Ukrainian Language Education Network: a Case of Engaged Scholarship

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Abstract The study explores one longitudinal case of engaged scholarship, the collaborative practices in the Ukrainian language educational network from the 1970s to the present. The focus is on the Ukrainian Language Education Centre (ULEC) at the University of Alberta, which over almost four decades has worked with the community in the development of Ukrainian education by keeping approaches to language learning and its use on the cutting edge of practice. Over the years, ULEC engaged with the community seeking to respond to the community's needs. Past and present practices of ULEC and its partners are studied through the prism of the engaged scholarship framework (Boyer, 1996; Barker, 2004; Sandmann 2008, 2009). These practices are analyzed through three strands of engagement: purposes, processes, and products, which are defined, explored, and discussed. The study also describes engaged scholarship projects related to Ukrainian language education currently being conducted by ULEC, with a focus on collaboration with communities in the production of knowledge and their potential for strengthening a network of reciprocity.

KeyWords Engaged scholarship; university-community engagement; purposes, processes, products; Ukrainian Language Education Centre (ULEC); ethnic community

Introduction

The present article studies the Ukrainian language education network as a case of engaged scholarship (ES) in its evolution. Specifically, the study focuses on activities of the Ukrainian Language Education Centre (ULEC), housed in the Canadian Institute of Ukrainian Studies (CIUS) at the University of Alberta, from past and present perspectives through the prism of the ES framework (Boyer, 1996; Barker, 2004; Sandmann 2008, 2009). We reflect on purposes (reasons), processes (methods) and products (outcomes) of engagement, three strands that are defined and discussed below, from the time of ULEC's inception in 1976. We study this case of engagement as an example of connecting "the rich resources of the university to our most pressing social, civic, and ethical problems, to our children, to our schools, to our teachers, and to our cities" (Boyer, 1996, p. 32). As a model of commitment to language education, ULEC has been an essential hub for both the development of Ukrainian language education in the province of Alberta (and beyond), and the creation of "knowledge for a public purpose"

(Checkoway, 2013, p. 7). Although brief histories of the creation and early initiatives of the Centre have been published (Lupul, 2005 and n.d.), no study has framed its practices within the ES framework. Therefore, in the present study, we explore the Ukrainian language network established through ULEC as a case of ES to advance two interconnected goals: (a) to present and reflect upon past and present practices of ULEC as a long term case of ES and (b) to identify and outline engagement efforts in research and collaboration with community by addressing complexities and challenges in sustaining mutually beneficial partnerships between the university and community.

Theoretical Framework

In the emerging field of engaged scholarship, numerous terms define this field of inquiry: "engaged scholarship" (Franz, 2009; Sandmann 2007), "the scholarship of engagement" (Boyer, 1996 and 1997; Barker, 2004; Sandmann, 2008 and 2009; Checkoway 2013), "the scholarship of outreach and engagement" (Simpson, 2000), "community engagement" (Bernardo et al., 2013), "community-university engagement" (Brown-Luthango, 2013), "university-community engagement" (Onyx, 2008; Winter et al., 2005), "community-engaged scholarship" (Calleson, 2005), and "public engagement" (Flower, 2008) among others. In the present study, we view engaged scholarship as a two-way relationship between academia and community, in which collaboration between academia and community (on local, regional, national, or international levels) is focused on "the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity" (*Carnegie Foundation*). The concept of the community is understood as "constructed, not found—a symbolic space that comes into being when issues of mutual concern call people into existence as a public" (Flower, 2008, p. 3). As Flower (2008) notes, "the most significant feature of a community is not what or where it is (with its shifting features and overlapping boundaries) but how it *functions*. The meaning of a symbolic community is in how it works and the consequences it produces" (p. 10).

We define engaged scholarship as the academy's call to become "a more vigorous partner in the search for answers to . . . most pressing social, civic, economic and moral problems" (Boyer, 1996, p. 11) within the community and among the various stakeholders locally, regionally, nationally and internationally. ES constitutes an engaged knowledge generation, which in contrast to traditional scholarship, is "applied, problem-centered, transdisciplinary, heterogeneous, hybrid, demand-driven, entrepreneurial, and network-embedded" (Gibbons at al. 1994). In addition, ES stresses "the mutuality of the academic-public partnership focused on producing a beneficial legacy" (Franz, 2009, p. 35).[1] This academic-public partnership stresses engagement

[1] The academic-public partnership is normally initiated out of the expressed need of a community, a university interest in an identified community need, or an interest that is mutually beneficial to both the university and the community (Bernardo et al., 2013, p. 104).

> *with* community in defining the purpose of the scholarship, in arriving at the questions driving the scholarship, and in the design, analysis, and dissemination of the scholarship. In this co-creation of knowledge and problem solving, community stakeholders (broadly defined) and faculty members, students, and staff are collaboratively involved in framing the "driving intellectual question," in generating and interpreting the evidence, and in using the evidence for diverse purposes. (Sandmann, 2009, p. 4-5)

We propose to study the case of ES as it concerns the Ukrainian language education network through the following strands: purposes, processes, and products. These three strands are normally used as criteria for an assessment of engagement practices in higher education institutions and examined according to their alignment with the civic and democratic mission of these institutions ("New times demand new scholarship," 2005, 2007). The concepts of "processes" and "products" (Calleson, 2005) and "purposes," "products," and "outcomes" (Sandmann, 2007) are found in studies that offer frameworks for measuring, documenting, and assessing engaged scholarship. In our study, we utilize this categorization to reflect on and explore engagement of the stakeholders through these three strands. We offer the following understanding of the three strands of engagement:[2] (a) *purposes* are the focal reasons for engagement, as well as the driving intellectual questions that are of mutual concern and/or benefit of the stakeholders at a particular point in time and space; (b) *processes* relate to methods of engagement with the stakeholders in generating and processing evidence, which include ways of co-creating knowledge by linking intellectual assets of the university to address public issues, as well as cultivating relationships of outreach and/or reciprocity; and (c) *products* are the outcomes of the engagement in using the evidence from processes at diverse levels: co-production of knowledge on community issues that transforms into concrete action steps, influencing current practices at various levels of impact, providing benefits to community and university, creating forums for multidisciplinary and multispectral audiences, securing financial support from potential funders, and disseminating scholarship at academic and public venues. We situate our arguments below within these three strands of engagement.

Identifying the Ukrainian Language Education Network

In this study, we acknowledge the following stakeholders: the Ukrainian community (local, regional, national, and international), an active ethnic group within Canada's multicultural communities; educators who oversee Ukrainian language education within the community and through professional public educational affiliations; and related academics, departments, centres and institutes.

The Ukrainian Canadian community is broad and somewhat difficult to define. Canadians who identify themselves as Ukrainian Canadians constitute 3.74% of Canada's population of 33.5 million. In 2011, 1.25 million Canadians claimed to have Ukrainian roots, with 276,055

[2] These definitions are partially inspired by Sandmann's (2009, p. 4-5) core ideas of engagement scholarship, which are collaborative creations of knowledge and problem solving cited above.

being single origin and 975,110 having multiple origins.[3] The largest number of Ukrainian Canadians can be found in the provinces of Ontario, Alberta, British Columbia, Manitoba, Saskatchewan, Quebec and Nova Scotia, with the Prairie provinces having the largest percentage of the provincial populations. In 2006, of Alberta's 3.3 million residents, 7.68% claimed Ukrainian origin. Of the 332,180 Ukrainian Albertans, 82,185 claimed single origin and 249,990 multiple origins. However, only about eight percent of Ukrainian Albertans view Ukrainian as their mother language (29,455 in 2011).[4] The city of Edmonton is considered to have the second largest Ukrainian population in Canada.

The community is well organized at international, national, provincial and local levels through the Ukrainian World Congress, Ukrainian Canadian Congress (UCC) and its provincial branches, the Ukrainian National Federation, the Ukrainian Professional and Business Association, as well as other organizations such as *PLAST, CYM, SUSK*,[5] Ukrainian dancing and the church. Ukrainian is offered in heritage language community schools across the country on Saturday mornings for children from 5-16 years of age. Instructors for these programs, often provincially certified teachers, collaborate to develop curricula and learning resources. In 2010, a national Ukrainian Teachers Association was formed (the previous one, initiated in the 1960s, had been inactive for at least a dozen years). These organizations all have some Ukrainian speakers and provide various forms of support for Ukrainian language development and use. For example, youth participate in weekend and summer scouting activities in Ukrainian through *PLAST* and *CYM,* while the Alberta Foundation for Ukrainian Education Society, Alberta Ukrainian Commemorative Society, Alberta Society for the Advancement of Ukrainian Studies, Canada Ukraine Foundation, Ukrainian Foundation for College Education Trust, the Shevchenko Foundation, among others, raise and distribute funds (on a competitive basis) for language and culture activities. Parents also play an important and significant role in all of the above, not only in their own organizations, but also in making most decisions about initial registration in Ukrainian language and culture activities, and then for providing long-term transportation and hours of voluntary commitment to them.

University of Alberta affiliates include ULEC and faculty members specializing in language, linguistics, literature and folklore from the Department of Modern Languages and Cultural Studies (MLCS) in the Faculty of Arts, as well as academic staff in the Faculty of Education. Other professionals interested in or responsible for Ukrainian language education include

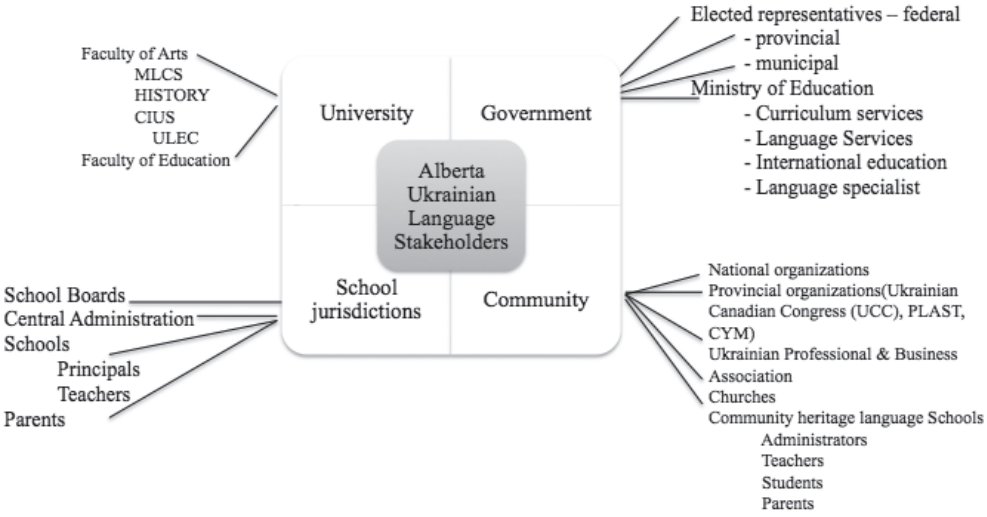
[3] 2011 Statistics Canada National Household Survey: http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/dt-td/Rp-eng.cfm?LANG=E&APATH=3&DETAIL=0&DIM=0&FL=A&FREE=0&GC=0&GID=0&GK=0&GRP=1&PID=105396&PRID=0&PTYPE=105277&S=0&SHOWALL=0&SUB=0&Temporal=2013&THEME=95&VID=0&VNAMEE&VNAMEF

[4] Demographics of Alberta: http://en.wikipedia.org/wiki/Demographics_of_Alberta and http://www12.statcan.ca/census-recensement/2006/dp-pd/hlt/97-562/pages/page.cfm?Lang=E&Geo=PR&Code=48&Data=Count&Table=2&StartRec=1&Sort=3&Display=All&CSDFilter=5000

[5] *PLAST* and *CYM* are Ukrainian scouting organizations, and *SUSK* is the Ukrainian Canadian Students' Union.

consultants and directors of languages in the Alberta Ministry of Education, as well as local school boards, teachers and administrators in publicly funded schools that offer Ukrainian language instruction. In 1997 members of these groups formed the Ukrainian Language Education Consortium (ULECON) comprised of educational stakeholders whose mandate is to facilitate the formation of partnerships for carrying out mutually beneficial Ukrainian language projects in the following areas: learning resource development, acquisition and publication; curriculum development; student assessment; student and educator exchanges; and professional development of educators.

The cross section of participants in the Ukrainian language network of Alberta seen in Figure 1 is paralleled in Saskatchewan and Manitoba, though both are smaller in scale.



In this paper, we study the Ukrainian language education network through the three strands of engagement: purposes, processes, and products, as defined above. Because ES "is influenced by the specific mission and history of universities, and the location of individual campuses" (Winter et al., 2005, p. 11-12), as well as histories of the stakeholders, we propose to begin the discussion from a historical perspective.

Ukrainian Language Education Network: Past

Early beginnings. Among the social, civic, economic and moral issues (Boyer, 1996, p. 11) of the 1970s was the initiation of programs that reflected Canada's new policy of multiculturalism. The Ukrainian community was eager to enact this policy and the U of A benefitted from being a leader in its enactment. Specifically, the establishment of the Canadian Institute of Ukrainian Studies (CIUS) in 1976 happened in the context of the advent and growth of federal and provincial policies on multiculturalism in Canada, as well as a response to the Ukrainian community's concern about the policy of increasing Russification in the Ukrainian

Soviet Socialist Republic. Leaders from the Ukrainian Canadian community advocated strongly for the implementation of legislation that recognized Canada as a multicultural country and society, in line with the recommendations made in 1963 by the Royal Commission on Bilingualism and Biculturalism. The Commission was instructed to take into account contributions made to Canada by the other ethnic groups to the cultural enrichment of Canada and the measures that should be taken to safeguard that contribution ("Report of the royal," 1970). This framework allowed Ukrainian Canadians to claim that governments have an obligation to support minority languages and cultures in public institutions (Petryshyn & Bilash, 2014). CIUS was created to advance Ukrainian Canadian studies, encourage studies about Ukraine, and support the teaching of Ukrainian in the Ukrainian(-English) Bilingual program (UBP) by producing bilingual teaching and student learning resources. ULEC was established in 1976 within CIUS to meet the needs of the UBP. Adapted after the French immersion experiment of Lambert in the late 1960s, the UBP was a pedagogic innovation that spread to other language groups across three provinces and yielded a network of professionals dedicated to Ukrainian language education.

Purposes. The vision for ULEC was established by CIUS' first Director, Dr. Manoly R. Lupul: "Oversight of the bilingual program was an integral part of the "Detailed Proposal" for the institute" (Lupul, n.d., p. 45). How far this responsibility had to stretch was clear in Lupul's (n.d.) mind, though not always easily accomplished: "Practically, oversight of the bilingual program meant that the institute's role had to encompass much more than the teacher education discussed in the 'Detailed Proposal' " (p. 45). It included servicing, expanding and sustaining the UBP as well as developing a library collection.

Processes. Lupul (n.d.) recognized the collaboration that would be required to provide security and support for the evolution of the UBP and set out to hold monthly meetings of all of the stakeholders, which he chaired: the Faculty of Education, including curriculum committees and School Book Branch, the school boards' language supervisors and consultants, the teachers' professional organization and the parents' associations. He noted that establishing the relationships was very challenging because the teachers and public officials "did not always appreciate input from the academy – the proverbial ivory tower" (p. 45-46). ULEC's first director Olenka Bilash followed up on all points discussed. Lupul and Bilash both recognized the need to integrate the UBP onto the agenda of all groups involved in language education, a network-embedded engagement, despite the fact that many of these responsibilities extended beyond what would normally have been considered the university's mandate.[6]

[6] "To improve the skills of bilingual teachers, courses in the Faculty of Education were needed. To maximize enrolments, the annual recruitment campaigns by parent-led associations had to be assisted. To increase the pool of possible student recruits, extension of the educational ladder downward to the nursery school was important. To reinforce language learning in public schools, the community's own language schools (the *ridni shkoly*) had to be reoriented to supplement, rather than duplicate, the bilingual classes. To help the Ukrainian community to access government programs, representation on departmental committees was important. To develop additional Ukrainian teaching materials, expansion of the program in Alberta and elsewhere (especially in the Prairies) was also important. To provide a forum for pedagogical issues, a strong professional teachers' organization was needed, especially for those in the bilingual program. And to provide to the university, the department and the teachers with readily accessible resource materials, a first-class Ukrainian Language Resource Centre had to be created" (Lupul, n.d., p. 45-46).

Lupul supported Bilash's efforts to develop a full stream of access points for Ukrainian language learning and use for youth, especially for those from homes in which Ukrainian was not the primary language of communication: from Ukrainian language pre-schools to summer camps and immersion programs for high school students who resided outside of the city. This approach would be documented by Fishman over a decade later as strategies for prevention and revitalization of communities that had succumbed to language shift (Fishman, 1991, 2001) and reflects actions taken by Francophones hors de Québec to increase language use among youth (Moulun-Pasek, 2000). To this end the processes at work were also politically facilitated.[7]

Products. In its early years, ULEC attempted to create five significant products, evidence of multilayered engagement: a Ukrainian Bilingual Resource Centre, a local network of language use projects for children in the UBP (discussed as multiple access points in the foregoing), a publication "Why Bilingual Education?" and a videotape that served to promote bilingual education and "assist in recruitment" (Lupul, n.d., p. 47), as well as the lobbying for a liberal approach to second language promotion at the university level. Efforts to create a coordinating body for UBP were not successful.

Originally known as the Ukrainian Bilingual Resource Centre in CIUS, ULEC in its early years (1976-80) focused on amassing all language learning resources available in the West. The centre was "designed to become *the* place in Canada where all the materials important to teaching Ukrainian at the pre-university level could be accessed by teachers and researchers" and housed a variety of print and audiovisual resources and teaching aids (Lupul, n.d., p. 46-47) gathered from collections in New York, New Jersey, Toronto and Edmonton, where the largest Ukrainian Book Store in the diaspora was located.

ES in these years tapped into the knowledge of academics to serve the community in new ways. It took the form of assisting the community in imagining new possibilities and the community responded to many of the initiatives, showing both demand-driven and network-embedded engagement. Parents eagerly supported summer camps for their children and worked hard to organize recruitment and advocacy meetings. In order to provide assistance

[7] "Bilash was a regular dynamo who not only developed the Resource Centre but imaginatively reached out to others . . . . [H]er initiatives were encouraged and funded as generously as possible. A former Ukrainian University Students' Union (SUSK) president, she knew how to access government grants, and my political influence occasionally assisted her. In 1978, for example, her "Camp Osvita," a summer day-camp project for the Ukrainian Bilingual Association (UBLA) budgeted at $10,000, had received $2,500 from Alberta Culture, the standard educational grant. After parental fees, the shortfall was $1,680, which my letter to Minister Horst Schmid, coupled with a phone call from Savaryn, quickly remedied. Next year, having learned that two of Edmonton's day-camp directors were of Ukrainian origin and fluently bilingual, Bilash and the UBLA approached the Parks and Recreation Department to establish two Ukrainian day camps. Rebuffed, I then wrote Alf Savage, the city commissioner for public affairs, known to me from my days on the Edmonton Historical Board, and Bilash got her camps. In 1981, with Bilash proposing five UBLA camp counselors through a federal Summer Youth Employment Program, Laurence Decore, Bill Pidruchney and I (from the Multicultural Committee) met with Savage, and the department again accommodated the camps. Besides the day camps, Bilash initiated the "Summer Immersion" (Osvita) secondary school courses (Ukrainian 10, 20 and 30) at St. John's Institute in 1979 and the Ukrainian language daycare and play school at St. Matthew Separate School in September 1979" (Lupul, n.d., p, 46).

with recruitments, "in February 1978 the institute published *Why Bilingual Education?* A well-researched brochure by Olenka Bilash; *Osvita*, a videotape also by her, followed."[8] Bilash utilized these and other resources to educate elected officials as well as parents, administrators and teachers, while travelling throughout Alberta and to Saskatchewan and Manitoba to explain and promote Ukrainian Bilingual education. Lupul also engaged additional academic staff in these efforts. Roman Petryshyn was involved in local recruitment efforts and Bohdan Medwidsky from the Slavic Department was seconded by CIUS to promote the program (Lupul, n.d., p. 47).

The Institute and rich resources of the university served, as Boyer (1996) would describe several decades later, "the most pressing social, civic, and ethical problems" of the era of introducing the new policy of multiculturalism (p. 32). Lupul was unrelenting in his vision for languages in this emerging policy. A member of the Canadian Consultative Council on Multiculturalism, he also attempted to bring its tenets to the University of Alberta.[9]

Arguments favouring multiculturalism addressed to bodies like the University of Alberta Senate invariably included languages (Lupul, n.d., p. 50). In January 1980, a Task Force on Second Languages at the University of Alberta, chaired by Joseph Kandler, was established. This committee prepared recommendations to the U of A and the government, one of which was to (re-)introduce the second-language entrance requirement. Despite this steady and strategic lobby, the Senate did not approve it. Later in 1982, the Senate, chaired by Peter Savaryn, who was determined to continue discussions on this matter, established a Progress Review Committee for Second Languages, which, albeit furthering its efforts towards second language instruction, remained unsuccessful well until the mid-1980s (Lupul, n.d., p. 50-52).

ULEC again attempted to play a coordinating role to ensure the UBP's future through its early years by hosting monthly meetings of consultants from the local school boards, representatives of the provincial government's Department of Education and the Faculty of Arts, school trustees, principals, teachers and community heritage language schools. While the exchange was beneficial and resulted in quick responses to needs expressed by teachers (e.g. constructing travelling libraries), the committee was short-lived as jurisdictions resisted any form of coordination, particularly from the U of A.[10]

[8] These products earned Bilash and ULEC recognition for their contribution to bilingual education from Joshua Fishman, Yeshiva University.

[9] As Lupul notes, "by the early 1970s the study of languages was no longer required for either high school matriculation or undergraduate (and most graduate) degrees in state universities in North America, part of the continent's gradual abandonment of liberal education at the postsecondary level. Second languages were very vulnerable on utilitarian grounds and their demise on campuses had a devastating impact on their study in the public schools, a likely factor in the low bilingual enrolments" (n.d., p. 50).

[10] "As limited as was the institute's impact on the bilingual program on campus, its influence was no greater off campus. Confined largely to political brokerage among the program's various stakeholders—the parents, the teachers, the school boards, the departmental officials, the politicians—the institute could determine little of what actually occurred in the classroom. It was at best a facilitator—a go-between—among the program's various caretakers" (Lupul, n.d., p. 51).

From 1977-1979, Lupul continued to invite a number of stakeholders for periodic meetings to "air and possibly resolve mutual problems." To Lupul's amazement, he discovered "how real or imagined bureaucratic restrictions, as well as personal feelings and mutual suspicions, could inhibit the sharing of information, despite the similarity of interests" (Lupul, n.d., p. 51). This jockeying for power led ULEC in the coming decades to expand its network-embedded practice, that of building relationships within the provincial government in order to stay abreast of changes in mandates, tapping into resources, and capturing opportunities. It would be almost two decades before these groups recognized the benefits of collaboration and united to create ULECON.

In its early years, ULEC began to build its network in ways that Bernardo et al. (2013) might consider as the university leading the community. Academics took cutting-edge ideas, informed community groups and co-participated in their enactment. The community participated knowing that these initiatives were shaping the next generation of its membership. This collective social capital led the charge to reconstruct the symbolic space of both the Ukrainian and other ethnic communities (Prokop, 2009).

The 1980s

In this decade, the universities heightened their recognition of an obligation to attend to public needs and assist community in solving their social problems. Derek Bok (1982), Harvard University President in the early 1980s, reconsidered basic academic values and questioned the emerging ethical and social responsibilities of universities. Specifically, Bok underscored the need for universities to re-evaluate their academic efforts with respect to social problems and relationships with society, and called for universities to be leaders in social reform, importantly through academic means (Bok, 1982).

Purposes. As noted above, ULEC was established at CIUS in response to the needs of the then newly created UBP, a demand-driven engagement of the 1970s. Even prior to the publication of Fishman's Graded Intergenerational Disruption Scale (1991), the Ukrainian community recognized the importance of establishing language programs in both the community and state/public institutions in order to keep the language (a crucial part of identity) alive by maximizing sites for development and use of professional domains of language for the youngest generations and future community leadership. By the 1980s, having progressed through several pilot stages, the Ukrainian-English program had become a prototype for publicly funded bilingual programs in seven other languages (Arabic, Chinese, Cree, German, Hebrew, Polish, and Spanish) in Alberta and spread to the other prairie provinces (Sokolowski, 2000). If the driving intellectual question of the 1970s focussed on overturning monolingual attitudes toward bi- and multi-lingual education, the focus for the 1980s turned toward the classroom and applying cutting-edge research to creating learning resources and offering teacher professional development, demonstrating applied ES. During the 1980s, the UBP became a permanent part of Alberta's education system and university expertise was needed to attend to this community need. The recruitment challenge remained and new challenges emerged, including ones with the community language schools, which in Lupul's (n.d.) view

"functioned as alternatives to the bilingual classes," instead of being supplementary, thus competing for enrollments with the UBP (p. 54-55). At this time political influence in the development of the network studied remained visible and required.

Processes. In the 1980s, ULEC became immersed in applied ES, that is learning resource development. Xenia Turko had written a set of readers and workbooks for the UBP, funded by a special grant from the provincial government. This basal approach to early literacy was more suited to first language speakers, and was not aligned with current bilingual literacy approaches. Further, Turko's successor in the provincial government, John Sokolowski, and Bilash, who had moved on to establish a UBP, German bilingual program and French immersion program in a neighboring school jurisdiction, noted "the stacks" of materials for the French program and the paucity in the Ukrainian one. With Sokolowski's guidance, Bilash undertook a feasibility study of a new Ukrainian-language development series, inspired by the French *Méthode dynamique.*

Products. In May 1983, "with the study completed, Bilash and Sokolowski approached CIUS, which they saw as a partial source of funding for a language series projected at $600,000. Such were the origins of what eventually came to be known as the institute's '*Nova* Project'" (Lupul, n.d., p. 58). Lupul (n.d.) strongly supported the project, assisted with fundraising, albeit seeing the project as a very ambitious undertaking with a budget "prohibitively high and likely to increase" (p. 58). Interestingly, he also noted that in the 1980s, this project was seen as non-academic and "outside the institute's scholarly mandate" (p. 58), an example of the challenges faced in the ES practices of the time. By the mid-1980s, Bilash had developed a complete draft of *Nova* 1-3 and by the end of the decade had collaborated with Kathy Sosnowski and Sokolowski to complete *Nova* 4-6. The publishing of these resources, as Lupul predicted, was an enormous financial undertaking, and despite the strong capital investment in *Nova* of the Ukrainian Professional and Business Association, the search for support to complete the language development series continued and continues. Financial challenges aside, results documenting the learning of Ukrainian through the *Nova* approach proved positive (Ewanyshyn, 1985).

Later in the decade, ULEC had two new directors. Andrij Hornjatkevyč completed the cataloguing of the children's library collections and still later, Anna Biscoe (1987-1990) undertook the following: prepared and completed for piloting *Nova* 1, 2 and most of 3 materials, especially the illustrations; coordinated and carried out the piloting of *Nova* 1 with Bilash (*Nova*'s author) at Edmonton Public and Edmonton Catholic schools; and met with teachers and community members in Lamont and Vegreville to establish Alberta Parents for Ukrainian Education society, which provided opportunities for parents of students in the province's varied Ukrainian programs. The successes were mirrored in Manitoba by Myron Spolsky, who assisted the emergence of Manitoba Parents for Ukrainian Education.

As Lupul (n.d.) has so carefully documented in his memoirs, ULEC's activities and products fully integrated not only the creative linguistic and cultural knowledge, skills and talents of children of the then third and most recent wave of immigration from Ukraine, but also the political and financial capital of people like Peter Savaryn, Laurence Décor, Mary

Lobay, Bill Pidruchney, members of the Ukrainian and Professional Business Association, and Lupul himself (p. 45-51). University expertise and intellectual capital meshed with political, financial and social capital from community organizations to sustain the applied and network-embedded ES, which, as many would write in later decades was, underappreciated (Boyer, 1990; Sandmann, 2008). In fact, Bilash's emerging expertise as a language resource designer would be taken up by First Nations communities and publishers. As Simpson has noted, "Sometimes the very act of application leads to new insights, methods, policies, theories and practices that contribute directly to the scholarship of discovery and integration" (2000, p. 9).

The 1990s

The next few decades witnessed the continued thrust for parity in bilingual programming. ULEC leadership played an instrumental role in putting languages on the political agenda and in the integration of technology. In addition, in 1991, Ukraine gained its independence and this shifted many practices of the network. Specifically, independence not only allowed for the building of relationships with new educational stakeholders in Ukraine, but also led to reconsideration of various practices within the Ukrainian language education network under study.

Purposes. During the 1990s, the Ukrainian language education network might be considered as an early adopter of technological innovation of the time. ULEC director Marusia Petryshyn (1990-2013) vowed to complete a set of print and digital learning resources for K-12 students in the UBP. With Ukraine's independence, new partnerships became available. Responding to the demands of the time, Petryshyn also strove to build capacity of teachers to become learning resource developers and facilitators of professional development for the *Nova* series.

Processes. Driven by intellectual questions about developing learning resources, Petryshyn actively sought funds to support the above projects and in so doing led ULEC into the international arena. With funding possibilities being tied to collaboration, ULEC partnered with government and a variety of community agencies across Canada and internationally (e.g. leading the demand-driven creation of the national Ukrainian Knowledge Internet Portal Consortium (UKiP-CA in the early 2000s) and working with a guild of children's writers in Ukraine), showcasing demand-driven, applied and network-embedded engagement (whose network had now extended from local and provincial to national and international levels). Such initiatives also aligned with the rising focus on both technology and internationalization of universities (Sadlak, 2000; Morley, 2013).

Products. The 1990s were marked by responses to teacher-generated queries and demands for continued learning resource development: as extensive piloting of *Nova* 1-6 continued, teachers across the continent requested in-servicing on the *Nova* approach; teachers in junior-high requested learning resources for students and a draft proposal for *Collage* was born; queries on literacy practices led to research (Bilash, 1998; Bilash, 2002); inquiries about grammar in the whole language approach of *Nova* resulted in collaboration with linguists to explore grammar concurrences; and the long-term struggle to create high interest, low vocabulary texts for learners sparked projects with writers from Ukraine to generate more contemporary

language use in the diaspora. New partnerships for a variety of digital products and teacher professional development projects with teachers in the broader diaspora (e.g. in Australia, England, Germany, Poland, Serbia, and the United States) were also cultivated.

As mentioned earlier, ULECON, a consortium of professionals in the education field, was established in 1997. This consortium brought and continues to bring together educational stakeholder groups whose mandate is to facilitate the formation of partnerships for carrying out mutually beneficial Ukrainian language projects. Membership includes ULEC, MLCS, Faculty of Education, Alberta's Ministry of Education, the Alberta Teachers' Association, and each school board offering Ukrainian language education.

Since its inception, the products of ULECON have been (a) Western Canadian Protocol Bilingual International Languages Programming Framework (in collaboration with Saskatchewan Education, Manitoba Education, Edmonton Public Schools, Alberta Education, 1998); (b) celebrations of the 25th Anniversary of the UBP (1998-2000); (c) summer professional development institutes (1998, 2000); (d) Team Canada Trip to Ukraine for resource acquisition and investigation of teacher/student exchanges; (e) Building Community Conference (1998); (f) Ukrainian Language Arts Development Project (1999-2000); (g) International Languages Symposium (2000); (h) piloting of the Ukrainian Language Entrance Exam for Foreign Students (2005-06); (i) development of Ukrainian Language Arts Performance Assessment Tasks (grades 2-9) (2005-14); and (j) facilitation of school twinnings (since 2008). ULEC has played an instrumental role in keeping abreast of initiatives in language learning, seeking equitable opportunities for lesser used languages such as Ukrainian, and securing funding for such equity projects through government and community organizations, thus sustaining its applied and network-embedded practices. And because ULECON does not include parent groups or community schools, ULEC has created new liaisons with these groups, widening its local network.

The 1990s revealed that ULEC's ES continued as demand-driven, applied and network-embedded with its network expanding and its reputation growing at all levels from local to international.

The 2000s

Purposes. Working with ULECON members and partners across eleven language groups in the province, the Ukrainian language education network began the new millennium by participating actively in Alberta's attempt to see a second language become a compulsory part of a student's education in the province (2001-2006). However, in February 2006, then Education Minister Gene Zwozdesky reported that "10 of Alberta's 62 school boards, mainly serving rural areas, are not ready to offer the language programming and to push ahead would be a mistake" (The Edmonton Journal, B1, February 26, 2006). A few months later, in reaction to resistance and uncertainty throughout the province, he announced that the language initiative had been indefinitely postponed.

Meanwhile, Petryshyn's leadership continued into another decade of print and online learning resource development, research related to learning resource development (Bilash,

2005; Bilash, 2007; Bilash & Shyyan, 2015), collaboration, fund raising for resource development and digitization projects, a UBP high school graduation recognition project, and securing a consultant from Ukraine in Alberta Education (akin to the consultants from China, Germany, Japan and Spain who were sponsored by their governments to support language learning). With K-12 learning resources underway and an applied linguist at the post-secondary level secured in MLCS, ULEC was now able to give needed consideration to high school credentials and university level learning resources. Attention to enrollment issues was addressed by attempts to have the Ukrainian Canadian Congress (Alberta Provincial Council) coordinate parental and other groups involved in advocacy and promotion of the UBP. On the civic front, ULEC also contributed significantly to another effort to bring second language learning to the public agenda (Huculak, Kastelan-Sikora, & Bilash, 2008). However, the biggest challenge was perhaps responding to the revised mission of the University of Alberta, a part of the globalizing and standardizing process of aiming to become more research-focused institutes (Sadlak, 2008; "Dare to discover").

Processes. Since its inception, ULEC, in Boyer's terms (1996) has had an obligation to be "vigorously engaged in the issues of [its] day" (p. 28). In the 2000s, the centre continued its ES through collaboration with community organizations at various levels to keep approaches to language learning and language use on the cutting edge of practice. As European languages began to create international exams for fuller participation in the multilingual European Union, and such exams were available to Canadian high school students (e.g. Delf in French or Dele in Spanish), ULEC facilitated a partnership with Ukraine's L'viv University to offer a similar international exam for high school students in the UBP. Those students who achieved a score of over 80% qualified to study at the university level in Ukraine.

Among its many projects, the field of online communication was a focus in the work of both ULEC-CIUS and MacEwan University's Ukrainian Resource and Development Centre (URDC) who had collaborated on advancing multi-modal online communications with Alberta Learning, UKiP-CA and the high school series *Bud'mo* for the UBP, thus reaching children, teachers and parents of the UBP across Canada, as Lupul had envisioned in the 1970s. In addition, ULEC's collaborative networks brought technology into the fore in the early 2000s with the establishment of a portal and an interactive animated website to teach language learning strategy use (*oomRoom*).

Products. With respect to post-secondary education, in its early years as noted above, ULEC lobbied for a liberal approach to second language promotion. However, the development of products for post-secondary Ukrainian language and culture education were not in the focus of the ES practices of the Ukrainian network until the first decade of 2000s.[11] In the early 1990s (continuing to present), resource development for teaching and learning Ukrainian at

[11] At this time ULEC's director Marusia Petryshyn supported the idea of publishing the first textbook for advanced Ukrainian for post-secondary levels "Ukrainian through its living culture" written by Alla Nedashkivska and published by the University of Alberta Press in 2010, by assisting with fundraising for the project.

the post-secondary level was carried out by individual professors Andrij Hornjatkevyč, Natalia Pylypiuk and Oleh Ilnytzkyj in MLCS, joined in 1999 by Alla Nedashkivska.

During the second decade of the 2000s, ULEC broadened its scope of ES, casting its net into the process of developing resources and support for post-secondary Ukrainian education, thus widening its applied focus. Currently, in collaboration with faculty and graduate students from MLCS, two resource development projects are being carried out: an online textbook for Business Ukrainian (Nedashkivska, 2014c), including related research (Nedashkivska, 2014a,b), and Blended-learning resources for teaching and learning beginners' Ukrainian, a model that combines traditional in-class instruction with an online component (Nedashkivska, Sivachenko, and Perets, 2014). Both are contributions to the growing field of computer-assisted learning and instruction of foreign languages (CALI). Furthermore, Nedashkivska was becoming sought after for her expertise in blended learning across campus. More recently, ULEC has continued to promote CALI by offering workshops to UBP teachers on utilizing technology and posting strategies on its Facebook page so as to be accessible across the country and beyond, thus strengthening its network at several levels.

Ukrainian Language Education Network: Present

The second decade of 2000s continues to redefine the university, its mission and organization, influencing the direction of ES in Ukrainian language education. As Lupul had predicted, the development and production of K-12 learning resources was an enormous financial and human resource undertaking. Its support through fund-raising with and by community groups continues as it seeks to benefit Ukrainian language learners and the next generation of the community. Unfortunately, this is often in competition with calls for aid to Ukraine in light of its fight for independence. Developing and publishing learning resources for the public school audience has never been seen to fit neatly into the U of A's mandate. Furthermore, changing demographics have increased enrollment challenges. When Ukraine was not accessible for courses and travel, those interested in Ukrainian studies flocked to Canadian universities, foremost among them the University of Alberta. However, its independence in 1991 opened new doors abroad, so at a time when the University of Alberta cuts created minimal class sizes for courses to be offered, competition for students was at its peak.

Purposes. As in earlier decades, enrollments have always been a pressing matter for Ukrainian language programs. Declining enrolments across Canada have rendered publicly funded and supported Ukrainian language programs at risk. Despite the fact that UNESCO's vision for a pluri-lingual world posits that every person would speak at least three languages (a mother tongue, a local or regional language, and an international language), globalization and social media have anglicised or English-ified much of the world, shaping the North American public attitude that other languages are of less value and expanding the gap between international languages and less commonly used languages such as Ukrainian. These trends have been accompanied by a decreasing birthrate in Canada (Foot, 1999). Further, while other bilingual programs (Chinese, Spanish, Arabic) are strengthened by immigration, the number

of Ukrainian or Slavic language speaking immigrants has decreased.[12]

These trends fall short as explanations for policy and decision makers rendering fragile the stability of the UBP and Ukrainian studies at the University of Alberta. In fact, in 2013, one of the last acts of the former Superintendent of Edmonton Public Schools was to cancel the UBP (Wittmeier, 2013). In 2013, the provincial government of Alberta continued funding rollbacks to the post-secondary educational system as well. The Ukrainian Culture, Language and Literature program was cited as not supporting a sufficient number of students pursuing the Ukrainian Major and the option of a BA Major in Ukrainian was eliminated. The Faculty of Arts introduced a quota system of class approval, which led several courses in Ukrainian studies to be cancelled due to insufficient enrolment. This troubling news for the Ukrainian programs from kindergarten to university sparked reactions from both the University of Alberta and the community.

Processes. To attend to these mounting concerns, an informal, ad-hoc sustainability committee was formed in spring of 2013, which included concerned members of the community from various walks of life, but all sharing the one common goal to respond to the time-sensitive issues related to Ukrainian education in the province, specifically, its preservation, development, enrollments, and promotion. The work of the committee represented a forum between the U of A and the community on issues that both identified as sources of tribulation that needed collaborative solving, that is, a problem-centered engagement. In 2013, a ULEC advisory board, composed of representatives of Ukrainian community and professional organizations, was established, which continued the forum around the future of Ukrainian studies. These undertakings led to the initiation of a series of research projects, the aims of which are to involve the community for the good of both the community and the U of A. Although collaborative efforts were foregrounded during the forum, it became clear that ULEC was to take the lead, acting on its mandate to develop Ukrainian language education in Canada and abroad. Below are examples of ES projects on Ukrainian language education currently being conducted by ULEC, with a focus on collaboration *with* communities in the production of knowledge and their potential for strengthening the network of reciprocity.

From a small multi-school exit survey of parents and students in grades 6 and 9 in 2013, ULEC learned that there are new constituencies of parents (e.g. recent immigrants from Ukraine) with children in UBP and their responses to the survey revealed different expectations of UBP than other parents. The survey also revealed that not all parents are content with all aspects of the UBP; however, their reasons and requests have not been studied in detail. Further, several changes are taking place at the post-secondary level and to our knowledge, aside from our study which is described below, no other study of the needs and motivations of students in university Ukrainian studies has been carried out.

While bodies such as the European Bureau for Lesser-Used Languages strengthens

[12] Demographics of Alberta: http://en.wikipedia.org/wiki/Demographics_of_Alberta and http://www12.statcan.ca/census-recensement/2006/dp-pd/hlt/97-562/pages/page.cfm?Lang=E&Geo=PR&Code=48&Data=Count&Table=2&StartRec=1&Sort=3&Display=All&CSDFilter=5000

contacts and mutual co-operation between 46 million speakers of lesser-used languages and facilitates links and communications between these communities and European institutions, North American education, and in particular that of Alberta, is being shaped by five new and different trends. First, in 2012, the province passed a new Education Act, which redefined the roles of students, teachers, principals, superintendents and trustees, thus changing the educational landscape. Second, Alberta Education has organized a one-day symposium with the Alberta Council on Admissions and Transfer Languages Articulation Committee to develop articulation between secondary and post-secondary schools in the area of languages. Third, preliminary research in Alberta suggests that twenty-first-century parents use different ways of searching for schools and programs, and have distinct ways of seeking out a quality education program for their children (Bossetti, 2004). Fourth, a large ground-breaking national study in the U. S. identified six educational program preferences of parents: pragmatic job-related programs; a citizenship and leadership orientation; a focus on high test scores; a desire for strong multicultural experience; a fine arts emphasis; and a strong academic focus (Zeehandelaar & Northern, 2013).[13] Finally, research in second-language acquisition at the post-secondary level shows that there is a shift in motivational factors driving students' learning process and its success (Dörnyei, 2001, Lamb, 2004, Chen et al., 2005, Shahbaz & Liu, 2012). In this new landscape, the following research questions were formulated: Why do some UBP graduates send their children to the UBP and others do not? Why are some parents choosing to send their children to Ukrainian language community schools or activities such as *CYM* and *PLAST*, but not the UBP? Why are people willing to donate funds to support Ukrainian language programs but not send their children to them? Why are university students willing to support and rally for Ukrainian causes but not take Ukrainian studies classes? What motivates and what de-motivates university students to take Ukrainian? What do twenty-first-century parents and students look for in quality educational programming and how do they think the UBP and university offerings could be strengthened?

Products. These research questions were addressed by designing six interrelated studies, thereby engaging in the process of creating knowledge by linking intellectual assets of the university to areas of public concern. The data for these studies is collected by using both questionnaires and interviews. The first study consists of an online survey of pre-school parents looking at how they select schools. This study will serve to provide evidence for a base of strategies used by the general public in the Edmonton area. The second study interviews approximately 50 parents with children in the UBP to learn about their reasons for choosing the UBP and their expectations. The third research project interviews a dozen parents who send their children to Ukrainian community activities (e.g. *CYM*, *PLAST*, *Kursy, Ridna shkola*), but not the UBP. These three studies will offer comparable data that should reveal patterns in decision-making (or not) between different constituencies.

The fourth study focuses specifically on Ukrainian Saturday schools, consisting of an on-

[13] See http://edexcellence.net/publications/what-parents-want.html

line survey for parents in order to learn what motivates them to enroll their children in these schools, which factors contribute to student learning success from parents' perspective, and which aspects of the programs promote sustainability and influence retention rates. The fifth study focuses on the post-secondary level, specifically, what motivates or de-motivates university students to pursue Ukrainian studies. The sixth study constitutes an in-depth visioning process for ULEC 2030. By tapping into the aspirations of youth, parents, young professionals from many walks of life, and the wisdom of community elders from local to international levels, the aim is to broaden understandings of ES and mobilize a new perspective on scholarly work: "a way to think about the totality of faculty work in ways that connect it with the greater public good" (Ward, 2005, p. 227).

All six of the above studies will provide a basis for comparing attitudes, strategies, preferences and perspectives of different parents and adult students, as well as educators in the Ukrainian language network. At the current stage of the ES projects outlined above, community partners participate as true partners in the "purpose" strand of engagement, that is, in formulating the driving questions to be addressed. In the "process" strand, community involvement can be described as that of providing research participants, which, although not purely reciprocal in the process of knowledge creation, provides the community with an outlet through which they can air their needs and opinions, thus contributing to our mutual understanding of the functioning of the community, a significant step toward developing a shared purpose. As Checkoway (2013) notes, "[p]eople are practicing the 'scholarship of engagement' when they develop knowledge for a public purpose" (p. 7). In the six studies discussed, the public consists principally of the Ukrainian community. As such, this serves as a well-researched case that can shed light on other ethnic minorities, each of which can draw upon the experience of others to aid in its own work. As an added advantage, this then broadens the general public's understanding and approach to diversity.

The research projects discussed exemplify ES by addressing pressing issues of the community that affect the society at many levels. We agree with Boyer (1996, 1997), who notes: "each stage of research—from defining the problem, to gathering information, to using the findings—can have civic potential" (cited in Checkoway, 2013, p. 12). The primary product of the research projects outlined above is new knowledge that offers insights into the decision-making processes and strategies used by those who make decisions about school- and program-choice. The results will be of benefit to school jurisdictions, principals, teachers, parents, and community organizations, as well as post-secondary institutions and students.

In general, the studies discussed contribute to ES research on community issues that will result in transformative outcomes at individual, community and societal levels, ultimately leading to concrete and relevant action steps and applications in society, that is, from a problem-centered to an applied engagement.

Ukrainian Language Education Network: Discussion

We propose to review the Ukrainian language education network practices, looking at their evolution at each strand of engagement. Chart 1 summarizes the purposes, processes and products of engagement.

Chart 1: Summary of the Purposes, Products and Processes of ULEC over four decades of engagement

Time period	Purposes	Processes	Products	Engagement
1970s	• Establish language programs in community and state/public institutions • Service, expand and sustain UBP • Develop library collection	• Meetings of stakeholders • Political capital • Full stream of access points for Ukrainian language learning • University and government lobbying through new policy of multiculturalism	• Ukrainian Bilingual Resource Centre • "Osvita" summer camps • Publication and video "Why Bilingual Education?" • Lobbying for SL promotion at the university level	• Demand-driven • Network-embedded (local, provincial levels)
1980s	• Develop learning resources (gr 1-6) • Develop teacher competencies • Sustain and grow enrollments in UBP • Expand bilingual education into other languages	• Strategic plan for the development of learning resource (*Nova*) • Financial capital from Ukrainian Professional and Business Association • Political capital	• Catalogue of library holdings • Pilot of *Nova* • Establishment of parents organization • In-services for teachers across North America	• Applied • Network-embedded (network is expanded to national level)
1990s	• Develop learning resources print and digital (gr K-12) • Build capacity of teachers as learning resource developers • Build new relationships with Ukraine • Study learning resources and their development	• Collaboration with government, community agencies across Canada and internationally, including Ukraine	• Extensive pilot of *Nova* • Creation of Collage series (gr. 7-9) • Research on language learning • New consortium of educators ULECON • Early adoption of technology • Partnerships with Ukraine • Partnerships with the broader diasporas	• Demand-driven • Applied • Network-embedded (network is expanded to international level)

Time period	Purposes	Processes	Products	Engagement
2000s	• Develop learning resources print and digital (gr 10-12, post-secondary) • Develop high school credentials • Study learning resources and their development • Attend to enrolment issues • Coordinate parental and other groups to promote UBP	• Collaboration with government, community agencies across Canada and internationally, including Ukraine • Collaboration with URDC on advancing multi-modal online communications between partners	• Adoption of technology: UKIP-ca and *oomRoom* • Textbooks for post-secondary level • Research on language learning, including at post-secondary level • Establishment of Ukrainian language consultant in Alberta Education • Workshops for teachers of community language schools across Canada • International Ukrainian language exam • Student exchanges	• Demand-driven • Applied (extended to post-secondary) • Network-embedded (local, provincial, national and international levels) • Not fully reciprocal
Today	• Secure enrollment sustainability (pre-school-20)	• Collaboration with community stakeholders (local) • Initiation of research projects on Ukrainian language education to address enrolment issues	• Studies on the state of Ukrainian language education (K-university) and visioning for ULEC • Establishment of ULEC advisory board	• Problem-centered • Applied • Network-embedded (local, provincial, national and international levels) • Not fully reciprocal

Purposes. The focal reasons for engagement in the late 1970s-1980s were grounded in the university's response to provide support to the UBP by advocating and promoting bilingual education (Bilash, 1978; Lupul, 1985), creating a resource repository for teachers and language professionals, and overseeing the development and piloting of a teaching and learning resource for UBP. Whereas in the 1970s, purposes were demand-driven, towards the late 1980s, the purposes shifted toward an applied focus and included the need for professional development of teachers. In the 1990s to the first decade of the 2000s, the demand for greater communication, collaboration and connectivity with local, provincial, national and international partners emerged, widening the network of ES. In the 2000s, purposes continued to be demand-driven and applied as attention grew to the development of teaching and learning

resources, including digital, for high school and post-secondary levels, including also research work related to the development of these resources. Today the problem-centered and applied practices are at the fore of ES with its attention to the critical enrollment issues in the UBP and the university.

Processes in the late 1970s-1980s, especially with respect to the development of predominantly elementary learning resources, are characterized by collaborative efforts between ULEC, Alberta Education and community partners. At this stage, the cultivation of relationships of reciprocity between the stakeholders exemplifies efforts toward engagement in co-creating new knowledge for the benefit of a community. These efforts continued into the 1990s, expanding the network to include more local, national and international stakeholders. The 2000s required increased response and participation of stakeholders, resulting in the creation of new committees to address the new purposes and new projects that involved both the university and the public. In these processes, the community brought to the university's attention public concerns, and ULEC's leadership was willing to assist. Especially at a time of acute concerns (second decade of 2000s), the challenges of engagement reveal that "establishing, maintaining and sustaining genuine, mutually beneficial university-community collaboration" require considerable "time, effort and investment" from all stakeholders (Brown-Luthango, 2013, p. 323).

Products of engagement in the late 1970-1980s are the strengthening, piloting, approval and extension of the bilingual programs in the province and beyond, and the beginning of the production of learning resources for K-12 Ukrainian education. The collaborative efforts resulted in workshops, seminars and publications. The 1990s saw the creation of ULECON, the establishment of research partnerships on the national and international levels, as well as financial investment from Alberta Education, community educational organizations and funders in projects of benefit to learners of many languages. The production of learning resources for K-12 continued and began to include digital resources. In the 2000s, student exchanges were launched, an educational portal was created, and post-secondary teaching and learning resources entered the focus, including digital resources. Today, research projects have been designed to assess the pressing issues of Ukrainian education at all levels. These projects, still in progress, are led by university researchers, and the community is engaged as both participants and funders. It is hoped that the results will impact positively on the community and the university, and will lead to action steps to the benefit of both. In the future, we also see a potential for the community partners to become the co-creators of knowledge, which would delineate a movement towards true engagement and not a unidirectional outreach with community as subjects only, towards a reciprocal network-embedded ES. This would also increase the intellectual capital within the community.

The study of ES discussed above also reveals that the mandate of ULEC to develop Ukrainian education remained firm over the time period analyzed. The focuses of its strands of engagement varied at different points in time in response to the specific purposes and issues of the time. The discussion showed that ULEC has assisted communities by acting either as a leader, broker, mediator or negotiator (see Onyx, 2008, p. 102) in responding to emerging

purposes, initiating and creating links in relationships between the stakeholders in processes of engagement, as well as in delivering products to the community and the university.

Challenges of Engagement: Concluding Remarks

Our inquiry was grounded in the history and practices of the network of Ukrainian educational stakeholders. We studied the symbolic community of the stakeholders, who are drawn together by the practice of Ukrainian language and culture education in Alberta, Canada. An entity with varying members over time, the community consistently saw its primary function as the development of Ukrainian education in the province, but also nationally and internationally. We provided a historical overview of how this network evolved. We reflected on past practices and provided an overview of current practices within the framework of ES.

Overall, we agree with Boyer (1996), that "we need not just more programs but also a larger purpose, a larger sense of mission, a larger clarity of direction in the nation's life . . . ultimately, the scholarship of engagement means creating a special climate in which the academic and civic cultures communicate more continuously and more creatively with each other, helping to enlarge what anthropologist Clifford Geertz describes as the universe of human discourse and enriching the quality of life for all of us" (p. 32-33). Further, we underscore the challenges of aligning university-community values and vision and raise the question of who decides which human discourse gains recognition and power and who "all of us" is.

With respect to present and potential dialogues between the university and the community, we would like to note that our study shows an acute need to work *with* the community and to develop a "collaborative" knowledge-building mechanism. In the studies, as shown above, the community is the/a major funder and research subject, but not yet a full-fledged partner, which is the desired outcome of the ES practices. As Brown-Luthango (2013) points out, "[c]ommunities need to be actively involved in each step of the research process, from identifying research issues, design of the research, data collection, analysis of the research results, to writing as well as policy processes which might flow from the research" (p. 315). Therefore, we see the need to study the community partner in order to better understand the complexities, challenges and benefits of the university-community interactions.

We need to learn about the community with which we are working to be better equipped with knowledge that can transform current practices into true collaboration and partnership in addressing the pressing issues of the community, leading potentially to improved policy processes and societal changes for all. ULEC continues working within the tenets of ES, which in Boyer's (1996) terms "is a forum in which the nation can confront its mission in a larger, more enlightened sense" (p. 33.). This paper may also provide insight into the workings of many ethnic communities, a number of which are marginalized and stunted by a non-integrated discourse in decision-making processes, and thus invite them to explore their relationship with the university and within their networks. With well over 200 "lesser used" languages spoken in Canada, the associated language communities may be interested in discovering how the university can assist them in, and how they can contribute to, researching multiple access points for language use and retention, especially among youth, in resource adaptation, and the

promotion of national and international partnerships. Finally, this mutual exploration can help the general public better understand what drives so many of the smaller ethnic groups, as well as learn some of the benefits brought by social diversity.

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