

## The University of Winnipeg: The Business Chair in Co-operative Enterprises

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**Abstract:** This article examines the efforts by actors in Manitoba to establish a Chair on Co-operatives at two universities in Manitoba. These efforts, which were one small part of the broader agenda of the 2009 Manitoba Co-operative Community Vision and Strategy, brought together cooperative, government and community stakeholders. The article begins with an overview of the 2019 Vision and Strategy document. It then examines the rationale for establishing a Chair at a university. This is followed by the examination of two attempts at establishing a Chair, the first at the University of Manitoba and the second at the University of Winnipeg. An analysis is offered of the choice of these locations, the mixed results of the programs and the various factors that contributed to these mixed results.

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**Keywords:** co-operatives, endowed chairs, co-operative education, community vision and strategy, stakeholder engagement

### Introduction

This article examines the efforts by actors in Manitoba to establish a Chair on Co-operatives at two universities in Manitoba. These efforts, which were one small part of the broader agenda of the 2009 Manitoba Co-operative Community Vision and Strategy, brought together cooperative, government and community stakeholders. The article begins with an overview of the 2019 Vision and Strategy document. It then examines the rationale for establishing a Chair at a university. This is followed by the examination of two attempts at establishing a Chair, the first at the University of Manitoba and the second at the University of Winnipeg. An analysis is offered of the choice of these locations, the mixed results of the programs and the various factors that contributed to these mixed results.

### Context – The 2009 Manitoba Co-operative Community Vision and Strategy

In 2009, in an innovative move, the Manitoba Co-operative Association (MCA) partnered with Le Conseil de Développement Économique des Municipalités Bilingues du Manitoba (CDEM) and the Manitoba Provincial Government on a Manitoba Co-operative Community Vision and Strategy (Vision and Strategy) for the Province. The vision was summarized as, “A growing and thriving co-operative community providing a strong leadership role in the social and economic development of Manitoba” (MCA, 2013).

At the time, the co-op sector in Manitoba comprised more than 410 cooperatives, credit unions and caisses populaires in Manitoba, with membership of over 800,000 and assets approaching \$10 billion. In addition, seven of Canada’s top fifty non-financial cooperatives were based in Manitoba. These strong economic indicators for the co-op sector in Manitoba provided the impetus for MCA to engage with CDEM and the Manitoba Provincial Government to promote further co-operative development in the province through a concerted strategy (One World Inc., 2008).

To prepare for the development of the Vision and Strategy, Communications Services Manitoba, a department of the Provincial Government, engaged PRA Inc. in 2009. PRA Inc. was mandated to conduct a survey of co-operatives and credit unions/caisse populaires in Manitoba. The objectives of this research were: (1) to gather information

about co-operatives from board members, and; (2) to understand the business practices of co-operatives in the province (PRA Inc., 2009).

The conclusions from the survey indicated that a majority of Manitoba co-operatives were considered small based on annual earnings. It was found that 41% or 98 of the 240 respondent organizations maintained a gross income of less than \$100,000 per annum. These smaller co-operatives appeared to have less developed governance structures and limited training and development of their board members. In addition, the survey found that due to the smaller membership numbers there were difficulties enticing members to take up a position on the board. Moreover, upon assuming a seat on the board, there was little training and development for board members. The inability to attract new board members and the lack of training was seen as a hindrance to further economic growth in the Manitoba co-operative sector (PRA Inc., 2009).

The survey also indicated that co-operatives were not as visible as they could be across the province. Co-operatives were not seen as a proven model of economic and social development. The lack of awareness and the perception of being an unproven business model appeared to hinder co-operative growth. It was believed that as a result of the lack of awareness of the co-operative model there was a lack of youth engagement and leadership development. The low profile of co-operatives in post-secondary education and limited knowledge of co-operatives within the general population was seen as a significant barrier to growth (One World Inc., 2008).

On the basis of the survey and the committee's reflections, the Vision and Strategy document elaborated its goal as being "to stimulate, broaden and sustain the development of a socially and economically successful Manitoba co-operative community," the results of which would provide the following substantive benefits:

- *Increases in the number and types of cooperatives, in the number of cooperative jobs created and in the total assets of cooperatives will help strengthen the province's economy.*
- *More integrated approaches to financing and skills development will make the cooperative community more self-sufficient and better able to meet challenges and pursue new opportunities.*
- *Cooperatives will have a greater positive social and economic impact in their communities (One World Inc. 2008, p. 4).*

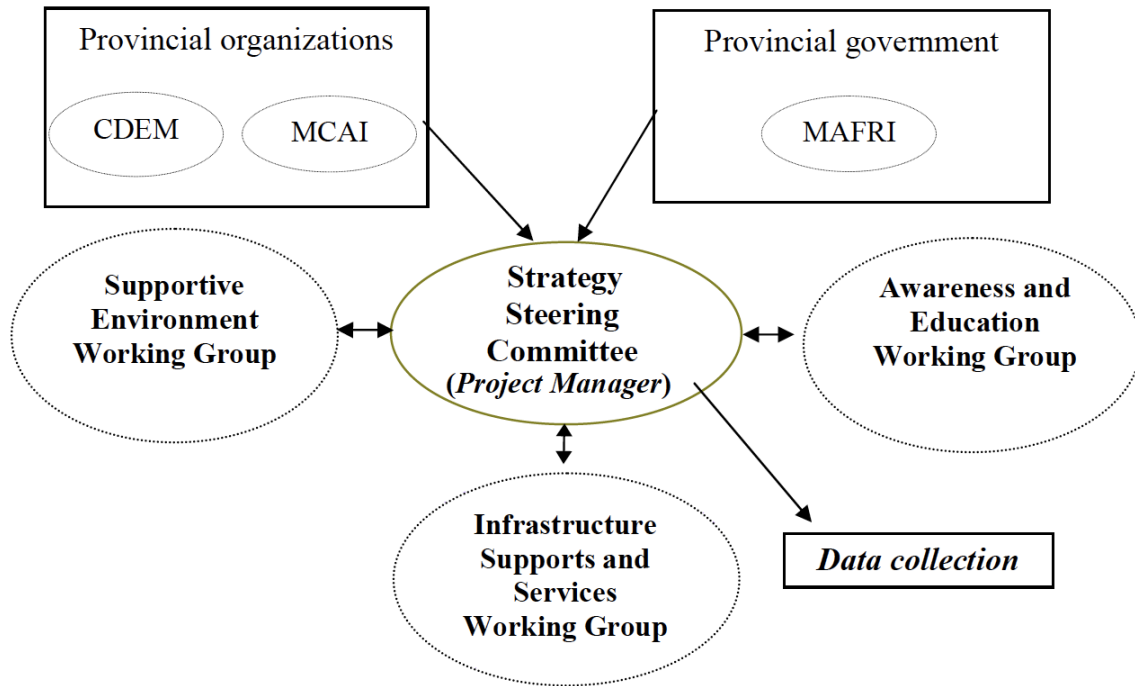
To indicate how the goal of developing a successful cooperative community was to be achieved, the document elaborated three strategic objectives:

1. *To create a more supportive environment for the establishment and on-going operation of co-operatives;*
2. *To foster better awareness and understanding of the values and principles of co-operatives;*
3. *To create a more supportive environment for the establishment and on-going operation of co-operatives (One World Inc., 2008, p.4).*

For each of these objectives, specific features or indicators were distinguished along with "enabling activities" which could contribute to their implementation.

To implement the strategy, three organizations were to take the lead – MCA, CDEM and Manitoba Agriculture, Food and Rural Initiatives (MAFRI) – by forming a provincial "Cooperatives Partnership Table." This latter group was tasked with meeting regularly with sector and government stakeholders as well as serving as a Steering Committee for the implementation of the Plan. A full-time manager was hired to support the Steering Committee and members of the co-operative sector would be invited to participate in three working groups which corresponded to the three strategic objectives: (a) the Supportive Environment Working Group; (b) the Awareness and Education Working Group, and; (c) the Infrastructure Supports and Services Working Group (see Figure 1, below). The Working Groups, in co-ordination with the Steering Committee were responsible for "developing and implementing action plans and securing commitments from various groups and organizations for the three areas of strategic priority" (One World Inc 2008, p.12).

Figure 1: Organizational Framework of the 2009 Manitoba Co-operative Community Vision and Strategy Program



The Strategy and Vision program was projected over a ten-year time span. During the first five years the primary goal was to “put in place the major components of a sustainable environment and a complete set of supports and services for cooperatives,” while the second five years would focus “on consolidating these basic elements and working on growth targets for Manitoba’s cooperative community.” While objectives and targets were to be subject to ongoing reviews, a formal mid-term evaluation was scheduled for 2013 (One World Inc 2008, p.15).

### Establishing a Chair on Co-operatives

The second strategic objective of the Vision and Strategy document, Awareness and Education, listed four sub-objectives:

- *General Awareness and Understanding*
- *Youth Engagement and Leadership Renewal*
- *Education of the Co-operative Community*
- *The Co-operative Model in Institutes of Higher Learning* (One World Inc. 2008, p.8).

Under the fourth sub-objective the document indicates that institutions of Higher Learning have “a key role to play in the preparation of tomorrow’s cooperative managers and entrepreneurs, and in research activities that help advance the understanding and application of cooperatives as enterprises that promote social as well as economic values.” For this to happen, it is important that the knowledge of co-operatives is incorporated into various professional programs (e.g., law, accounting) (One World Inc. 2008, p.8). To help ensure that institutions of Higher Learning play the role that the document envisions, four specific facilitating activities are indicated:

- *review, broaden and enhance post-secondary education and research programs on cooperatives;*
- *create a Chair on Cooperatives at a provincial business school;*
- *establish scholarships for students wanting to specialize in the study of Cooperatives;*

- *support conferences and research symposia on cooperatives* (One World Inc. 2008, p.9).

The Chair on Co-operatives was viewed as a potential means to include the study and research of co-operatives within an institute of higher learning. The Chair was also seen as a means to expand the awareness of the Manitoba co-op sector to the rest of Canada through research, scholarships, internships and essay awards. In addition, it was anticipated that the Chair would be able to conduct outreach internationally through public lectures, seminars, and research (Manitoba Co-operative Association, 2013)

In suggesting the creation of a Chair on Cooperatives to help promote the sector, the Vision and Strategy document was following what had become a common practice among business and professional organizations. There is a long tradition at universities of establishing Chairs in particular fields of study, such as art, literature, the natural sciences, etc. Historically, Chairs were typically funded by an endowment from wealthy benefactors, but more recently there has been a move towards individual businesses (and their former top executives), as well as business and professional associations establishing Chairs in a field of study in which they are interested and/or involved. In recent years, with the decline in government funding, universities have become much more active in seeking out patrons to fund Chairs. Professional schools in particular are well placed to seek out individuals and organizations to endow Chairs, as a Chair in their faculties can provide tangible benefits for businesses and professions. These might include training and education of future employees, a leg up on recruiting new employees, research and even reputational advantages. Government granting agencies in many countries, including Canada, have also started to fund Chairs in recent decades.<sup>1</sup>

An endowed Chair at a University typically funds the work of an individual academic. At universities, this work consists of research, teaching and service obligations. The latter might consist of administrative duties (serving in administrative positions, working on committees, etc.), community engagement or other activities that the university might deem appropriate. Depending on the terms of the endowment, the workload of the holder of the Chair may be weighted more to research or teaching. Most Chairs tend to be weighted towards research activity, but virtually all Chairs require the holder to engage in teaching, research and some form of service. This is in line with standard responsibilities of the professoriate, the processes for their evaluation for tenure and promotion, and most collective agreements. The specific research and teaching requirements for a Chair are typically laid out in a contract.

While universities actively seek out donors to fund Chairs, conditions are placed upon agreements to ensure that the autonomy of the university and its academic staff are respected and that the position and its responsibilities align with collective agreements and other legal obligations of the university. Specifically, the university must ensure that it retains control over its curriculum and that researchers retain autonomy in conducting and disseminating their research.<sup>2</sup>

### **The Agribusiness Chair in Cooperatives and Marketing (University of Manitoba)**

The prominent role that co-operatives have played in Manitoba over the years, especially in agriculture, guided the decision to locate the Chair on Co-operatives program at the University of Manitoba. The oldest and largest university in the province, historically this institution had strong links to co-operatives and the agricultural sector, especially through its Department of Agribusiness and Agricultural Economics in the Faculty of Agricultural and Food Science. Given these relationships, it was determined that this department would be a more appropriate location for the new Chair than the university's Asper School of Business. The agribusiness department, it was assumed, could provide ready access to students who would have an interest in co-operatives, as they would likely be interacting with co-operatives on a regular basis in their future careers (Key Informant #2, 2015).

The objectives laid out for the Agribusiness Chair in Cooperatives and Marketing were:

- (1) to develop course material with appropriate emphasis on co-operatives and marketing for use in marketing, policy and business courses at the University and elsewhere;*
- (2) to undertake and encourage research on and to further the understanding of co-operatives and marketing;*

- (3) to develop outreach activities which assist co-operatives and marketing agencies in such areas as Governance, Leadership and Management, Finance, Marketing, and Technological Change, and;
- (4) to develop networks with colleagues at other universities and co-operative institutions (University of Manitoba, 2016).

When the Chair was installed in the agribusiness department, it was envisaged that students within the department (and the faculty) would be the main audience of the program and the curriculum was designed accordingly. While limiting the focus of the Chair to a single business sector seemed logical given the prominent role of co-operatives in agriculture in Manitoba, in practice it turned out to be detrimental to student enrolment. There were two apparent reasons for this. First, students may not have had any interest in the specific courses on offer given that agricultural students already worked with co-operatives and/or a perception that these courses were not relevant for their professional careers. Second, and somewhat ironically perhaps for an economics department, there were no built-in incentives for students to take the courses, insofar as they were not incorporated into program requirements in the department or faculty (Key Informant #2, 2015).

Interestingly, however, there was an audience for the courses outside of the Faculty of Agricultural and Food Science. This came from students in Asper School of Business. The primary factor driving these students to the co-op courses was the requirement that students enrol in an alternative business course offered outside the Asper School (Asper School of Business, 2016; Key Informant #2, 2015). Despite demand from business students in Asper, however, the agribusiness department had no interest in continuing these classes if their students were not enrolling in them. As a result, they were eventually dropped (Key Informant #1, 2015; Key Informant #2, 2015).

The lack of interest from students in the Department of Agribusiness and Agricultural Economics in classes on co-operatives and the Department's decision to stop offering the courses forced the Working Group and the Steering Committee to reflect on a new path forward. One obvious lesson seemed to be that a business school might be a better site for a Chair on cooperatives as it could attract a much broader audience, extending across a range of business sectors.

The Provincial Minister responsible for co-operative development at the time, Kerri Irvin-Ross, Minister of Housing and Community Development, stated that, "Co-ops provide a wide range of important products and services that help build communities by creating jobs" (Poulin, 2012). This statement on the role that co-operatives play within the province echoed the logic of moving the Chair program to a business school (with a broader focus than agribusiness). Co-operatives play a role in housing, food retail, petrochemical and many other sectors within the Manitoba economy, including newly emerging sectors (Key Informant #4, 2015).

In attempting to understand the failure to establish a successful program at the University of Manitoba, several factors seem to come into play. First, as noted above, the Department (and Faculty) did not place appropriate incentives for students to enrol in courses. Second, the wrong target audience was identified. This may have been due in part to a failure to consult. While faculty and administrators were involved in the decision on where to locate the Chair, it is not clear that there was any consultation with students in the program. A more fundamental problem, however, may have been that in looking to the Agribusiness Department, the Steering Committee (and the university) was looking more to the history of co-operatives in Manitoba, rather than to its future and the possibilities in new emerging business sectors (in service, technology, etc.). While the Vision and Strategy document spoke about the need to increase the number and types of co-operatives in Manitoba, this was not reflected in the location of the Chair.

### The Business Chair in Co-operative Enterprises (University of Winnipeg)

A new Chair to be housed in the Business and Administration Department at the University of Winnipeg was announced in 2012. Named the Chair in Co-operative Enterprises<sup>3</sup>, it was aimed at strengthening the co-operative movement by building awareness of the business model. The basic responsibilities of the new Chair mirrored those of the previous Chair at the University of Manitoba, including teaching, research and service activities oriented towards outreach (to the co-op sector in Manitoba and to other universities and co-op institutions). The two key differences were a change in emphasis in teaching and targeting a broader range of students.

The new Chair was developed through a collaborative partnership involving the Manitoba Government, the co-operative and community development sectors and the University of Winnipeg, which raised a total of \$625,000 for the program. Funding for the position came from the Province of Manitoba (\$250,000), Federated Co-operatives Limited (\$100,000), The Co-operators Group (\$100,000), Credit Union Central of Manitoba Limited (\$100,000), Assiniboine Credit Union Limited (\$25,000), Arctic Cooperatives Limited (\$25,000) and Red River Cooperative (\$25,000) (Poulin, 2012).

In a pro-active move to address issues of stakeholder inclusion, those involved in the Business Chair of Co-operative Enterprises at the University of Winnipeg developed an Advisory Committee to integrate stakeholders in the ongoing activities of the program. The Advisory Committee was comprised of funders, government officials, community development organizations, and advocacy agency officials. The Advisory Committee was meant to guide the Chair program to meet the needs of the sector and the University. Also sitting on the committee was the Dean of the Faculty of Business and Economics. The role of the Dean on the Advisory Committee was two-fold: (1) maintain stakeholder relations on behalf of the University, and (2) protect the academic interests of the institution (including the interests of the holder of the Chair) (Key Informant #1, 2015; Key Informant #4, 2015).

### *Teaching*

The selection of the University of Winnipeg as the new home for the Chair program was successful in facilitating engagement with a broader student body. By placing the Chair program within a Business and Administration Department, the program could build awareness of co-operatives amongst business students interested in a wider range of business disciplines and sectors than was possible than in the previous location in an agribusiness program. This interest was reflected in course offerings and enrolments (see Table 1, below), one very tangible measure for the success of the program.<sup>4</sup>

**Table 1: Enrolment, Courses and Scholarships**

	2014-15	2015-16	2016-17	2017-18
Enrolment <sup>5</sup>	36	48	162	106
Courses offered	1	1	5	4
Scholarships	n/a	3	3	3

The curricular component of the Chair generally seemed to be well received by the various stakeholder groups. The university and the department were happy because they had a unique content that was of interest to students, the courses were filling and the program was generating income. The co-op sector was also pleased with the course offerings as the program seemed to be effectively contributing to their primary goal of building greater awareness of the co-operative sector and model among youth. The situation with respect to the province was a bit more complicated.

The establishment of the new Chair was originally agreed upon with a New Democratic government, which was on board with the primary objective of the Chair as increasing awareness of the co-operative sector and model. With the election of a Conservative government in 2015, the province's understanding of the role of the Chair changed. This was reflected in their decision to move co-operative responsibilities out of Housing and Community Development to the Ministry of Growth, Enterprise and Trade (GET). With this move a stronger focus on economic development was taken up and the need to supplement awareness of co-operatives through post-secondary education was deemed unnecessary.<sup>6</sup> Government's expectations for the Chair program changed from building awareness to increasing the economic activity of the co-operative sector through the development of highly qualified personnel (HQP). The education of new HQP in the co-operative sector could help improve the efficiency and profitability of the entire co-operative sector working in Manitoba, which was responsible for \$1.7 billion in value-added GDP, or 3.25% of the total provincial economy, a significant portion of the province's overall economic activity

(Duguid, Karaphillis, & Lake, 2010). The government's focus on capacity building fit well with the university's interests in increasing enrolment through the program as a means of generating revenue. Awareness of the sector was not the primary focus of the new Conservative Government, but the offering of co-operative courses aligned with their strategy of creating jobs within the co-operative sector through development of HQP (Key Informant #5, 2015).

### *Community Outreach and Service*

The Chair program had other components associated with it which can be categorized from the co-operative sector's perspective as community outreach and networking with other (co-operative and academic) institutions. For its part, the University would understand these as forms of service, which could potentially be taken into consideration in annual performance evaluations and in the tenure and promotion process. One important area which might be considered a form of community outreach involves internship programs, a form of experiential education. Such programs are ubiquitous in business schools and other professional programs, and increasingly popular in other fields as well. Such programs may be beneficial for businesses in a variety of ways (an inexpensive source of labour, an aide in recruiting, etc.) and are prized by students as a means to get experience in their field and to generate professional contacts. Thus, it was logical that the Vision and Strategy document incorporated internship programs, as a way to both introduce students to the sector and provide co-operative business with the same advantages that conventional business receives through such programs.

One problem which arose with the internship programs (and other outreach activities more generally) is that expectations were not clearly delineated and, as a result, it was not evident what constituted success. The lack of measures of success and an internal infrastructure meant the Chair faced significant challenges developing and implementing such a program to meet the needs of all the stakeholders involved.

As the University of Winnipeg's Department of Business and Administration is predominately an undergraduate level department one of the primary stakeholders were undergraduate students. To involve these stakeholders, two conferences focused on youth engagement were held at the University. The first conference was held in 2015 and invited local high school students that had developed an art co-operative. The high school students were brought to campus to educate undergraduate business students on what it takes to develop a co-operative. The second conference in 2016 sought to engage young co-op entrepreneurs from Winnipeg to speak to undergraduate students on the opportunities and challenges of developing a co-operative in Winnipeg. Both conferences saw over 50 students attend with active engagement in the topic of the conference.

### *Research*

As noted above, the proposal for a Chair on Co-operatives was raised under the second Strategic Objective of fostering awareness and understanding of co-operatives. While one of the enabling activities entailed reviewing, broadening and enhancing post-secondary education and research programs on co-operatives, the primary emphasis of this objective seemed to be much more focused on disseminating knowledge about co-operatives than actually generating new knowledge. That is, much greater weight was placed on education than research. The lack of interest in research is also evident in the discussion of the two other Strategic Objectives of the program and their working groups (see Figure 1). The heavy prioritization of education over research was confirmed through interviews with actors involved in government, the co-operative sector and other stakeholder groups. In 19 out of the 26 interviews conducted key informants indicated that they had either little or no interest in research.

This relative lack of interest in research sits in opposition to the basic self-understanding of the university and its mission. As the apex body of higher education the university sees itself not only as disseminator of knowledge (which it undertakes through a variety of forms of pedagogy and educational programs), but as one of, if not the most, important producers of knowledge for society, both applied/practical and theoretical (Mainardes et al., 2012). The importance of research for the university is reflected in the evaluation of the professoriate which typically includes research indicators both for annual performance evaluations and the tenure and promotion review process. For their part professors in research streams, which is the vast majority of the full-time professors, are strongly oriented towards research, both out of personal and professional interest. The Chair program enacted research projects to fulfil the professorial mandate to produce new knowledge and engage with students at the Master's and Doctoral

levels. Two Master's students worked with the Chair and Arctic Co-operatives Limited to study co-operatives in Canada's Far North, while a Doctoral student studied the rural entrepreneurial ecosystem to understand the drivers of co-operative development.

### *Tensions*

Due to differing (implicit and explicit) interests and expectations of the various stakeholder groups involved in the establishment and oversight of the Chair (the cooperative sector, the government, the university and community stakeholders), tensions inevitably arose with regard to the functioning of the Chair. These tensions of course, were most acutely, although not exclusively, felt by the academics who were the holders of the Chair. There were two broad types of tension.

The first relates to the time that the Chair should dedicate to different activities. For universities, there is a relatively well-established formula for how (research-stream) academics allocate their time between research, teaching and service obligations, which is usually laid out in a collective agreement between the university and the faculty association. Typically, it is understood that research and teaching take priority, requiring about forty percent each of a professor's time, while service obligations (committee memberships, community engagement, etc.) should not take more than twenty percent of a professor's time. This formula may change for academics who take on significant administrative positions (who receive "teaching release" and are not expected to meet the same research standards) or have large research grants and/or a research chair (who also receive teaching release, but for whom the expectations for research outputs are generally higher).

While this sense of how academics should spend their time is common in universities, outside actors do not always understand this. Thus, when organizations have an agreement with a university, they will tend to place demands on the institution and the person most associated with the agreement (i.e., the holder of the Chair) that reflect their organization's priorities. Their demands, however, (e.g., for education, outreach) may come into conflict with the priorities of the institutions (e.g., for research) as well as the responsibilities (and career aspirations) of their employees (e.g., the holder of the Chair).<sup>7</sup>

The second form of tension relates to the autonomy of academics with respect to their research, teaching and service obligations. Historically it has been argued that academics need to have academic freedom in the classroom and in conducting their research to ensure that universities remain critical in their approach to the dissemination and generation of knowledge. The question is whether and how an agreement with an outside organization to establish a Chair impinges on this freedom. It is generally understood that while the establishment of a Chair can designate an area in which research and teaching are to be done, the donors are not to be involved in the particular content of courses to be taught. The situation arguably becomes more involved with a Chair like the Business Chair of Cooperative Enterprises which deals with a particular business sector, and which should have significant knowledge about the sector. It might reasonably be asked whether the university and the holder of the Chair have some obligation to at least consult with the sector (and other stakeholders) about the nature of teaching, research and outreach to be conducted, as they should have insights into how the performance and contributions of the sector can be enhanced. Tension may arise, however, when the holder of the Chair (or a university administrator) feels that their professional career is linked to continued funding for the Chair and this places pressure on them to allow the donors to have inordinate influence over the content of teaching, research and even outreach agendas.

Mediating these two types of tensions was not always easy, especially the first one, which was more acute. The basic reality that had to be confronted was that the Chair had limited resources and the sector and the university had different expectations of program outcomes. At the institutional level, the university had to insist on the formalized expectations outlined by the funders in the form of contracts with concrete deliverables taking precedence over the informal expectations of other stakeholders, especially non-funding members (Manitoba Provincial Government, 2013; University of Winnipeg, 2012). Here the Dean of the Faculty and the Chair of the Department played key roles in trying to explain the university's situation and control what were seen to be unrealistic expectations on the part of (some) sector and community stakeholders.



## Conclusion

The efforts by co-operative actors in Manitoba to engage with institutions of higher education represent a continuation of a long tradition in the sector. This tradition has included the establishment of Co-operative Colleges (and now Universities) in Canada (at the University of Saskatchewan), the UK (Manchester) and across Africa and Asia. It has also worked through extension programs on numerous universities in North American and around the world (the best known Canadian example being the extension program at St. Francis Xavier University in Antigonish, Nova Scotia). These initiatives, all of which primarily focused on the agricultural sector, have had a huge impact on the growth and development of co-operatives sector around the world.

In an effort to replay the success of the past, the Manitoba co-op sector and partners sought to reintroduce education on the co-operative model with a similar agricultural focus. The sector and the university, however, found the key to success is to ensure that all expectations of stakeholders involved in any program are formally outlined. Clear operational details including measurable outcomes are required for the program to follow a path of success that all stakeholders can share. It is also important that actors understand the mission, capacities and limitations of the organizations that they are working with. The mixed results of the Chair program are, in part, a result of the dual role of post-secondary institutions as knowledge disseminators or knowledge creators.

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## Notes

<sup>1</sup> Research chairs in Canada are funded through national research councils, which establish procedures for allocating these funds. The granting agencies and the university enter into a codified agreement on the disbursement of funds for specific awards. Funds are provided once a candidate for the Research chair has been chosen through a transparent and competitive selection process. These Research chairs are normally only allowed to be held for two terms or less, which helps to minimize the influence on the academic to cater their work toward the granting agency's needs in order to secure additional funding (Canadian Government, 2015; NSERC, 2016).

<sup>2</sup> For example, Loblaw Canada provided \$3 million (CND) for the establishment of The Loblaw Companies Limited Chair in Sustainable Food Production at the University of Guelph in Ontario, Canada (University of Guelph, 2010). The \$3 million (CDN) gift allows for the establishment of the chair position as well as the independence of the chair, as the gift is provided upfront to the university. The upfront funding provides a stable base for research and teaching activities by the academic holding the chair position. It is more difficult for a business sponsor or individual to influence the university or academic holding the chair as the funds are already in the hands of the post-secondary institution.

<sup>3</sup> The name of the Chair was subsequently changed to the Business Chair of Cooperative Enterprises. The reason for this change was to avoid any confusion between this endowed chair and the administrative positions in the universities, that is, chairs of departments (e.g., the Department of Business and Administration). While the Chair of Co-operative Enterprises was never meant to represent the administration of the university, it was felt that a name change was in order (Key Informant #5, 2015).

<sup>4</sup> The Visions and Strategy document also indicated scholarships as another facilitating activity, which could also be used as an indicator of the success of the program. The expectation was that co-operatives would provide these scholarships. To the extent that all the scholarships were generated by a single stakeholder on the committee, the program (or the committee on behalf of the program) did not perform particularly strongly in this area.

<sup>5</sup> Five courses were developed in 2016-17 as the program funding was ending: 1) *Fundamentals of Co-operatives* (2<sup>nd</sup> year course), 2) *Management of Co-operatives* (3<sup>rd</sup> year course), 3) *Co-operative Entrepreneurship* (3<sup>rd</sup> year course), 4) *Co-operative and Credit Union Accounting and Performance Measures* (3<sup>rd</sup> year course), and 5) *Financing a Co-operative* (4<sup>th</sup> year course).

<sup>6</sup> An important result of this change in government focus was that funding for the co-operative program was cut in 2017, one year shy of the program's formal end-date.

<sup>7</sup> This situation was probably attributable in part to the wide range of organizations involved in creating the Vision and Strategy document. This included not only funding agencies, but also community development groups such as SEED Winnipeg and CCEDNet.