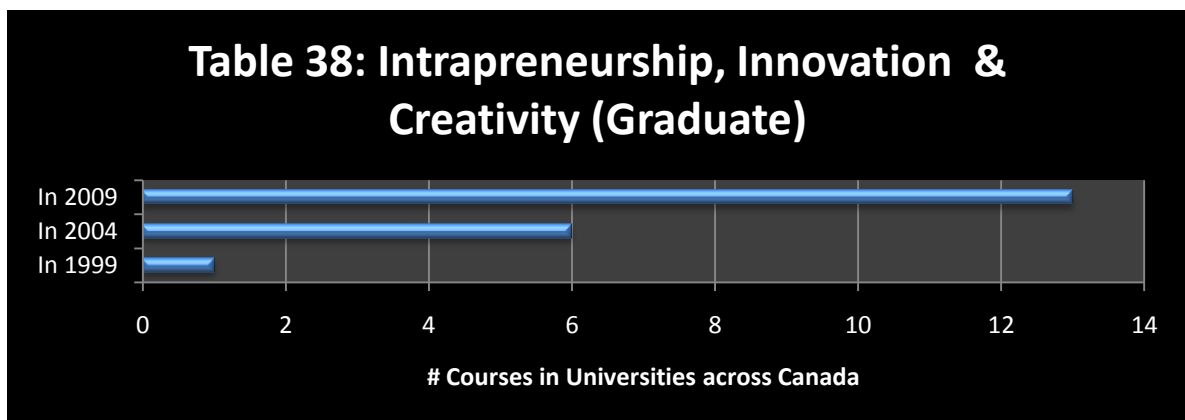
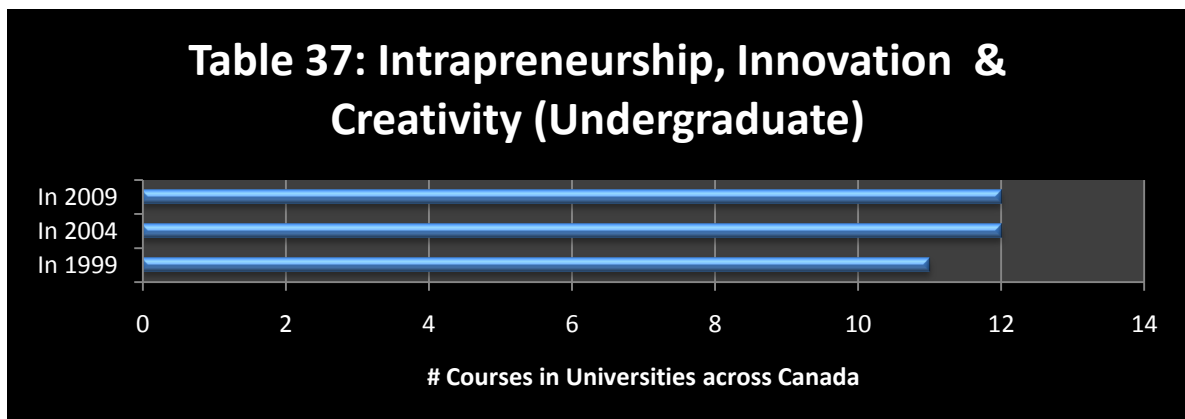
Instructor: Prof. Michael McIntyre

E Mail: Michael_mcintyre@carlton.ca

INTRAPRENEURSHIP, INNOVATION & CREATIVITY COURSES

Course Classification: Courses in this classification include: Entrepreneurship within existing and start-up organizations. Students are given the chance to learn how to be innovative often by studying creativity, including, for example, self assessment, creativity techniques, emergence of independence, future trends, idea and opportunity identification, feasibility studies, and examining successful innovative companies. There may also be a focus on the innovation process via management of knowledge based ventures. Often these courses are provided for engineering and science students. Theoretical and practical content.

POPULARITY/INCIDENCE: 1999, 2004 and 2009



INTRAPRENEURSHIP, INNOVATION & CREATIVITY: UNDERGRADUATE SAMPLE COURSE DESCRIPTIONS

Simon Fraser University, Course in the Faculty of Business

BUS 454-3 Creativity in Business

*Designed to aid participants in opening to the **creativity** within themselves so that each person's life can be lived as a "work of art." True creativity in business results from the contagious energy of inspired and creative individuals. Prepares students for **innovation** and entrepreneurship culminating in the presentation of a brand book for a new venture (actual or imagined –up to you!).*

Instructor: Prof. Ginger Grant

E Mail: ggrant@sfu.ca

INTRAPRENEURSHIP, INNOVATION & CREATIVITY: GRADUATE SAMPLE COURSE DESCRIPTIONS

McMaster University, Course in the Faculty of Business

BUSINESS M724 Innovation and New Products

*This course puts emphasis on understanding **innovation** as a management and **creative process** and investigates theories and frameworks of innovation in the firm. The course also investigates the firm innovation and development and marketing of new products and services. The course covers topics relating to innovation theories, firm innovativeness, internal processes and external linkages in innovation process, product innovation strategy, new product development process, idea generation, screening and evaluation, product design, product portfolio management and launch strategy.*

Instructor: Prof. Ashish Pujari

E Mail: pujarid@mcmaster.ca

Queen's University, Courses in the accelerated MBA for Business

MBUS 824 Strategic Creativity for Product and Service Development

*This course will establish the link between **creativity** and successful new product and service innovation in a wide variety of domains including technology and science, the arts, entertainment, health care and consumer products. You will learn to view creativity as the foundation of successful **innovations** in both for-profit and not-for-profit organizations and recognize the crucial role of creativity in times of increasing competition, rapidly evolving technologies, decreasing market share and economic downturns. The method of instruction includes; application exercises, applied projects, readings and cases to the formation of an integrated view of the role of creativity. The goal of the course is to foster and implement creativity in improving productivity, morale and organizational performance.*

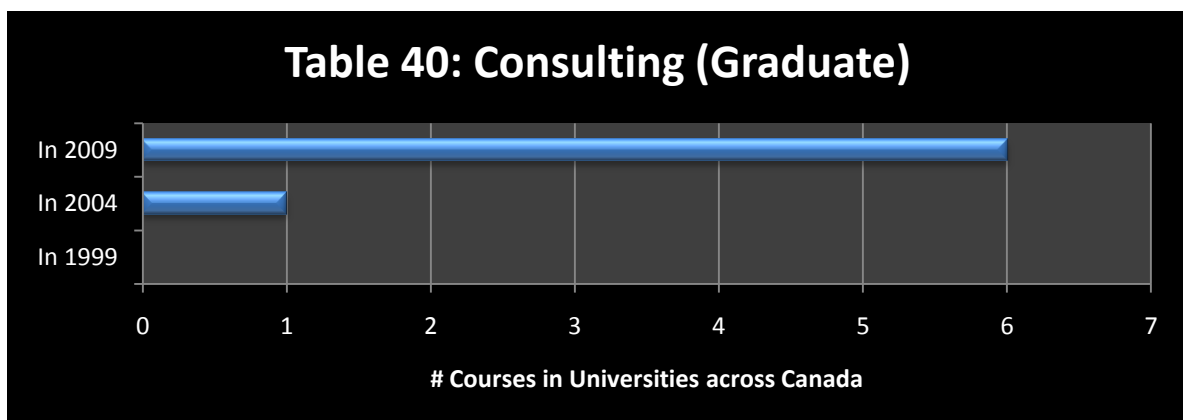
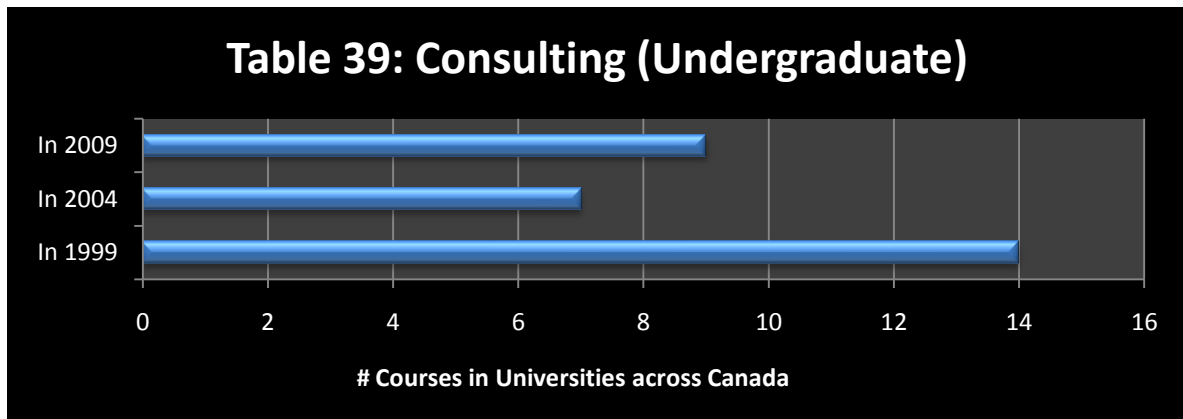
Instructor: Prof. Elspeth Murray

E Mail: EMurray@business.queensu.ca

CONSULTING COURSES

Course Classification: Courses within this classification are those whereby students offer consulting for local businesses, new or existing entrepreneurs who require assistance, often in the form of research to undertake new initiatives to achieve growth, or a business plan to facilitate a start-up. Entrepreneurship centres are often the facilitators for consulting projects.

POPULARITY/INCIDENCE: 1999, 2004 and 2009



CONSULTING: UNDERGRADUATE SAMPLE COURSE DESCRIPTIONS

Mount Saint Vincent University, Course in the Faculty of Business and Tourism

BUSI 4410 Small Business Consultancy

*An introduction to **small business consulting** through research, projects and presentations carried out **in conjunction with the Centre for Women in Business**. Application must be made to the Chair of the Department of Business and Tourism.*

Instructor: Prof. Peter Mombourquette **E Mail:** peter.mombourquette@msvu.ca

Queen's University, Course in the School of Business

COMM 404 Small Business Consulting

*Immerses students into the “real world” of small business and provides an opportunity to apply knowledge from other courses. As a member of a **student consulting team**, the student works with a client to identify and clarify various problems and appropriate solutions. The student has the advantage of both formalized knowledge of business administration and an objective outside viewpoint, plus access tools (such as databases and other information sources) that are not always at the disposal of small businesses. The workload is intense and it is dictated by the client's time constraints. Prompt action, professionalism, teamwork and oral presentation skills are the key requirements. Students will be judged not only on their final work, but also on their progress during the term and on the manner in which they have portrayed themselves to the client and their peers.*

Instructor: Adjunct Faculty

University of Western Ontario, Course in the Richard Ivey School of Business

Integrative Program Event (IPE) – Bruce R Dodds HBA (Honours Business Administration) Capstone Event

*A key mandate of the Pierre L. Morrissette Institute for Entrepreneurship is to connect students with entrepreneurs, not only to expose students to owners engaged in managing and growing their organizations but also to showcase Ivey's forward-thinking students who are generating new and innovative ideas through their program studies and business plan competitions. The Integrative Program Event amalgamates the broad scope of student learning and applies it in an entrepreneurial context. IPE engages HBA students at the end of their first year of study. Day One Each HBA cohort attends a 3 hour class to direct their focus toward entrepreneurial business situations and challenges, and to stimulate entrepreneurial creative thinking. Day Two Each HBA cohort is matched with an entrepreneurial client and a set of functional experts in Marketing, Finance and Strategy. **The client presents a real life complex business challenge.** Teams of HBAs have opportunity to question the client and then begin the process of developing a viable business solution with the assistance of functional experts to coach and guide them. Day Three Each HBA team makes a 3-minute pitch to their client, who selects three teams to present their 15-minute proposal.*

Instructor: Various Faculty and Industry Experts

CONSULTING: GRADUATE SAMPLE COURSE DESCRIPTION

University of Windsor, Course in the Odette School of Business

71-648 Centre for Business Advancement and Research (CBAR) 1

*Students will perform business **consulting** and market research for local organizations. Opportunity to network while applying skills and knowledge learned in the classroom to real life business situations. Semester-long projects covering different business areas are performed in small supervised teams. Weekly class time is a round-table discussion format used for collaboration of ideas and strategy with the rest of the class. Students will be evaluated on participation along with formal reports and presentations regarding the projects. Highly motivated students from a variety of business-related disciplines will make-up the CBAR team.*

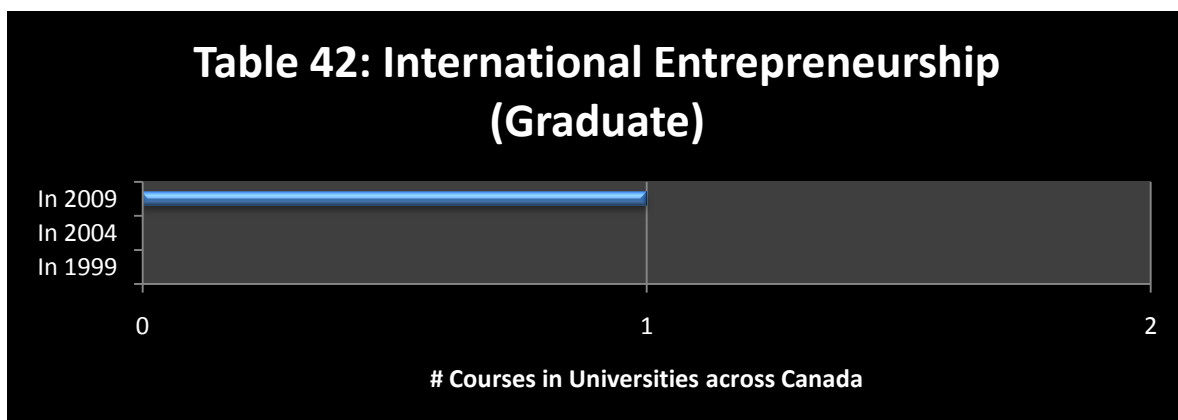
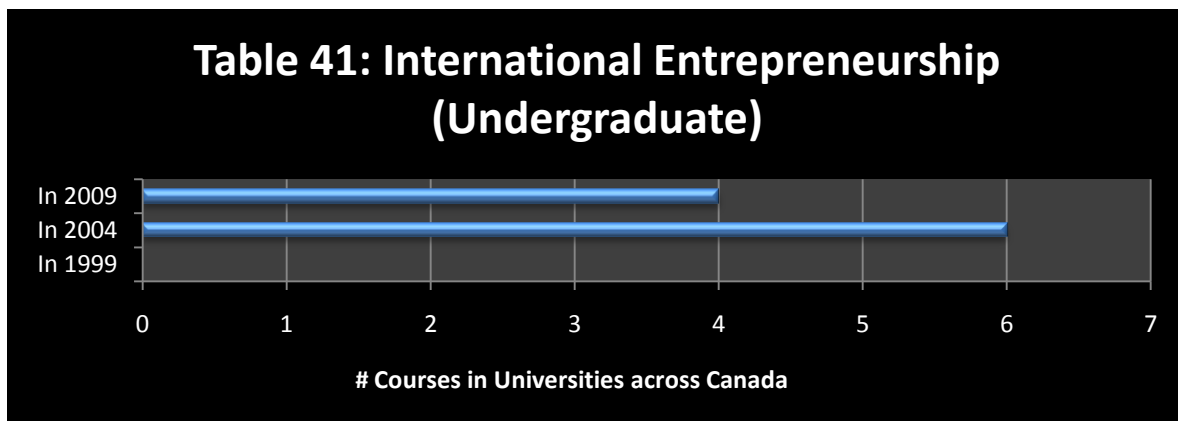
Instructor: Prof. F. Schlosser

E Mail: fschloss@uwindsor.ca

INTERNATIONAL ENTREPRENEURSHIP COURSES

Course Classification: Courses within this classification include an introduction to International Entrepreneurship. An entrepreneurial framework is used to explore, for example, entering international markets, customs and conventions, opportunities and threats in the international environment, financial considerations and human resources. Contains theoretical and practical content.

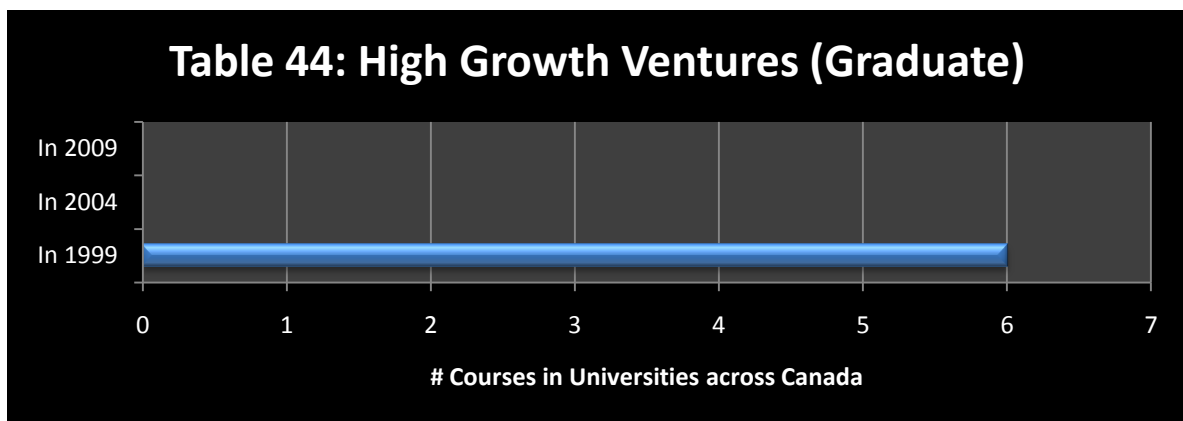
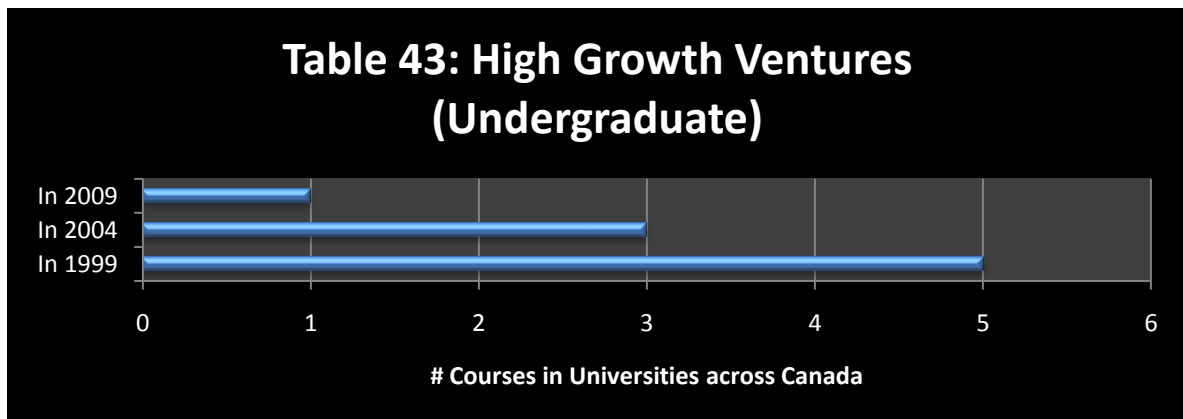
POPULARITY/INCIDENCE: 1999, 2004 and 2009



HIGH GROWTH VENTURE COURSES

Course Classification: This course type deals primarily with the management of high growth ventures. Topics include economic stress, environmental concerns, community pressures, financing, and harvesting the business. Contains theoretical and practical content.

POPULARITY/INCIDENCE: 1999, 2004 and 2009



GROWTH IN COGNITIVE AREAS

As shown in the Tables above, at the undergraduate level, there has been increased incidence in 8 course areas and decreased incidence in 4 areas. The largest growth has been in Business Plan courses or those that have a major component of the course being the researching and writing of a business plan, either for an actual business or a hypothetical one. Courses in Special Topics and Finance/Venture Capital are the next largest growth area, followed by Technological Entrepreneurship.

At the graduate level, 8 course topics have increased in incidence since 2004, across Canada, while 4 course topic areas have decreased. The highest increase is a similar pattern as for the undergraduate with Business Plans, Technological Entrepreneurship, Special Topics, and Finance/Venture Capital being the ones with the largest increase in incidence.

Two course areas have very low incidence: High Growth Ventures (only one offering across Canada), and International Entrepreneurship (only five offerings). These have never been widely offered courses but their lack of popularity might be taken as an indication of the rationalization that is taking place in the type of courses that are going to be offered as Entrepreneurship core courses.

For instructors considering a new or additional course offering, the course descriptions will be of considerable assistance for planning purposes. The contact information also allows a search on the web for additional course information by university and professor, and also the opportunity for direct contact. It should be noted that University calendars can change yearly and these course descriptions are from the 2008/09 academic year.



University-Based Entrepreneurship Centres³⁰

An Entrepreneurship “Centre” can be defined in different ways. For example:

1. A formal “named” centre with a Director, designated budget, staff, space, and activities. These centres can be focused principally on
 - (a) The university students.
 - (b) The university students and the outside community (in varying degrees).
2. An endowed Chair in Entrepreneurship and/or Family Business can act as a “central” hub for a “formal” or “informal” centre.
3. An informal “centre” with no designated budget, director, staff, or space, however, it contains a cluster of entrepreneurship faculty, often tenured, who teach, research and do various forms of community related work, however, they do not have a formal named centre.

If we take the above view of a university-based Entrepreneurship Centre then many universities in Canada would fall under the umbrella term of having an “Entrepreneurship Centre”. However, if we take a narrower view, and look only at centres with a Director,

³⁰ Menzies, T. V. (2009, August). *Entrepreneurship and the Canadian Universities: Report of a National Study of Entrepreneurship Education 2009*, St. Catharines, ON: Brock University (ISBN 978-0-9683539-5-0).

designated budget, staff, space, and activities, then we narrow the incidence considerably. Appendix I provides contact information for named university-based Entrepreneurship Centres at universities in Canada.

A companion report to this current report was published earlier in 2009 and provides extensive information on the Strategies and Best Practices of Entrepreneurship Centres, and also gives detailed information on teaching programs and approaches.³¹ Each chapter is authored by a Director, or an Endowed Chair. The “Green Book” is a “must read” for anyone associated with an Entrepreneurship Centre, or someone interested in the Teaching of Entrepreneurship. Appendix II provides the chapter headings and author information.

Every university in Canada should have an entrepreneurship centre to assist with the “for credit” university course offerings, to nurture cross-campus Entrepreneurship course offerings, provide support for student start-up activities, offer “not for credit” entrepreneurship programs, be involved with research activities, and lead community engagement activities. In 2004, across Canada, there were 27 University-based Entrepreneurship Centres, but as of 2009 there are 39. This is a major increase, in no small part due to the encouragement and funding from organizations like The John Dobson Foundation and other generous philanthropists and benefactors. Unfortunately, 3 university Entrepreneurship centres have closed since 2004, in part due to a lack of funding, retirements, and key faculty moving to new locations. Universities that do not have an Entrepreneurship Centre, though fewer in number than in 2004, do not derive the opportunities that an Entrepreneurship Centre can leverage and facilitate.³²

³¹ www.brocku.ca/entship

³² For further information and discussion on different models of Entrepreneurship Centre, see Menzies 2009b, 2009c, 2009d.



Entrepreneurship Education: Important Issues³³

Entrepreneurship Education Across Campus

It is generally agreed that Entrepreneurship courses should be available for students across the university. The rationale, objectives, theoretical and practical issues of offering Entrepreneurship within the various university Faculties is explored in depth in a book edited by Page West, Elizabeth Gatewood and Kelly Shaver (2009). They include 16 chapters by 29 authors from five countries, in which scholars debate the various issues, addressing opportunities and challenges.³⁴ This book would be a good starting point for anyone wishing to explore the topic in depth.

In relation to cross campus Entrepreneurship Education, a Kauffman Foundation initiative whereby 8 universities were funded to implement “seeding across campus” and a subsequent report on process and success level, provides a useful “how to” manual on this type of undertaking. A less formal but inspirational anecdotal account, written by Dr. Singh, in relation to how he is successfully spreading Entrepreneurship courses university wide, at the University of Saskatchewan, can be found in the “Green Book”.³⁵

³³ Menzies, T. V. (2009, August). *Entrepreneurship and the Canadian Universities: Report of a National Study of Entrepreneurship Education 2009*, St. Catharines, ON: Brock University (ISBN 978-0-9683539-5-0).

³⁴ http://www.e-elgar.co.uk/Bookentry_main.lasso?id=12826

³⁵ The “Green Book” www.brocku.ca/entship

Entrepreneurship Courses: “Required” Status

Obtaining “required” course status is a major hurdle for any disciplinary area. For example, in the Faculty of Business at Brock University, all students taking the BBA (Bachelor in Business Administration) program, are required to take the introductory course in Entrepreneurship. However, within the same Faculty, accounting students taking the BAC (Bachelor of Accounting) or the MBA students are *not* required and only take entrepreneurship if they “elect” to do so. It requires considerable “championing” to obtain the “required” status for a course. (If the major, minor, or concentration is in Entrepreneurship, then one or more entrepreneurship courses becomes “required”).

According to the World Economic Forum (2009) “Recommended Actions for Academic Institutions”, universities should “*Make entrepreneurship a required course*” (p. 152).³⁶ Their advice for achieving this is to ensure that “*University Top Management has an overall mission, culture and support policies, affiliated science parks etc.*” (p. 55), and that they emphasize the importance of entrepreneurship and support it throughout the university.

Assessment Issues: How can we Evaluate Entrepreneurship Education?

A common assessment measure of Entrepreneurship Education is related to assessing the propensity to venture. A study to investigate the link between entrepreneurship and a higher venturing rate was conducted with a 15-year cohort of engineering graduates, who had taken one course in entrepreneurship during their undergraduate engineering degree. Findings showed a significantly higher venturing rate amongst the students who had taken one course in entrepreneurship when compared to a matched group of engineering graduates who had not taken the entrepreneurship course (Menzies & Paradi, 2002, 2003). Of equal importance was the finding that the group who had taken the entrepreneurship course were also significantly more likely, than graduates from the comparison group, to become CEOs of companies. Several other studies have found a higher venturing rate for students who have studied entrepreneurship (e.g. Charney and Lidecap, 2000; Kolvereid & Moen, 1997; McMullan and Gillin, 1998; Upton et al., 1995).

³⁶ <http://www.weforum.org/en/initiatives/gei/EntrepreneurshipEducation/index.htm>

The Massachusetts Institute of Technology reports on the Entrepreneurial impact of MIT graduates as follows: “...conservatively, if the active companies founded by MIT graduates formed an independent nation, their revenues would make that nation at least the 17th largest economy in the world. A less conservative [view]... 25,800 currently active companies founded by MIT alumni that employ about 3.3 million people and generate annual world sales of \$2 trillion, ... [would be] the 11th largest economy in the world.” (p. 2)³⁷. For recent MIT graduates the performance is still as impressive, as cited in the same report, “more than 5,800 companies [created] between 2000 and 2006”. Also, MIT graduate alumni businesses created over half a million jobs in California alone (p. 3, 2009).

Regardless the advantage of “clusters”, these venturing statistics are impressive. Additional research into propensity to venture should consider the motivations for taking or not taking entrepreneurship courses and programs (Menzies & Tatroff, 2006), as well as venturing rates. However, Entrepreneurship Education has multiple objectives and requires various assessment methods. Research into these many domains is warranted.

The University Culture in Relation to Entrepreneurship Education

The university culture is an important influence relating to whether more or fewer Entrepreneurship courses and programs will be offered and the receptivity towards innovative approaches to teaching, the scope of Entrepreneurship Education across the university, the creation of an Entrepreneurship Centre and so on. This topic was studied with a survey of Deans of every University Faculty across Canada and reported in the Menzies (2004a) report and a subsequent publication (Menzies 2004b). This topic is not part of this current report, mainly to avoid duplication as Industry Canada is conducting a cross Canada survey on the opinions of various university stakeholders towards Entrepreneurship Education.

³⁷ <http://www.kauffman.org/research-and-policy/mit-entrepreneurs.aspx>

Summary: Entrepreneurship Education Growth Inhibitors

There are many influences that can inhibit the growth of Entrepreneurship Education. The following issues were highlighted in the 2004 preceding report to this (Menzies, 2004a), and below the findings for 2009 are also noted.

1. Cross-Campus Entrepreneurship Education

Findings for 2004: Entrepreneurship courses are mostly taken by business students, whereas students in other disciplinary areas could benefit greatly by combining their degree major with one or more course(s) in entrepreneurship.

Findings for 2009: There is still a huge opportunity for teaching entrepreneurship more widely across the campus. Deans of Business and Engineering, should consider offering more opportunities for non-business and non-engineering students to take Entrepreneurship courses.

2. Provincial Disparity in the Incidence of Entrepreneurship Education

Findings for 2004: There is regional disparity in the number and range of Entrepreneurship courses, with students in some regions poorly served.

Findings for 2009: There has been a large increase in Entrepreneurship courses in Ontario and the West so some advances have been made. Universities in the Eastern Provinces need to step up and offer more Entrepreneurship courses. Class size and lack of courses may be a function of lack of funding so this needs to be addressed at the Provincial government levels, across all Provinces.

3. Elective vs. Required Status

Findings for 2004: Entrepreneurship courses are generally electives. This makes it often difficult for students to schedule Entrepreneurship courses

into their timetable.

Findings for 2009: No change in this for 2009.

4. Entrepreneurship “Named” Centre with dedicated Resources

Findings for 2004: A University-based Entrepreneurship Centre³⁸ which acts as a central hub and catalyst for all entrepreneurship related teaching, research and community related activities is a feature of some universities. Unfortunately there is considerable disparity in the incidence of university-based entrepreneurship centres in Canada. Reasons for this are inequalities in Provincial government funding, university politics, a lack of entrepreneurship champions who can take leadership in establishing these centres, and so on.

Findings for 2009: In 2004 there were 27 University-based Entrepreneurship Centres, but as of 2009 there are 39. Unfortunately, some universities, though fewer in number than in 2004, do not derive the opportunities that an Entrepreneurship Centre can leverage and facilitate.

³⁸ Menzies, T. V. (Ed.). (2009a). *University-Based Entrepreneurship Centres in Canada: Strategies and Best Practices*. St. Catharines: Brock University ISBN 978-0-9683539-4-3.

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APPENDIX I

Entrepreneurship Centres in Canada³⁹

Please forward any additional or new centres contact info and it will be added to the web site version of this document: tmenzies@brocku.ca

ACADIA UNIVERSITY

Acadia Centre for Social & Business Entrepreneurship (ACSBE)

Executive Director: Chris Pelham; Managing Director: Ronald Robichaud
Acadia University, Wolfville, NS, B4P 2R6 Phone: 902-585-1181; Fax: 902-585-1057
chris.pelham@acadiau.ca ron.robichaud@acadiau.ca www.acsbe.com

UNIVERSITY OF ALBERTA

The Centre for Entrepreneurship & Family Enterprise

Academic Director: Lloyd Steier
University of Alberta, 4-20B Business Building, Edmonton, AB, T6G 2R6
Phone: 780-492-5876; Fax: 780-492-2519
cefe@ualberta.ca www.business.ualberta.ca/cefe

BISHOP'S UNIVERSITY

Dobson-Lagassé Entrepreneurship Centre

Director: David Monty
Bishop's University, Sherbrooke, QC, J1M 0C8 Phone: 819-822-9600 ext.: 2459
dmonty@ubishops.ca www.ubishops.ca/dobson-lagasse

BRANDON UNIVERSITY

business innovation zone (biz)

Endowed Chair, Small Business & Entrepreneurship: Michael A. Malazdrewicz,
Dept. of Business Administration, Faculty of Arts, Brandon University, 270-18th Street,
Brandon, Manitoba, R7A 6A9 Phone: 204-727-9610; mikem@brandonu.ca

UNIVERSITY OF BRITISH COLUMBIA

Maurice Young Entrepreneurship and Venture Capital Research Centre

Professor and Director: Thomas Hellmann
Sauder School of Business, University of British Columbia, 2053 Main Mall, Vancouver,
BC, V6T 1Z2 Phone: 604-822-8476; Fax: 604-822-8477
hellmann@sauder.ubc.ca <http://strategy.sauder.ubc.ca/hellmann>

³⁹ Menzies, T. V. (2009, August). *Entrepreneurship and the Canadian Universities: Report of a National Study of Entrepreneurship Education 2009*, St. Catharines, ON: Brock University (ISBN 978-0-9683539-5-0).

CAPE BRETON UNIVERSITY

Small Business Development Centre

Director: Mary Jane Morrison

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www.uqtr.ca/Chercheur/Recherche/Unite/irpme.shtml

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www.cdene.ns.ca/CAAE/tabid/129/Default.aspx

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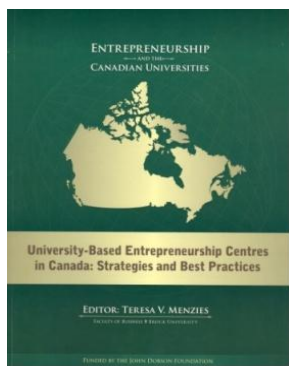
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APPENDIX II

University-Based Entrepreneurship Centres in Canada: Strategies and Best Practices 2009



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The “Green” Book

- Preface More Entrepreneurs, More Jobs and a Better Canada
By John W. Dobson, Peter R. Johnson, The John Dobson Foundation
- Chapter 1 University-Based Entrepreneurship Centres in Canada 2009
By Teresa V. Menzies, Brock University, Ontario
- Chapter 2 Towards an Entrepreneurial Culture in Canada
By Chris Pelham, Acadia Centre for Social & Business Entrepreneurship
Acadia University, Nova Scotia
- Chapter 3 A Place of New Beginnings
By Ronald Robichaud, Acadia Centre for Social & Business
Entrepreneurship
Acadia University, Nova Scotia
- Chapter 4 The Entrepreneurship Triangle – A Triple Win
By David Monty, Dobson-Lagassé Entrepreneurship Centre
Bishop’s University, Quebec
- Chapter 5 business innovation zone (biz)
By Michael A. Malazdrewicz, Small Business and Entrepreneurship
Brandon University, Manitoba

University-Based Entrepreneurship Centres in Canada: Strategies and Best Practices

- Chapter 6 A Vision for Promoting Entrepreneurship at UBC
By Thomas Hellmann, Maurice Young Entrepreneurship and Venture
Capital Research Centre , University of British Columbia, British Columbia
- Chapter 7 Entrepreneurship Education: An Action Oriented Model
By A. Bakr Ibrahim, Concordia Center for Small Business and
Entrepreneurial Studies Concordia University, Quebec
- Chapter 8 Broadening the Approach to Entrepreneurship Programming
By David C. Roach, Norman Newman Centre for Entrepreneurship
Dalhousie University, Nova Scotia
- Chapter 9 University Entrepreneurship: A Reality!
By Paule Tardif, Centre L'entrepreneurship
HEC/École Polytechnique/Université de Montréal, Quebec
- Chapter 10 Entrepreneurial Approach Model at Université Laval
By Yvon Gasse, Centre for Entrepreneurship and SME, Université Laval,
Quebec
- Chapter 11 Fostering Entrepreneurial Development
By Robert Warren, Asper Centre for Entrepreneurship, University of
Manitoba
- Chapter 12 The X-Ray of a Healthy Body
By David M. Lank, Dobson Centre for Entrepreneurial Studies,
McGill University, Quebec
- Chapter 13 New Venture Creation from Technological Creativity & Innovation at
Canadian Universities By Tarek Sadek & Rafik Loutfy, Xerox Centre for
Engineering
Entrepreneurship & Innovation, McMaster University, Ontario
- Chapter 14 Centre for Women in Business: A Continuing Success Story
By Peter Mombourquette & Shelly Simpson-McKay, The Centre for Women
in Business, Mount Saint Vincent University, Nova Scotia
- Chapter 15 Improving the Odds of Success for New Ventures
By Elspeth Murray, Queen's Centre for Business Venturing,
Queen's University, Kingston
- Chapter 16 Instilling an Entrepreneurial Culture
By Steven A. Gedeon, Ryerson Entrepreneur Institute, Ryerson University,
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University-Based Entrepreneurship Centres in Canada: Strategies and Best Practices

- Chapter 17 Keep Striving, Keep Succeeding, By Eric Crowell, Business Development Centre, Saint Mary's University, Nova Scotia
- Chapter 18 Live, Learn, & Lead, By Sanj Singh, W. Brett Wilson Centre for Entrepreneurial Excellence, University of Saskatchewan, Saskatchewan
- Chapter 19 Creative Due Diligence By Ginger Grant, Creative Intelligence Lab Simon Fraser University, British Columbia
- Chapter 20 Evolving Relationships and Partnerships
By Timothy P. McTiernan, The Innovations Group, University of Toronto, Ontario
- Chapter 21 Bootstrapping an Entrepreneurship Centre: A Phoenix from the Ashes
By Brock Smith, UVic Innovation Centre for Students
University of Victoria, British Columbia
- Chapter 22 Providing Business Education to Entrepreneurs
By Howard M. Armitage, Paul Doherty & Rod McNaughton
Centre for Business, Entrepreneurship and Technology
University of Waterloo, Ontario
- Chapter 23 Equipping Entrepreneurs for Cross-Enterprise Leadership
By Stewart Thornhill & Ellen Brown, Pierre L. Morrissette Institute for Entrepreneurship, Richard Ivey School of Business, University of Western Ontario,
- Chapter 24 A Role Model of Entrepreneurship, By Steve Farlow, Schlegel Centre for Entrepreneurship, Wilfrid Laurier University, Ontario
- Chapter 25 NeXt at Laurier: A Different Type of Entrepreneurship Centre
By Benson Honig, NeXt, Wilfred Laurier University, Ontario
- Chapter 26 Stimulating an Entrepreneurial Orientation throughout our Community
By Francine Schlosser, Jim Marsh & Gerry Kerr, The Centre for Business Advancement and Research, University of Windsor, Ontario
- Chapter 27 The Challenges of Providing the Right Entrepreneurship Education to the Right People, By Eileen Fischer, Entrepreneurship and Family Enterprise, Schulich School of Business, York University, Ontario

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Disclaimer

Every attempt has been made to compile a comprehensive listing of Entrepreneurship courses, programs and other related information regarding this topic across universities in Canada. Apologies are extended for any missing information, typographical errors, or oversights. As there is a web version of this report, if you provide the additional or corrected information (tmenzies@brocku.ca), it will be included in updates of the report on the web at www.brocku.ca/entship.