

Co-operatives and Higher Education In Canada **Call For Contributions**

The Canadian Association for Studies in Co-operation (CASC) is planning a collected edition of articles on the relationship between co-operatives and higher education in Canada. Historically, the co-operative sector has frequently worked closely with institutions of higher education, benefitting from shared values and common interests in education and community development. In the changing political, social and economic landscape in the country, there is arguably even more need and opportunities for collaboration between these two sectors. The purpose of this proposed collection is both to offer reflections on the history of co-operation between co-operatives and the higher education sector and to examine contemporary opportunities and challenges for closer collaboration.

Potential Areas of Interest: There are four primary areas in which contributions are being sought:

- (a) ***Historical Experiences***, including regional co-operative movements (e.g., the Antigonish Movement), sector experiences (e.g., campus-based co-operatives), case studies of particular institutions (e.g., the Co-operative College), etc.;
- (b) ***Co-operatives in the Curriculum***, including case studies of efforts to develop co-operative education programs (certificates, undergraduate programs, graduate programs, executive programs) as well as efforts to inject co-operative content into existing courses and programs;
- (c) ***Experiential Education***, including case studies of mentorship programs, placement courses, internship programs, etc.;
- (d) ***Innovation***, including action research programs designed to improve co-operative performance and/or participation of universities in incubating and supporting new and fledgling co-operatives, including social co-operatives as well as more conventional entrepreneurial ventures.

Submission Guidelines: Contributions may include: (a) historical analyses of movements and institutions; (b) analyses of contemporary issues and movements, (c) cases studies involving issues of curriculum, experiential education or innovation; and (d) shorter vignettes (of cases or key actors). Contributions should be between 5000-7500 words (with vignettes of 500 - 750 words).

Initial indications of interest should include an abstract of 250 words and should be submitted by July 1st, 2017.

Final submissions will be due January 31st, 2018.

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