

# **TED ROGERS SCHOOL**

## **Entrepreneurship & Strategy**

### **BSM/BUS/ENT 527**

### **ENT 527 – Theories in Entrepreneurship**

#### **Department of Entrepreneurship and Innovation**

#### **Ted Rogers School of Management**

*Our goal is to provide students with a deeply experiential and transformative learning experience in a vibrant urban environment. We empower students with a philosophy of entrepreneurial thinking, passion, and action-orientation that they can apply to their lives, their jobs, their communities, and/or their own new ventures. We ignite students' passions and empower them to achieve extraordinary goals. Canada's pre-eminent and largest entrepreneurship program, we deliver innovative educational programs and support multi-disciplinary experiences across campus with local, national and global impact. We provide access to world-class support and funding for our students' new ventures and are embedded within our community.*



### **ENT 527 – Theories in Entrepreneurship**

### **Fall, 2025**

**Lecture Room: TRS1-1077 Time: Thursday 3 pm -6 pm**  
**(September 4, 2025 – subject to change with written notice)**

#### **Instructor Information**

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**Instructor Name:** Dr. Wendy Cukier  
**Class Location:** TRS1-077  
**Office Hours:** By appointment, please also copy [di.schedule@torontomu.ca](mailto:di.schedule@torontomu.ca)  
**Phone:** Please use email  
**Email Address:** [wcukier@torontomu.ca](mailto:wcukier@torontomu.ca)

#### **Email Policy**

In accordance with the Policy on Toronto Metropolitan University (TMU) Student E-mail Accounts (Policy 157), TMU requires that any electronic communication by students to TMU faculty or staff be sent from their official university email account.

## Course Description

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This course will expose the student to many of the topics currently dominating the study of entrepreneurship. These may include theoretical perspectives on the economic and social function of entrepreneurs, psychological and cognitive aspects of entrepreneurs, the intersection of opportunities and enterprising individuals, the decision to exploit, and the new venture creation process. Students will be expected to read and critically analyze current and classic research on entrepreneurship, to synthesize diverse perspectives, and to contribute their own original thoughts to significant debates in the field. The course features a combination of seminars, presentations, readings, and lectures to enhance the student's understanding of entrepreneurship as an academic discipline and to develop an ability to apply this research to the practical managerial challenges of the entrepreneurial firm.

## Course Details

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### Course Overview:

This course is designed for students who wish to understand entrepreneurship from a deeper and more theoretical perspective than simple practitioner guidance. It introduces and integrates theory from the domains of business strategy, economics, and individual psychology to develop an advanced perspective on the function of entrepreneurship in a modern society. It also exposes students to advanced topics in research methods and to the current knowledge frontier in the development of a theory of entrepreneurship. This course, therefore, provides excellent preparation for further academic studies.

### Course Objectives:

Upon completion of the course, students will be able to:

- Search and access scholarly research in peer-reviewed management journals
- Critically review the importance, philosophy, research design, results, and implications of scholarly research
- Review and summarize significant trends and debates in the entrepreneurship literature
- Understand the state of major streams of entrepreneurship research, and methodological approaches and tools.
- **TRSM Goal 3:** Students will be able to synthesize, analyze, and interpret a range of information using quantitative and qualitative techniques, for the purpose of making sound and ethical business decisions.

### Prerequisite(s):

ENT526

### Teaching Methods:

This course may incorporate the following teaching/learning methods: readings from academic journals and professional publications, student-led discussion seminars, lectures, guest speakers, videos, and presentations. Data sources and materials for assignments may include lectures, assigned readings, videos, academic journal articles, business magazine articles, and guest speakers' content.

Class attendance and active participation is **essential in order to pass the course**. A D2L Brightspace forum will be established for sharing questions and ideas outside of regular class times. You are encouraged to make use of it.

**Course Materials:**

All articles and reading materials are provided in D2L, and students are expected to be prepared ahead of time. Each week, you will need to read about 100 pages. Depending on how quickly you read, you will need to spend 3-5 hours preparing for class and ensuring that you have good notes. Every student will be expected to present their analysis of the readings at least once, so it is important to be prepared.

**Critical Information:**

- It is your responsibility to clarify any ambiguities that you may find in course materials or syllabus; when in doubt, ask.
- You should read things carefully for deadlines and course requirements so that you can be successful in this course.
- Assignments are due in the corresponding D2L Brightspace dropbox at the start of class on the dates specified, without exception. If you are unable to submit on the due date, arrange for an early submission. Any absence from class does not excuse you from assignment deadlines.
- TMU requires that any official or formal communications from students be sent from their official TMU email account. Similarly, emails from the instructor will be sent only to your TMU account.
- As an indication of content, please review the midterm study guide on D2L.

**Academic Integrity/Policy 60:**

Academic integrity is integral to your learning, the credibility of your degree or certification, and the integrity of the university as a whole. [Senate Policy 60: Academic Integrity](#) defines academic misconduct, provides a non-exhaustive list of examples of behaviours that may be considered as academic misconduct, and explains how academic misconduct concerns are evaluated and decided. The entirety of the policy applies in this course. As well, please note that submitting work created in whole or in part by artificial intelligence tools unless expressly permitted by the Faculty/Contract Lecturer, is considered a violation of Policy 60. In this course;

- Students may use Generative AI (e.g. ChatGPT, Grammarly, Perplexity, DeepL Translator) only for minor grammar correction. This includes translating individual words and correcting spelling, punctuation and basic grammar issues. AI tools may not be used to make substantial revisions such as edits to style, tone, content nor rewrite phrases. Failure to stay within these limits will be considered a breach of Policy 60. **Students should include a note on their assignments indicating exactly how the tools were used.**
- Students agree by taking this course that their written work will be subject to submission for textual similarity review to Turnitin. Students who do not want their work submitted to this plagiarism detection service must, by the end of the second week of class, consult with me to make alternate arrangements. Students who choose not to have their papers screened for textual similarity review by Turnitin may be required to submit additional work with their research essay.

**Technology Usage & Limits:**

For E-mail to the instructor you must use your official TMU account. As this course is offered in person, your attendance and participation will be tracked, so please review the guidelines carefully. Please note that you may not make recordings in the classroom nor use the materials posted on D2L Brightspace for any purpose unrelated to this course without the express permission of the instructor. Please also notify the instructor of any accessibility requirements.

**Evaluation:**

Every effort will be made to provide grades within 2 weeks of assignments and examinations being submitted. Late assignments will not be accepted without advance approval based on illness or extenuating circumstances.

**Assignments and Grading:**

All assignments in this course are to be done individually unless otherwise stated. University-level writing is expected on all assignments. **Use of any tools such as Grammarly or ChatGPT must be expressly indicated in submissions.**

*Critical Skills Assessment (10%)*

Critical skills are important for academic work but also for employment. This course will help develop your skills in analysing arguments and evidence. The purpose of this assignment is NOT to assess your critical skills (lots of factors affect test taking). The purpose is to give you an opportunity to assess this area of strength and weakness and to provide feedback. Self-awareness is the foundation of success.

**Part 1 Due September 11. Before class at 12:00 pm.**

- 1) Complete the free online critical skills test and submit your results as evidence of completion.
- 2) Review and document the results, errors made, and the correct answers, and prepare a written analysis of your strengths and weaknesses and areas for improvement.

Part 2: TBA

- 3) Towards the end of the course, you will retake the test and submit results.  
Expect to allocate 1 hour to the test taking, 1 hour to reviewing the answers and 1 hour to retaking the test.

*Participation in Class and Homework Exercises (10%)*

You will be required to complete the readings in the course, to analyse, summarize, and discuss them in class, and to apply the lessons learned. Throughout this course, you will complete a series of short assignments and in-class exercises, as well as actively participating in class.

*Attendance (10%)*

Attendance is mandatory.

*Individual presentation (10%)*

Each week, 4-5 students will be asked to present their analysis of the readings to the rest of the class. Each student will be allotted 10 minutes for the presentation and 10 minutes for questions and answers. Questions will generally come from me and the class. For the articles you read, you will be expected to think about critical features. What is the context for this article? What is it building on? What is it trying to explain? What is the "big idea" or contribution that it offers? What argumentation and evidence does it provide to support the theory? What are the underlying assumptions? What is the relevance and application of this theory? What are the limitations and alternative perspectives?

*Mid Term Test (20%)*

This will provide of review of the first half of the course.

*Final Exam (40%)*

The final exam will be in person and cover all course material, including lectures, tutorials, assigned readings, previous assignments, and guest lectures. Standard exam rules and conditions will apply.

**Reading Syllabus**

To be successful in this course, you **must** read the assigned materials in advance of the associated class. The examinations will require knowledge of in class lectures, discussions as well as the readings. You will need to keep detailed notes on the key arguments and assumptions, evidence and relevance of each article.

**CLASS SCHEDULE**

| Class<br>* | Topics   | Readings  |
|------------|--|---|
| 1          | Review of the course outline<br>Introductory concepts and topics<br>Critical Thinking Skills<br>Analysing Arguments<br>Assumptions<br>Deductions<br>Inferences<br>Interpreting Information<br>Critical Thinking Skills test and analysis | <b>Assignment:</b> <a href="https://www.assessmentday.co.uk/free/watson-glaser/freetest1/FullTest/index.php">https://www.assessmentday.co.uk/free/watson-glaser/freetest1/FullTest/index.php</a><br><br><b>Please note: The Deadline for this assignment is September 11, 2025, before class 12:00 pm.</b>  |
| 2          | Paradigms and theoretical traditions – underlying assumptions and ways of knowing.<br>Approaches to entrepreneurship theory – underlying assumptions, ways of knowing, disciplines, levels of analysis, topics and themes                | Kuratko, D., Morris, M and Schindehutte, M., (2015), Understanding Dynamics of Entrepreneurship through Framework Approaches. Small Business Economics, 45, (1)<br><br>Grant, P., & Perren, L (2002), Metatheories, Paradigms and Prejudices International Small Business Journal, 20 (2)<br><br><b>Assignment:</b> In groups, please prepare a summary of the second article [Grant and Perron]. Include a list of new terms you need to understand to read the article. Ensure the names of all group members are attached. |
| 3          | Definitions of entrepreneurship – economics, sustainable development goals, inclusion<br>Economic theories of entrepreneurship (Schumpeter, Kirzner, Knight)   | Shane, S. and S. Venkataraman (2000). "The promise of entrepreneurship as a field of research." Academy of Management Review 25(1): 217-226.<br><br>Pittaway, L. (2005) Philosophies in entrepreneurship: a focus on economic theories, International Journal of  |

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|   | <p>Psychological theories of entrepreneurship - Individual characteristics – cognition, knowledge, behaviors, privilege</p> <p>Managerial approaches to entrepreneurship – identification of opportunities, access to knowledge, resources, methods, supports</p> <p>Sociological theories of entrepreneurship – entrepreneurial ecosystems and enabling conditions – culture, policy, infrastructure, mega trends</p> <p>Critical perspectives on entrepreneurship</p> <p>The role of technology and entrepreneurship</p> | <p>Entrepreneurial Behaviour and Research, 11 (3) 201-221</p> <p>Lundmark, E. et. al., (2019) “Images of Entrepreneurship: Exploring Root Metaphors and Expanding Upon them, Entrepreneurship Theory and Practice, 41 (1)</p> <p><b>Assignment:</b> Prepare a group summary of Lundmark, E. et. al., (2019) “Images of Entrepreneurship: Exploring Root Metaphors and Expanding Upon them, Entrepreneurship Theory and Practice, 41</p> <p>What is the context for this article?</p> <p>What is it building on? (Literature review)</p> <p>What is it trying to explain? (Hypothesis, Research Questions, Gaps)</p> <p>What is the "big idea" or contribution that it offers?</p> <p>What argumentation and evidence does it provide to support the theory?,</p> <p>What are the underlying assumptions?</p> <p>What is the relevance and application of this theory?</p> <p>What are the limitations and alternative perspectives?</p> <p>What are the terms used in this article and their definitions?</p> <p>Requirement: Prepare the .ppt, include the names of the group members, and post it on D2L before the class resumes for my lecture. Pick a spokesperson to present the results in 5 minutes.</p> |
| 4 | <p>Entrepreneurship in society</p> <p>Forms of Entrepreneurship</p> <p>Entrepreneurial Ecosystems</p>  | <p>Baumol, W. J. (1990). “Entrepreneurship: Productive, unproductive and destructive.” <i>Journal of Political Economy</i> 98(5): 893-921.</p> <p>Kirzner, I. (1997). “Entrepreneurial discovery and the competitive market process: An Austrian approach.” <i>Journal of Economic Literature</i> 35(1): 60-85.</p> <p>Acs, Zoltan J., Erik Stam, David B. Audretsch, and Allan O’Connor. 2017. “The Lineages of the Entrepreneurial Ecosystem Approach.” <i>Small Business Economics</i> 49 (1): 1–10.</p> <p>Deutschmann, C., (2001) Capitalism as a Religion: an Unorthodox Analysis of Entrepreneurship, <i>European Journal of Social Theory</i>, 6 (4)</p> <p><b>Assignment:</b> In-class Individual Assignment</p>  |

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|   |  | <p>Please provide a summary of the readings for this week (3-5 pages double-spaced), answering the following questions.</p> <p>1) Explain the differences between productive, unproductive and destructive entrepreneurship and how policy makers can drive economic growth</p> <p>2) What are the key components of the entrepreneurial ecosystem, and why are they important? Where does the individual entrepreneur fit into this model</p> <p>3) Why does Deutschman suggest that capitalism is like religion? What are the implications for the study of entrepreneurship?</p>   |
| 5 | <p>The Psychology of Entrepreneurs</p> <p>Entrepreneurial Characteristics</p> <p>Entrepreneurial Mindset</p> | <p>Hisrich, R, Langan-Fox, S and Grant S. (2007) Entrepreneurship Research and Practice, American Psychologist, Sept.</p> <p>Schlaegel, C. and M. Koenig (2014). "Determinants of entrepreneurial intent: a meta- analytic test and integration of competing models," Entrepreneurship Theory &amp; Practice 38(2), 291-332.</p> <p>Ciavarella, M. A., A. K. Buchholtz, et al. (2004). "The big five and venture survival: is there a linkage?" Journal of Business Venturing 19(4): 465-483.</p> <p>Baron, R. A. (1998). "Cognitive mechanisms in entrepreneurship: why and when entrepreneurs think differently than other people." Journal of Business Venturing 13(4): 275-294.</p> <p><b>Assignment:</b> Individual Exercise</p> <p>The participants should complete the 100 item questionnaire using this link:<br/> <a href="https://survey.ucalgary.ca/jfe/form/SV_0DHbQPy5Vr0TAIE">https://survey.ucalgary.ca/jfe/form/SV_0DHbQPy5Vr0TAIE</a><br/>         Save or print results and prepare a one-page analysis and how it applies to you. Where is the bias in the test?<br/>         They can read more about the HEXACO here:<br/> <a href="https://hexaco.org/">https://hexaco.org/</a></p> |
|   | READING WEEK   |   |
| 6 | Assessing Risk   | <p>Simon, M. et al (1999) "Cognitive biases, risk perception, and venture formation: how individuals decide to start companies." Journal of Business Venturing 15(2):113-134.</p>   |

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|   |   | <p>Gaglio, C. M. and J. A. Katz (2001). "The psychological basis of opportunity identification: entrepreneurial alertness." <i>Small Business Economics</i> 16(2): 95-111.</p> <p>Sarasvathy, D. et al (1998). "Perceiving and managing business risks: Differences between entrepreneurs and bankers." <i>Journal of Economic Behavior and Organization</i> 33(2): 207-225.</p> <p><b>Assignment:</b> Individual Assignment<br/>Search on google for a case of a real-life entrepreneur in any sector who took a risk in establishing a venture, ideally one that failed. Eg.</p> <ul style="list-style-type: none"> <li>• <a href="https://www.dividend.com/how-to-invest/14-failed-businesses-from-wildly-successful-billionaires/">https://www.dividend.com/how-to-invest/14-failed-businesses-from-wildly-successful-billionaires/</a></li> <li>• <a href="https://www.fastcompany.com/3026253/5-famous-entrepreneurs-who-learned-from-their-first-spectacular-failures">https://www.fastcompany.com/3026253/5-famous-entrepreneurs-who-learned-from-their-first-spectacular-failures</a></li> <li>• <a href="https://www.business.com/articles/never-giving-up-9-entrepreneurs-and-millionaires-who-failed-at-least-once/">https://www.business.com/articles/never-giving-up-9-entrepreneurs-and-millionaires-who-failed-at-least-once/</a> or Theranos <ul style="list-style-type: none"> <li>○ What were the risks that they faced?</li> <li>○ Do you think they assessed the risk accurately?</li> <li>○ How did they mediate the risk (or not)?</li> <li>○ What was the outcome?</li> <li>○ Lessons learned?</li> </ul> </li> </ul> <p><b>Individual Exercise 1 page</b></p> |
| 7 | Midterm Exam  |  |
| 8 | Entrepreneurial Processes<br>Identifying opportunities<br>Accessing resources | <p>Moroz, P. W. &amp; Hindle, K. (2012) <i>Entrepreneurship as Process: Towards Harmonizing Multiple Perspectives</i>, Entrepreneurship Theory and Practice,</p> <p>Shane, S. (2000). "Prior knowledge and the discovery of entrepreneurial opportunities." <i>Organization Science</i> 11(4): 448-469.</p> <p>Alvarez, S.A. and Barney, J.B. (2007). Discovery and creation: alternative theories of entrepreneurial action. <i>Strategic Entrepreneurship Journal</i>. 1: 11-26.</p> <p>Barney, J. B. (1991). "Firm resources and sustained</p>  |



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|     |   | <p>competitive vantage.” Journal of Management 17(1): 99-120.</p> <p>Fisher, G., Kuratko, D., Bloodgood, J, Hornsby J. (2017) Legitimate to whom? The challenge of audience diversity and new venture legitimacy Journal of Business Venturing 32 (1).</p> <p><b>Assignment:</b> In small groups, pick one example of a product or company to illustrate the recognition, discovery, and creation. The group should prepare and submit a 2-page summary of the discussion and lessons learned across the cases.</p>   |
| 9   | <p>Supports for Entrepreneurs: 1) Business Models, 2) Signalling and Personal Branding 3) Incubators and Accelerators</p> | <p>Leatherbee, M., &amp; Katila R (2020) The Lean Startup Method, Strategic Entrepreneurship Journal, 14 (4), 570-593</p> <p>Eisenhardt, K. (1989). “Agency theory: An assessment and review.” Academy of Management Review 14(1): 57-74. (A)</p> <p>Bafera and Kleinart (2023) Signalling Theory: A Systemmatic Review and Research Agenda, Entrepreneurship Research and Practice 47</p> <p>Colombo, O. (2021) The use of signals in new-venture financing: A review and research agenda, Journal of Management,</p> <p>Busch, C., &amp; Barkema, H. (2020). Planned Luck: How Incubators Can Facilitate Serendipity for Nascent Entrepreneurs Through Fostering Network Embeddedness. Entrepreneurship Theory and Practice.</p> <p>Hackett, S. M., &amp; Dilts, D. M. (2004). A systematic review of business incubation research. Journal of Technology Transfer, 29 (1), 55–82.</p> <p><b>Assignment:</b> Make a video, a 3-4-minute job-seeking pitch using the signaling and legitimacy as discussed in class.</p> |
| 10. | <p>Knowledge, Technology and Spillover Effects</p>  | <p>Thomas, L. D., &amp; Tee, R. (2022). Generativity: A systematic review and conceptual framework. International Journal of Management Reviews, 24(2), 255-278.</p> <p>Zaheer, H., Breyer, Y., &amp; Dumay, J. (2019). Digital entrepreneurship: An interdisciplinary structured literature review and research agenda. Technological Forecasting and Social Change, 148, 119735.</p>  |

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|    |  | Yeganegi, S., Dass, P., & Laplume, A. O. (2024). Reviewing the employee spinout literature: A cross-disciplinary approach. <i>Journal of Economic Surveys</i> , 38(1), 137-167.  |
| 11 | Social Entrepreneurship  | <p>Austin, J., Stevenson, H., &amp; Wei-Skillern, J. (2006). Social and Commercial Entrepreneurship: Same, Different, or Both? <i>Entrepreneurship Theory and Practice</i>, 30(1), 1-22.</p> <p>Dacin, M. T., Dacin, P. A., &amp; Tracey P. (2011). Social entrepreneurship: A critique and future directions. <i>Organization Science</i>, 22(5), 1203-1213.</p> <p>Klarin, A &amp; Suseno, Y. (2023) An Integrative Literature Review of Social Entrepreneurship Research, <i>Business and Society</i> 62 (3)</p> <p>Mas-Tu, A., Gulijarro, M, Carriliere, A.,(2021) What Type of Entrepreneurship Leads to Sustainable Development? <i>Social Indication Research</i> 157.</p> <p><b>Assignment:</b> Create a LinkedIn profile of yourself or update one to improve your branding and showcase your experience and qualifications.</p>  |
| 12 | Gender and Diversity Issues in Entrepreneurship<br>Review for Exam | <p>Jennings, J. E., &amp; Brush, C. G. (2013). Research on women entrepreneurs: challenges to (and from) the broader entrepreneurship literature? <i>The Academy of Management Annals</i>, 7(1), 663-715.</p> <p>Balachandra, L., Briggs, T., Eddleston, K., &amp; Brush, C. (2019). Don't pitch like a girl! How gender stereotypes influence investor decisions. <i>Entrepreneurship Theory and Practice</i>, 43(1), 116-137.</p> <p>M Dabić, B Vlačić, J Paul, LP Dana,(2020) Immigrant entrepreneurship: A review and research agenda, <i>Journal of Business</i>.</p> <p>Neville, F., Forrester, J. K., O'Toole, J., &amp; Riding, A. (2018). 'Why even bother trying?' Examining discouragement among racial-minority entrepreneurs. <i>Journal of Management Studies</i>, 55(3), 424-456.</p> <p>Anwar, M, Cluss, T &amp; Meyer, N, (2024) Entrepreneurship in family firms: an updated bibliometric overview, <i>Review of</i></p> |

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|  |  | <p>Managerial Science 18 (5)</p> <p>Harrison, C. K et. al. (2024) Hip Hop entrepreneurship and the poetics of the Hip Hop Mogul, Culture and Organization, 30 (5)</p> <p>Ratten, V., &amp; Dana, L. P. 2017. Gendered perspective of indigenous entrepreneurship. Small Enterprise Research, 24: 62-72.</p> |
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## University Policies

Students are required to adhere to all relevant university policies found in their online course shell in D2L and/or on [the Senate website](#).

## Department Policies

### Standards for In-Class Zoom Meetings and Other Virtual Activities

- Students must first log into the D2L course shell using their TMU email ID and then join the Zoom meeting by clicking on the correct link on D2L (this should prevent Zoom Bombing by outsiders).
- Display a professional head shot of yourself as well as your name if you are not going to keep your video on (these features are accessible from within the Zoom settings).
- Your instructor may record parts of some sessions. You will be notified on Zoom if the session is recorded.
- Mute your microphone until it is your turn to speak.
- When you are speaking, please turn your video on when possible and appropriate.
- For any side conversations please use the Chat feature. Don't assume that the professor is able to track these conversations so be prepared to raise your hand using the correct button within Zoom.
- If you need to gain the attention of the professor beyond raising your hand, please unmute your microphone and say "Question Please".
- Do not annotate others unless requested to do so.
- Follow professional conduct and be polite.
- Do not share the Zoom link with others.
- Students are not permitted to record any part of a Zoom or other virtual activity session with their professor, whether as part of a lecture or an informal meeting.
- If you leave the meeting at any time be sure to indicate this in chat otherwise your attendance may not be counted.
- Familiarize yourself with the tools you will need to use for remote learning.  
The [Continuity of Learning Guide](#) for students includes guides to completing quizzes or exams in D2L or Respondus, using D2L Brightspace, joining online meetings or lectures, and collaborating with the Google Suite.

### Standards for Written Work

- Students are expected to use an acceptable standard of business communication for all assignments, in-class discussions, and communication with the site companies and professors. This includes all email communication with the professor and other students, as well as

group chats. ***Poor grammar, unprofessional and/or unacceptable standard of business communication may result in a grade of zero for that assignment. However, any student who provides a prior draft corrected by TMU Student Writing Support will not be penalized.***

- You are encouraged to obtain assistance from [Writing Support](#) for help with your written communications as needed. (See the Library for [APA style guide references](#)). ***Sloppy, poorly written, or unprofessional documents or communication may be returned with a grade of zero, no grade or unread. Please be sure to use Writing Support (and/or use Grammarly) if you need it!***

### **Professionalism**

Your participation in the all components of this course reflects on the professionalism and reputation of you, your group members, this course and program, and Toronto Metropolitan University. Accordingly, you are expected to conduct yourself in a professional and courteous manner at all times. For this course, unprofessional behavior includes, but is not limited to, any of:

- Missing student and instructor meetings without giving reasonable notice and reason.
- Not participating fully in group activities in class and for assignments, which may be measured by peer evaluations or group reports submitted to instructors.
- Toronto Metropolitan University policies provide accommodation for a variety of circumstances, and seek to avoid bias of several kinds. You are expected to adhere to these policies in your group work and in interactions with students and professors. It is your responsibility to understand these policies, including religious accommodation, academic accommodation, and what constitutes bias for equity-deserving groups.

### **Important Resources Available at Toronto Metropolitan University**

- [The Library](#) provides research [workshops](#) and individual assistance. If the University is open, there is a Research Help desk on the second floor of the library, or students can use the Library's virtual research help service at <https://library.torontomu.ca/ask/> to speak with a librarian.
- [Student Life and Learning Support](#) offers group-based and individual help with writing, math, study skills, and transition support, as well as [resources and checklists to support students as online learners](#).
- You can submit an [Academic Consideration Request](#) when an extenuating circumstance has occurred that has significantly impacted your ability to fulfill an academic requirement. You may always visit the [Senate website](#) and select the blue radio button on the top right hand side entitled: Academic Consideration Request (ACR) to submit this request.  
For extenuating circumstances, Policy 167: Academic Consideration allows for a once per semester academic consideration request without supporting documentation if the absence is less than 3 days in duration and is not for a final exam/final assessment. Absences more than 3 days in duration and those that involve a final exam/final assessment require documentation. Students must notify their instructor once a request for academic consideration is submitted. See Senate [Policy 167: Academic Consideration](#).
- If taking a remote course, familiarize yourself with the tools you will need to use for remote learning. The Remote Learning guide for students includes guides to completing quizzes or exams in D2L Brightspace, with or without [Respondus LockDown Browser and Monitor](#), [using D2L Brightspace](#), joining online meetings or lectures, and collaborating with the Google Suite.
- Information on Copyright for [Faculty](#) and [students](#).

## Academic Accommodation Support

Academic Accommodation Support (AAS) is the university's disability services office. AAS works directly with incoming and returning students looking for help with their academic accommodations. AAS works with any student who requires academic accommodation regardless of program or course load.

[Learn more about Academic Accommodation Support](#)

[Learn how to register with AAS](#)

Academic Accommodations (for students with disabilities) and Academic Consideration (for students faced with extenuating circumstances that can include short-term health issues) are governed by two different university policies. Learn more about [Academic Accommodations versus Academic Consideration](#) and how to access each.

## Wellbeing Support

At Toronto Metropolitan University (TMU), we recognize that things can come up throughout the term that may interfere with a student's ability to succeed in their coursework. These circumstances are outside of one's control and can have a serious impact on physical and mental well-being. Seeking help can be a challenge, especially in those times of crisis.

If you are experiencing a mental health crisis, please call 911 and go to the nearest hospital emergency room. You can also access these outside resources at any time:

- Distress Line: 24/7 line for if you are in crisis, feeling suicidal, or in need of emotional support (phone: 416-408-4357)
  - Good2Talk: 24/7-hour line for postsecondary students (phone: 1-866-925-5454)
  - Keep.meSAFE: 24/7 access to confidential support through counsellors via My SSP app or 1-844- 451-9700
- If non-crisis support is needed, you can access these campus resources:

- Centre for Student Development and Counselling: 416-979-5195 or email [csdc@torontomu.ca](mailto:csdc@torontomu.ca)
- Consent Comes First – Office of Sexual Violence Support and Education: 416-919-5000 ext: 553596 or email [osvse@torontomu.ca](mailto:osvse@torontomu.ca)
- Medical Centre: call (416) 979-5070 to book an appointment

We encourage all Toronto Metropolitan University community members to access available resources to ensure support is reachable. You can find more resources available through the [Toronto Metropolitan University Mental Health and Wellbeing website](#).

## Instructor Bio

Dr. Wendy Cukier is a professor of Entrepreneurship and Innovation at the Ted Rogers School of Management and Founder of the Diversity Institute, a research centre at TRSM, which has more than 100 full time staff and 10 hubs across the country. Previously, as VP of Research and Innovation, she helped grow the University's research and innovation partnerships and build a cross Canada network of University based incubators - the Incubate Innovate Network of Canada (I-INC). Wendy was the first associate director of TRSM's School of Information Management and the first Associate Dean of TRSM where she established the first graduate programs (MBA and MMSc) and led the school to AACSB accreditation. She has written more than 200 articles on aspects of diversity, inclusion, technology, and innovation and is the founder of several start-ups. Coauthor of the best seller, Innovation Nation, Canadian Leadership from Java to Jurassic Park, she recently coedited a book on Immigrant

Entrepreneurship. The Diversity Institute is home to the Women Entrepreneurship Knowledge Hub (WEKH) and the Inclusive Innovation and Entrepreneurship Network (IIE-Net) and is the academic research lead for the Future Skills Centre which has supported a number of projects aimed at facilitating pathways to education, employment, leadership and entrepreneurship. Wendy has received many honors for her work including the Mary Kilfoil Award for Entrepreneurial Excellence, the Sara Kirke Award for Entrepreneurship, the Change Leader Award of the International Women's Forum, the City of Toronto's Bob Marley Award, two Harry Jerome Awards, the Martin Luther King award, the YWCA Women of Distinction Award, a 100 Most Powerful Women award from WXN, a Woman of Influence Award and the Meritorious Service Cross, one of Canada's highest civilian honors. She has an MA, MBA, and Ph.D. as well as two honorary doctorate and was named one of "100 Alumni who shaped the century" by the University of Toronto. She has two pugs – Luna and Yoda – and a Puggle - Rex or Wrecks, as he is affectionately known, given his propensity for destruction.